

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	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION DIVISION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">TEA</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">TEXAS EDUCATION AGENCY</div> </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
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>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

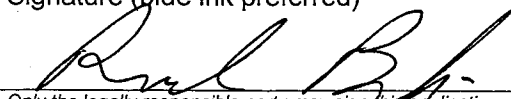
Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Silsbee ISD	100904			
Vendor ID #	ESC Region #			
1746002301	5			
Mailing address	City	State	ZIP Code	
415 Hwy 327 West	Silsbee	TX	77656-4711	
Primary Contact				
First name	M.I.	Last name	Title	
Dawn	D.	Helton	Instructional Technology Coordinator	
Telephone #	Email address.		FAX #	
409-980-7816	dawn.helton@silsbeeisd.org		409-980-7897	
Secondary Contact				
First name	M.I.	Last name	Title	
Tyke		Cameron	Technology Director	
Telephone #	Email address		FAX #	
409-980-7899	tyke.cameron@silsbeeisd.org		409-980-7895	
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
Richard	J.	Bain	Superintendent
Telephone #	Email address		FAX #
409-980-7824	Richard.bain@silsbeeisd.org		409-980-7897
Signature (blue ink preferred)	Date signed		



1/25/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 100904 | 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: 100904

Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X 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: 100904	Amendment # (for amendments only):
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Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 100904		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: 100904	Amendment # (for amendments only):
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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.

Silsbee High School

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

Once upon a time, “formal schooling” was about the three “Rs”: Reading, Writing and Arithmetic. Although schools still teach the three “Rs”, inarguably, the 21st century technology has forever changed the manner in which students access and process content. Students at Silsbee High School (SHS) desperately need access to technology both at school and in their home. The district currently owns licenses to a web-based writing resource titled *The Writing Coach*. This resource is currently available at SHS to help facilitate the regular writing instruction. With a 52.9% economically disadvantaged student population, computers, Chromebooks and other devices are only a dream for most of the students. With the physical economic devastation of major natural disasters - Hurricane Harvey and the Thousand Year Flood (both events 2018) and the downswing in our local economy, it has become more challenging to acquire the needed resources for our students that will help them become competitors in this ever changing technological world. Similar to other school districts across the country, we have been forced to make decisions which have lessened opportunities for our students in all areas. The intent of applying for this grant is to ensure Silsbee High School students’ educational opportunities develop despite the district’s decrease in technological resources. Considering the economic factors affecting our students and the lack of resources of an urban area, our students are at a disadvantage in the 21st Century college classroom and job market.

Marzano (2001) identifies five instructional practices that improve student performance; identifying similarities and differences, summarization, note-taking, quality feedback and meaningful practice/homework. Writing critically can effectively encompass all five of the practices stressed by Marzano (Cain, 2011). SHS has targeted writing as an area of opportunity to improve their students’ overall academic performance. *The Writing Coach*, a local resource, assists students in the development of writing skills by providing opportunities to practice skills, as well as obtaining immediate feedback on student work throughout the writing process. District teachers work in conjunction with the software to control the level of assistance given to the student. As the student develops, the teacher has the ability to control feedback until the composition is complete. *The Writing Coach* was developed through the research provided by English Language Arts and Reading gurus, Kelly Gallaher and Jeff Anderson.

Due to economic constraints of providing technological resources for students, they have not been able to achieve their potential academic growth. The greatest obstacle has been the accessibility to this resource outside of school. *The Writing Coach* can be accessed at home or anywhere students have the technological resources. Providing technology in a student’s home will allow students to be in their Zone of Proximal Development (Vygotsky, 1978), which is critical to developing academically prepared students that will be able to function and compete in this ever changing world. By providing resources and support to students in need, the district will be able to help students overcome many of the educational challenges that are currently in place because of the limited access to 21st century tools due to economic factors.

Our focus for this request is to provide the resources and internet access to ninth grade economically disadvantaged students and Early College High School economically disadvantaged students, since this is a critical time in their academic development. Students will be able to develop their writing skills and improve their overall academic performance as measured by the STAAR English I EOC Test. Our plan will be to

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 100904	Amendment # (for amendments only):
<p>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> <p>utilize funding to acquire approximately 100 Chromebooks, hotspots, or Chromebooks and hotspots to loan to ninth grade students in English, based upon both economic and academic needs and Early College High School students based on economic need. The district will contract with Verizon Wireless, Inc. and use Kajeet to provide internet access which is necessary to gain the feedback and support available through <i>The Writing Coach</i>. All of the documents created in this program are maintained in a student portfolio, allowing the student access throughout the educational career. Qualifying students will receive a Chromebook with a case or a hotspot or both a Chromebook and a hotspot to utilize throughout the school year. Teachers would conduct periodic checks to monitor the Chromebooks. Teachers would submit requests to the district's technology staff for Chromebook maintenance. The Chromebooks will be monitored remotely using the Google Management. Chromebooks will also be covered under our district's insurance policy loaned to economically disadvantaged ninth grade students and economically disadvantaged Early College High School at SHS.</p> <p>One goal of the district technology plan targets improving the integration of technology into instruction through the use of evolving technologies in instruction and providing training that focuses on this integration. A second goal targets providing all teachers and students with on-demand access to appropriate technology resources. This proposal would assist the district in providing Chromebooks to students where our local district budget has limited our achieving these goals. Currently, Silsbee ISD IMA funding will be used for the ELA adoption and 1-1 Chromebook proposal for sixth graders.</p>	

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 100904			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	\$7812	\$0	\$15650
Schedule #9	Supplies and Materials (6300)	6300	\$42000	\$0	\$34263
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$	\$0	\$
Percentage% indirect costs (see note):			N/A	\$0	\$
Grand total of budgeted costs (add all entries in each column):			\$49812	\$0	\$49913
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: 100904		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	CIPA – Compliant Hotspots for students – 4G LTE	\$15650
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$15650
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$15650

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: 100904		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:	\$34263
Grand total:		\$34263

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: 100904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 100904			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: 100904 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	102.8	50.4%	Economically disadvantaged ninth graders
Limited English proficient (LEP)	1	.01%	
Disciplinary placements	42	20.5%	
Attendance rate	NA	95.1%	
Annual dropout rate (Gr 9-12)	NA	0.01%	

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
										102	34			136

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Schedule #13—Needs Assessment

County-district number or vendor ID: 100904

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.

Silsbee ISD has a large percentage of students from low income homes. Recent data has demonstrated that 52.9% of the Silsbee Independent School District student population comes from economically disadvantaged homes. This creates an extraordinary challenge for the district to produce graduates from Silsbee High School that are college and career ready, as required by College and Career Readiness Standards set for Texas’ students. Although the State of Texas has established an emphasis on preparing our students for college, Silsbee Independent School District’s students have struggled to develop academically to become successful at the collegiate level. The district’s students have historically not performed as well as the Texas average student on the SAT and the ACT.

The following table demonstrates the comparison of Silsbee High School students to the state averages in the past couple of years:

English Language Arts Writing	Silsbee students’ average	Texas students’ average
2016 SAT	885	903
2015 SAT	873	922
2016 ACT	18.6	19.8
2015 ACT	17.5	20.1

As indicated in the above data, the SAT scores and the ACT scores for Silsbee ISD have increased slightly. Silsbee High School economically disadvantaged freshman students struggled on the most recent state assessment on their End of Course exams for English I compared to the state averages. Silsbee High School had 57% of their freshman pass the writing portion of the test as compared to the state’s passing rate of 64%. This may not seem significant initially; however, the combination of this challenge, the economic status of the students in the district and the historical challenges of College preparatory exams will produce a ripple effect that will continue to grow as they progress through their high school years.

The following table reflects the comparison of Silsbee ISD 9th graders to the state averages on the STAAR English I EOC Test:

9th Grade STAAR	Silsbee students’ average	Texas students’ average
2017 STAAR English I EOC	57%	64%
2016 STARR English I EOC	53%	65%

Ninth grade writing scores have been below the state average the last two years. The district intervened with a writing plan that addresses meeting the needs of the 21st century learner. Upon further review, the data shows African-American students’ average was 47%. This subpopulation is also a large portion of the economically disadvantaged students that this program is geared to assist.

This technology lending program would provide students with the much needed support at a critical time in their writing skill development. In providing these resources to students most in need, Silsbee ISD has the potential to reduce the “Matthew Effect”, a term of Keith Stanovich and the “Digital Divide”, a term of Lloyd Morrisett. The “Matthew Effect” reflects students that do not develop vocabulary and other literacy skills due to the student’s gap in access to acquiring text in the home. Stanovich’s research demonstrates how students from limited environments continue to struggle throughout their school career due to their limited access to adequate resources. The “Digital Divide” is the difference in opportunities available to people who have access to informational technology and those who do not have access. With the aid of this grant, Silsbee ISD will be able to provide home access, a level of support which is in dire need for more than half of the ninth grade population. In essence, Silsbee ISD will help these students overcome many of the educational obstacles they have endured throughout their school years.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 100904		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.	Student Economic Need 52.9% of the Silsbee ISD student population comes from economically disadvantaged homes.	The Grant Program would provide a Chromebook and internet access to those students who are economically disadvantaged and who do not have a device or internet access.
2.	Student Academic Need Silsbee High School 9 th grade English I EOC averaged 57% as opposed to the Texas average of 64%.	The Grant Program would provide assistance with writing using <i>The Writing Coach</i> , a local resource that assists students in the development of writing skills by providing opportunities to practice skills, as well as obtaining immediate feedback on student work throughout the writing process.
3.	Student Need for Education Equity Many students do not have access to the internet because they come from economically disadvantaged home or their home is in a rural area that does have internet access.	The Grant Program would provide internet access to students in need. By providing resources and support to students in need, the district will be able to help students overcome many of the educational challenges that are currently in place because of the limited access to 21st century tools due to economic factors.
4.	Silsbee ISD Need for Compliance with the Children’s Internet Protection Act	The Chromebooks will access the internet through Kajeet ensuring that all internet traffic generated on the Chromebooks is filtered regardless of the device's physical location. The Kajeet filter will ensures that our district remains compliant with the Children’s Internet Protection Act.
5.	Silsbee ISD Financial Need	The Grant Program would provide Silsbee ISD with the funds needed to accomplish the student needs listed by loaning the students resources and support to assist them in overcoming the many educational challenges they face.

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Schedule #14—Management Plan

County-district number or vendor ID: 100904 | 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.	Dawn Helton	As Instructional Technology Coordinator for Silsbee ISD, Dawn Helton has led the district with the implementation of various technology initiatives. She has been awarded and has managed many grants for Silsbee ISD. She leads professional development in technology for district teachers.
2.	Tyke Cameron	As Technology Director of Silsbee ISD, he is responsible for managing all servers and Cisco networking equipment, and oversees the technology department staff. He was instrumental in the technology portion of the new State of the Art Elementary School.
3.		
4.		
5.		

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.	Silsbee ISD will increase staff use and understanding of integrating technology.	1. Chromebook Training for Teachers	05/01/2018	05/10/2019
		2. Instructional Applications for Chromebooks	05/01/2018	05/10/2019
		3. Mid-Term Reflections for Teachers	01/02/2019	01/07/2019
		4. Final Reflections for Teachers	05/20/2019	05/24/2019
		5.		
2.	Silsbee ISD will identify students in need of devices at home.	1. Survey students	08/27/2018	08/31/2018
		2. Compile Results	09/04/2018	09/04/2018
		3. Caregiver and Student Orientation	09/11/2018	09/13/2018
		4. Student Chromebook Training	09/11/2018	09/13/2018
		5.		
3.	Silsbee ISD Technology Department will supply technical support.	1. Order Chromebooks and Google Chrome Consoles	05/01/2018	05/01/2018
		2. Inventory Chromebooks	06/06/2018	06/29/2018
		3. Prepare Chromebooks for students	06/06/2018	06/29/2018
		4. Provide Technical support throughout the year	06/06/2018	05/31/2019
		5.		
4.	Technology integration will increase students' academic performance.	1. First Instructional Assignment	09/16/2018	09/21/2018
		2. Daily Writing Assignments Begin	09/16/2018	05/20/2019
		3. Cross-curricular Writing Assignments Begin	01/02/2019	05/20/2019
		4. Research Project	05/01/2019	05/17/2019
		5.		
5.	Students will evaluate their personal academic growth.	1. Initial Student Reflection	9/20/2018	09/22/2018
		2. Mid-Term Student reflection	01/02/2019	01/07/2019
		3. Final Student Reflection	05/13/2019	05/20/2019
		4.		
		5.		

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: 100904	Amendment # (for amendments only):
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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.

Silsbee ISD has a district improvement plan, a technology plan, and each school has campus improvement plans. Plan4Learning is used by the district. Plan4Learning assists in bridging the gap between planning and practice, helping campuses to develop a common vision, identify needs, see connections between reform strategies, and determine how those strategies impact results. It includes built-in checklists for legal requirements and updates, goal tracking features and links connecting goals, and strategies with expenditures.

DMAC Solutions is used to disaggregate student data on state assessments and local assessments which include unit tests and benchmarks. Teachers are constantly monitoring student progress doing data digs using DMAC. CIA (Curriculum, Instruction and Assessment) notebooks are kept by each teacher on all students.

Curriculum teams meet for audit, review and measure. Goals and objectives are adjusted based on data from all these sources. Changes are discussed at department meetings, staff meetings, and with the curriculum team. Parents and community members are kept informed using email, the school website, school Facebook, twitter, and school newsletters.

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.

Silsbee High School and Edwards Johnson Memorial Silsbee Middle School both use *The Writing Coach* program to address areas of concern in writing for our students. Silsbee ISD will use this resource in all the middle school and high school English courses to improve our students' writing abilities. At the present time, only those students that have the availability of internet access and technology resources at home are able to use *The Writing Coach* outside of school.

In addition to the electronic techbooks used for Writing, SHS has adopted digital instructional materials for most subjects. Early College HS students need devices and internet to access their classes and assignments in the Blackboard Learn platform for all their subjects. Students in the lending program would be able to use the devices with their other subjects. Teachers will assist by ensuring that all participants are bringing their devices to school, taking the devices home, and completing assignments.

In order to maximize effectiveness, we will also coordinate with our Homebound program to ensure that these students with special needs are included in the program to address writing skill development. They currently do not have access to any of the school resources other than the ones the Homebound teacher provides. The lending program will offer support to our homebound students to assist their academic performance.

Edwards-Johnson Memorial Silsbee Middle School piloted a technology lending program. Problems that were encountered have been alleviated and the lending program for SHS will be more successful because of the pilot.

Sixth grade students will begin a 1:1 Chromebook loan project this next school year (2018-2019) that will continue each year using IMA funding when available or local funds. The students will be loaned the Chromebook for their entire educational experience. Each year, a new group of sixth grade students will be in this 1:1 sixth grade loan project. The reason sixth grade was chosen to begin this project is because third through fifth grade students are already 1:1 in their classrooms. These students do not take their Chromebook home in third through fifth grade. At sixth grade, the students will begin taking the Chromebooks home.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 100904 | 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 Use of Equipment	1.	Student activity indicated through <i>The Writing Coach</i> and Blackboard Learn
		2.	Teacher monitoring daily student use
		3.	Administrative walkthroughs documenting student use of equipment
2.	Student Performance	1.	Composition performance in <i>The Writing Coach</i>
		2.	Research paper performance
		3.	STAAR English I EOC Test performance
3.	Student Perception	1.	Percentage of completed assignments
		2.	Student reflection activities at the end of each semester
		3.	
4.	Teacher Perception	1.	Teacher training, meetings and informal feedback
		2.	Teacher reflection activities at the end of each six weeks
		3.	
5.	Administrator Perception	1.	Administrator meetings and informal feedback
		2.	Administrator reflection at the end of the project
		3.	

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 SHS English teachers involved in the program will provide unit assessment data and student usage data at the end of each six weeks using DMAC along with data from the Writing Coach. The evaluation team, consisting of the ELA coordinator and the district curriculum specialists, will evaluate the usage data each six weeks and provide feedback to the teachers regarding observations from the data. Student attendance data will be extracted from Skyward, the district student information system, and a correlation to performance will be determined.

If the data shows that a student is not using the equipment for the intended purpose, the evaluation team will discuss this concern with the teacher, the student, and the caregivers to ensure the use of the equipment was not a hindrance. If the performance data at the end of each six weeks indicates that a participating student is not performing at the same rate as other students in the course, the teacher will provide information to justify the student maintaining their participation. If no justification is available, the coordinator will meet with the teacher, the student and the parents or caregiver of the student to discuss the student's performance and their participation in the project.

The teachers will provide their reflection data from the beginning of the project and the end of each six weeks to the grant coordinator. The evaluation team will evaluate the changes in the perceptions of the teachers and administrators regarding the use of technology in this project. The evaluation team will meet with the teachers at the end of each six weeks to analyze the data to determine if more intervention is needed for individual students. They will identify students that are not progressing academically at the same rate as other students not in the program. The teachers will meet with these students individually to discuss intervention opportunities such as morning tutorials.

Teachers will also provide the students' reflection responses to the grant coordinator at the end of each semester. The grant coordinator will meet with the teachers at the end of each six weeks to evaluate the changes in the students' perceptions of the use of technology in learning. All of this information will be included in the information presented to the school board at the end of the program.

Approximately 100 economically disadvantaged students will be served using funds from this grant. Students will receive a Chromebook with a case, or a hotspot, or both a Chromebook and a hotspot depending on need.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 100904

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.

Currently, Silsbee ISD has a 1:1 Chromebook ratio for third through fifth grades. These students do not take their Chromebook home in third through fifth grade. Other resources include K-2 computer labs, middle school sharing department carts, and SHS sharing department labs or carts. Each classroom has one to two student computers.

Sixth grade students will begin a 1:1 Chromebook loan project this next school year (2018-2019) that will continue each year using IMA funding when available or local funds. The students will be loaned the Chromebook for their entire educational experience. Each year, a new group of sixth grade students will be in this 1:1 sixth grade loan project. The reason sixth grade was chosen to begin this project is because third through fifth grade students are already 1:1 in their classrooms. These students do not take their Chromebook home in third through fifth grade. At sixth grade, the students will begin taking the Chromebooks home. Grants have been applied for with EmpowerED and the 1 Million Project for assistance with hotspots for sixth grade and possible this SHS grant proposal.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 100904

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.

Silsbee ISD has made a commitment to providing technology for our students. The mission of Silsbee ISD is to empower students for the challenge of the real world. Technology is one of the challenges in the real world that our students need to be prepared to employ. One goal of the district technology plan targets improving the integration of technology into instruction through the use of evolving technologies in instruction and providing training that focuses on this integration. A second goal targets providing all teachers and students with on-demand access to appropriate technology resources. This proposal would assist the district in providing Chromebooks and hotspots for home access to students where our local district budget has limited our achieving these goals.

The district technology plan addresses utilizing technology to enhance the learning process and promote improvement in the overall academic success of students. The district strives to have 100% of the teachers integrating technology into instruction which includes electronically delivered materials. The district also strives to provide 100% of our students with access to and use of technology resources to enhance learning. Silsbee High School has limited device availability during the school day for students. The computer student ratio is 1:4. The technology lending program will enable qualifying students to have technology access at home and at school by providing them with a device and internet access they need to further utilize programs that are already in place and increase the possibilities for these students.

Currently, Silsbee ISD IMA funding will be used for the ELA adoption and 1-1 Chromebook proposal for sixth graders. It has been a slow process due to budget constraints. Most of our technology devices are purchased with local funds. If this grant is awarded, Silsbee High School will be able to provide devices to high school students based on need.

At the present time, SHS has a "Bring Your Own Device" (BYOD) policy. Some students bring their own devices. As the number of devices increase, Silsbee ISD hopes to one day be closer to lending devices to all students in need. As the number of digital instructional materials increases, the need to lend devices and provide internet access to students becomes essential in order to decrease the "Digital Divide" (Morrisett, 2001) and give all students the opportunity to reach their fullest potential.

Providing technology in a student's home will allow students to be in their Zone of Proximal Development (Vygotsky, 1978), which is critical to developing academically prepared students that will be able to function and compete in this ever changing world. By providing resources and support to students in need, the district will be able to help students overcome many of the educational challenges that are currently in place because of the limited access to 21st century tools due to economic factors.

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

County-district number or vendor ID: 100904

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.

Silsbee ISD proposes to offer Chromebooks and Kajeet Smartspots to qualifying students so that the students can access the digital resources away from school at their place of residence. In this proposal, Silsbee ISD will purchase 100 Chromebooks and Kajeet Smartspots to loan to qualifying ninth graders and Early College High School students. Ninth grade English students and Early College High School Students will complete a Google survey at the beginning of the application process to ascertain need. The qualifications for students to receive the resources include in the following order:

1. Ninth graders needing remediation and identified as economically disadvantaged
2. Ninth graders that are identified as economically disadvantaged
3. Ninth and tenth grade Early College High School economically disadvantaged students
4. Any other ninth graders that do not fit the previous categories yet still have a need.

Resources will be distributed in order of this ranking.

These students will be issued a Chromebook with a case at the beginning of the grant to be used throughout the school year. The district will contract with Kajeet and Verizon Wireless, Inc. to provide internet access for the Chromebooks in this project. The district will utilize the Google Chrome Management Console to manage the Chromebooks. The Chromebooks will be forced to use Kajeet whether the devices are on-site or off-site, ensuring that all internet traffic generated on the Chromebooks is filtered regardless of the device's physical location to ensure that our district remains compliant with the Children's Internet Protection Act. The district currently uses Verizon Wireless, Inc. for other cellular services. This would add to our current status as opposed to implementing a new situation.

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

County-district number or vendor ID: 100904

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 district currently owns licenses to a web-based writing resource software titled *The Writing Coach*. This resource is currently available at Edwards-Johnson Memorial Silsbee middle School and Silsbee High School to help facilitate the regular writing instruction. *The Writing Coach* is aligned with the Writing TEKS. SHS has targeted writing as an area of opportunity to improve their students' overall academic performance. *The Writing Coach*, a local resource, assists students in the development of writing skills by providing opportunities to practice skills, as well as obtaining immediate feedback on student work throughout the writing process. District teachers work in conjunction with the software to control the level of assistance given to the student. As the student develops, the teacher has the ability to control feedback until the composition is complete. The district also owns digital textbook in most subject including CTE and other digital instructional materials.

SHS is a Bring Your Own Device B.Y.O.D. campus. Teachers have been able to integrate technology throughout the curriculum. Some students have devices. Students without devices share with a student who has a device. Students and teachers are comfortable with the use of the devices in the classroom. This grant will enable SHS to loan students Chromebooks that do not have a device or internet access at home. The grant will also enable SHS to loan devices to students who have desktop computers and internet access at home but do not have a portable device to use while at school.

Early College High School students at Silsbee High School use Blackboard Learn as a platform for instruction and assignments. At the present time, teachers are volunteering their time to stay after school and arrive early to give students the access that they need to computers and the internet.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Writing Coach is being used for writing at Edwards-Johnson Memorial Middle School and Silsbee High School. Silsbee High School has one computer lab that English students use to work in *The Writing Coach*. *The Writing Coach* is one of the first online interactive techbooks that Silsbee ISD has utilized. However, with limited time on computers for our students, significant growth has not been realized. If students at SHS had daily use of devices for writing, growth would be achieved.

In addition to the electronic techbooks used for Writing, SHS has adopted digital instructional materials for all core subjects and CTE. Students in the lending program would be able to use the devices with all their other subjects.

Early College High School students use Blackboard Learn as a platform for instruction and assignments.

Other digital instructional materials used by SHS include *Microsoft Office*, *Google Drive*, *Google Classroom*, *Read 180*, *Discovery Education*, *Exploros*, and many more digital applications.

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

County-district number or vendor ID: 100904

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.

The district's technology team consists of five individuals with various degrees and certifications who are able to diagnose and resolve issues with the network and with the Chromebooks. A Technology Director, a Network Administrator and three technicians are available to process equipment and solve technical issues. The District has one Instructional Technology Coordinator and three technology campus liaisons.

Each campus of the Silsbee Independent School District is interconnected with at least a 1 GB fiber network connection to the district's core network switch, with some campuses having connection speeds as high as 10 GB. This network allows each campus to share the district's 50 MB Internet connection, which is sufficient when coupled with the district's content caching servers that reduce overall Internet bandwidth utilization. 100% of each campus is covered by the district's 802.11a/b/g wireless network, and the district plans to upgrade the wireless infrastructure to 802.11ac.

Eduphoria Helpdesk work requests by teachers for students will allow the district to monitor the use and maintenance of the Chromebooks. The Silsbee ISD Technology Department will troubleshoot problems and resolve issues involving the Chromebooks. Eduphoria is a resource that the district has invested in to enable management of multiple administrative areas.

Devices will use the district's internet content filter while at school allowing devices to be filtered, thereby maintaining the district's CIPA compliance.

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

County-district number or vendor ID: 100904

Amendment # (for amendments only):

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

The Silsbee ISD Technology Department will use Eduphoria to monitor the inventory of the Chromebooks and hotspots checked-out to students. The Chromebooks or hotspots will be checked-out to students after the completion of the student/parent/caregiver orientation and training. Students will be issued the Chromebook or hotspot using Eduphoria by the Silsbee ISD Technology Department. Check-in will take place in May by the Silsbee ISD Technology Department.

The Instructional Technology Coordinator will be in charge of the survey of student need based on the following criteria and resources will be distributed in order of this ranking.

1. Ninth graders needing remediation and identified as economically disadvantaged
2. Early College High School students that are identified as economically disadvantaged
3. Ninth graders that are identified as economically disadvantaged
4. Any other eighth graders that do not fit the previous categories yet still have a need

Silsbee Independent School District will use the Google Management Console purchased by the district to configure and monitor the Chromebooks. This management solution will provide the grant coordinator and the district technology department the ability to track movement of Chromebooks and manage them remotely.

Each six weeks, the teachers will conduct a visual check of the Chromebooks. This data will be sent to the technology department to be placed into Eduphoria. This will allow the district to monitor the use and maintenance of the Chromebooks. Eduphoria is a resource that the district has invested in to enable management of multiple administrative areas.

Eduphoria helpdesk work requests by teachers for students will allow the district to monitor the use and maintenance of the Chromebooks. The Silsbee ISD Technology Department will troubleshoot problems and resolve issues involving the Chromebooks.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Silsbee Technology Department will use Eduphoria to monitor the inventory of the Chromebooks checked-out to students. Students will be issued the Chromebooks or hotspots through Eduphoria. Each six weeks teachers will visually check the tablets, and this data will be sent to the technology department to be placed into Eduphoria. The Google Chrome Management Console will be used to configure and monitor the Chromebooks. This management solution will provide the grant coordinator and the district technology department the ability to manage them remotely. The management solution also provides the ability to remotely control the Chromebook to prevent inappropriate applications from being placed on the Chromebook. There will be a white list of apps that students can install. Students will be able to request apps not on the whitelist and a team of administrators will either approve or deny the app. Eduphoria helpdesk work requests by teachers for students will allow the district to monitor the use and maintenance of the Chromebooks. Eduphoria is a resource that the district has invested in to enable management of multiple administrative areas. The Chromebooks will be covered under the district's current insurance policy with North American Solutions, PCAT. This policy covers laptops and other handheld devices that are subject to damage from being portable.

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