2018–2019 Technology Lending

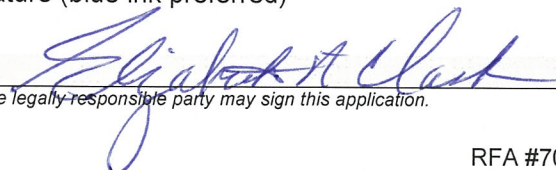|		FOR TEA USE ONLY Write NOGA ID here:
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2018 FEB -5 PM 2:47 RECEIVED TEXAS EDUCATION AGENCY
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Birdville ISD	220902		
Vendor ID #	ESC Region #		
1-75-6000193	11		

Mailing address	City	State	ZIP Code
6117 East Belknap Street	Haltom City	TX	76117

Primary Contact

First name	M.I.	Last name	Title
Adrienne	N	Walker	Coordinator
Telephone #	Email address		FAX #
817-547-5751	adrienne.walker@birdvilleschools.net		817-547-5774

Secondary Contact

First name	M.I.	Last name	Title
Kelli		Montgomery	Director, Instr. Technology
Telephone #	Email address		FAX #
817-547-5603	kelli.montgomery@birdvilleschools.net		817-547-5774

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
Elizabeth		Clark	Associate Superintendent for Curriculum and Instruction
Telephone # 817-547-5727	Email address elizabeth.clark@birdvilleschools.net		FAX # 817-547-5774

Signature (blue ink preferred)

Date signed
January 22, 2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 220902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220902	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 220902	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: 220902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220902	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: 220902	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.

Watauga 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.

Plan overview: Birdville ISD is applying for the 2018-2019 Technology Lending grant to provide one-to-one digital technology access for the purpose of incorporating blended learning instruction on a Title 1 middle school campus. The district plans to purchase an estimated 180 Chromebooks for sixth grade students in need of a device, along with 20 wireless hotspots to allow for home access to web-based content. Watauga Middle School has a demonstrated need for access to high quality technology with an economically disadvantaged rate of 68.5%, significantly higher than the district average of 57%. The proposed plan for implementing the new devices and technologically enhanced teaching and learning mirrors the district's Portrait of a Graduate and mission statement.

Budget: For sustainability purposes, the majority of the proposed budget is focused on the purchase of new devices. These devices will be maintained and supported by BISD's Technology department and instructional support will be provided by the district's Digital Learning Specialists. Hotspots for residential wireless internet access are included in the grant, with enough funding to pay for service for the 2018-2019 school year. Additionally, BISD will partner with local businesses and community centers to provide wireless access points so students may gain access to the Birdville ISD network via the existing free Wi-Fi offered at these locations. These access points, paid for by the district, will enhance the usage of the grant-purchased electronic devices by allowing students increased access to district-specific drives and programs.

Demographics: A Title 1 school, Watauga Middle is attended by over 700 sixth through eighth grade students. Approximately 68.5% are economically disadvantaged, 16.1% are English Language Learners, and the largest ethnic group on the campus is Hispanic (48.5%), followed by White (34.1%) and African American (6.8%). Students with disabilities make up 11.9% of the student body. Many of the technology resources on the campus are focused on students with disabilities or academically underperforming students through intervention programs such as Response to Intervention (RTI). The goal of this grant is to equip students who do not fall into these categories with electronic devices and enhanced instructional and learning opportunities that they would not otherwise be able to access.

Needs assessment process: A Technology Lending Program committee will be assembled to assess the need and eligibility of each participant. This will include a representative from the campus administrative team, district technology representatives, school instructional staff, the school librarian, and the digital learning specialist for the campus. Students will apply for the program and be selected through a checklist of criteria such as economic and academic need. The campus as a whole was chosen for the program due to its high economically disadvantaged rate and desire to raise student scores through the incorporation of the blended learning model, one that is currently implemented in district high schools. The vertical alignment with this program would greatly benefit the students as they will be better prepared when they reach high school, eliminating the "learning curve" of familiarizing themselves with individual technology in the learning process and instruction and instead diving into the high school curriculum. The district will adhere to current local and federal nondiscrimination policies to ensure equal access to the devices.

Management plan: The program will be administered on the campus by the school librarian, who will oversee the check-out/check-in process through an electronic barcode/scanner tracking system and data management program. This will allow for real-time device inventory and management. Additionally, student/parent contracts for the loan and usage of the devices will be kept on file, and the librarian will have the support of the district's digital learning team and grant manager to complete and collect and submit required data and reports.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220902	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.

Evaluation methods: In addition to the use of stakeholder surveys (quantitative data), focus groups (qualitative data), and other program-required data collection, Birdville ISD will focus on the SAMR (Substitution, Augmentation, Modification, Redefinition) Model for Technology Integration. The campus Digital Learning Specialist will coach the instructors through the process, showing them how to identify their current level and assisting them in setting their goals to progress to the next. This model moves classroom instruction from simple enhancement to transformation, and technology is essential to the process, as it allows the creativity and flexibility in learning needed to progress. The SAMR Model has demonstrated similarities to Bloom's Taxonomy, a widely accepted framework of educational goals.

Addressing statutory requirements: Birdville ISD provides a limited number of devices per classroom at an average ratio of about one to four or five. These devices are largely purchased through bond elections, with technology budget focused on maintenance, repairs, and replacements. Additional technology is provided to students with disabilities, with device-to-student ratios lower for that specific population. The average, on-level student does not have significant access to technology, nor does he or she have access to technology in the home. By increasing the number of devices for students to access and specifically creating a program with one-to-one devices as the expectation, these students will gain an educational advantage that was previously out of reach.

Addressing TEA requirements: The Technology Lending program aligns with district goals and BISD's Portrait of a Graduate model, which calls for students to be empowered learners, responsible citizens, global competitors, and innovative entrepreneurs. Birdville ISD will allot a portion of the grant to provide residential internet access to students with demonstrated need. The individual devices afforded through this program are necessary to implement the district's blended learning model, and this group of targeted students at Watauga Middle School will become the first middle school to have one-to-one devices. Technology is the perfect complement to literacy instruction, not only allowing for increased digital literacy but also literacy in the core areas of English/Language Arts, Math, Science, and Social Studies through increased access to resources and online courses. The district has invested heavily in bringing the infrastructure up to date to support the focus on utilizing technology in instruction, and stands by its commitment to support students and teachers in their use of devices in the classroom. This support also applies to the maintenance and care of the devices and the instructional support needed to successfully implement the blended learning model.

Birdville ISD is deeply committed to the Blended Learning model but has not had adequate funding to extend this highly relevant and impactful program to the middle school level. Beginning with this group of sixth grade students with the potential to rise above their current situations and excel with the support of specialized instruction and dedicated learning devices, Birdville ISD will be able to provide deserving students with educational access that would not otherwise be obtained. Birdville ISD will maintain the devices used in the program and ensure that students continue to have access to the technology they need to excel in this blended learning style of instruction. The partnerships formed with local businesses and the community will outlast the grant and can serve as a model for the rest of the district. The educational advancements the students make through the use of individual technology and blended learning instruction will provide the momentum they need to move beyond their current achievement levels and attain their educational and performance goals.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220902	Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$15,000	$0	$15,000
Schedule #9	Supplies and Materials (6300)	6300	$85,000	$0	$85,000
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
Total direct costs:			$100,000	$0	$100,000
Percentage% <u>indirect costs</u> (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$100,000**	**$0**	**$100,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$100,000
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:	$15,000

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: 220902	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	Wireless hotspots for residential internet access (20)	$15,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$15,000
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a and b) Grand total	$15,000

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: 220902	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:	$85,000
	Grand total:	**$85,000**

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

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 220902	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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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 220902			Amendment number (for amendments only):	
66XX—Computing Devices, capitalized				
1		N/A	N/A	N/A
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11		N/A	N/A	N/A
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18		N/A	N/A	N/A
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: 220902	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	503	68.5%	
Limited English proficient (LEP)	118	16.1%	
Disciplinary placements	10	1.2%	
Attendance rate	N/A	96.0%	
Annual dropout rate (Gr 9-12)	N/A	N/A	

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

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

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	180	0	0	0	0	0	0	180

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220902	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.

After a thorough needs assessment process, Birdville ISD has selected Watauga Middle School to participate in the Technology Lending Program. Birdville ISD is active in the Blended Learning program and is a recipient of the Raise Your Hand Texas Blended Learning grant. This grant allows for the development of school-wide blended learning programs, training teachers and administrators to **incorporate technology into student classrooms with an emphasis on student voice and choice**. This program is currently being implemented in all Birdville ISD high schools, and Watauga Middle showed eagerness and willingness to incorporate the use of technology into their classroom instruction. Their willingness to become involved with the program lends itself to optimal vertical alignment, allowing students to prepare for the unique challenges of high school by gaining familiarity with increased technology in the classroom in the comfort of the middle school setting.

Technology resources at the school are primarily used for intervention strategies. Through the needs assessment process, the campus administrative team, district technology representatives, school staff, and the digital learning specialist determined that **a great need for their campus is to provide increased access to technology and increased academic rigor for the students** who are not in need of intervention. There is a concern that students who are identified as on-level or above-level may actually fall behind in terms of digital literacy due to the minimal resources available. By increasing the number of devices on the campus, the students will be able to increase their technological abilities so they will be prepared for high school and post-secondary opportunities. **Another determined need is to increase the number of advanced and commended students.** Coming from an economically disadvantaged community, Watauga Middle School students are in need of scholarships to attain any kind of postsecondary education, whether that be at a community college, four year university, or trade school. By staying familiar with classroom technology through the increased usage of personal devices such as Chromebooks, students will stay competitive and escalate their achievement by accessing the plentiful resources that technology can provide. Students will have access to information in real time that is relevant and up-to-date. Critical thinking and problem-solving skills are also sharpened through the use of technology, where the emphasis is not on memorization but researching and finding solutions to challenges.

Students and staff in Birdville ISD are on **a "BOLD" journey**, where special emphasis is placed on **Building Opportunities for Literacy Daily**. Upon a district-level needs assessment, it became clear that it is essential to focus on the foundation of education: literacy. Literacy is heavily emphasized across the district, with all content areas coming together to practice common literacy strategies and expose students to literacy in all forms, including technological literacy. Traditional English/Language Arts literacy is a natural partner with technology, and is critical to a student's success in using a computer or other device to complete assignments and research. It also allows for greater student voice and choice, as students are no longer limited to the physical resources on hand at a campus but instead have access to the countless sources for information that reside online. Writing papers and preparing reports on an electronic device are drastically different from doing so with paper and pen. Students are able to learn editing skills, word processing programs, and presentation software in higher-level ways that extend classroom learning through engaging, relevant opportunities.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 220902	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.	Lack of 24/7 access to technology and residential internet service	BISD will purchase 20 mobile hotspots to lend to the students in greatest need. Additionally, the district will pursue agreements with local community centers and businesses to include access to the Birdville ISD network through the use of their Wi-Fi.
2.	Need for increased rigor in instruction	One-to-one access will dramatically increase the instructional possibilities within the classroom. Teachers will be able to incorporate technology into lessons and create new opportunities for open-ended research projects and creative problem solving.
3.	Data-driven instruction that will benefit students and teachers	Increased technology will provide greater access to student work through adaptive software applications and platforms such as Canvas and Google education. Teachers and students will have more opportunities for collaboration and feedback, as well as faster access to data. Teachers will use the data to target students' unique instructional needs.
4.	Personalized voice and choice/student agency	Through increased access to technology, learning activities can become more open-ended and student-driven. Barriers to technology will be diminished and students will have faster, more relevant access to information, software programs, and online learning platforms.
5.	Flexible student groupings	Students will be able to use their devices for individual work or to collaborate through programs such as Google Docs. One-to-one devices will be helpful to in all groupings: quizzing through whole group activities, collaboration through small group activities, and increased access to resources and faster problem solving through partner work.

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Schedule #14—Management Plan

County-district number or vendor ID: 220902	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Instructional Technology	Kelli Montgomery is Birdville ISD's Director of Digital Learning. She holds a Bachelor of Science degree in Elementary Education and a Master of Arts in Educational Administration. She has twelve years of elementary teaching experience and has been with BISD for 17 years.
2.	Principal, Watauga MS	Shannon Houston has been the principal of Watauga Middle for 10 years. Prior to this, she spent three years as assistant principal and six years as a teacher in the district. She holds a Bachelor of Arts degree in history with a minor in English and a Master's degree in Educational Leadership.
3.	Digital Learning Specialist	Owen Nesbitt is BISD's Digital Learning Specialist assigned to Watauga Middle School. He holds a Bachelor of Arts in English and a Master's in Educational Leadership with 18 years' experience.
4.	Instructional Coach	Christine Thompson is Watauga Middle's Academic Coach. She holds a Bachelor of Arts degree in Political Science and a Master of Education in Secondary Education with 11 years' experience.
5.	Librarian	Stephanie Roe the librarian at Watauga Middle. She holds a Bachelor's degree in journalism and a Master's degree in Library Science. She has been a faculty member of WMS for seven years.

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.	Plan for grant implementation	1.	Create student eligibility checklist/need assessment	05/01/2018	05/31/2018
		2.	Develop handbooks for student and staff use	05/01/2018	05/31/2018
		3.	Develop a contract for parents and students	05/01/2018	05/31/2018
		4.	Establish Tech Lending implementation committee	05/01/2018	05/18/2018
		5.	Recruit business partners for expanded Wi-Fi	05/01/2018	08/31/2019
2.	Provide information and training to students, parents, and staff	1.	Host parent/student information meeting(s)	05/14/2018	08/31/2018
		2.	Provide blended learning training for staff	05/14/2018	08/20/2018
		3.	Provide technology device training to staff	07/01/2018	08/20/2018
		4.	Distribute contracts for parents/students	08/01/2018	08/31/2018
		5.	Provide content-specific training for staff	05/14/2018	08/20/2019
3.	Purchase and distribute items and implement program	1.	Gather quotes for devices following EDGAR regs	05/01/2018	06/01/2018
		2.	Seek board approval and purchase items	06/01/2018	06/30/2018
		3.	Create inventory system including barcode scanner	06/01/2018	07/31/2018
		4.	Gather signed contracts from students/parents	08/01/2018	03/31/2019
		5.	Train students in acceptable use and maintenance	08/20/2018	09/30/2018
4.	Complete periodic maintenance and inspections	1.	Prep devices to BISD standards	07/01/2018	09/01/2018
		2.	Staff performs periodic device condition checks	09/01/2018	05/31/2019
		3.	Committee conducts periodic class observations	09/01/2018	05/31/2019
		4.	Repair devices as needed	09/01/2018	05/31/2019
		5.	Complete periodic software updates	09/01/2018	05/31/2019
5.	Collect equipment and measure program effectiveness	1.	Gather pre- and post-program data	05/01/2018	08/31/2019
		2.	Distribute and collect periodic stakeholder surveys	09/01/2018	05/31/2019
		3.	Conduct periodic checks-ensure device condition	09/01/2018	05/31/2019
		4.	Gather devices from students at end of grant year	05/15/2019	05/31/2019
		5.	Complete final report and EOY stakeholder surveys	05/01/2019	08/31/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220902	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.

All teachers and administrators are trained in the PDSA model: Plan, Do, Study, Act. Student artifacts are discussed and analyzed in grade level Professional Learning Communities (PLCs), as well as in vertical planning sessions within core subject departments and cross-curricular meetings. (Vertical meetings will also take place between the middle school and high school to ensure student success through the Blended Learning model.) Evidence of the use of the PDSA model is on display on the walls of every BISD classroom. In addition to student artifacts, formative assessments through Renaissance Learning, STAR universal screeners (at the beginning, middle, and end of the year), and the STAAR exams are also analyzed by both faculty and students. BISD students are highly familiar with the PDSA model and are trained to have a growth mindset, evaluating their own progress and maintaining their student data folders. Surveys are also an important part of the feedback and continuous improvement process. Surveys are provided to students, parents, and teachers and include measurements of elements such as student engagement and perceptions of rigor. In addition to these sources of data, walkthrough observations will be conducted and reviewed by members of the Technology Lending committee. By incorporating assessment data, anecdotal data, and observation data, the committee will be able to thoroughly evaluate the program from multiple points of view. The committee will meet regularly to assess the gathered data and use it to inform the direction of any needed changes. If changes need to be made, teachers will be trained in the new direction(s), and in turn the students will be trained by the teachers and given sufficient opportunities to incorporate these changes into the learning process. Parents, community members, and administrators not already active on the committee will receive updates via the school website and/or other relevant methods (newsletters, Remind system, etc.)

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.

Birdville ISD's Technology Lending program plan was designed by stakeholders throughout the district. Representatives from multiple Superintendent's Cabinet-level offices, the Business office, the Grant Management office, the Digital Learning and Technology departments, and campus administration were involved in the creation of the plan from initial implementation through the life of the program after grant funding. Sustainability was and is part of the discussions, and BISD is committed to utilizing items purchased through grant funds for continued instructional supplementation for students most in need.

Birdville ISD is committed to the maintenance and support of all portable electronic devices purchased through the grant. BISD has increased the size of the Digital Learning staff so campus-level support is consistent and adequate throughout the district. The Technology department is staffed with knowledgeable, highly trained technicians to support and repair devices as needed. BISD has shown additional commitment to digital learning by installing upgraded cable and network infrastructure to support additional electronic devices. Additionally, BISD will partner with local community businesses and local community centers to add BISD network access points to their existing Wi-Fi. This will enable the students the continued access to not only the internet but the district network necessary to complete and collaborate on assignments and projects.

Stakeholders at all levels of the district support this program through the grant period and beyond. The Director of Digital Learning will be the lead administrator of this program and continue to collaborate with all applicable district departments to pursue additional funding, analyze ways to use existing funding for the purpose of equipping students with portable technology, and continuing to support students and teachers in the instructional use of these devices.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 220902		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.	Classroom visits and observations (qualitative)	1.	Use BISD Rigor and Relevance Framework to create walkthrough rubric
		2.	Conduct classroom observations of technology usage
		3.	Share walkthroughs with PLCs
2.	Project implementation data collection (quantitative)	1.	Librarian will maintain checkout log/files
		2.	Repair/maintenance schedule and records
		3.	Records of stakeholder meetings (students/parents/staff)
3.	Surveys and Focus Groups	1.	Surveys will be distributed to teachers, students, and parents
		2.	Focus groups of students, parents, and teachers will be conducted
		3.	Survey/focus group results will be used to inform PDSA process
4.	Substitution, Augmentation, Modification, and Redefinition model for technology integration	1.	Teachers work with DLS to identify current level and how to advance
		2.	PDSA model used to increase SAMR level with support of Tech team
		3.	Pre- and Post-SAMR levels reported and analyzed for future growth
5.	Student achievement data collection (quantitative)	1.	Tech Lending team will collect and report required Performance Measures
		2.	Number of commended students collected pre- and post-program
		3.	Student goal creation and measurement

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.

Birdville ISD staff members have received extensive training in continuous improvement. The Digital Learning team builds upon this training by adding in the **SAMR Model, or Substitution, Augmentation, Modification, Redefinition**. This model, created by Dr. Ruben Puentadura and tied to Bloom's Taxonomy by Dr. Kathy Schrock, guides teachers and administrators through all four stages of instructional development. Each stage has unique characteristics that educators should understand before progressing to the next, so it is important to assess a teacher's current stage so he or she can receive the support necessary to achieve higher levels. This will be done through **pre- and post-surveys** of not only the instructors but also the students and parents. These surveys will also be used to inform the effectiveness of the program in terms of perception through the eyes of all program stakeholders. In the style of the Blended Learning program surveys, student improvement, engagement, and perception of difficulty will be measured. Focus groups will also be utilized to provide **qualitative** measurement of the program.

Several resources are already in place in the high schools through the Blended Learning grant, including walkthrough templates, the model for a campus advisory committee for the program, and classroom design. These resources can provide a starting point for the design of the middle school program, with room for alterations to meet the specific needs of middle school learners and instructors. The design of the classroom environment is imperative in order to achieve positive change, and changing desks to tables already on hand in the district warehouse, for example, can create a collaborative environment conducive to learning through the use of hands-on technology. Academic achievement of students in the technology lending program will be compared to that of their peers in traditional classrooms. Other **quantitative** data collection includes the number of students participating in the program by grade level; the number of economically disadvantaged students participating in the program (and also those who gained residential internet access through the program); teacher participation in the program; TEKS proficiency as documented through local screeners; attendance changes during the program year as compared to the previous year; and the number of online courses taken as a result of the program.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220902	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.

Birdville ISD provides five devices per secondary classroom that stay in the classroom and are not available to be checked out for home usage. (English, language arts, reading, math, and social studies classrooms have Chromebooks and science classes have laptops.) Math classrooms receive an additional five Chromebooks for computation purposes. With average class sizes of 28 students, there are not enough devices for one-to-one usage. The majority of Birdville ISD students do not have access to technology when needed, especially outside of traditional school hours. This makes it very difficult to implement the Blended Learning model and truly pursue technologically enhanced instruction. Aside from an adaptive technology lending program for special needs students, there is no active technology lending program in Birdville ISD. If new technology for a program or grade level is desired, a bond must be passed to fund additional devices. District funding is available for the maintenance and support of electronic devices. The district also has adequate infrastructure to support increased usage of the Wi-Fi network, in large part due to the most recent bond program. Systems and network upgrades were provided at all BISD campuses to accommodate the classroom devices when the bond allowed the purchase of five devices per classroom.

BISD recently began a small home use program specifically designed for homebound students and will revise the existing acceptable use policy and student contracts that already exist and have proven successful.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220902	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments. Utilizing individual technology devices in a blended learning format is an ideal illustration of this mission. **"To excel with integrity"** is modeled by the personal responsibility students will display when they care for and maintain their devices. **"An ever-changing global society"** reflects the constant innovation in the digital environment and the necessity of staying up-to-date in terms of digital literacy. **"Innovative and responsive learning environments"** ties into the blended learning movement, where technology is used seamlessly in traditional classrooms to enhance curriculum and instruction and provide student voice and choice in learning. Blended learning is defined as the blend of online learning and brick-and-mortar schooling (*raiseyourhandtexas.com*). This simple definition succinctly echoes the essential purpose of the Technology Lending program: to assist LEAs in the implementation of digital learning by loaning to students the equipment necessary to access and use digital instructional materials.

Birdville ISD is committed to growing empowered learners who are responsible citizens, global competitors, and innovative entrepreneurs. These qualities are encapsulated in **Birdville ISD's Portrait of a Graduate**.

- **Empowered Learners** *apply knowledge and skills mastered through well-rounded, comprehensive, rigorous, and relevant learning experiences; communicate effectively for different audiences and purposes through authentic reading, writing, listening, and speaking; seek opportunities to learn and grow in response to an ever-changing world.* By utilizing personal technology devices in the learning process, students will be able to communicate and interact through new and engaging methods, stay current in their digital literacy levels, and have greater autonomy in the direction of their learning. Instructors will be able to increase academic rigor and content relevance through the opportunities afforded by access to online content and countless digital tools and programs.
- **Responsible Citizens** *collaborate effectively with teams, both as a contributor and a leader, to accomplish a common goal with a commitment to service; balance physical, mental, and emotional health through reflection, self-evaluation, and self-advocacy; demonstrate ethical behaviors exhibiting integrity, respect, and accountability.* Collaboration between students and with instructors increase exponentially through collaborative software programs, discussion boards in online courses, and by the very nature of the flexible learning environment that results from increased access to technology. Instructors will be able to teach valuable lessons about integrity, accountability, and information literacy in an environment where content is everywhere but not necessarily credible or valid.
- **Global Competitors** *demonstrate knowledge of and empathy for cultural, economic, environmental, and social issues across the world; value the importance of diversity in life and careers; exhibit academic, technological, and workplace competence within a global environment.* Access to other cultures is dramatically improved through the use of technology. Video chats with peers around the world, virtual field trips, and countless websites and sources of information greatly elevate the learning experience when compared to the traditional classroom.
- **Innovative Entrepreneurs** *solve problems through collaboration, critical thinking, creativity, and innovation; take calculated risks, learn from mistakes, and are reliant in the face of challenges; embrace and apply passions to execute plans and accomplish career and life goals.* Critical thinking, problem solving, and learning from mistakes are all encouraged in the digital environment. Students with access to more resources have more opportunities for taking calculated risks and pursuing their passions. Online learning is an especially useful tool for career exploration, where students can explore the different career fields through focused online coursework, higher education websites, and supervised interaction with professionals around the world.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220902	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.

Birdville ISD plans to contract 20 wireless hotspots through grant funding. These hotspots may be checked out to students after an application process to determine the greatest need. Questions will include "Do you currently have in-home access to the internet?" and "If you have access to an electronic device, can you access it whenever you'd like?" (Sample application questions are provided below.) This will ensure that students in the program, regardless of ability to pay, will have access to the technology necessary for academic success. All local, state, and federal guidelines regarding equal access and treatment will be followed.

In an effort to leverage resources, Birdville ISD will pursue partnerships with community members in the area surrounding the campus. These partnerships will strategically focus on businesses and local community resources that offer free Wi-Fi. The district's technology lending team will explain the program and the hurdles students face in connecting to the internet. The district will provide willing community partners with BISD's wireless access points, allowing students to use the business's Wi-Fi to work on the school district's network. This will allow the students to have access to all of the programs available within the campus, but from the convenience of common non-BISD locations throughout the community. The Birdville ISD network filters content to comply with CIPA legislation. Targeted community partners include the local city library, the city recreation center, the local bowling alley, and several restaurants and fast food franchises. These devices are already owned by the district and will still be available to keep in place upon the conclusion of the grant period. This can extend the reach of the school's network beyond the walls of the school and the life of the grant.

Technology Lending Program Sample Application Questions

Please provide a brief explanation for the following questions:
1. How often do you use computer devices, such as desktops, laptops, or tablets, in class?
2. Do you have a school-provided computer device, such as a laptop or tablet?
3. Can you get on the Internet at home?
4. Is your Internet at home wireless?

Please answer these questions with "Yes, I have my own" "Yes, and I share it" or "No."
5. Do you personally own a desktop computer?
6. Do you personally own a laptop, such as a Chromebook or MacBook?
7. Do you personally own a tablet, such as an iPad or Nexus?
8. Do you personally own a smartphone, such as an iPhone or Samsung Galaxy?
9. Do you personally own an e-Reader, such as a Kindle?

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220902	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 technology lending program blends perfectly with the **workshop model** that is used throughout the district. Students are able to work on focused projects independently or in small groups. This management model allows for varied learning in a changing, engaging classroom environment. The increased access to personal electronic devices also aligns with the Blended Learning model. **Flexible Instructional Groupings**, the first pillar of BISD's BL plan, allows for greater flexibility in creating effective instruction through dynamic grouping of students and personalization of station work. Teachers are provided greater opportunities for differentiation through the flexible learning stations of the workshop model. **Data Driven Instruction**, the second pillar of BISD's BL plan, informs the teachers regarding the specific learning needs of students and improves the student groupings. Data is collected through the use of weekly formative assessments, pre- and post-tests on specific standards, and data driven Professional Learning Community (PLC) meetings and collaborative planning. **Student Agency/Data Transparency**, the third pillar, includes mentoring and goal setting, student reflection on learning data, student progress monitoring tools, and flexibility in learning. Student ownership of data is enhanced by digital portfolios and goal mapping software. The fourth pillar, **Rigor and Relevance**, includes purposeful and authentic work, metacognition and thinking and learning, and opportunities for productive struggle. Students will have the autonomy to create in the electronic environment, opening their access to more resources while at the same time, giving them room to explore and even struggle through the learning process in more diverse ways, growing them as thinkers. The fifth pillar, **Competency Based Learning**, involves flipped lessons and online content as well as flexibility in the pace of learning. A flipped lesson takes a pre-recorded teacher lecture and allows students to view it at their own pace, whether that be at home or in class. Classroom time can then be used for classroom discussion, projects, or other learning activities. By equipping students with their own portable devices, the traditional mold of education can be broken, allowing for greater student autonomy, increased rigor, and highly relevant educational opportunities.

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.

With Birdville learners on a **BOLD Journey** this year, instructors across all subjects are incorporating ways to **Build Opportunities for Literacy Daily**. Literacy reaches all foundational subject areas, and technology allows expanded ways to access content.

- Internet access allows students to learn about current events through myriad news sites such as **NewsELA and Tween Tribune**.
- Student vocabulary can be increased through access to more than just a traditional textbook through **Membean**.
- **Spreadsheets** can be used to teach accounting, databases, computation, and economics.
- **Video modules** can be viewed for flipped instruction or to simply learn more about a topic of interest.
- Birdville ISD is a **Google** district, so all G Suite resources and tools are available to district students and staff for increased collaboration and productivity.
- **Canvas and Google Classroom** are used as a learning management system that houses professional development for teachers and coursework for students.
- Scientific and historical research can be conducted through **library databases** as well as the **TexQuest** database, an all-in-one research resource that includes encyclopedias, books, articles, and other methods of information.
- **Edgenuity**, a source for online courses, blended learning, credit recovery, accelerated courses, and test preparation, is widely used throughout the district. Online formative assessments can be utilized to inform the direction of instruction. (Formative and summative assessments can be given online.)
- **Office 365** and its host of programs (Word, Excel, PowerPoint, and Publisher) can be used in any subject area.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220902	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.

Birdville ISD understands that technology is an ever-increasing tool for learning, and has taken steps toward enhancing its support of the use of technology in the classroom. In 2014, the district used bond funding to **completely replace the wireless infrastructure** and replaced existing wiring with Cat 6 cables. Additional access points were installed so that every classroom and instructional space is outfitted with one. BISD broadcasts both 5 Gigahertz and 2.4 Gigahertz networks to ensure that all devices, regardless of age or type, are compatible with the wireless infrastructure. Furthermore, all network closets were upgraded and related equipment was replaced.

Each BISD campus works with an assigned technician to develop a consistent relationship and knowledge of the needs of that facility, as well as its students and staff. This **dedicated hardware technician** will be available to assist with maintenance and troubleshooting needs that may arise from the additional devices and subsequent increase in usage. Operating on a ticket system, there is a clear record of each step of the process, and tickets can easily be reopened in the event that additional repairs need to be made. The median response time of the Birdville ISD helpdesk is within an hour, ensuring that problems are addressed rapidly.

In addition to hardware and maintenance support, Birdville ISD is equipped with a team of Digital Learning Specialists who are also assigned to specific campuses. These Specialists support teachers and assist them with transforming traditional instructional methods and assignments into engaging, relevant, hands-on learning opportunities that involve the increased use of technology. The Specialists are also available to provide students and staff with tech support and classroom coaching. Coaching is an especially important part of the Digital Learning Specialists' role. Their direct support of teachers as they progress through the aforementioned **SAMR Model for Technology Integration (Substitution, Augmentation, Modification, Redefinition)** has proven to transform classroom learning environments. With a knowledgeable encourager and mentor by their sides, teachers are able to set goals at higher levels and advance through the stages of instruction, moving from using technology as an enhancement tool in its first two stages to a transformative tool in the final two stages.

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

County-district number or vendor ID: 220902	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.

At the campus level, the school librarian will oversee the check-out and check-in of all technology lending devices. These devices will be used for Watauga's incoming sixth grade class, with an emphasis on economically disadvantaged students with a need for increased access to technology, blended learning classroom instruction, and academic and technical support from campus and district staff. A parent meeting will be conducted to inform families of the opportunity, and students and parents will be invited to complete an application for the program. The Technology Lending committee will select the students by scoring applications using locally developed rubric based off of the survey. **Once selected, a parent/student contract will be signed and kept in a file maintained by the school librarian.** The program is designed to make sure that **all students in the technology lending program have one-to-one access to technology**. The campus librarian will use a scanner and **unique barcodes for each device**, allowing her to keep the data in a dedicated online database through Google software, in alignment with other district programs. Additionally, all other pertinent **inventory information (purchase date and price, location of device, records of maintenance) will be kept** through this system. This online check-out, check-in system will create real-time data that is organized and web-based. The Birdville ISD helpdesk will be available for support with a dedicated technician assigned to the Watauga Middle campus, so students and staff will have a familiar resource for hardware and connectivity issues. There is also a Digital Learning Specialist for the campus, and he is available to provide students and faculty with instructional and software support. As dictated in the contract, all program students will be required to perform routine maintenance checks on their devices, and will be required to bring the device to the designated staff member(s) for periodic checks for viruses or damage. If repairs are necessary, the device will be turned in and the student may be given an alternate device during the repair period.

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.

Each device will include an accidental damage warranty. This means that no additional insurance or deductible is necessary. Each piece of equipment will be labelled with a unique BISD barcode that will be scanned into the dedicated online check-out, check-in system. All equipment will be inventoried and maintained in accordance with the district's technology and business department guidelines, capturing serial number, purchase price, purchase date, funding source, location information, student user information, and any applicable disposal information. This information will be made available to the Business, Grant Management, and Technology departments, as well as the campus to ensure proper oversight.

Students participating in the technology lending program must abide by maintenance and check-in guidelines agreed to in the student/parent contract. Students must also abide by Birdville ISD's acceptable use policy. Students must return the device at the agreed upon time in the contract, or at the request of the librarian to inspect the device and ensuring that it is in proper working order. If a student withdraws from the school, the device must be returned in good condition.

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