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		
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087		

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Stanton ISD	156902		
Vendor ID #	ESC Region #18		
	Region 18		

Mailing address	City	State	ZIP Code
200 N College St PO Box 730	Stanton	TX	79782

Primary Contact

First name	M.I.	Last name	Title
Trina	D	Springer	Technology Coordinator

Telephone #	Email address	FAX #
432-528-2653	tspringer@stanton.esc18.net	

Secondary Contact

First name	M.I.	Last name	Title
Jay		Baker	Technology Director

Telephone #	Email address	FAX #
432-607-3700	jbaker@stanton.esc18.net	

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.**
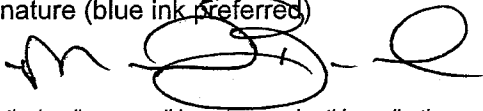
Authorized Official:

First name	M.I.	Last name	Title
Dr. Merl		Brandon	Superintendent

Telephone #	Email address	FAX #
432-607-3700	mbrandon@stanton.esc18.net	

701-18-103-055

Signature (blue ink preferred)

Date signed 2/2/2018

Only the legally responsible party may sign this application.

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Schedule #1—General Information		
County-district number or vendor ID: 156902	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:	156902	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. **Stanton ISD has an approved Technology Plan on File with TEA.**

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 156902	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: 156902		Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID:	156902	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: 156902	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.

Stanton Elementary, Stanton Middle School, Stanton High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

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Stanton ISD is applying for this grant to **provide online access for students at home**. Our student population will **benefit by this service by having the ability to access online** class materials and assignments for homework and research. District data from BrightBytes/Clarity survey, shows that 16% of SISD students do not have access to devices or Internet service at home, so we would like to provide digital equity. The grant will assist SISD in meeting the **demonstrated goals** of our district by allowing us to provide digital equity of devices and online access. The district will have a 1:1 Chromebook ratio for all Middle School and High School students. Chromebooks will be available through a checkout process in the Elem. Current budget funds through IMA will provide these 1:1 devices district wide. Some of the other items IMA will be purchasing for the district will be Webtech, Job study, CNA program start-up, Phlebotomy, Fountas and Pinnell curriculum, and additional Spanish workbooks.

Budget

Stanton ISD developed the current budget by analyzing our data in a Brightbytes Survey to determine the number of students that do not have devices or access to online services at home. The community was evaluated for public online access areas for students, and found that there were no public areas offering online access during the evening hours. Installation Cost for two SmartBus systems and 36 WiFi SmartSpots with cell service- $49,676.

Demographics to Purpose of the Grant

Using demographic information from PEIMs 2016-2017 data , there was a student count of **949 with 53.9%** of students qualifying as economically disadvantaged. Given the parameters of the grant, Stanton ISD would then qualify for $50,000 to use to provide students online access at home/and or after school hours. Online access would also be available to these students on school transportation. There are two qualifying bus routes that are **one hour or longer.**

Needs Assessment

Brightbytes was used as the needs assessment tool for SISD. The efficacy is determined by surveying the community, parents, students, and teachers. The School Board, Superintendent, Technology Visioning Committee, and Technology Department will assist in evaluating the process to see if it needs to be updated or changed as well as re-evaluating the Brightbytes survey data yearly. Our goal is improved student access and increased academic success.

Management Plan

The district's management plan includes: Library Media Services as they check in/out devices, device and internet connection training, technology department- training, maintenance, inventory, survey implementation data, and system monitoring. SISD provides an Elem. and Middle school lab where all students have daily sessions at the beginning of school in Learning.com Online Safety/Digital Citizenship. HS students have lessons from Common Sense Media in all Science Classes.

Evaluation

The program will be evaluated using Brightbytes survey data in addition to Classroom-Tech Learning, Access-at school/home, Skills-Student Foundational Skills, Student Online Skills, Student Multimedia Skills, Environment-The 3 Ps: Policies, Procedures, and Practices, Support, Professional Learning,and Beliefs.

Statutory Requirements

This application completely and accurately meets all Statutory requirements.

TEA Requirements

This application completely and accurately meets all of TEA requirements by using survey data to assess Stanton ISD's needs, provide equity in devices, and increase online access to identified economically disadvantaged student populations. This includes online use of technology after school hours, at home, and during travel.

Conclusion

Stanton ISD's commitment to the goals of this grant are to provide access to online resources for students after school hours and during transportation via this grant. Included within the scope of the plan are other means such as available wifi outside school buildings and the community library. We will continue to search for additional resources for student online access throughout the community and rural areas. We will ensure that funding from other sources is identified and secured for the program after the conclusion of the grant's term. A partnership with Verizon or our local

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Schedule #6—Program Budget Summary

County-district number or vendor ID:	156902	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	$0	$ 0	$23,187
Schedule #9	Supplies and Materials (6300)	6300	$	$ 0	$26,489
Schedule #10	Other Operating Costs (6400)	6400	$	$ 0	$
Schedule #11	Capital Outlay (6600)	6600	$	$ 0	$
Total direct costs:			$	$ 0	$49,676
Percentage% indirect costs (see note):			N/A	$ 0	$
Grand total of budgeted costs (add all entries in each column):			$	$ 0	**$49,676**

Administrative Cost Calculation

Enter the total grant amount requested:	$49,676
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$7,451

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: 156902		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	Quote for two SmartBus systems installed on two of our buses equipped with wifi, includes equipment, installation, data carrier set up, monthly data, Custom Policies/Filtering software - **SmartBus**	$ 23,187	
2		$	
3		$	
4		$	
5		$	
6		$	
7		$	
8		$	
9		$	
10		$	
11		$	
12		$	
13		$	
14		$	
	a. Subtotal of professional and contracted services:	$ 23,187	
	b. **Remaining 6200—Professional and contracted services that do not require specific approval:**	$	
	(Sum of lines a and b) Grand total	$ 23,187	

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

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 156902	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:	$26,489
	Grand total:	$26,489

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

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:	$

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: 156902	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	529	53.9%	We want to close the Digital Divide for this group by providing equalizing wifi/Internet access to online learning and educational resources, while we provide devices.
Limited English proficient (LEP)	63	6.4%	With devices and Internet service, our LEP student will have access to more translation tools and resources.
Disciplinary placements	2	0.2%	
Attendance rate	NA	94.7%	
Annual dropout rate (Gr 9-12)	NA	0%	

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

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

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					78	64	86	74	61	70	74	73	51	631 students in grades 4-12 with 53.9% being Eco. Dis.

A comprehensive, systematic process was used to identify and prioritize the needs of the District. The Superintendent, District Improvement Team, and Technology Department reviewed data from the BrightBytes/Clarity Survey and determined the specific needs of the District. The student surveys indicated that they do not have access to Internet services at home. Information collected from the Community and Rural Services also indicate that Internet services are not readily available at any public places, especially after school hours.

- **Survey of Available Internet Services and Technology-** The professional BrightBytes/Clarity survey service allows us access to an online survey on technology availability and Internet access. We conducted the survey of elementary, middle school, and high school students, parents, community members, and teachers. They were asked to indicate whether they had access to devices / Internet at home. It indicated that 16% of our students did not have access to internet at home. These numbers put us 7% below the state reported number of students having access to wireless internet. We are implementing a take home 1:1 of Chromebooks to eliminate any inequities in devices, but need assistance providing Internet access in rural areas and especially with students in our LEP and Eco. Dis. populations.
- **Student Achievement Data -** Data as indicated below shows significant performance gaps exist when students are compared to the state average. The district's index 3 numbers, Closing Performance Gaps, is based on our white population vs our Economically Disadvantaged population. The 2016-2017 STAAR score comparison of the two populations is as follows: Source: 2016-17 (TAPR) Texas Academic Performance Report
  3rd Math (White) 83% (EcoDis) 66% (ELL) 63%
  4th Math (White) 81% (EcoDis) 46%
  5th Math (White) 88% (EcoDis) 80%
  5th Science (White) 60% (EcoDis) 47%
  6th Math (White) 63% (EcoDis) 43%
  7th Math (W) 93% (EcoDis) 55%
  8th Math (W) 91% (EcoDis) 80%
  8th Sci (W) 79% (EcoDis) 60%
  Alg 1 (W) 93% (EcoDis) 67%
- **Reading Level Indicators -** Though our focus population is math and science, we also looked at their reading levels. According to our Fountas and Pinnell Benchmarking System, AR tracking, and AR Star testing, we find our students to be below grade level and our Eco Dis to be even lower. Teachers often report that comprehension scores are often unsatisfactory because students do not have prior background knowledge or experiences to draw conclusions from..
- **Intervention Data -** Our data indicates that a large percentage of student population is in need of academic intervention. Achievement data required the implementation of reading intervention activities for 4th-8th students during the 2017-2018 school year. Campus admin has instituted a mandatory daily class period of RTI time in each classroom to manage the amount of students requiring intervention in reading. We use LLI and iStation during this intervention time and could increase time on iStation with home access.
- **Budget Review-** We are focusing our district budget on purchase of devices. Our goal is to be 1:1 on the secondary campuses by the start of the 2018-2019 school year. 75 percent of our students in 4th and 5th grade have devices and others are available for checkout.

With our large numbers of Eco. Dis. students, the use of engaging and technological instructional strategies, with a focus of providing extended support after school hours, is necessary. The lack of Internet has limited the students' access to research-based online instructional materials. We have moved to using online Textbook resources in all classes with the exception of English. The District has prioritized the following needs: 1) Increasing access to digital devices inside and outside of the school; 2) Closing the substantial gap in equity of availability of Internet for our EcoDis population; 3) Increasing student exposure to real-world Science/Math exploration, in order to improve achievement scores; 4) Providing additional funding for the purchase of technology for Internet access outside of school.

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 156902	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.	Students in our RURAL district have limited access to devices and internet after school. (PEW Research 2017 Low Income Americans Lag behind in Technology adoption) (Brookings Institute, "Signs of Digital Distress: Mapping broadband availability and subscriptions in American neighborhoods," September 2017 shows Rural access to WiFi 27.4% and low income at 37%.	The district is allocating devices for students 1:1 and checkout. The proposed program would allow students access to wifi on our **two long bus routes that are over an hour long each day**. The funds would also be used to provide a **wireless internet service(SmartSpot) for students to check out** if they do not have internet service after school. Through these services, students will have increased exposure to learning experiences and activities to prepare them for classroom discussion and learning.
2.	A significant gap exists in the district's index 3 which is Closing Performance Gaps.This data is based on our white population vs our Economically Disadvantaged population. The 2016-2017 STAAR score comparison of the two populations shows a gap in Math/Science for our EcoDis students.	The technology Lending program of wifi Smart Spots will allow students in the EcoDis. population to have access after school to the internet and a learning avenue equipped with essential scientific information and experiences. Through the use of online resources, provided from the school and google classroom, students will participate in engaging problem-based learning that emphasizes key math and scientific vocabulary and concepts. These experiences will strengthen their ability to master standards assessed on the STAAR.
3.	The District needs additional funding to provide internet access to devices for students to use at home or after school hours to implement key components of the technology initiative.	The Technology Lending Grant would assist funding digital device initiative to provide Internet Access for students at home or after school. In addition, it would provide students with access to online resource and teachers with the ability to connect to students thru Google Classroom.
4.	Economically Disadvantaged students in the district have limited access to real-world experiences, thus creating a lack of background knowledge needed for problem solving, critical thinking, and decoding in reading.	The lending program would enable teachers to implement a "flipped classroom" approach with appropriately modified lessons in Google Classroom. Teachers will assign nonfiction text and science exploration activities to complete at home using their devices and instructional programs. These activities will align with classroom instruction and TEKS. The strategy of frontloading will be used to prepare students for classroom success.

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Schedule #14—Management Plan		
County-district number or vendor ID: 156902		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	Dr. Merl Brandon, Ed. D. in Educational Leadership, MA in Mid-Management, BA in Mathematics, 26 years in education
2.	Technology Coordinator	Trina Springer, Masters/Bachelors in Educational Technology, 28 yrs Exper., Secondary Business+, CIS, Principal, Prof. Dev.
3.	Director of Technology	Jay Baker, BS Business Admin, 10 yrs Exper. Technology/Networking
4.	Bus Operations	Brad Holland, CPA, BBA in Accounting, 17 years Experience in School Finance, 24 years total Accounting experience.
5.	Media/Library Specialist	Melinda Smith, Masters in Media Specialist, Masters of Education in Administration,Middle Management,Technology Applications, Graphic Design,Teaching CTE, Principal certification

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 Internet access after school hours..	1.	Contract with a company to install wifi on 2 Buses including the service. (Bids from Kajeet).	05/15/2018	08/31/2019
		2.	Provide in Class Support for students	08/20/2018	05/31/2019
		3.	Provide technology how-to lessons to students	08/31/2018	05/25/2019
		4.	Provide digital citizenship & responsibility lessons. K-12 via Learning.com and Common Sense Media.	08/20/2018	10/05/2018
		5.	Analyze our BrightBytes/Clarity Survey data	02/15/2019	03/15/2019
2.	Increase the # and % of Eco. Dis students who have wireless access in their home.	1.	Identify Low SES students in need of wireless access.	08/20/2018	10/01/2018
		2.	Distribute Wifi Smart Spots to students needing access and connect via Bus for 1hr+ route	09/01/2018	08/31/2019
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Close the Gap in our White vs Eco Dis. students on Math/Science Scores	1.	Analyze 2017-2018 STAAR Math/Science data Gaps	06/01/2018	09/10/2018
		2.	Analyze Learning.com data of student Digital/Online Safety	10/15/2018	09/10/2019
		3.	Analyze STAAR 2019 Math/Science Passing Rates	05/31/2019	07/01/2019
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 156902	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.

We currently meet regularly to discuss STAAR data, Reading assessment, BrightBytes/Clarity survey data, and use district assessments to measure our progress. The Internet access project will be closely monitored to ensure effective implementation of success through the attainment of the project's objectives. The districts' current system for monitoring student achievement and evaluation of goals is to review multiple sources of data at monthly grade-level meetings with the teachers/departments and campus administrators. At these meetings, members will evaluate both Math and Science progress monitoring results to ensure adequate gains. District benchmarks monitor student progress through DMAC. Collaborative discussion will occur at each meeting and will be used to measure the student's progress.
In addition to data, we will be using software to monitor students online access on the bus and at home to measure how often they use it. The services we are looking at provide complete off-campus educationlly focused broadband programs to provide students with access to safe, filtered, and monitored Internet access.
District Technology Visioning Committee will also monitor the data, Media-center checkout, and technology reporting of Internet Access for students at home. This committee meets regularly during the year to evaluate use of technology in the District and to report to the board.
All staff will be kept informed of the project's status through updates given by the Media Specialist/technology campus personnel during regular staff meetings held at each campus.

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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The **District has a strong commitment to providing technology-rich learning** for all students, as demonstrated through 1:1 initiatives at all campuses. Our Middle School will be 1:1 by the end of the 2017-2018 school year and our HS by the end of the 2019-2020 school year.. Our Elementary school has 1:1 in 4th and 5th Math and Science and a 1:2 in K-3. The district will benefit from the Technology Lending grant by providing the much need access to internet at home for students that do already have it. The districts strong commitment to technology rich classrooms has been demonstrated at monthly Board of Trustee meetings where board members are presented with 'Technology tips' and reports on individual 1:1 projects to demonstrate the impact of various technologies on student achievement across the District. There is a converted effort in the District to put structures and systems in place across all 1:1 projects so that the addition of each project is seamless.

The **campus administration has also made student access to technology a priority** by allocating campus budget and local donations for the purchase of chromebooks toward the 1:1 initiative. The District Improvement Committee determined that technology would remain a part of the District 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 (Goal 1, Strategy 1, Item 1). This grant would allow students to continue its pursuit of 21st Century Learning for all students by providing Internet access at home/after school hours resulting in students having consecutive years of digital learning experience before moving forward to College. The District planning committee has reviewed the proposed project with district Administration, teachers, media specialist, and the School Board and all are committed to improving student learning through the use of technology.

Equality of Internet access will give teachers the opportunity to use innovative and creative teaching practices/resources.

Schedule #15—Project Evaluation		
County-district number or vendor ID: 156902		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, Parent, and Teacher Surveys	1.	Increase residential/after hours wireless internet for low SES students
		2.	Increase in amount of time students access digital resources outside of school
		3.	Increase in number of low SES households continuing internet service at the end of the grant
2.	Teacher Lesson Plans and Instruction	1.	Increased use of digital resources in lessons
		2.	Increased use of technology in classroom activities
		3.	Increased use of Google Classroom, Discovery Ed., Learning.com, etc.
3.	Review annual student achievement data from STAAR and TAPR	1.	Reducing the achievement gap in Math and Science between white and Eco Dis. students
		2.	Increase % of Eco. Dis. students meeting standard on STAAR Math and Science.
		3.	Decrease the number of students that do not have internet access as measured by the survey responses
4.	Learning.com, iStation, Prodigy, Splash Math, Spelling City, FastMath, AR, RazKids, Online Textbooks, Discovery Education, TTM, Library	1.	Increased student use of school practice and research software/resources
		2.	Increased student use of Google Classroom and online resources
		3.	Learning.com will be used to meet the Technology Standards TEKS K-8

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 identify problems quickly and find effective solutions during the grant period. The District improvement team will use the BrightBytes/Clarity survey and a district developed survey as formative assessments to review the results during the on-going project. Feedback will be gathered throughout the implementation process from teachers, students, parents, and community members to ensure that needed adjustments are made to 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 can be made along the way. All aspects of the project will be reviewed during the regular Technology Visioning Committee meetings.

The Technology Coordinator, Technology Director, District Admin., and Campus Admin., will monitor Technology Tickets to evaluate progress and make appropriate adjustments to increase student use and academic success. Teachers and District technology staff will collaborate on planning lessons to instruct students on how to properly navigate their devices.

District level assessment data and annual STAAR results in Math and Science will be analyzed to determine the status of the program and the fulfillment of objectives, as stated in the proposal. Achievement scores for our low socioeconomic students will be compared with the scores of other student populations prior to the project initiation to provide baseline data. Data will be monitored during several intervals to access progress.

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The Districts implementation of individual technology devices has proven to be successful as we are working to equalize the availability of technology to students at school. Now we would like to apply that to a take home initiative and provide internet access to those students who have indicated that they do not have wifi access at home or after school. We feel the access to internet connectivity will allow students who were in the gap of Math and Science/ Eco Dis the opportunity to increase their connection to real world STEM activities and to increase their STAAR scores The District is committed to moving forward with providing students internet connectivity outside of the HS in a Garden/Lounge area so they can take advantage of electronic resources after school hours. We hope to partner with local businesses in the creation of this internet friendly space. Assisting economically disadvantaged students with opportunities for broadband connectivity and mobile devices, outside of the school day, will ensure that all students are able to access digital instructional resources 24/7, making the project a success.

The implementation of this program will assist the District in meeting the goals, objectives, and strategies of its 2018-2019 Technology Plan filed at TEA. As we update our goals, objectives, and strategies to meet those in the District Improvement Plan, the grant will move SISD forward in its plan to expand internet accessibility for all students. Furthermore, the funding from the grant allows Stanton ISD the opportunity to meet district goals.
All campuses in Stanton ISD will increase student academic achievement on the State
of Texas Assessment of Academic Readiness (STAAR).
- Stanton ISD will implement and monitor well-designed processes, including long-range planning and budgeting, to address future growth, changing student needs, and the maintenance of effective and efficient operations.
- Stanton ISD will provide a safe and secure system throughout the district for staff, students, and community to provide the best possible environment for learning.
- Stanton ISD will promote shared partnerships of students, parents, schools, community, and business.
- Stanton ISD will develop and implement a plan to increase the instructional use of mobile technology
GOALS ADOPTED BY THE STANTON BOARD OF TRUSTEES ON APRIL 10, 2017

Project Planning - The planning for the program emerged during a meeting between the Superintendent, Assistant Superintendent of Curriculum/Instruction, and Technology Department. The discussion turned towards new ideas to determine which way to connect to the greatest number of economically disadvantaged students with the emphasis on increasing their scores in math and science via real world experiences and online connectivity. The Technology Visioning Committee and District Improvement Committee assessed data, researched community access, and used the BrightBytes/ Clarity survey data to determine that internet access was needed in the homes of students.

Parent and Student Communication - Parents and students will be given information about the District program of 1:1 and student devices. Information about the grant and accessibility to internet on the 2 long rural busses as well as checking out devices for wifi access at home will be presented to parents and students through SISD's ongoing Parental Involvement Initiative. The qualifying Eco. Dis. students will be able to check out devices for internet access (SmartSpot) at home. The District has quotes from Kajeet and Verizon to provide installation, devices, and service through the district. The service is educational-focused broadband to students with access to safe, filtered, and monitored internet access.

Deployment of Grant Funded Wi-Fi Hotspots(SmartSpots) and Buses - The WiFi Bus Installation and the WiFi SmartSpots will be ordered by the technology dept. after appropriate bids and evaluations in 2018 upon the approval of the lending grant. The District Technologist and Media Specialist will prepare to distribute the devices to students using the Media Centers' checkout software program, Destiny. Grant funded WiFi SmartSpots will be issued to all qualified Eco. Dis students and will also be recorded in the Destiny System.

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The District has experienced unexpected growth and with that growth our data has shown a learning gap in the Math and Science scores between our White vs Eco. Dis. population. Our **Vision Statement** is to "Provide an exemplary education for all students in a safe environment, in collaboration with parents and community." This vision has been supported by the Board and Administration over the last year by ensuring students are provided an education that matches the technology rich world in which they live. During the 2017-2018 school year, the District implemented a 1:1 initiative in the middle school, which will be a starting point for 1:1 take home. With the availability of take home devices, comes the need for wifi at home thus helping us to provide equality for our Eco. Dis. students as we help them close the gap that we continue to see in our data in Math and Science. Providing internet access at home will help to prepare students to move to the next step of technology efficiently and effectively and be better prepared to enter 'tomorrow's world."

In addition to closing the gap for our Eco Dis students, the grant will help us meet our technology initiative goals and objectives of not only providing access to technology, but providing access to it at home. Our goals include providing 1:1 for all students, but additional funding will help provide internet access at home. This grant would provide support to achieve this goal.

Our **Mission Statement** to"provide all students with appropriate opportunities to become informed, productive and contributing members of society," would be more readily realized by using the grant funds to provide bus internet on the two hour plus bus routes and for students to check out the WiFi SmartSpots for at home internet access.

We feel that our Mission statement is aligned with the state as we seek exemplary education for ALL students. Digital resources and devices provide students the opportunity to collaborate with peers in and out of the classroom and around the world. Digital access to curricular resources such as Google Classroom interactive lessons, online systems, ebooks from the Library/Media center, and teachers online - outside the school day will allow families to assist and motivate students to excel in their academic learning. 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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Our 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, is to fit two buses that have at least an hour plus routes with complete off-campus educational-focused broadband WiFi Internet called the SmartBus system. We plan to provide internet access to student residences with the a SmartSpot system via student checkout from the library media centers. Eco. Dis. students will apply for the SmartSpots and as parents turn in agreement contracts, SmartSpots will be distributed along with some training. Both the SmartBus and SmartSpots have included Verizon wireless service to the WiFI.

As a District we have prioritized our low socioeconomic student group by using the 2018 Federal Criteria guidelines for Economically Disadvantaged students and using our 2017-2018 STAAR Math and Science passing percentages, to identify those students with significant gaps compared to peers in other student populations. Additionally, our BrightBytes/Clarity survey data indicates that 16% of our students do not have internet access at home, therefore, we want to provide internet access so students can gain the experiences needed to close the gap.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 156902	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 are currently using available technology to the maximum extent possible. Teachers integrate the use of devices into instruction by utilizing computer-based programs and software. Google Classroom for management, Smart Class via Smart Board software, curricular iStation, Discovery Education, RazKids, SplashMath, AR, STAR, TTM, Fast Math, Textbooks online, Media Center research online, book checkout online, and ebooks, etc. are some of the fantastic resources available to our district.

Students are also creating original products using a variety of digital tools. Students work both independently and collaboratively to draft, edit, and publish products that demonstrate learning. The district has set a goal of providing rich experiences for disadvantaged student through the use of technology. Students are given extensive exposure in the classroom to virtual environments through the use of graphics, videos, photographs, live streaming, and virtual tours. The lending grant would allow teachers to increase their efforts by giving every student access to these experiences both in and out of the classroom. Teachers' lesson plans will be opened to opportunities for students to create work digitally and share their products with other students across the United States or globally. Teachers will also have the ability to create exploration activities for students to do at home that will increase their readiness for classroom learning. One of our main targets is in assisting our ESL/ELL and Eco. Dis. populations with front loading vocabulary and real world experiences via video interactions through sites like Discovery Education. Through the 1:1 initiative, and online access at home, students would have continual opportunities to enhance their technology skills and become adept at navigating systems and applications to elevate their learning experiences.

The District takes advantage of digital learning opportunities to differentiate instruction and meet the unique needs of all learners. Objectives in our District Goals and Technology plan states that a targeted strategy for technology use is to identify and implement technology resources to provide interventions and enrichment for FT, ELL, Spec Ed, and At-Risk populations. Our District embraces this strategy by providing daily interventions and enrichment opportunities for all of the special student populations mentioned.

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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The overarching goal of the lending program is to increase student success and achievement. Current trends in our data indicate that the District has an overall need to increase reading levels of students. It is also evident that students have not been satisfactorily prepared to master state mandated science/math standards, especially our Eco. Dis. population. Due to these findings, the lending grant would be used primarily in these areas to produce maximum benefits for these students.

The results of our data from the BrightBytes/Clarity survey shows 16% of our students responded that they do not have internet access after school hours, and at home. The survey also highlighted the gap between our Eco. Dis. and white student populations in Math and Science. By identifying strategies to increase internet access and equalizing the opportunities of students, we will move closer to helping our Eco Dis. and ESL students maximize their learning potential..

The main component of the lending program is to help Eco Dis students to increase their academic performance. As the district implements the 1:1 initiative, we need to even the playing field and provide internet access for all students. The gaps indicated by our data, tell us that our students have many obstacles to overcome in all areas of learning. Technology offers a variety of solutions for teachers and students that align with the TEKS and best practices to provide a meaningful and interactive learning environment for students that will accelerate learning to its highest level.

Google Classroom is known as a great organizer for students and allows teachers opportunity to provide interactive, meaningful experiences. The use of many of the other practice programs have proven to motivate students and help with monitoring progress. Google Classroom allows peer collaboration which is important in teaching our students to work with others and helps our ELL students understand academic language.

At the secondary level, we have online textbooks and resources for all core subjects and electives. The only exception being English and upon the next state adoption, we will change to an online version. Library resources including research databases and online articles, would be available 24/7 to students with Internet access.

The infrastructure and technical support is adequate to support students' anticipated use of devices on the current school network for the 1:1 initiative which the district has began implementation of.

The Grant will provide two SmartBuses with Wifi and 36 WiFi SmartSpots for students to check out so they can have internet access at home. Both of these setups will be independent of our network and will not require any equipment or connections to our network. We will access the filtering system and manage changes as needed.

We have a current AUP in place that all students/parents are required to sign. We have begun planning policies and a sign-out agreement for WiFi SmartSpots and devices.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 156902	Amendment # (for amendments only):

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

The Technology dept will purchase two SmartBus systems including installation, setup, software, Verizon account setup and connection/support. We will purchase 36 SmartSpots to be checked out from the library. The priority will be as follows: 1st from a list of qualifying Eco. Dis students at the HS, 2nd the MS, 3rd Elem. Maintenance and support will come from the Technology Dept. as well as the company from which we purchase the inclusive service.

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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The technology lending grant equipment will be accounted for per local policy which includes inventory barcode tagging. Buses are equipped with cameras to provide additional security of equipment. The Wifi SmartSpot devices will also be inventoried per local policy, with inventory barcoding tags and checkout via the library system Destiny barcodes. Students will be asked to turn them in regularly for updates and service. These can be monitored via the Kajeet software online per their Verizon cell signal.

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