

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th 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:	<p>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:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 2:37 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Galena Park Independent School District	101-910		NA	
Vendor ID #	ESC Region #			
746 000 895	4			
Mailing address	City	State	ZIP Code	
14705 Woodforest Blvd	Houston	TX	77015	
Primary Contact				
First name	M.I.	Last name	Title	
Michelle		Young	Program Dir Instructional Tech	
Telephone #	Email address		FAX #	
832-386-1469	myoung@galenaparkisd.com		832-386-1434	
Secondary Contact				
First name	M.I.	Last name	Title	
Darlene		Lovinggood	Executive Dir of Technology	
Telephone #	Email address		FAX #	
832-386-1037	dlovinggood@galenaparkisd.com		832-386-1434	
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
Sonya		George	Dep Sup Operations & CFO
Telephone #	Email address		FAX #
832-386-1204	sgeorge@galenaparkisd.com		832-386-1430
Signature (blue ink preferred)			Date signed


2/2/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101-910 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***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: 101-910	Amendment # (for amendments only):
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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
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	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: 101-910

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: 101-910

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: 101-910

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: 101-910	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.	
Cunningham Middle School, Galena Park Middle School, North Shore Middle School, Woodland Acres Middle 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.

The Galena Park Independent School District (GPISD), located in the northeast corner of the Houston Metro Region, serves over 22,700 students at 22 schools. GPISD serves what is considered to be one of the most densely populated, older sections of the city, spanning only five square miles. Poverty levels are high among GPISD students, and 80.3% of our student body qualifies for free or reduced lunch. Demographically, our student body consists of 15.6% African American, 78% Hispanic, 4.9% White, .7% Asian, 0% Pacific Islander, .3 % American Indian, and .6% of two or more races. 32.5% of our student body is considered Limited English Proficient (LEP). Our proposal would be for a mobile device lending program for the eighth-grade Reading Strategies classes. The grant project will be comprised of students who do not pass the seventh-grade STAAR Reading assessment during the 2017-2018 administration. We will know approximately how many students will participate in the program once the results are released in summer 2018.

The current eighth-grade Reading Strategies classes at the middle schools are for students who have not successfully passed their Reading STAAR assessment. The focus of this class is to improve student’s literacy skills as an early intervention to increase graduation rates and STAAR success. A specific goal of the Reading Strategies classes is for students to learn when and how to effectively use accomodation supports. As educators we must help our students identify what their learning deficiencies and styles are and how to become a successful independent learners. One device, one tool, one piece of software is not the solution to everything. The GPISD Technology Plan, on file with the Texas Education Agency (TEA), states that all students utilize online resources to enhance curriculum objectives.

Research presented at the International Congress for School Effectiveness and Improvement (Stavroula, 2011), noted that differentiated instruction is among the leading factor contributing to change in student’s achievement. It is important for us to remember that students learn differently and will choose different solutions in different situations. This can be achieved by providing powerful online tools that allow students to individualize their own unique needs. Providing leveled and scaffolded texts and tasks also allow for individualized instruction. According to best practices, technology tools help keep students engaged in learning while matching instruction with students’ instructional levels.

The proposed Technology Lending Program Grant (TLPG) project will provide students the opportunity to individualize learning inside as well as outside the classroom. The grant funds will primarily be used to purchase Chromebooks and accessories for students in the Reading Strategies classes to use during the school day and check-out each evening as needed. The grant will also provide for home internet access for those students without it. This grant will leverage our robust wireless infrastructure that has recently been updated with district funds to accommodate multiple mobile device integration programs such as our newly developed Bring Your Own Device (BYOD) model for secondary classrooms. We also plan to leverage our current technology staff such as our campus Technology Instructional Specialists (TIS) and campus technicians as embedded technology integration assistance for the teachers, as well as the assistance of our district Instructional Technology Department with previous lending grant expertise.

The TLPG will be implemented district-wide with our eighth-grade Reading Strategies students and therefore will not place a priority on students at one particular campus in our district. This population of students has been selected for participation in this program because we recognize the need for differentiation and accommodations outside the classroom, especially when the students do not have teacher support or accomodation supports at home. Teachers will utilize Google Classroom to provide digital content. This will allow students to use online tools to support independent learning and growth across curricular areas and ultimately on STAAR assessments. We will facilitate access to the lending equipment by again leveraging our current technology staff already in place at these campuses. The campus’ TIS will be responsible for logistics of the grant implementation by managing device check-out, inventory, and assisting

Schedule #5—Program Executive Summary (cont.)

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

County-district number or vendor ID: 101-910	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.	
<p>teachers with teaching the technology skills needed for the students to be successful in their current job assignments. The district TIS, along with Secondary English/Language Arts staff, will be responsible for the online management software and teacher professional development support. When the devices are distributed, district staff will use current control procedures which include inventory control tags, continuously updated online inventory database, and a web-based mobile device mobile device management system for Chromebooks. We will provide the students without home internet access with a wireless hotspot device that provides district network filtered wireless access at all times. We currently have Google education accounts for all students and teachers to be able to store and share their work, and collaborate with peers and teachers.</p> <p>These classes will utilize online accommodation features and literacy lessons to complete assignments across curriculum content areas via a Chromebook. The technology purchased with this grant allow for the differentiation which otherwise would not be possible as often in and outside the classroom. Students will use software programs Kurzweil 3000, ThinkCERCA and G-Suite for Education to access the accommodation features and work to master literacy lessons.</p> <p>The teacher staff development portion of the lending program plan will be the responsibility of the district instructional technology staff. Staff Development will consist of software plus integration training on intermediate G-Suite, Kurzweil and ThinkCERCA. Additional staff development events will include sharing of digital content with other teachers via discussion boards and lesson plans, plus beginning-of-the-year, middle-of-the-year and end-of-the-year grant participant meetings.</p> <p>To ensure program success, the students will be required to complete Internet Safety and Digital Citizenship activities and score a 90% or above on the quiz to gain access to the Chromebooks. Parents and students will attend an informational meeting where both will sign the GPISD lending agreement and GPISD Acceptable Use Policy before students are allowed to use or check-out a Chromebook and wireless hotspot for home use, if needed. This will allow student access to relevant technologies, tools, resources, and services for personalized differentiated learning 24 hours a day, 7 days a week and is anticipated to result in higher grades, academic skills, and STAAR scores.</p>	

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-910	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th 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	\$25,840	\$	\$25,840
Schedule #9	Supplies and Materials (6300)	6300	\$124,160	\$	\$124,160
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$150,000	\$0	\$150,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$150,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$22,500
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101-910		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	Mobile data	\$25,840
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$25,840
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$25,840

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

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 101-910		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:	\$124,160
Grand total:		\$124,160

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

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 101-910		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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<u>Schedule #11—Capital Outlay (6600)</u>				
County-District Number or Vendor ID: 101-910			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: 101-910										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	239	95%												
Limited English proficient (LEP)	32	13%												
Disciplinary placements	2	.007%												
Attendance rate	NA	NA%												
Annual dropout rate (Gr 9-12)	NA	NA%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution								
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	252	0	0	0	0	252

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-910	Amendment # (for amendments only):
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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 years past, one-size-fits-all classrooms where instruction was the same for all were the norm in schools across Texas and the nation. However, through a deeper understanding of how kids learn, we recognize students do not necessarily learn the same thing at the same time. Analyzing prior TEA Progress Measures, which indicate annual student growth on state assessments, GPISD places students who do not pass their seventh-grade STAAR Reading assessment into a Reading Strategies class the following school year as an intensive intervention to increase students’ skills so that they will meet or exceed the passing standard for the assessment. The Reading Strategies classes are intervention classes which support students with literacy strategies and a specialized curriculum, but could greatly benefit from the infusion of technology-integrated instruction that brings with it a more individualized curriculum, tailored to the needs of each student. Our determination of this need is based on research into what implementations can improve annual growth made on TEA’s progress measure indicators. According to a recent academic study “Learning in One-to-One Laptop Environments: A Meta-Analysis and Research Synthesis,” published in *Review of Educational Research*, 2016, when technology is used, “the analysis finds statistically significant performance improvements in English Language Arts, writing and middle school science.” Another key point of the study indicates “students from low-income backgrounds and homes where English is a second language saw improvement in scores across a variety of subjects.” We have determined the TLPG incorporated into our current Reading Strategies classes has the potential to meet the needs of our English Language Learners and economically disadvantaged students who have not demonstrated significant gains in literacy growth. This grant project would allow our students to not only receive instruction in the classroom, but also extend the learning beyond the walls of the classroom and into their homes, allowing each student to be in charge of their learning and to receive individualized instruction tailored to their specific instructional needs. With the TLPG, our Reading Strategies curriculum will be improved by adding software such as Kurzweil 3000 and ThinkCERCA, in conjunction with G-Suite for Education. Kurzweil 3000 is a sophisticated suite of reading, writing, and learning tools. It provides an array of features to support the core reading skills that research has shown to be important, including decoding, fluency, comprehension, and writing. ThinkCERCA is a program where students build knowledge about the world by reading and writing about a variety of text across disciplines. Leap Innovations Pilot Network (2015) shows statistics of closing the achievement growth gap by 45% when ThinkCERCA is used. The use of these programs allows students to launch individualized learning plans where they are learning the same material as their grade-level peers, but are able to customize the learning experience to the pace and strategies that fit them best. With G-Suite for Education, students can access notes and supplemental resources for their Reading Strategies class at any time, and it provides a platform for students to collaborate with other students or speak with their teacher when not on campus. “Research suggests that the effective integration of technology can improve academic achievement, promote English and native language proficiency, augment positive self-concepts, enhance motivation, stimulate positive attitudes towards learning, and foster higher-level thinking skills” (Chisholm & Beckett, 2003, p. 257). It is our belief the funds from this lending grant can be the catalyst for change that is needed to ensure growth in literacy achievement among those students who need it most.

A needs assessment survey was distributed to all current seventh-grade students to determine available devices and internet service at home. This survey gave us the information about our students’ needs and the possible services we can provide. Kurzweil, ThinkCERCA and Google Classroom are some of the tools to be used in the classroom and at home when Chromebooks, cases, and/or Wi-Fi hotspots are checked out to students. Our Instructional Technology Department will work in cooperation with the Secondary English/Language Arts department to ensure technology integration and tool use is implemented and integrated effectively. We will assess literacy growth among students and assess the quality of the program improvement by monitoring student progress on benchmark tests and district assessments, comparisons of previous and future STAAR Reading Assessment scores and student reflection of their own learning. We are confident the TLPG will provoke the necessary change needed to enable our students to take control of their learning, enhance the current Reading Strategies curriculum, and transform our students’ learning and growth in literacy.

Schedule #13—Needs Assessment (cont.)

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County-district number or vendor ID: 101-910		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.	Differentiation of instruction by student choice.	The students will be able to use the Chromebooks to reinforce literacy skills through a variety of digital programs such as Kurzweil, ThinkCERCA and G-Suite for Education. In order to meet the students' individual needs, students will be able to use a variety of tools with the ability to choose their own accommodations. This will promote student growth and will target each individual's learning style.
2.	Enabling change: The students will be able to practice outside of the classroom.	To date, students practice academic skills through standard paper/pencil homework and the teacher facilitates practice time in the classroom, which is mostly completed during the school day. The TLPG funds would allow each student to have their own Chromebook and internet at home so they can extend the learning outside the classroom by reinforcing their literacy skills. The teachers could spend more time facilitating learning in the classroom and devote more time to fostering and facilitating a student-centered classroom.
3.	Enhancing change: The students will be able to show academic literacy growth.	It is evident that literacy is an essential skill when it comes to personal growth and problem-solving skills. The technology enhancement change of this program, as described by Hubbell, Kuhn, Malenoski, and Pitler (2007) is designed to deepen understanding and gain proficiency. Instead of only working in the classroom, students will experience real-time learning on a Chromebook that has an array of production tools to improve and can be accessed at any time or place outside the classroom. As a result, students will demonstrate academic literacy improvement.
4.	Transforming change: The students will be able to take charge of their learning by becoming independent learners.	Through the use of the three programs (Kurzweil, ThinkCERCA, G-Suite for Education), students will have the ability to access the same material as their grade-level peers, but will take charge of their own learning by providing them with opportunities to learn outside the classroom. This allows students to work at their own pace and revisit struggling concepts that students may be too ashamed to seek help for in a traditional classroom setting. As a result, students will become more independent learners and to master targeted academic skills.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-910 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.	Program Dir for Instructional Technology	Michelle Young has worked in GPISD for 23 years. She has a bachelor's degree in Elementary Education and a Master of Science degree in Administration. Michelle will work with classroom teachers, Campus Technology Instructional Specialists and the Secondary ELA department to ensure teachers receive classroom and curriculum support. She will oversee the project.
2.	Program Dir for Initiatives & Grants	Sandy Mathews has worked for GPISD for 23 years. She holds a bachelor's degree in Literature and a Master of Science degree in Educational Management. Sandy will oversee the grant budget and ensure compliance.
3.	Coordinator of Technical Services	Kathy Brownlee has worked in GPISD for 21 years. She will coordinate the technical support for the Technology Lending Program.
4.	Senior Director for Secondary Curriculum and Instruction	Jason Bollich has worked in GPISD for 19 years. He holds a Bachelor of Arts degree in Humanities, and a Master of Science degree in Educational Management. He will work with the Curriculum and Instruction Department to support campus-level instructional programs and their alignment with the technology provided by the TLPG to increase student academic outcomes.
5.	Director for Secondary ELA	Helen Tiller has worked for GPISD for 23 years. She holds a Bachelor's Degree in Literature and a Master of Science in Library Science. Ms. Tiller will work with the Curriculum and Instruction Department to help and support campus-level instructional programs to be aligned with the use of the technology to improve student academic outcomes in English/Language Arts.

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.	Planning & Implementation	1. Purchase of supplies	06/2018	08/2018
		2. Setup staff development plan and schedule	08/2018	08/2018
		3. Create / Communicate TLPG Standards to Teachers, Parents and Campus (expectations, lending agreement, standards, device management)	05/2018	09/2018
2.	Prof. Dev. for teachers and admin	1. Software training – Kurzweil, ThinkCERCA, G-Suite for Education	05/2018	10/2018
3.	Curriculum and Integration	1. Provide technology and curriculum support to teachers to help them select appropriate digital tools for planned activities / projects	08/2018	05/2019
		2. Teachers present lessons / student projects during Focus Group meetings	08/2018	06/2019
		4. Teachers will participate in midde and end-of-year surveys to ensure grant goals are met	11/2018	05/2019
4.	Student Learning	1. Software training – Kurzweil, ThinkCERCA, G-Suite for Education	08/2018	10/2018
		2. Formative assessments for continuous monitoring improvement - analyze data each grading period for Kurzweil & ThinkCERCA programs	10/2018	05/2018
		3. Analyze data from District assessments and STAAR 8th grade exams	10/2018	06/2019

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: 101-910

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.

GPISD currently uses focus group meetings and/or sharing sessions via face-to-face, GoToMeeting, Moodle and G-Suite for Education to monitor goal and objective attainment for new technology implementations. These sessions focus on reviewing the implementation and integration plan, data results, sharing lessons/resources, and identifying any potential or existing problems and issues. Issues and modifications are addressed with solutions and adjustments during each successive meeting. Feedback from each meeting guides the agenda for the next meeting. These embedded feedback loops ensure that the needs, goals and objectives of an implementation are met. Involved parties also share data, ideas and concerns via online forums and chats in Moodle or GoToMeeting, online forms/docs in Google, and email. Additional monitoring is done by district personnel who make regular campus and/or classroom visits throughout the year to conduct informal observations and/or model/co-teach. Feedback from these visits is provided to individuals via email or one-on-one assistance if needed. GPISD also uses an Individualized Technology Goal (ITG) plan for each core curriculum educator to obtain technology staff development goals and objectives. This plan allows an educator to choose their own learning path for technology growth each school year. The technology learning paths available to educators are adjusted from year to year as new hardware, software and online resources come available to GPISD educators. Staff development opportunities are provided in a variety of methods including traditional face-to-face trainings as well as flipped staff development. Monitoring and implementation of the ITG plans on a campus is done by the campus TIS. The campus TIS coach, model, co-teach and conduct group trainings to ensure each educator on campus has the opportunity to obtain their ITG. The TIS is also tasked with maintaining a shared Google spreadsheet that records the ITG progress of each educator on campus. This entrenched, campus technology integration support provided by the campus TIS is an essential part of technology goal attainment and monitoring on each campus. In addition, teachers who use shared mobile devices attend staff development sessions that provide resources and strategies to reach varied learning styles across the curriculum areas.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The GPISD District Technology Plan includes the expansion of student mobile devices. Due to past and current economic conditions, the District has increased student mobile devices by only a small margin, but look forward to continuing to grow in this endeavor. In addition to iPads and a few iPods, the District has also begun the process of purchasing and using Chromebooks. Each middle school campus has been supplied with at least one cart of 30 Chromebooks. The middle schools have been issued additional Chromebooks based on enrollment. The middle schools also have a Bring Your Own Device (BYOD) program to supplement technology. Currently our iPads and newer iPods are being managed through our Mobile Device Manager and our Chromebooks are managed through Lightspeed Mobile Manager. The Technology Department has recently updated the school district's wireless infrastructure to accommodate the additional devices added by GPISD and the BYOD initiatives at the secondary schools. This will allow us to use the grant funding to put technology directly into the hands of students and put them in charge of their own learning.

The existing mobile device programs/initiatives have given Galena Park ISD a strong staff development and curriculum foundation for integrating digital content into the curriculum, in order to increase student academic success. The Technology Department has also developed training materials for use in previous mobile device implementations that can be modified and utilized with future initiatives. Due to funding constraints, our current efforts do not allow students to check-out equipment for after-hours use. If awarded the TLPG, the school district will provide a Chromebook, Wi-Fi hotspot, and cases to all eighth-grade Reading Strategies students for classroom use and a lending program to extend the learning day beyond the classroom walls for students that need technology at home.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 101-910		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Evaluations	1. STAAR Progress	2. Progress on Benchmarks & District Assessments
		3. Student Reflection of experience	
2.	Parent Evaluations	1. Parent survey middle and end of year	2. Parent reflection of experience
3.	Teacher Evaluations	1. Focus Group Meetings - 3	2. Teacher Survey
		3. Teacher Reflection of experience	
4.	Technology and Secondary ELA Department	1. Focus Group Meetings - 3	2. Reflection of experience
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.			
<p>For student evaluation of the program, district-level staff will monitor student progress on benchmark tests and district assessments. We will compare students' scores on the state standardized Reading test, from their seventh-grade to eighth-grade years, to measure how this program assists in reaching the needs of individualized learning by integrating online tools not only at school, but also at home. Additionally, we will have each student write a reflection of their experiences of having internet access and/or mobile devices at home, as well as access to the accommodations software provided by the district. The parents will evaluate the program by completing a parent survey mid-year and again at the end-of-the-year. We will also ask parents to write reflections of their experience with the home portion of the program. They will be asked about what results they have witnessed in learning with their children. Since the Chromebooks will be used at home under parent supervision, we determined that the parent evaluations are an important component of our evaluation plan which will yield meaningful insight into the fidelity of the grant program implementation.</p> <p>The teachers will evaluate the program throughout the year by participating in three focus group meetings (beginning, middle, and end-of-year) which will drive the next staff development topics and the coaching actions of the technology integration staff and Secondary English/Language Arts staff at the campus and district levels. These practiced, embedded feedback loops are an important part of the integration support structure offered by GPISD staff for our teachers that is differentiated for their needs and timely to their personal barriers and concerns while implementing technology in their classrooms. The teachers will also reflect on their practice and lessons by completing a teacher survey and also submitting a reflection of their experience at the end of the school year. The campus TIS and Secondary ELA specialists at each of the four campuses will also participate in the focus group meetings and online sessions to support each other and share successful integration techniques and addressing any problems that may arise. The campus and district level Technology Department and Secondary English/Language Arts Department will also complete end-of-the-year reflections so that all stakeholders in the grant will be able to submit their evaluations.</p>			

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101-910	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.	
<p>Galena Park ISD Reading Strategies classes at the middle school level are composed of students who did not master grade level objectives and therefore did not meet expectations on the STAAR Reading assessment. Currently, a majority of our mobile device initiatives are a multiuser model; therefore, the devices are not available for lending, as they need to be available for daily use. In year's past our district Bilingual program implemented an iPod lending program and although this program served a different group of students than those in this proposal, we intend to use the framework and lessons learned from our iPod lending program as a model for the implementation of lending Chromebooks, hotspots and cases to eighth-grade Reading Strategies students.</p> <p>A specific goal of the TPLG is that teachers and students in the district's four middle school Reading Strategies classes incorporate the concept of a blended classroom. The Technology Lending Program Grant paves the way for these students to participate in this initiative. The Galena Park ISD District Technology Plan includes the increase in number of mobile devices. Due to current economic conditions, the district has increased student mobile devices by only a small margin. Past projects include an elementary science iPad program, second grade technology initiative focused on reading, middle school math iPod Touch program, and for our high schools, a Bring Your Own Device (BYOD) program and our iPod lending program for New Arrival Students. The district has updated the Wireless Services Module (WiSM) and the wireless controller, as well as purchased additional wireless access points. Utilizing district local funds to update the infrastructure will allow us to use grant funding to put technology directly into the hands of students. The TPLG will provide each eighth-grade student in the Reading Strategies classes the opportunity to use a Chromebook while on campus as well as have the opportunity to check-out the Chromebook and case for overnight use, thus enabling learning opportunities and student productivity that extends beyond the walls of the classroom such as blended/flipped classroom initiatives. If there happens to be a lack of internet access at home a student will be able to check-out a district-provided Wi-Fi hotspot device to address the matter. This will allow students access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week. This level of accessibility will allow students to take control of their learning needs by having access to resources that adapt to their needs and provide growth regardless of where they began.</p>	

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-910	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.	
<p>The mission of the Galena Park Independent School District is to prepare students to become productive citizens and lifelong learners. One of the district goals states that it will ensure student growth in the tested areas by providing technology support to all tested areas. This goal is also supported through the GPISD Technology that states, all students utilize online resources to enhance curriculum objectives. The state accountability system examines the areas of student achievement, student progress, efforts to close the achievement gap, and postsecondary readiness.</p> <p>The Secondary ELA Department and the Reading strategies classes are designed to help students make significant gains in their learning in order to prepare them to pass state tests and an early intervention to ensure that they meet the requirements they need to graduate. Students may be assigned work outside of class where they will need the online accommodations programs provided by the district. The school district is planning to purchase licenses for Kurzweil, an online application that has digital, text based content and literacy tools to anyone who requires or desires assistance with literacy skills to meet the different learning styles of each student. In addition, the district is also planning to implement and integrate ThinkCERCA, a web-based literacy program that aids in the development of critical thinking and writing skills for students. Therefore, the availability and use of internet and mobile devices at home for these components of the program is critical for student success.</p> <p>The district recognizes the need to loan students the equipment necessary to access and use the available digital instructional materials outside of the classroom. Providing personal technology devices will allow teachers to develop new classroom instructional strategies that allow students' literacy to grow at their own pace. By providing wireless devices, robust Internet connectivity, and programs to individualize and facilitate learning for students when they are away from the classroom, we are taking the necessary steps to meet the student progress index required by the state of Texas accountability system and support the district in providing technology integration and support into instruction in all tested areas.</p>	

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

County-district number or vendor ID: 101-910

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.

The Technology Lending Program Grant program will be implemented district-wide with our eighth-grade Reading Strategies students, and therefore will not place a priority on students at any particular campus in our district. This population of students has been selected for grant participation in this project because we recognize the need for early intervention to improve literacy rates and help with deficiencies in literacy skills for those students enrolled in support classes so that they will be on track for the district's graduation initiative. Each campus will determine a check-out system for the lending equipment and wireless access, leveraging technology staff and teachers involved in the grant. We have conducted a preliminary survey to determine the number of students who will need the district to provide equipment and/or internet access for them to fully utilize the technology provided by the lending program.

In the development stage of this TLPG, we conducted a preliminary survey to determine home Wi-Fi availability and access to a mobile device for those students that will participate in the TLPG. Currently approximately 88% of the projected group has W-iFi internet access at home. Those students without home Wi-Fi access to the internet will utilize a district-provided Wi-Fi hotspot device with a filtering service to access the Internet for school related home use. The hotspot devices and related internet service will be purchased with TLPG funds.

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

County-district number or vendor ID: 101-910	Amendment # (for amendments only):
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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 Technology Lending Program aligns with the current curriculum and instruction in the eighth-grade Reading Strategies classes by allowing the teachers and students to more efficiently accomplish the goals of the program. The lending program would enable the Reading Strategies classes to provide students with the skills to close learning gaps that will prevent them from achieving academic success. Students currently interact with their teachers and with one another via teacher-initiated discussion boards. Through the lending program, students would then be asked and encouraged to join and participate in threads of discussions outside of the classroom. Students will also be encouraged to use programs such as ThinkCERCA, a web-based literacy program that aids in the development of critical thinking and writing skills for students and Kurzweil, an online application that has digital, text based content and literacy tools for anyone who requires or desires assistance with literacy skills to accommodate the different learning styles of each student. The goal is to provide students with access to multiple tools that will enhance their learning capacity and show literacy growth.

Our eighth-grade Reading Strategies students will be encouraged to use technology for almost all of the steps on their learning process. Teachers will have the ability to provide a blended classroom environment for their students. This allows the teacher to be available for the more critical implementation of skills and concepts taught in eighth-grade Reading Strategies. Students have also been asked to visit websites that encourage literacy and by receiving this grant and creating a lending program they will have that ability outside the classroom walls.

Teachers will encourage students to participate in more digital activities by utilizing G-Suite for Education for online quizzes, resources, documents, and online textbooks. This allows flexibility for our students and would be more viable with the support of the TLPG. Students have access to the G-suite for Education, which can be used as an accessible way to store and share their work.

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.

This year, all Reading Strategies classes were required to implement Achieve 3000 at least an hour once a week. Next year, teachers will be required to build on this model and take it to the next level with students by using ThinkCERCA and Kurzweil. Having the Chromebooks and Wi-Fi hotspots for eighth-grade Reading Strategies students would help with this initiative and level the playing field for all students involved. "Well-made software allows teachers to choose which learning objectives the student needs to practice, has sophisticated and seamless multimedia to keep the learner engaged, and provides immediate feedback and scaffolding in order to help the student understand and practice the concept," according to Hubbell, Kuhn, Malenoski, and Pitler (2007). In particular, the ThinkCERCA software addresses all core foundation areas (English, Social Studies, Science and Math) and therefore, will support the goal of literacy growth in all areas for students participating in this grant initiative. Currently, our teachers have the option to use a Learning Management System called Moodle and/or G-Suite for Education to house their electronic materials such as online quizzes, rubrics, resources, documents, online textbooks, discussion forums, and more. The use of these technology tools allow teachers in all subject areas to provide instant and meaningful feedback to students. The online tools and software allow for differentiation and student choice based on Lexile level that otherwise would not be possible.

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

County-district number or vendor ID: 101-910

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.

Students will utilize the district's wireless access when using the mobile devices on campus. GPISD has recently upgraded the wireless infrastructure to ensure reliable connectivity for additional devices. The district has updated the Wireless Services Module (WiSM) and the wireless controller. The district has also recently installed additional wireless access points on all campuses. Each campus has a full time TIS and a technician that comes to campus 2-3 days a week.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-910	Amendment # (for amendments only):
<p>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.</p> <p>The TLPG will provide eighth-grade students in the Reading Strategies classes with a Chromebook, case and/or Wi-fi hotspot, if needed. These items will be checked out to students for use at home, enabling learning opportunities and student productivity that extends beyond the walls of the classroom such as blended classroom initiatives, allowing students access to relevant technologies, tools, resources, and services for personalized learning at any time. The process for students to check-out a Chromebook and/or hotspot includes both parent and student signatures on the District Acceptable Use Policy (AUP) and the Technology Lending Agreement. Parents are required to attend an orientation meeting that will present program goals, Internet Safety, curriculum integration, Chromebook usage, care and expectations. In addition to signing the GPISD AUP and the Technology Lending Agreement, students will participate in a lesson on equipment responsibility and in the district's Internet Safety and Digital Citizenship curriculum activities. When the devices are distributed, district staff have procedures in place which include inventory control tags, continuously updated online inventory database, and a web-based mobile device management system for Chromebooks. We will provide the students without home internet access with wireless hotspot devices that provide district network filtered wireless access at all times. The campus TIS will be responsible for the logistics of the grant, including managing device check-out and inventory. Teachers will maintain classroom inventory records that include all technology checked out to students, completion of signature pages, and parent orientation attendance dates. Teacher records, student lessons, and parent orientation meetings will be monitored by the Technology Department, Secondary ELA Department and campus administration.</p> <p>Local funds will provide filtered campus wireless service, staff development, technology and ELA personnel. The Secondary ELA Department and Instructional Technology Department will work in collaboration to update the existing Reading Strategies curriculum, ensuring digital content is available, coordinate Focus Group Meetings, provide guidelines for parent orientation meetings, and provide support to teachers. The Technical Department will provide network management, mobile device setup, technical services and maintenance of devices.</p>	
<p>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.</p> <p>The process for students to check-out Chromebooks requires both parent and student signatures on the District Acceptable Use Policy and the Technology Lending Agreement. Students will participate in a lesson on equipment responsibility, complete the district Internet Safety and Digital Citizenship activities and will be required to pass the Digital Citizenship and Equipment quiz. Parents will be required to attend an orientation meeting that will discuss program goals, Internet Safety and Digital Citizenship, curriculum resources, Chromebook usage, care and expectations. The campus will maintain a Chromebook inventory that includes completion of signature pages, parent orientation attendance dates, Digital Citizenship and Equipment quiz results, completion records, and student check-out / check-in dates. All aspects of the grant will be monitored by the Technology Department, secondary curriculum personnel and campus administrators. Insurance will not be provided for this program but after grant funds have been depleted, district funds will be used to replace and repair Chromebook damage not covered under warranty.</p>	

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