Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 1:09 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 #
Harlandale ISD	015904		
Vendor ID #	ESC Region #		
74-6002100	20		

Mailing address	City	State	ZIP Code
102 Genevieve	San Antonio	TX	78214

Primary Contact

First name	M.I.	Last name	Title
Myrna		Martinez	Director of Information Services
Telephone #	Email address		FAX #
210-989-5120	Myrna.martinez@harlandale.net		210-989-5197

Secondary Contact

First name	M.I.	Last name	Title
Raymond		Phillips	Specialist – Instructional Technology
Telephone #	Email address		FAX #
210-989-5120	Raymond.phillips@harlandale.net		210-989-5198

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
Rey		Madrigal	Superintendent of Schools
Telephone #	Email address		FAX #
210-989-4340	rey.madrigal@harlandale.net		210-989-4468

Signature (blue ink preferred)   Date signed

Rey Madrigal   2/5/18

Only the legally responsible party may sign this application.

701-18-103-058

Schedule #1—General Information	
County-district number or vendor ID: 015904	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: 015904	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: 015904	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 015904	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.

HISD schools that will be served by these funds include: Harlandale High, McCollum High, STEM-ECHS, Harlandale MS, Leal MS, Terrell Wells MS, Kingsborough MS, and the following elementary schools: Adams, Bellaire, Carroll Bell, Collier, Columbia Heights, Gilbert, Gillette, Morrill, Stonewall, Schulze, Rayburn, Vestal, and Wright.

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.

Ride the WEB (WiFi Enabled Bus): The Road to Recovering Lost Instructional Time

This grant proposal seeks to put a twist on the well-known acronym "COW" referencing laptop carts (i.e., Computers on Wheels). Our COW represents a "*Classroom on Wheels*". We invite our students to "Ride the WEB". The District will convert 12 yellow school busses into WEBs or WiFi Enabled Buses.

As educators, we recognize the importance of extracurricular activities and the need to provide our students with the opportunities to travel for competitive reasons as well as instructional experiences. The value of classroom time compared to the experiences that occur when learning goes on the road is difficult to ascertain. Our students love the idea of hands-on learning, field trips, band performances, and both athletic and academic competition. Students are at their learning peak when preparing for a live demonstration whether it be them giving a performance or them viewing a performance. Powerful, sometimes life-changing lessons come from school activities that happen outside of school. The reality is that when students travel during the school day, they lose instructional time. Students sleep, talk, goof around, and sometimes misbehave while riding on a school bus. Few will use their own device to listen to music or watch Youtube videos and even less will read a book, do homework, or study. Recapturing lost instructional time is a major initiative for Harlandale ISD. One of our identified technology needs is a manner in which to provide our students a safe learning environment when they are not physically in school.We believe that by installing laptops and providing safe, filtered Internet access in our school buses, we can give our students extended classroom time along with the access that they have and expect inside the school building. This proposal makes school bus safety an added bonus. When students are busy with schoolwork they have less time to misbehave while riding on a shool bus. And, for those that do not have technology or Internet access at home, we give them the opportunity to do their schoolwork while traveling, which in turn eliminates the need for them to have to find another public location later.

Riding with our students are teachers, sponsors, and coaches. Who better than this group of professionals to ensure the students are completing assignments, doing homework, and studying. In 1984 the Texas Legislature enacted "No Pass No Play" as part of a series of reforms included in House Bill 72. The reformation mandated that Texas public school students who participate in extracurricular activities must pass all classes in each grading cycle in order to qualify to participate in activities such as athletics and fine arts. A single failing grade on their report card during a given grading cycle made that student ineligible to participate until the failing grade or grades were improved to passing. No Pass No Play affects all students involved in extracurricular activities Statewide. The WEB represents a classroom on wheels complete with students, teachers, coaches, and a great deal of incentive to do well in school.

At the last physical inventory taken in the Summer of 2017, the District accounted for over 8,000 desktop computers 4,400 laptops, 2,100 iPads, and almost 1,000 tablets available for student use. These numbers include computers housed in classrooms, libraries, and computer labs. Elementary schools have a student to computer ratio of 3:1, a general purpose lab, a designated math lab, and an average of five computers per classroom. The secondary campuses have a student to computer ratio of approximately 3:1 and multiple computer labs that are shared by grade level and core and non-core subject areas. Both traditional high schools have six computer and/or iPad carts while the District's STEM Early College High School provides a 1:1 student to laptop ratio at all grade levels. In support of all district mobile equipment, all schools have WiFi access throughout the campus. Only the students enrolled at the STEM–Early College High School, are allowed to take district owned computer equipment home.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015904	Amendment # (for amendments only):

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

The use of instructional materials available to our students include a G-Suite account, online textbooks, Follett educational products, and various online databases and resources. As a proof of concept, we will provide dedicated access for each bus passenger to a laptop by retrofitting twelve (12) yellow school buses with a solution that includes content filtered WiFi. This will be accomplished by ensuring that each bench on the selected bus has at least one mobile device assigned to it. Designated WEB(s) (WiFi Enabled Bus) will be reserved for long distance travel and/or long term travel. Examples of how the WEB will be used include; 1) daily commute for students that travel more than 45 minutes each way (i.e., McKinney Vento students), 2) The WEB will serve as a hotspot for students that will be traveling to an all day event but are only participating sparingly throughout the day (i.e., track meet).. The recommended solution, provides for WiFI access as far as 200 yards, and 3) students traveling more than 30 miles to a school sponsored event (i.e., out of town band competition, fieldtrip).

Harlandale ISD has a student population that is 87.27% economically disadvantaged. It is difficult to leverage existing personal devices when very few students have them and even fewer have Internet access at home. This proposal provides access to students that ride a schoolbus. The use of the WEB will prove beneficial during time off including summer and holidays as it can provide residential Internet access for students. WEBs can be strategically parked in locations throughout the district thus providing filtered Internet outside the school walls. Harlandale is home to the first all digital public library in the United States. Through the use of a library card, the Bexar County BiblioTech lends eReaders and digital content rather than physical media or books to its members. Members have access to online databases and educational resources, a monthly enewsletter, and a book club which participants can attend live or online via their Google account. This proposal will allow our students to better use the eReaders beyond the BiblioTech doors.

The WiFi equipment will be mounted to the ceiling of each bus and the laptops will be secured to the back of each seat thus eliminating the need for a check-in/out process. Students selected to ride the WEB will authenticate by logging on to the laptop much like they do at school. The access will mirror school access thus simplifying the process. A technology lending agreement (TLA) along with a responsible use policy (RUP) will be sent home to parents notifying them that the internet will be used solely for educational purposes. An updated parental permission form will reference the newly created forms ensuring both parents and students understand the rules and consequences. Only students that have demonstrated grade level mastery of the digital Citizenship strand of the Tech App TEKS for their appropriate grade and those that have completed all required paperwork will be given access to the WEB equipment and resources.

To ensure that equipment purchased with grant funds is accounted for, we will inventory items using TipWebIT, our software inventory system. When not in use, the equipment will be locked in the bus which is housed behind a fenced area secured by a security system that alerts our District police of a break-in or incident where tampering with vehicles has occured. The solution that we recommend is compact yet ruggedized making it ideal for the school bus environment. It has an extensive list of safety and hardening certifications, and is engineered to protect against extreme temperatures, humidity, shocks, vibrations, dust, water splash, reverse polarity, and transient voltage. Because the solution can be cloud-managed, it makes it easy for the school district to scale deployments and manage the bus networks in real time.

Research and collaboration with our transporation department has revealed that our students spend over 40,000 hours each year traveling to and from athletic events, field trips, robotics and fine arts competitions, special events, and the daily commute of our McKinney Vento students. By putting WiFi on our school buses, we can help ensure that our students have continued access to their G-Suite account, digital textbooks, and Internet resources for homework, research, online classes, and video tutorials while traveling on the bus. Mobile computers imaged with full versions of Microsoft Office can serve our students even when the travel takes them outside the WiFi accessible geographic area.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015904				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	$25,725	$0	$25,725
Schedule #9	Supplies and Materials (6300)	6300	$74,275	$0	$74,275
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):			**$100,000**	**$0**	**$100,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$0
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:	$0

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: 015904	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	CORIBR900 – MA3-0900LPE-VNA - NetCloud Solutions Package – NetCloud Essentials w/support and router w/WiFi – ships w/VZ Firmware - includes Manager and Cradlecare	$13,050
2	SKU: Setup – Contracted Services for Tech Lab Setup and Configuration	$525
3	SKU: Install – Contracted Services for Tech Lab Vehicle Install for Cradlepoint antenna	$3,750
4	ZSCL-3Y – Zscaler Internet Security; CIPA compliant filtering software	$8,400
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$25,725
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a and b) Grand total	**$25,725**

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 015904	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:	$74,275
	Grand total:	**$74,275**

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: 015904	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 <u>Administering a Grant</u> page.

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	Schedule #11—Capital Outlay (6600)			
County-District Number or Vendor ID: 015904			Amendment number (for amendments only):	
#	**Description and Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	**$0**

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 015904	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	12,551	87.27%	
Limited English proficient (LEP)	2,540	17.66%	
Disciplinary placements	442	3%	
Attendance rate	NA	97.2%	
Annual dropout rate (Gr 9-12)	NA	1.8%	

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

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

Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
0	0	0	0	999	999	999	999	999	999	999	999	906	848	9,746	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015904	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.

During the school year 2016-2017, the Harlandale ISD transportation department logged 210 trips that were on the road for approximately one (1) to three (3) hours in a single (1) direction. The approximate hours traveled exceeded 859 hours combined. The distance traveled to and from the locations exceeded 62,326 total miles. There was an average of 27 students on each bus used for travel to cities as far away as Eagle Pass and Houston, Texas. When we combine the number of students traveling multiplied by the number of hours on the road, we find that over 23,193 hours of lost instructional time were accumulated.

Further research done in collaboration with our transportation department showed us that our students traveled an additional 27,086 miles or approximately 387 hours collectively to places beyond the three (3) hour single direction distance. Cheer, spirit, athletics, and band competitions took our students as far away as College Station and Dallas, Texas. An average of 44 students participated in these longer trips for an accumulated loss time of 17,028 hours. .

The most amazing trip was to the most magical place on earth. Our high school band, 405 strong, traveled 1,165 miles one way to Disney World in Florida. They each spent over 30 hours on the road traveling to and from home.
Equation: 405 students x 30 hours each = 12,150 hours of lost instructional opportunities in just one trip.

Our District Technology Plan list five identified needs present at both our elementary and secondary schools. Although all five can be tied back to this proposal, the first two have direct correlations. They are; 1) a safe learning environment which will provide our students with Internet access outside of the school day, and 2) a manner in which to recover lost instructional time due to student travel to and from school (home to school and back) and student travel for school sponsored activities (academic, fine arts, and athletic).

Schools that have the opportunity to reserve and use the twelve WEBs include: Harlandale High, McCollum High, STEM-ECHS, Harlandale MS, Leal MS, Terrell Wells MS, Kingsborough MS, and the following elementary schools: Adams, Bellaire, Carroll Bell, Collier, Columbia Heights, Gilbert, Gillette, Morrill, Stonewall, Schulze, Rayburn, Vestal, and Wright. This represents all schools in the district except for the Harlandale Alternative School, the Frank Tejeda Academy, and the Jewel Wietzel Center. The students assigned to these three campuses rarely travel out of the district and never for long distances.

The district has many needs and the individual schools have even more needs. However, we agree that, if our students are going to become successful and productive citizens of the 21st Century, recovering lost instructional time has to be a major initiative for all.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015904	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.	A safe learning environment which will provide our students with safe, content-filtered, educational resources via Internet access outside of the school day and outside of the school walls.	All students involved in extracurricular activities find themselves on a yellow school bus on route to an event, a performance or competition. The implementation of this proposal would provide those students with content-filtered, CIPA compliant, Internet access and online resources outside of the school day and outside of the school building.
2.	A manner in which to recover lost instructional time due to student travel to and from school (home to school and school to home) and student travel for school sponsored activities including academic and fine arts competition and athletic events.	Research and collaboration with the HISD transportation department has revealed that students lose an estimated 52,367 hours combined of instruction every year. Many of these hours would be recovered if we place WiFi enabled laptops on the bus. Students can have access to their G-Suite, electronic textbooks, and online resources, at their seat, while traveling.
3.	Each classroom and learning environment must be fully equipped with technology available to enhance student instruction including specialized and innovative technologies.	Every yellow school bus that is traveling to and from a school sponsored event has one thing in common, there is at least one teacher, sponsor, or coach traveling in the same bus with the students. Putting resources and WiFi enabled laptops on these buses will convert a random trip into an innovative learning environment.
4.	Dedicated campus-based instructional technology support staff for each campus.	Cheer sponsors, band directors, and team coaches are first and foremost teachers. The success of their students is the difference between the success or failure of their program or sport. These professionals are dedicated to working with their students to ensure a passing grade in every class. Failing grades will result in No Pass No Play. The District also employs 3 Instructional Facilitators whose job it is to assist campus personnel with technology.
5.	Online storage capabilities for students.	All mobile devices purchased with grant funds will have USB connections and the capability of saving information onto a flash drive. Students will be taught and encouraged to save their work to the District cloud drive and locally on a flash drive.

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Schedule #14—Management Plan

County-district number or vendor ID: 015904	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.	Director of IS	Technology director, grant director to include TIF, TIE, Target, Certifications include CETL, MOS. Degrees include BBA, M.Ed. – Instructional Technology
2.	Asst. Supt. For C&I	Head of curriculum and instruction, Principal Certification, BS, M.Ed., experience working at the ESC Region 20.
3.	Transportation Coordinator	BS and CDL
4.	Instructional Specialist	BS, MOS, Adobe Certification, Google G-Suite Certification, FERPA Awareness Certification
5.	Library Coordinator	Lead librarian and media specialist, BS, M.Ed.

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.	Establish a grant committee.	1.	Review proposal and assign responsibilities.	05/03/2018	05/04/2018
		2.	Update parent permission form to support grant.	05/07/2018	06/07/2018
		3.	Develop a Responsible Use Policy to support grant.	05/07/2018	06/07/2018
		4.	Create a Technology Lending Agreement.	05/07/2018	06/21/2018
		5.	Announce award at General Board Meeting.	05/21/2018	05/21/2018
2.	Prepare for equipment purchase and installation.	1.	Select buses to be retrofitted.	05/24/2018	05/31/2018
		2.	Set up budget pending receipt of NOGA.	05/21/2018	05/25/2018
		3.	Request proposals for WEB solution and laptops.	05/21/2018	06/04/2018
		4.	Close bids and evaluate proposals.	06/05/2018	06/07/2018
		5.	Take recommended solution to Board for approval.	06/18/2018	06/18/2018
3.	Prepare WEBs and conduct staff PD for WEB users teacher, sponsor, coach.	1.	Hire company/install equipment on selected WEBs	06/19/2018	08/01/2018
		2.	Image laptops and secure on selected WEBs	06/19/2018	08/01/2018
		3.	Train adult WEB users including bus drivers.	08/13/2018	08/24/2018
		4.	Distribute updated forms to schools for distribution.	08/13/2018	08/24/2018
		5.	Orientation meeting for parents – 1st week of school.	08/27/2018	08/31/2018
4.	Proof of Concept – Ride the WEB: The Road to Recovering Lost instructional Time.	1.	Ride the WEB – track usage of each WEB.	08/27/2018	08/31/2019
		2.	Collect information on students affected.	08/27/2018	08/31/2019
		3.	Track number of instructional hours recovered.	08/27/2018	08/31/2019
		4.	Inventory equipment and conduct damage report.	12/03/2018	12/16/2018
		5.	Meet w/committee - make adjustments as needed.	08/01/2018	08/01/2019
5.	Evaluate effectiveness of WEB proposal.	1.	Collect feedback of adult users with surveys. Part 1	12/03/2018	12/16/2018
		2.	Collect feedback from students.	12/03/2018	12/16/2018
		3.	Inventory equipment – loss and damage report	06/11/2019	06/21/2019
		4.	Collect feedback of adult users with surveys. Part 2	05/06/2019	05/20/2019
		5.	Complete grant evaluation for Proof of Concept.	08/31/2019	08/31/2019

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015904	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.

Evaluation, feedback, and continuous improvement of this proposed and all current projects is an ongoing process. Like others, this project will be evaluated by the established committee at every milestone. Changes will be made as needed and re-evaluated at scheduled monthly meetings to ensure that we stay on task, on time, and within budget. Plans are in place to monitor the success of the project by conducting surveys and informal interviews of the staff and students. Usage logs will be generated to measure the number of students and types of learning projects completed. Monitoring and documentation of access and involvement to Internet resources will be maintained through questionaires given to participants once a WEB has been requested and used. Student logins during school, outside of school hours, and during weekends and holidays will be maintained. TipWeb IT, a physical annual inventory of hardware, will be used to establish a plan to replace lost or damaged equipment. Support and maintenance of technology will be documented by technical support and help desk records maintained in the Network office.

The primary project personnel will:
1. Ensure that staff knows the guidelines for the grant program.
2. Assign responsibilities for managing data.
3. Manage the budget.
4. Evaluate and determine the impact that a WEB has on the learning process.

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.

Harlandale has participated in a 1:1 student to computer initiative via the Gear Up grant. We saw improvement in classroom participation. However, that project failed to provide continued access to Internet resources once the students left school. We could not guarantee that students had Internet access at home. This project extends the access beyond the school.

As a 90% economically disadvantaged school district, we can leverage Erate, Title 1, and other funding to maximize our buying power and the effectiveness of this grant. Our prior relationship with equipment vendors will ensure that we get the most for the money spent. Currently, our Instructional Materials Allotment funds are used to purchase textbooks (both print and digital), to pay for annual subscription licenses for premium digital content (Texquest, Brainpop, Discovery Education), and to pay for Living Materials through ESC 20. It was also used this year for the purchase of the new library circulation system and for the registration fee for the IMCAT Conference.

Providing assurance that project participants will remain committed to the project's success is easy. This proposal has the support of the Superintendent of Schools and his Cabinet members. The Assistant Superintendent for Curriculum and Instruction is one of the primary project managers. The Assistant Superintendent for Business and Finance has given his approval and assigned the Director of Information Services as the Primary Contact for the grant. The Executive Director for Maintenance and Operations has assigned the head of Transportation as a member of the primary project group. In short, the District is fully committed to making this project a success. We understand the value of recovering the lost instructional hours. We believe that this may be a real factor in improving grades, improving standardized scores, improving student behavior on the bus, and increasing transportation use.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 015904	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.	User Surveys	1.	Student response – positive feedback
		2.	Adult response – teachers, coaches, sponsors
		3.	Adult response – drivers and bus monitors
2.	Network login and usage reports	1.	Student logins during school, afterschool, holidays, and weekends
		2.	Resources accessed by students
		3.	Time spent on computer compared to lenghth of trip
3.	Questionaire	1.	For teachers - Increase in student homework completion
		2.	For parent – parent feedback
		3.	For Administrators – travel discipline referral
4.	Completion of major objectives	1.	Review of timeline
		2.	Review of milestones
		3.	Monthly meetings with established project personnel
5.	TIPWeb-IT and Eduphoria	1.	Pre-Inventory of equipment
		2.	Repair of equipment and access
		3.	Post-inventory of equipment

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.

The Transportation Department currently has a system in place for tracking travel. They track twenty-eight (28) different categories. For the purpose of this grant, we will track eleven (11) categories for each of the WEBs. The information tracked that will be of value to the evaluation of this proposal includes; 1) type of travel (i.e., field trip, athletic event, etc.), 2) date, 3) pickup time, 4) return time, 5) campus, 6) grade level(s), 7) organization, 8) site visited, 9) number of students traveling, 10) approximate number of hours away from school, and 11) total mileage.

The Transportation Coordinator will monitor for problems encountered throughout the project. He will be assisted by the project personnel committee in finding solutions and setting or revising guidelines needed to ensure the safety of the equipment, the reliability of the service, and the success of the program.

Most importantly, we want to see if the technology piece was used and if it made a difference in student achievement, student attendance, and student behavior while on the bus. In order to determine success, data will be collected and compiled from network usage logs, content filter logs, and from end user surveys and questionaires. These will determine the value associated or received by the availability and use of the equipment. Our recommendation for software purchase is Zscaler. This program provides granular control of user activity in cloud computing, mobile, and Internet of things enviroments.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015904	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.

At the last physical inventory taken in the Summer of 2017, the District accounted for 8,556 desktop computers 4,441 laptops, 2,283 iPads, and 961 tablets. This count includes computers housed in core area classrooms, libraries, and computer labs. All elementary schools have at least one (24 workstation) general purpose lab, a designated math lab, and an average of five Windows computers per classroom. Secondary schools have a minimum of four (28 workstation) labs that are shared by grade level and core and non-core subject areas. Both traditional high schools have six computer and/or iPad carts. The District has a STEM Early College High School that provides a 1:1 student to laptop ratio at all grade levels and three general purpose labs. All schools have WiFi access throughout the campus. All classrooms have a teacher workstation connected to a large screen projection device. All classrooms have ceiling mounted projectors and many are equipped with document cameras. Several classrooms have surround sound capabilities.

Our standard classroom equipment includes an Internet ready teacher computer, a ceiling mounted projector, a document camera, and a network printer. So that our students can participate in distance learning activities and lessons, all schools have the capability of participating in video courses via online programs including Jabber, Skype, Google HangOuts, and Go-To-Meeting. Twenty schools have Polycom VSX 7000 two-way interactive video distance learning units. Programmable graphing calculators are assigned to secondary classrooms as sets. Campus staff have access to Gmail for collaboration and communication with students and each other. All students have a G-Suite account and high school students have a Gmail account used for collaboration and instructional purposes. Equipment such as digital cameras, scanners, document cameras, interactive Mimio Boards, and ceiling mounted projectors are standard in the classroom. All libraries are equipped with specialized equipment such as digital video cameras, iPad carts, and laptop carts that are available for use by students only when teachers check them out for use in the classroom.

The District has established a five-year computer replacement cycle. Principals budget local funds to cover the replacement cost of desktop computers, laptops, and iPads that have reached end of life. State Compensatory and Federal funds are used to supplement existing equipment and to assist with at-risk and special program needs. The District often seeks grant funds such as the Technology Lending Grant to assist with innovative ideas that enrich and enhance the traditional technology equipment available to our students.

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 015904	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.

The Harlandale ISD Mission Statement is "A family working together to provide a high quality education where all students graduate to become productive and successful citizens for the 21ST century". By providing our students with computer equipment and Internet resources while traveling, the District will recover thousands of lost instructional hours. The recovery of this lost instructional time will help our students improve their grades and achieve higher academic success.

A District goal statement that clearly aligns with this grant proposal and the Technology Lending Grant program states that the District will "Create innovative instructional facilities that engage the evolving needs of our students". What can be more innovative than a WEB (Wifi enabled bus) that serves as a classroom on wheels complete with teaching professionals whose interest in these students supports the success of their own extracurricular program. Except for their parents and themselves, no one wants these students to achieve academic success more than their team coach, cheer sponsor, band director, or academic competition teacher.

A second District goal states that the District will "Foster a culture that prepares students for higher education and work force readiness". This proposal clearly supports the "access anytime anywhere" mentality. Our students will experience and know that learning doesn't just happen in the classroom. This initiative supports the idea and encourages lifelong learning.

Furthermore, the guidelines that will be written into the technology lending agreement, the responsible user agreement, and the student authorization travel form will verify that students have demonstrated grade level mastery of the digital Citizenship strand of the Technology Application – TEKS. During Harlandale ISD's Digital Citizenship Week and throughout the year librarians, teachers, and other staff members participate by using a variety of resources to teach lessons on topics covering digital citizenship. To show grade level mastery of the Digital Citizenship strand of the TA-TEKS the District uses Learning.com as a means to teach and assess. The Harlandale Digital Citizenship website has suggested lessons and assessments for all grade levels. Teachers will be encouraged to have students riding on the WEB access and complete appropriate lessons and assessments available on Learning.com.

With the support and guidance of the Assistant Superintendent of Curriculum and Instruction, a member of the grant management plan primary personnel group, Instructional Facilitators will be tasked with generating lessons that will be used during travel times. These will be alternative lessons for those traveling that have not prepared one in advance.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015904	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.

One of the District Goals states that we will "create innovative instructional facilities that engage the evolving needs of our students". By comparison, the Office of Educational Technology has, under Infrastructure – Section 5: Enabling Access and Effective Use, listed the "Goal: All students and educators will have access to a robust and comprehensive infrastructure when and where they need it for learning". Experience and time has taught us that preparing our students to become productive and successful citizens for the 21st century requires a robust and flexible learning environment capable of supporting new types of access to technology tools and equipment thus allowing the students to achieve academic excellence.

To help ensure that we are providing our students with high-speed Internet access both in and out of school, we propose that we take the fight against the digital divide on the road, literally. Our proof of concept plan is to retrofit twelve (12) of our yellow school buses with wireless Internet access and Windows laptops. By providing a 1:1 student to laptop environment, we will reduce the amount of instructional time lost when our kids are traveling. A WiFi enabled bus will connect our learners and educators to Internet resources and facilitate both communication and collaboration. Digital learning content will be readily available to our students as they travel to and from home as well as to and from school sponsored events.

Our proposed project has been proven in the poorest of communities and now we intend to expand on what Coachella Valley, California has already proven.

"When Coachella Valley Unified School District made the decision to implement a plan to transform learning through technology, the plan's architects quickly realized that round-the-clock access to high-speed Internet was essential to create connected learning opportunities in and outside of school. However, because of broad socio-economic diversity in the district, equity of access was a challenge.

Geographically, the district draws from Riverside County, California, and serves the city of Coachella, the community of Thermal, portions of the city of Indio, and Salton City in Imperial County, educating more than 18,000 students across 25 schools. The local cable company refused to run fiber through Native American reservations in the area or through a local mobile home park, leaving some of the district's highest need students on the outside looking in when the school day ended.

To answer the challenge, the district equipped 100 of its school buses with wireless Internet routers with rooftop solar panels to supply power. This enabled students to connect to the Internet on the way to and from school and while traveling to sporting events and extracurricular activities. In addition, at night the Wi-Fi–equipped fleet parked in some of the poorest areas of the district, making high-speed Internet available to students virtually anytime and anywhere."

Harlandale ISD closely compares to Coachella Valley. We educate approximately 15,000 students in 24 schools. Our families are over 87% economically disadvantaged and many live in mobile home parks or low income housing. The greatest chance they have is one that we can give them.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015904	Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed plan is to expand on the school day. It is to give the students back lost instructional hours. We are not looking to change the curriculum we simply want to make it more accessible. We are giving the students time to participate in out of school activities and still benefit from the curriculum and instruction the District has put in place.

Access to technology and Internet resources are the same with content filters still in place. According to John Thomas, the Transportation Manager at Eastern Carver County Schools in Chaska, Minnesota. Outfitting buses with web access was popular with students, teachers and bus drivers. The district quickly discovered an unanticipated but very welcome bonus: When you provide internet on a bus, student behavior improves dramatically."The kids were quiet and well behaved," Thomas says. "They were able to keep up with their homework instead of harassing each other and goofing around for four hours. We hadn't even thought about that. Not only was the network achieving its educational purpose, but the students were calmer because they had something to do."

Eastern Carver County Schools installed WiFi access points on 20 of their buses in the summer of 2013. The pilot was so successful that approximately nine months later, they outfitted all 112 of the buses in their fleet. Harlandale ISD seeks to pilot twelve of our buses to test if we have the same success.

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.

We have digital textbooks for grades PK through 12 for the following subjects, ELAR, math, social studies, science, music, Spanish, French. We also use digital IM in our CTE curriculum including architecture, AV technology, Business management, career development, Education, Finance, Health Science, automotive repair. *Almost* every subject has a digital component. Moving forward, we will mainly be purchasing class sets of print textbooks (as opposed to purchasing 1 book for each student) and relying more on the digital content when it is feasible to do so. Students also use our premium digital content purchased through Texquest and other database providers. Additionally, students have access to over 13,000 ebooks for research and pleasure reading. All of this an more will be accessible to them on the WEB.

Since Eastern Carver, referenced above, began its mobile internet program, other school districts have joined them. Coachella Valley Unified School District in California, also referenced above, is the second poorest school district in the U.S., with only 60 percent of families having access to the Internet and its many resources. According to several articles written about this program, since implementing mobile Wi-Fi, the district's high school graduation rates have risen from 70 to 80 percent.

Our proposal gives students who travel long distances or those who log in for an extended amount of time while on a bus, the opportunity to make those long bus rides more productive. Whether riding for extracurricular activities, field trips, or to and from home, these students will have the opportunity to make good use of otherwise wasted time.

All bus riders will benefit. There is no restriction on grade level or subject area. This opportunity is available to all students who travel on the selected yellow school bus of the WEB.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District provides 1Gig speed for Internet access and 10Gig speed of connectivity, and shared resources available via the LAN/WAN. All classrooms have direct connectivity to the Internet. To ensure CIPA compliance, the Internet is filtered using LightSpeed Content Filter. Each classroom has bandwidth available via a 1 Gigabit network LAN with a 10 Gigabit fiber backbone. Students and teachers have reliable access including wired and wireless connectivity. The District maintains and manages 1,141 Aruba access points throughout the District. All classrooms are connected to the WAN sharing multiple district-wide resources including network printing, video streaming and desktop conferencing capabilities. All campuses are connected to a fiber switched network. The desktops have a 1 Gig interface and connect to Nortel and Juniper Switches that have a dedicated 1 Gigabit port and a 10 Gigabit backbone.

There are 25 staff members in the technology support personnel group - The Information Services Department is directed by Myrna Martinez, Director for Information Services. Assisting Ms. Martinez is Tom Harris, Information Services Coordinator and Pablo Gonzales, Security Services Coordinator. Additional professional staff members include network specialists; Carrie Taylor, Yvonne Garcia, Emrah Karadag, Manuel Gaitan, Eduardo Herrera, Raymond Phillips and Dottie Kennemer. Cyndi Ramirez is Ms. Martinez's Administrative Assistant. The District employs one security technician, one telecommunications technician, and seven computer technicians. All technology personnel are housed off-site at the District level but serve the schools and auxiliary sites directly.

If funding is approved, existing personnel will be trained on how to operate and support the new WEB technology. To assist with initial installation and deployment of the solution, the selected vendor will be required to include installation in their bid. VIA Metropolitan Transit in San Antonio, recently upgraded vehicles in their fleet to 4G LTE WiFi. Working with their selected vendor, they were able to install more than 700 routers in 30 days. Using this unique technology and expertise for in-vehicle solutions, VIA was able to upgrade their WiFi service on every bus, van, and passenger facility. The solution provided them with the ability to quickly and easily manage and configure the network all at once. The cloud delivered capabilities centralize monitoring and configuration activities across the network making management simpler. They also provide a means to deploy analytics to visualize the types of devices connected to the network. If grant funds are approved, Harlandale ISD will simulate and use the VIA transit system as our model. Our students will benefit from cellular speeds up to 4G LTE AWS XLTE and WiFi 2.4 5GHz.

To assist with content filtering, the District will combine the selected cloud-managed solution with Zscaler Internet Security. Zscaler enables students to access applications safely and securely. It can be configured in minutes and still leverage the threat intelligence harnessed from the Zscaler cloud allowing our staff and students to connect to the Internet with confidence. Benefits of Zscaler include: Ease of deployment, enforce District policies without disrupting end-user experience, filters pornographic sites and protects against malware, it is managed centrally, has an intuitive dashboard, is cloud deployed and managed so there is never a need for patching and updating.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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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 Director of Information Services will administer the grant. She will ensure that timelines and milestones are met and will advise the grant personnel committee if circumstances interfere with the timeline. The Transportation Department will oversee the check-out process for each WEB. Consideration will be given to those traveling furthest or those on longer, daylong trips. At times, exceptions may be made if advanced notice is given by the teacher/sponsor as they may have lessons prepared ahead of time that will require the use of the WEB and the resources available on the Internet.

Currently, the Transportation Department requires teachers, sponsors, and coaches to complete a "Field Trip & Student Travel Authorization Form" for each event requiring a school or charter bus. Information requested includes campus name, date of travel, destination, event type, number of students and staff traveling, and approximate length of trip. A new form will also include the option for requesting and reserving a WEB.

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.

Harlandale ISD subscribes to TIPWeb-IT as its asset management software program. The TIPWeb-IT solution is specifically designed for k-12 inventory control of mobile and fixed assets across building rooms and those items assigned to staff and students. We intend to barcode and inventory all equipment placed in each WiFi Enabled Bus (WEB) so that the property can be easily tracked and inventoried. TIPWeb-IT provides automated processes to speed inventory taking and centralize asset records. Using an iPad and an applicable TIPWeb-IT app, bus drivers will be able to quickly and easily inventory equipment on the WEB before and after every trip. As part of the staff development, bus drivers and monitors will be trained on how to quickly take inventory of all assets assigned to each WEB.

Additionally, Harlandale ISD has active property coverage through American Home Assurance Company that covers not only our real property, such as buildings and structures but also personal property owned by the district. Our current insurance policy provides for $250,000 coverage for electronic equipment, per occurrence. The deductible amount could vary depending on the type of loss incurred.

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