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	*Place date stamp here.*
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED 2018 FEB -5 PM 12: 31 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Splendora ISD	170907		
Vendor ID #	ESC Region #		
01746	6		

Mailing address	City	State	ZIP Code
23419 FM 2090	Splendora	TX	77372

Primary Contact

First name	M.I.	Last name	Title
Troy	D	Reynolds	Director of Federal Programs
Telephone #	Email address		FAX #
713-732-1359	treynolds@splendoraisd.org		281-689-7509

Secondary Contact
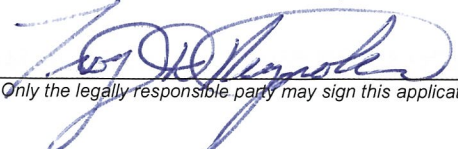
First name	M.I.	Last name	Title
Buddy		Denman	Director of Technology
Telephone #	Email address		FAX #
281-689-4352	bdenman@splendoraisd.org		281-689-7826

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
Troy	D	Reynolds	Director of Federal Programs
Telephone #	Email address		FAX #
281-689-3128	treynolds@splendoraisd.org		281-689-7509

Signature (blue ink preferred) _____ Date signed 1 Feb 18

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 170907	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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170907	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170907	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: 170907	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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	Schedule #4—Request for Amendment (cont.)		
County-district number or vendor ID: 170907		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: 170907	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.

Splendora Junior High, Splendora 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.

Program will service two Title I campuses by providing access to district platforms and programs at home by lending technology to students who do not currently have access. The need for at-home access has already been documented in a previous needs assessment conducted by Splendora ISD (SISD) Technology in the 2016-2017 school year by surveying families of students enrolled in SISD. That survey identified the need for at-home access to a significant portion of the population, as there is currently no program which does so.

Additionally, the need for at-home access has been further established by a needs survey published to all students after Hurricane Harvey to evaluate the impact of the storm on the basic needs of SISD families. That survey shows that the capacity (or lack thereof) of students to access the internet at home has been drastically reduced. In the 2016-2017 school year when the technology survey was administered, 21 students were identified in SISD as homeless. At the current time, SISD still has 163 students coded as homeless because of the storm. Obviously, those students do not have internet acces at home, as many are living in shelled-out houses, and some in tents.

The program will lend machines and internet hotspots to students on the secondary level. This will allow students to access instructional materials, virtual classrooms, RTI platforms, credit recovery programs, instructional simulation programs, and instructional applications both at home, at school, and on the bus, as the laptops will be allowed to travel between campus and home while checked out. Splendora ISD will use current processes to maintain and service the machines, so no money will be charged to the grant for that activity. The district will also absorb all indirect costs. All monies will be used for machines to go into student hands and homes.

Program will be administered through the district libraries. Inventory, checkout, tracking, and maintenance will be coordinated through their already-existing systems. District technology personnel will be assigned to monitor usage and determine effectiveness at implementation and at 12-week checkpoints through each year. Note will be given to usage, what is being accessed, and a study of any increase in success for participants will be conducted. Furthermore, all performance measures designated in the program guidelines will be tracked over time, including, but not limited to student attendance pre- and post-participation, student growth of participants on state testing, socio-economic status of participants, impact of program on teacher curriculum delivery, etc.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 170907	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	$0
Schedule #9	Supplies and Materials (6300)	6300	$100000	$0	$100000
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	0
Schedule #11	Capital Outlay (6600)	6600	$0	0	0
	Total direct costs:		$0	0	0
	Percentage% indirect costs (see note):		N/A	0	0
Grand total of budgeted costs (add all entries in each column):			**100000**	**0**	**100000**

Administrative Cost Calculation		
Enter the total grant amount requested:		$100000
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:		$15000

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: 170907	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		$0
2		$0
3		$0
4		$0
5		$0
6		$0
7		$0
8		$0
9		$0
10		$0
11		$0
12		$0
13		$0
14		$0
a.	Subtotal of professional and contracted services:	$0
b.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a and b) Grand total	**$0**

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: 170907	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:	$100000
	Grand total:	**$100000**

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: 170907	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: 170907		Amendment number (for amendments only):		

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			$	$0
2			$	$0
3			$	$0
4			$	$0
5			$	$0
6			$	$0
7			$	$0
8			$	$0
9			$	$0
10			$	$0
66XX—Software, capitalized				
11			$	$0
12			$	$0
13			$	$0
14			$	$0
15			$	$0
16			$	$0
17			$	$0
66XX—Equipment, furniture, or vehicles				
18			$	$0
19			$	$0
20			$	$0
21			$	$0
22			$	$0
23			$	$0
24			$	$0
25			$	$0
26			$	$0
27			$	$0
			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: 170907	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	1072	52.7%	
Limited English proficient (LEP)	184	9%	
Disciplinary placements	63	4.25%	
Attendance rate	NA	95.1%	
Annual dropout rate (Gr 9-12)	NA	0.2%	

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
							281	288	308	328	288	281	259	2033

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 170907	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.

In addition to the normal processes that occur on an ongoing basis for campus and district improvement plans, the district administered a needs survey in the 16-17 school year to determine student access to the interenet and student access to technology at home. That survey showed that there was a gap in connectivity which correlated with income status. SISD began working on a plan to address how to assist students and change curriculum at that time. Two plans emerged from the committee. One involved the purchase of webbooks with data plans and connectivity so that students could "check out" the machines from a campus library. The other involved with partering with businesses and building wi-fi "bubbles" over certain areas of the district. The decision was made to focus on the first option, as it was more flexible. It was also determined that we did not have the student density to justify building the "bubbles" and that furthermore, the project would be cost-prohibitive.

SISD also did a needs assessment after Hurricane Harvey. Before Harvey, the district identified on average about 20 students per year as homeless. At current, we now have 163 identified. With the devestation experienced in the area from the widespread flooding, the connectivity gap has increased, compounding the issue. It is certain that with the money from the grant, the district can impact the community in a positive way as well as assisting students to take part in innovative technology-based curriculum, as one unintended but positive side effect of the grant would be giving access to FEMA and other programs which operate primarily online.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 170907	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.	Students need access to internet at home to access instructional materials and platforms.	Grant would purchase laptops and hot spots to grant students mobile access from any location.
2.	Students need access in the classroom to access instructional materials and platforms.	Grant would purchase laptops and hot spots to grant students mobile access from any location. Students would be allowed access to the program computers in class as well as at home and on bus.
3.	Equipment procured for the program will need maintenance, inventory control, and service.	District will absorb cost of maintenance, inventory control, and service through already-existing processes. All monies will be used to procure student machines and hot spots.
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 170907	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

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Federal Programs	Master's degree; experience as a building principal; teaching, principal, and superintendent certifications.
2.	Director of Technology	High school diploma; qualified in multiple platforms and systems, including Cisco, Microsoft, others. Experience as a computer technician and in running district technology department.
3.	Coordinator of Instructional Technology	Master's degree; experience as a building principal; teaching, principal, and IT certifications.
4.	District Librarian	Master's degree, principal cert, experience as classroom teacher, campus librarian, district librarian.
5.	Instructional Services Clerk	High school diploma; experience in retrieving data from multiple district platforms; general office skills.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines

#	Objective		Milestone	Begin Activity	End Activity
1.	Technology Purchase	1.	Receive Quote	04/16/2018	04/20/2018
		2.	Initiate purchase request	05/01/2018	05/02/2018
		3.	Receipt of shipment	06/01/2018	06/01/2018
2.	Create logistical infrastructure	1.	Create evaluation process to ensure student TEK mastery	06/01/2018	06/15/2018
		2.	Coordinate with libraries to inventory and bar code machines	06/01/2018	06/07/2018
		3.	Create district usage agreement for checkout	06/01/2018	06/02/2018
		4.	Create online worksheet to assess student need and track demographics	01/29/2018	05/01/2018
3.	Conduct teacher training for implementation	1.	Conduct initial training for program awareness and capacity	06/12/2018	06/14/2018
		2.	Ongoing trainings for best practices in using digital technology for homework and flipped instruction.	06/12/2018	05/31/2019
4.	Distribute devices	1.	SHS and SJH Campus libraries will place devices and hot spots in stock	06/07/2018	06/15/2018
		2.	Check-in/Check-out procedure begins	08/01/2018	05/31/2019
5.	Gather data and conduct program evaluation	1.	All students who check out a device will be entered on a tracking list to track all data required by the grant.	08/01/2018	05/31/2019
		2.	Instructional services clerk will update roster on a weekly basis.	08/01/2018	05/31/2019
		3.	Instructional services clerk will turn in cumulative data set for the end of the year evaluation.	05/01/2019	05/31/2019
		4.	Students who participated in the program will complete a district-generated survey.	05/01/2019	05/31/2019
		5.	Program will be included in year-end survey for teachers.	05/01/2019	05/31/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 170907	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.

Splendora ISD campus and district improvement teams meet regularly to examine data and assess the attainment of goals and objectives. When a campus is demonstrating a pattern of failure to adjust and obtain goals and objectives, the TAIS (Texas Accountability Intervention System) process is initiated to outline the problem, determine the root cause, determine SMART goals, and initiate an action plan with checkpoints to obtain those goals. The action plan then becomes a part of the campus or district improvement plan with communication to all stakeholders taking place through meetings, emails, phone calls, and any other medium needed.

Additionally, as a member of the Texas Public Accountability Consortium (TPAC), Splendora ISD is currently creating a Community-Based Accountability System (CBAS). One integral component of this alternative accountability system is innovative digital lesson design and delivery. Once finished, the CBAS will be (and is already becoming) a driving force behind SISD accountability monitoring, meaning that innovative digital lesson design and delivery will be assessed on a regular basis as one key to district success.

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.

While SISD has already been in discussions about the need and logistics for such a program, no such program for regular secondary students exists. We do issue a webbook to all early college high school students who take an off campus or online class, so the infrastructure for committing to the project is in place. In order to reach the economically disadvantaged population which is not contained in the ECHS program, SISD will use current mechanisms to supervise and evaluate the program. 100% of the monies received will be used for machines and hot spots for students to use. The biggest worry discussed is that we will buy the machines, and then they will sit unused. In order to combat this, a training schedule for content teachers on how to digitally enhance their instruction will be presented. Building principals will include use of digital curriculum as one measure of appraisal. Specific students will also be targeted by campus teams for the program through identification of economic status, academic shortcomings, and surveys. Machines will be available to students by being bar coded and checked out from the campus library for two weeks just like a book. Students who meet grant eligibility as economically-disadvantaged will be able to recheck a computer twice, meaning that they can keep the unit for six weeks at a time. Students without the economically disadvantaged status may also do so, but each time they come back in for a two-week checkout, a waiting list will be checked to ensure that there is no economically disadvantaged student waiting for a machine. If there is, the unit will be checked back in, and the non-qualifying student will "go to the end of the line" on the waiting list so that the eligible student can be prioritized. This essentially creates a tiered system where qualified students can check out for six weeks at a time while non-qualified students can check out for two weeks at a time, with qualified students always moved to the top of the "waiting list."

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 170907	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.	Participation Data	1.	Units will be checked out from campus libraries at a 50% rate or higher.
		2.	Teacher lesson plans will reflect an increase in lessons utilizing digital content at home.
		3.	
2.	District-generated surveys	1.	Students will complete pre and post surveys for participation in program
		2.	Program evaluation will be included in teacher EOY survey.
		3.	
3.	State Testing Data	1.	Program participants will be tracked for improvement in success and growth.
4.	Device usage reports	1.	Devices will be used after school hours for a minimum of 3 hours per week.
5.	Grant performance measures	1.	All performance measures indicated by grant will be tracked for participants in accordance with grant instructions.
		2.	Cumulative tracking results will be turned in to Federal Director at end of year and shared with cabinet as well as TEA grants.

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.

Data will be collected on many fronts. The primary way to collect the data required by the grant as outlined in the performance measures will be through a Google form created by the district. Upon checkout of a machine, students' names will be entered by the campus librarian into a Google form to register them as a participant. The Instructional Services Clerk will check this list once per week and begin collecting all of the pertinent data on each student including, but not limited to, demographic data, attendance, student schedules, state testing data, and grade reports.

Additionally, students will fill out pre- and post-participation surveys. These surveys will be used to assess student outcomes, attitudes, and growth, as well as to assess any problems with the program from the student point of view. Students will be asked questions pertaining to assess in which classes they used the devices at home the most, which classes they felt home use was most useful, what kinds of work they did with the devices, etc.

The SISD technology department will monitor usage reports and provide feedback every six weeks so that campuses can evaluate processes and adjust in real time. While it is not possible to document exactly what websites the machines visit while using hot spots, district can monitor times and lengths of usage.

Teacher participation in the project will be measured in multiple ways. First, campus principals will be asked to review teacher lesson plans and document usage of digital lessons at home. A list will be compiled by grade level and subject area to assess usage, and interviews will be conducted by the Director of Federal Programs to assess effectiveness and challenges. Also, SISD already issues an end-of-year survey to assess culture and climate. Assessment of this program by participating teachers will be included in the survey where teachers will be asked to respond to multiple perceptions of the program on a Likert scale. Finally, the SISD curriculum department has an already-established feedback process for all trainings, so data will be mined from those forms over trainings pertinent to the program.

Once all information is gathered and compiled, results will be presented to the District Educational Improvement Committee (DEIC) which is the advisory committee responsible for district improvement. The DEIC will make recommendations based on the data presented to improve effectiveness if necessary.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 170907	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.

Splendora ISD incorporates computer labs into each our campuses. These labs consist of 25-30 desktop computers available for student use. On our elementary campuses there are three computer labs per campus, one of which is used daily as a computer instruction classroom. The other two labs are available to be checked out for use by any teacher. Each campus is equipped with multiple checkout carts containing 30 laptop devices. These carts are housed in the library and are available for checkout by any teacher. There are also carts of 30 devices assigned to specific classrooms and grade levels. These devices are not checked out to students and are not brought home by students. In our Early College High School, any student enrolled in off-campus courses through our local community college or students enrolled in online classes have the option to check out a laptop that is assigned directly to them and brought to and from school each day. On our elementary campuses we have three desktop computers in every classroom. These computers are for student use and are used daily. The district also supports a BYOD (Bring your own device) environment in which students are allowed to work on their own devices brought from home and connected to our network. Funding for the student devices supplied by the district comes from the Technology Department budget as well as the budget of other departments in the district wishing to purchase them.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 170907	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.

Creating student access to online curricular and intervention platforms from home aligns with almost every district goal and objective in the District and Campus improvement plans. The goals and objectives to which the project would most closely align are:

1. Goal One: Develop and ensure that district programs and processes are inclusive and representative of the needs of all students. (Implementation of the program would ensure that we are more inclusive to students of low economic status.)
2. Goal One, Performance objective one: All students will be offered multiple opportunities to master TEKS. (Digital content at home would provide expanded opportunity and mode.)
3. Goal Three, Performance objective one: Introduce computer programming pathways. (Program would expand capacity of developing the pathway and offerings to students.)
4. Goal Six: Ensure that every academic course and program incorporates technology-based learning activities. (Program would increase capacity for implementation by opening up activities for home and not just classroom.)
5. Goal Six, Performance objective one: Campuses will offer supplemental instruction for TEKS mastery through technological platforms. (Program will increase capacity for implementation outside the classroom.)

Again, SISD is seeking a way to push digital instruction into the home. This program could make that initiative much more realistic.

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

County-district number or vendor ID: 170907	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.

District will use the money to procure web books and hot spots for students which can be checked out from the campus library. Students will be allowed to use the computers on campus, on school transportation, and at home. While checked out, machines will basically be the student's to use freely. Other than signing a responsible usage agreement, the computer will not be throttled or filtered. Students will be able to access any district curricular or remediation platform that has internet accessability, and will furthermore be able to surf the net to do open-ended research for projects, etc.

Specific students will also be targeted by campus teams for the program through identification of economic status, academic shortcomings, and surveys. Machines will be available to students by being bar coded and checked out from the campus library for two weeks just like a book. Students who meet grant eligibility as economically-disadvantaged will be able to recheck a computer twice, meaning that they can keep the unit for six weeks at a time. Students without the economically disadvantaged status may also do so if there is not eligible student in need of a unit, but each time they come back in for a two-week checkout, a waiting list will be checked to ensure that there is no economically disadvantaged student waiting for a machine. If there is, the unit will be checked back in, and the non-qualifying student will "go to the end of the line" on the waiting list so that the eligible student can be prioritized. This essentially creates a tiered system where qualified students can check out for six weeks at a time while non-qualified students can check out for two weeks at a time, with qualified students always moved to the top of the "waiting list."

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 170907	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.

Splendora ISD is currently developing our own curriculum. Included within this process are high priority learning standards. Digital learning activities are embedded into the standards and in the units created to teach them. They are an integral part of our Student Picture of Success. The lending program will allow teachers to implement the new curriculum with far higher fidelity because of student access to the digitally-designed portion of the curriculum. Teachers also receive ongoing training on a regular basis on innovative lesson design using digital technology. Teachers have only hesitantly used this training in the past because of the knowledge that some students had no access at home, and even the BYOT program at SHS leaves some limited even in the classroom, causing teaches to have to check out classroom technology and do extra preparation for classroom units. With the lending program, more students will be able to participate in BYOT and alleviate the load on campus resources for devices.

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.

SISD currently has digital initiatives in all grades and all contents. As a Google district, integration of technology in the instructional program of foundation subject areas is considered vital. One example of the integration is the third grade "Virtual Science Fair" where students are conducting science fair projects on a virtual platform. Other digital platforms used in SISD include, but are not limited to, SeeSaw, Fresh Grade, Google Read/Write, Learning.com, IStation, ThinkThrough Math, and other platforms which vary according to grade level and content. This is in addition to the included digital curriculum provided by textbook manufacturers to which SISD also provides access.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 170907	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.

Splendora ISD supplies a 1GBPS bandwidth speed for our district. This is distributed through our wired and wireless networks. Wireless access points are placed is all locations of our schools to provide adequate coverage while the student is on any of our campuses. Using the mobile hotspots requested in this grant, the students will be able to access the internet at home using a 4G cellular network. On each campus we have a media specialist whose role is to act as a first line of defense for simple technical issues. If any issue requires more technical help, each media specialist has access to put in work orders directly to the districts technicians. Work orders are resolved in a timely manner in the order that they are received by the Technology Department. These methods work together to ensure that any and all technical issues are resolved.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 170907	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.

Campus librarians will bar code the computers and place into inventory in the existing library management software system. Students wishing to check out a unit will take a short lesson to ensure technology TEKS mastery, then sign an acceptable usage agreement designed by the district to outline appropriate and inappropriate activity with the computer. Computers will initially be checked out in a first-come, first-served basis, although ECHS students enrolled in an off-campus or online class will not be eligible, as they are already issued computers under that program. If all computers are checked out, a waiting list will be created. When the "re-check" period comes up for a student, if he or she does not meet grant criteria of being economically disadvantaged, he or she will be required to check in the unit so that the next student may check it out. If the student qualifies as economically disadvantaged, he or she will be allowed to recheck the unit and maintain possession. Check-in will also be through the library through the same process as checking in a book, although computers may not be dropped in a night box and must be returned in person.

Campus librarians will inspect turned-in computers against a checklist provided by technology. If a unit fails an inspection, it will be turned in to technology for repairs through the district technology work order process. Students will not be charged for repairs unless a violation of the code of conduct (vandalism, etc), or a violation of the acceptable usage agreement which caused breakage occurs. (Lending it to someone else, etc.)

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.

Procurement and initial inventory will be through the usual district procedures, with SISD technology responsible for adding machines by serial number into district inventory. Students will not be charged for damaged machines except in overt cases of vandalism or other extreme violations. Repairs of broken screens and other issues caused by accident or normal wear and tear shall be assumed the responsibility of SISD and will be addressed through the SISD Technology budget.

As noted above, machines will additionally be received from technology and inventoried into the campus library system through a system of bar codes just like library books. At the end of the school year, all machines will be returned to SISD technology for summer maintenance. Students in special circumstances will be able to ask to keep a machine over the summer so long as an online class or summer school is involved. The district is willing to coordinate with that student for maintenance so they may still progress academically, but the machine still receives summer maintenance.

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