# Texas Education Agency
## Standard Application System (SAS)

| 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 | RECEIVED 2018 FEB -5 PM 2:38 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION |
| **Contact information:** | Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087 | |

### Schedule #1—General Information

### Part 1: Applicant Information

| Organization name | County-District # | | Amendment # |
|---|---|---|---|
| Throckmorton ISD | 224901 | | |
| Vendor ID # | ESC Region # | | |
| | 9 | | |

| Mailing address | | City | State | ZIP Code |
|---|---|---|---|---|
| 210 College Street | | Throckmorton | TX | 76483 |

**Primary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Nelson | | Coulter | Superintendent |
| Telephone # | Email address | | FAX # |
| 940.849.2421 | coulter@throck.org | | 940.849.3345 |

**Secondary Contact**

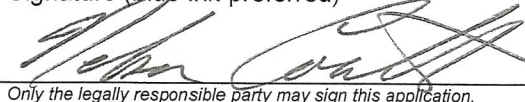| First name | M.I. | Last name | Title |
|---|---|---|---|
| Candy | | Key | Technology Coordinator |
| Telephone # | Email address | | FAX # |
| 325.665.7313 | key@throck.org | | 940-849-3345 |

### 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 |
|---|---|---|---|---|
| Nelson | | Coulter | | Superintendent |
| Telephone # | | Email address | | FAX # |
| 940.849.2421 | | coulter@throck.org | | 940.849.3345 |

Signature (blue ink preferred)          Date signed

_[signature]_          02-01-18

*Only the legally responsible party may sign this application.*

| Schedule #1—General Information | |
|---|---|
| County-district number or vendor ID: 224901 | Amendment # (for amendments only): |

**Part 3: Schedules Required for New or Amended Applications**

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

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

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

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

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| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: 224901 | 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: 224901 | 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: 224901 | 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: 224901 | | 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: 224901 | 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.

Throckmorton ISD High School Campus

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.

Throckmorton (population 828) is an archetypal West Texas town, characterized by the strength, grit, and friendliness that are iconic to our state. With a local economy based on farming, ranching, oil and related businesses, the City of Throckmorton is facing challenges typical of smaller rural communities, with a shrinking population and a need to attract new industry and families. As the county seat, Throckmorton boasts a hospital, courthouse, and various county and city services as well as a variety of businesses.

The heart of the community, however, is the school, which enjoys tremendous community support. Throckmorton ISD has earned 15 state championships in football, golf, one-act play and marching band, including back-to-back football championships in 2011 and 2012 and again in 2014. It has produced two NFL football players (including one Hall of Famer), a College National Rodeo Finals champion, and three national FFA presidents. The school, with its variety of events and activities, is truly the social and cultural center around which the community revolves.

Throckmorton is committed to growing by investing in its youth. In recent years, school leadership enthusiastically endorsed pursuit of a P20 model of education, teaching students the power of life-long learning, the power of progressive credentialing, and the power of owning their own learning (and, thus, their futures). In 2012, the school received a local grant to purchase Chromebooks and initiate a computer lending program for students, with the goal of improving student readiness for college, vocational training, and adult life in a world that is incorporating technology at breathtaking speed. The school also upgraded its technology program and infrastructure to ensure classroom computer access for all teachers and students. It implemented online curriculum and learning programs, realtime student and parental access to progress reports, and wifi access throughout the school campus. However, very few students own a personal laptop, and the aging Chromebooks purchased for the technology lending program have become outdated and obsolete. An added challenge is that while Chromebooks work very well with GoogleDocs, they do not run PC applications such as Microsoft Office Suite and Adobe products. They must be connected to the Internet to operate properly, which limits students when they are offline.

In 2017, the school began implementing the AVID program, sending teachers to San Antonio and Dallas for training during the summer and initiating AVID techniques in all K-12 classes with a strong STEM-focused curriculum. In addition, school and community leaders began consulting with Roscoe ISD about implementing an Early College High School (ECHS) program. The ECHS model was then presented during a town hall meeting with more than 100 people in attendance, where it received unanimous support.

The ECHS program holds promise for having a transformational effect on the school, the city and the entire county. For many matriculating youth, the cost of college—once America's ticket out of poverty—has grown so great that youth rightfully fear being trapped in lifelong, overwhelming debt. The ECHS model bypasses this trap by allowing high school students to graduate with not only a high school diploma, but with an Associate's degree leading to either certification in a professional field or entrée into a four-year college, with the first two years of coursework having been completed free of charge.

Throckmorton ISD views the ECHS program as a win-win for the community. It will graduate students with a strong "leg up," enhancing their preparedness for success in either a vocational field or higher education. It will capitalize on our community's strengths and assets: the local hospital, veterinary clinic, and nearby ranches will provide hands-on training

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| Schedule #5—Program Executive Summary (cont.) | |
| --- | --- |
| County-district number or vendor ID: 224901 | 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.

opportunities for students desiring to focus on human and/or animal healthcare, and we are seeking industrial partners to help us expand the program into additional STEM-focused fields. At the same time, the educational opportunities offered through the school will attract more families and businesses to our city, bringing additional growth and revenue to the community.

In December 2017, Throckmorton submitted its application to TEA for ECHS status. Since that time, school leadership has participated in meetings with Roscoe ISD, Texas A&M, Western Texas College, North Central Texas College, TEA and Educate Texas to explore development of a program that will take the ECHS program to the next level, allowing youth to earn a four-year degree through partnerships between rural schools and Texas colleges and universities.

Throckmorton ISD has been designated a District of Innovation and is poised to implement an ECHS program in Fall 2018. For our program to succeed, it will be critical to ensure that all high school students have access to the technology and related tools they will need. Over half (63.2%; 80% by E-rate) of our students qualify as economically disadvantaged and a recent needs assessment revealed that 15% of high school students have no access to the Internet at home.

This proposal describes our plan to replace the obsolete Chromebooks in our technology lending program with new, up-to-date laptops (MacBook Pros) and provide Internet access to the 15% of high school students who do not currently have it at their residence. The plan is ideally timed to support initiation of the ECHS program, facilitating better interfaces with our partners in higher education and utilizing a full menu of online educational tools to give our youth optimal opportunities to reach for their dreams.

Our proposal also describes the methods we will use to administer the technology lending program, how it aligns with our mission, goals and instructional system, and how our current infrastructure and technical capacity will support it. Finally, we will describe how we will evaluate the program to ensure that it succeeds as projected.

| Schedule #6—Program Budget Summary | | | | | |
|---|---|---|---|---|---|
| County-district number or vendor ID: 224901 | | | | Amendment # (for amendments only): | |
| Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85<sup>th</sup> 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 | $11,745 | $0 | $11,745 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $1,519 | $0 | $1,519 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $500 | $0 | $500 |
| Schedule #11 | Capital Outlay (6600) | 6600 | $29,715 | $0 | $29,715 |
| Total direct costs: | | | $43,479 | $0 | $43,479 |
| 15% indirect costs (see note): | | | N/A | $6,521 | $6,521 |
| Grand total of budgeted costs (add all entries in each column): | | | **$43,479** | **$6,521** | **$50,000** |
| Administrative Cost Calculation | | | | | |
| Enter the total grant amount requested: | | | | | $50,000 |
| 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: | | | | | $6,521 |

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: 224901 | 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 | AppleCare Service contracts for 35 MacBook Pro computers @$183 ea. | $6,405 |
| 2 | 12 mos. residential Internet service (basic) for 6 students @ $890 ea.; incl. installation | $5,340 |
| 3 | | $ |
| 4 | | $ |
| 5 | | $ |
| 6 | | $ |
| 7 | | $ |
| 8 | | $ |
| 9 | | $ |
| 10 | | $ |
| 11 | | $ |
| 12 | | $ |
| 13 | | $ |
| 14 | | $ |
| | a. Subtotal of professional and contracted services: | $11,745 |
| | b. Remaining 6200—Professional and contracted services that do not require specific approval: | $0 |
| | (Sum of lines a and b) Grand total | $11,745 |

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: 224901 | 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: | $1,519 |
| | **Grand total:** | **$1,519** |

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: 224901 | Amendment number (for amendments only): | |
| **Expense Item Description** | | **Grant Amount Budgeted** |
| 6400 | Operating costs that do not require specific approval: Insurance for computers | $500 |
| | **Grand total:** | **$500** |

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: 224901     Amendment number (for amendments only):

| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|---|---|---|---|
| **66XX—Computing Devices, capitalized** | | | | |
| 1 | 13-inch MacBook Pro computers | 35 | $849 | $29,715 |
| 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:** | **$29,715** |

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: 224901 | 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 | 98 | 63.2% | E-rate assessment is 80% disadvantaged. |
| Limited English proficient (LEP) | 0 | 0% | |
| Disciplinary placements | 0 | 0% | |
| Attendance rate | NA | 95.8% | |
| Annual dropout rate (Gr 9-12) | NA | 0% | |

**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 |
| | | | | | | | | | | 10 | 9 | 8 | 8 | 35 |

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## Schedule #13—Needs Assessment

| County-district number or vendor ID: 224901 | 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.

As part of its drive toward success and innovation in serving students, Throckmorton ISD established a 12-member Technology Planning Committee that includes Throckmorton ISD administration, the Technology Coordinator, three teachers representing each grade level (elementary, middle and high school), the Technology Instructor, a member of the school board, a parent/local business representative, and two high school students. The committee meets twice yearly to examine ongoing performance measures, assess needs, and determine priorities for the technology program.

Throughout the year, Throckmorton ISD conducts surveys of students and teachers to assess their use, access, and satisfaction regarding the district's technology services and training. We are keenly aware of the critical role that technology-related skills will play in our students' educational and economic futures. We are also cognizant of the challenge that our district faces in an era in which information access, transparency, and an increasing focus on digital communication are important factors in many families' and teachers' relationships with their LEAs.

In determining priorities for needs, the Technology Committee tries to balance three factors: immediacy, long-term impact, and availability of funds. We plan for long-term impact and direct our spending toward features that promise to strengthen our entire education program. Examples of this type of priority include the decision to extend wifi to the entire campus, allowing students and teachers to work anytime they are in range of the signal and significantly increasing their productivity. Positioning a computer in every classroom accomplishes many goals related to information access. For example: teachers update the online gradebook immediately after administering a quiz or test and parents and students see it in realtime, allowing them to note a problem and take corrective action before the student falls too far behind. Teachers can also update their curricula when new information becomes available and instantly share it via the classroom projection equipment.

Immediacy takes priority when unforeseen circumstances interrupt long-term planning. These circumstances may include unexpected damage to critical technology infrastructure or a change in performance requirements for a mandatory technology-related activity. Because we lack of funds for many of our needs, long-term impact decisions are sometimes delayed until they become immediate due to outdated or worn-out equipment. In all cases, however, the Technology Committee is guided by the Technology Plan developed by our district team.

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| Schedule #13—Needs Assessment (cont.) | |
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| County-district number or vendor ID: 224901 | 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. | Offer online college classes for students to receive their associate's degree. | Ensuring that all students have residential access to online learning resources in addition to school-based access will level the playing field for low-income students, promoting parity and increasing education and vocational opportunities for youth whose families may not include college graduates. |
| 2. | Robust equipment is needed to aid students and teachers with the demand of these courses offered on campus or online. | The grant program will ensure that all students have access to laptop computers that work reliably and that can accommodate the types of software programs, applications and files needed to successfully complete online curricula, correspond with teachers, professors and classmates, and access information needed for academic research, standardized test preparation, and skills practice. This will increase the likelihood that students will succeed in gaining a college degree while enrolled in high school. |
| 3. | As we develop our career certifications, we will deploy various technologies to provide our students with the tools to further their success with these vocational goals. These tools could be computer labs, robotic equipment, medical equipment, agricultural equipment, etc. Grants will be sought to purchase these technologies. | The proposed grant program will provide a vital foundation for vocational career certifications that will be supported through acquisition of an Associate's degree and preparation for licensure in a field that pays living wages or better. Having a robust technology program will increase the likelihood that private and/or corporate donors will support the Early College High School program. |
| 4. | Provide ongoing sustained professional development and training for teachers and administration to further integrate the effective use of technology in the classroom. | At present, teachers are hesitant to assign tasks that are dependent on students' access to Internet resources due to some students' lack of access outside of school. Ensuring that all students have portable computing devices (laptops) and residential access to the Internet and our campus network will free teachers to make more effective use of technology in assigning classwork, homework, group projects and other learning activities. |
| 5. | We are a Google-based campus. Provide training and equipment to facilitate the use of Google and all it offers to educators and students. | Many of the newer tools within the Google suite have not been utilized to date due to our current devices' shortcomings and teachers' knowledge that some students cannot access the Internet when away from our campus. The grant program will facilitate increased use of Google-based applications as teachers and students become more familiar and skilled in their use. This in turn will increase our students' technology expertise and marketability. |

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## Schedule #14—Management Plan

| County-district number or vendor ID: 224901 | Amendment # (for amendments only): |
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**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. | Superintendent | Master's degree or higher in education (education administration preferred) with a minimum of five years in an administrative role. History of implementing specialized programming such as Early College High School or similar endeavors a plus. Experience with small, rural schools preferred. |
| 2. | Principal | Master's degree in education or education administration; certifications in at least one specialty (reading, etc.). Minimum of three or more years in an administrative role; preferably within a rural setting. |
| 3. | Technology Coordinator | Bachelor's degree in education or STEM field. Must possess at least one certification in technology and/or technology applications. Minimum of three years teaching or providing technology support for an educational institution. |
| 4. | School Counselor | Master's Degree in psychology, counseling, social work or related field. Minimum of three years' experience in working with high school students preparing for college and/or vocational careers. |
| 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. | Replace and activate outdated laptops in the technology lending program. | 1. | Complete purchase and receipt of new laptops. | 05/01/2018 | 05/21/2018 |
| | | 2. | Integrate laptops into the TISD network. | 05/21/2018 | 05/31/2018 |
| | | 3. | Assign/register laptops to 2018-2019 students | 08/15/2018 | 08/20/2018 |
| | | 4. | Conduct training re use of laptops & applications | 08/21/2018 | 08/21/2018 |
| | | 5. | Distribute laptops/cases to students | 08/21/2018 | 08/22/2018 |
| 2. | Provide Internet access to students who lack residential Internet service | 1. | Re-survey all HS students re residential access | 08/15/2018 | 08/20/2018 |
| | | 2. | Confirm new P&P with selected students;signatures | 08/15/2018 | 08/20/2018 |
| | | 3. | Schedule service installations with vendor | 8/21/2018 | 8/23/2018 |
| | | 4. | Service installations at students' residences | 8/24/2018 | 8/31/2018 |
| | | 5. | Internet services activated | 8/24/2018 | 8/31/2018 |
| 3. | Evaluate program impact on Early College High School program | 1. | Survey current students to assess interest in ECHS | 05/01/2018 | 05/10/2018 |
| | | 2. | Re-assess after initial ECHS semester | 12/14/2018 | 12/14/2018 |
| | | 3. | Re-assess after second ECHS semester | 05/01/2019 | 05/01/2019 |
| | | 4. | Compare assessment results from initial ECHS year | 05/15/2019 | 05/15/2019 |
| | | 5. | Report findings to stakeholders | 06/01/2019 | 06/30/2019 |
| 4. | Evaluate Mandatory Measures 1-11 | 1. | Schedule initial data collection as needed | 05/01/2018 | 05/21/2018 |
| | | 2. | Collect all mandatory figures for Year 1 | 05/30/2019 | 05/31/2019 |
| | | 3. | Report outcomes to TEA and other stakeholders | 08/31/2019 | 08/31/2019 |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| 5. | Evaluate student and teacher input re program | 1. | Initial survey re program expectations | 08/15/2018 | 08/20/2018 |
| | | 2. | Baseline measures: technology usage per course | 09/01/2018 | 09/01/2018 |
| | | 3. | Second surveys re satisfaction, tech usage | 12/15/2018 | 12/15/2018 |
| | | 4. | End of year surveys re satisfaction, tech usage | 05/15/2018 | 05/15/2019 |
| | | 5. | Report to stakeholders, update tech plan | 08/15/2019 | 08/15/2019 |

**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.) | |
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| County-district number or vendor ID: 224901 | 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.

Throckmorton ISD's school board meets on a monthly basis to monitor the goals and objectives it has established for the district. The district's small size and the close nature of local ties facilitates open communication between members of the community and board members. In short, school board members generally experience no reluctance on the part of community members to share concerns, observations, and support.

Generally, the superintendent and school support staff track and report progress on objectives, advising the board regarding any proposed adjustments. The board then determines whether adjustments are needed. Approved adjustments are communicated to administrative staff, teachers, parents, students and community stakeholders by the superintendent or a designated proxy.

Throckmorton ISD also makes frequent use of its website (www.throck.org) and its Facebook page ("The Kennel") to update the community about progress on goals and objectives, changes to school services, and news regarding educational developments and student achievements. For example, the school website includes links to the most recent (2017) school accountability report as well as historical reports dating back to 2013. It also currently provides notice of a change in start and dismissal times for K-6$^{th}$ grades, links to individual teacher course information, and a great deal more information regarding a broad array of school services, parent and student resources, and events. The school Facebook page is also used to share school information of a "less formal" nature. Recently, it has frequently featured pictures of students engaged in AVID-enhanced learning activities.

**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.

We are aware of several other high schools—primarily in South Texas—that are implementing an Early College High School model. A notable example is that of Roscoe, outside Abilene, although they are a larger school located near a city. To our knowledge, Throckmorton will be the first small, rural town not located near a large city in North Central Texas to initiate this program.

We have been and will continue to work closely with Roscoe's superintendent as well as Western Texas College, North Central Texas College, and Texas A&M University to ensure that our students have everything they need to succeed in gaining an Associate's degree by the time they graduate high school. One way we are coordinating is to include our School Counselor and Technology Coordinator in planning with our partners so that they are aware of the requirements and available resources for ECHS as we plan our technology lending program. We also utilize the assistance of Region 9.

The Throckmorton ISD faculty, administration, school board and community are fully committed to the success of this project. As described in our executive summary, more than 100 community stakeholders attended our town hall meeting to present the project and seek local input, and the response was unanimously supportive. The ECHS model is voluntary: students are not required to participate. However, if our experience follows that of Roscoe, we expect to see the percentage of students choosing Early College to grow each year, and we expect to see more families and students choosing to live in Throckmorton in order to participate in it.

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## Schedule #15—Project Evaluation

| County-district number or vendor ID: 224901 | Amendment # (for amendments only): |
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**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. | Students participate in the technology lending program. | 1. | Number and percent of students who check out a device, by grade level. |
| | | 2. | Number, percent of economically disadvantaged students using a device. |
| | | 3. | Number, percent of students who have Internet access installed by program |
| 2. | Students make increased use of digital instructional material. | 1. | List of digital instructional materials used as part of tech lending program |
| | | 2. | Number, percent of teachers using digital materials for students |
| | | 3. | Number of online courses taken by students participating in the program |
| 3. | Students demonstrate improved academic performance, continue high attendance | 1. | Number and percent of students who demonstrate TEKS proficiency |
| | | 2. | Number, percent of students who demonstrate improved academics |
| | | 3. | Number, percent of students who attend school as scheduled |
| 4. | Students and teachers are satisfied with the program. | 1. | Number, percent of students who report high satisfaction with the program |
| | | 2. | Number, percent of teachers who report high satisfaction with the program |
| | | 3. | Number, percent of students reporting increased use of digital materials |
| 5. | Students earn degrees in the Early College High School program | 1. | Number, percent of students who enroll in the ECHS |
| | | 2. | Number, percent of students who complete the ECHS and earn degrees |
| | | 3. | Number, % of students reporting that the TLP supported their ECHS work |

**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.

Performance measures for the technology program will include the 11 mandatory items listed under "Performance Measures," on pp. 15-16 of the 2018-2019 Technology Lending Grant program guidelines, as well as additional measures established by the committee in its next scheduled meeting. Some examples of additional measures are listed under items 4 and 5 in the evaluation method/processes listed above.

The staff and faculty responsible for collecting program data include the Technology Coordinator, Technology Instructor, School Counselor, and School Superintendent. Some of this data, such as attendance, TEKS proficiency, and academic improvements are tracked currently by the School Counselor and administrative staff. Likewise, some of the data for student participation in the technology lending program is also tracked by the Technology Coordinator.

All data will be reviewed by the school board during its regular monthly meetings, and by the Technology Committee during its scheduled meetings. Any problems with project delivery and/or program improvement will be reported by the staff listed above, along with recommendations for program adjustments. The school board will have final say in which actions are taken. Minor adjustments to the program that do not materially change its fidelity may be made by with the Superintendent's approval.

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| Schedule #16—Responses to Statutory Requirements | |
|---|---|
| County-district number or vendor ID: 224901 | 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.

The entire Throckmorton ISD campus has access to wifi at 20 mgs; in the upcoming school year this will be increased to 30 mgs. The elementary/middle school building has four Chromebook carts that are shared as well as a desktop computer, projector, Promethean board, and an Actiview document camera for each teacher.

Both buildings have a fully automated library with a Region 9 traveling librarian who comes our way a couple of times a month. Teachers use an electronic grade book program as well as an electronic attendance program through the TxEIS system. Our parent's portal enables parents to access their students grades and attendance 24/7. Recently, we "beefed up "our wireless capabilities. We installed strong wireless units. These were purchased with Erate monies – category 2. We also have a projector and screen for presentations in our school auditorium, board room, and high school library.

The high school has a 24-station computer lab. All computers are refurbished desktops running Windows 7, which is outdated and obsolete, and they are slated for replacement. However, the district lacks funds to purchase new desktops.

In 2012, a local grant provided chromebook computers to the school to initiate a technology lending program for students who lacked technological devices to use at home and in class. Very few students owned their own devices, and the technology lending program was very popular. The Chromebooks received heavy use, and are now reaching the end of their useful lives. Increasingly, students using the Chromebooks report that they are having problems with slow processing, applications that "freeze" and lose data, and general system failure. In addition, some the digital learning materials and applications that students will need to participate in the Early College High School program will not run on the Chromebooks.

In short, the school's technology system and infrastructure are ready and in place to support campus-based digital instruction and our migration to the Early College High School model. What we lack is individual computers/technology devices for students that are not outdated and obsolete. Purchasing new laptops and providing Internet access to the 15% of students who do not have it at home will go a long way in helping us overcome this barrier.

As part of our long-range technology plan, we will continue to reach out to public/private philanthropic entities for support of the ECHS model and its related components. For example, it will soon be necessary to replace computers for our faculty and administrative staff. However, our first priority at this time is the students' access and use of digital instruction and online resources.

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| Schedule #17—Responses to TEA Program Requirements | |
|---|---|
| County-district number or vendor ID: 224901 | 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.

Our technology lending program is integral to Throckmorton ISD's mission and goals.

The main mission of Throckmorton ISD is to graduate well-educated students, especially in the core curriculum areas of reading, language arts, math, science, and social studies. In the coming years, Throckmorton ISD will strive to bring the district to a P20 model of education. Our vision for the future at Throckmorton ISD is to create a learning environment that not only facilitates, but propels our students into the world of efficacious work and higher levels of learning. Historically, students from rural schools have been at an educational disadvantage. In our current world of connectivity and accessibility, there is no longer any reason for rural students to suffer from such geographic limitations.

Our vision for Throckmorton ISD is to begin the 2018-2019 school year on our collegiate path. We have found our strategic educational partners comprised of several universities and public institutions and we will begin offering Associate Degrees to our students. We will also be working on STEM plans for vocational career paths for certifications, mainly in the agricultural and medical worlds. These paths suit our community and its needs. These will be ongoing. We want our students to graduate with either an associate's degree or a vocational career certification or both. We will continue to offer AVID to all of our students to better prepare them for life skills. We will also have trained and are constantly training our teachers to teach focused on problem-based learning with all classes being project based.

The technology lending program grant from TEA will fill critical gaps in our current program by allowing us to replace our obsolete devices with laptop computers that will fully support our transition to an Early College High School program, linking our students to online resources, curriculum and opportunities for expanded learning. At the same time, it will enable students who lack residential Internet access to achieve parity with their peers, ensuring that every student has an equal opportunity to fully participate in this crucial aspect of our educational service plan.

With the advent of the Early College High School program, we also anticipate that more families with children will be attracted to Throckmorton and the opportunities for youth to graduate from high school having earned an Associates Degree. Our LEA's ultimate goal for the program will be for it to encourage industrial investment in our community and producing young adults who are prepared for 21st-century employment, higher education, and productive lives.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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| County-district number or vendor ID: 224901 | 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.

During the fall semester of the 2017 school year, we conducted an assessment to determine the number of high school students who did not have Internet service at their residence. 15% (six students) indicated that they had no home-based Internet access.

Throckmorton ISD proposes to provide Internet access to those students who do not have it by contracting directly with a local Internet service provider (ISP). The service will consist of a basic Internet access package provided year-round. This plan anticipates that students will need access during summer and winter "break" periods in order to complete summer courses, ACT and SAT prep activities, college and financial aid applications and the like. During regular school periods, students will be heavily engaged in online instruction, collaborative projects, research, and communication with teachers and fellow students.

We plan to identify students who need assistance with Internet access by conducting semiannual surveys of students to determine which ones do not have it in their residences, and by encouraging them to communicate with the Technology Coordinator if their circumstances change during the school year. Surveys will be conducted with an assurance of confidentiality by the Technology Coordinator, who will maintain the survey results in password-protected files accessible only to her, the high school principal, and the superintendent.

Parents and students in households that are selected to be provided residential Internet service will complete a process similar to the technology lending check-out process: prior to being assigned the service, they will receive a handbook detailing school policies and procedures regarding residential Internet assistance, including a stipulation that the service is to be used for educational purposes only, as well as instructions for requesting technical support if/when needed.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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| County-district number or vendor ID: 224901 | 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.

Throckmorton High School has conducted a technology lending program since 2012. Beginning at that time, we required students to utilize chromebooks in the classroom as well as for many of their homework assignments. Although students were allowed to use their personal devices if they had them, the overwhelming majority of students participated in the lending program. Our challenge is not integrating technology into our curriculum—as detailed below (TEA Program Requirement 4), students are already making use of computers on a daily basis to learn math, English and agricultural science as well as other subjects and we anticipate that this will become more and more common as we transition into an Early College High School in September 2018. As this takes place, we expect that teachers and students will increasingly make use of online curricula, resources, and tools.

Our challenges are that:
(1) The technology devices currently available to our students are five years old and running on Windows 7. Microsoft announced in January 2017 that it was ending operating support for the Windows 7 platform, rendering it obsolete. The old laptops run very slowly and frequently freeze up, at times causing students to have to re-do an assignment that was near completion. The existing equipment will not support our planned migration to ECHS.
(2) Approximately 15% of our students do not have access to the Internet at their place of residence. While they may access the Internet after school hours via the campus-wide wifi, doing so can present a serious hardship for students who lack after-hours (outside bus schedules) transportation to and from the school—particularly those who live on family farms and ranches that may be located several miles outside the city limits.

**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.

For the current school year:

Our high school math teacher uses mathxlforschool.com for homework, tests and quizzes. This is a Pearson product that is appropriate for grades 6-12 and includes pre-Algebra, Algebra 1 & 2, Geometry, pre-Calculus, AP Calculus, Intro to Statistics and AP Statistics as well as several other topic-based mathematics courses. She has shared the site with our Junior High faculty and they are beginning to use it as well.

Our English teacher uses Google Classroom with Google Docs for online projects, group projects and more at all high school grade levels. He also uses the Kindle app for literature courses.

Our agricultural science teacher has all coursework, assignments, class calendars and more for all grade levels on the school website.

Students may also complete courses in Spanish on line.

For upcoming school years, beginning in 2018:
We anticipate that, as we transition into the Early College High School program, we will significantly increase our usage of digital instructional materials. In addition, we expect that our students will increase the number of online college courses in which they enroll through our partnerships with Western Texas College, North Central Texas College, and Texas A&M University.

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| County-district number or vendor ID: 224901 | 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.

Throckmorton ISD has all students (K-12) located on a single campus. The elementary and junior high schools and cafeteria are located in one building; the high school, auditorium and administrative offices are in a second building. Additional facilities include a gymnasium and a vocational/agriculture/metalworking laboratory building.

The E-rate bandwidth targets for Internet access for schools is at least 100 kbps per user (students and staff) in the short term and 1 Mbps Internet access per user in the longer term. Throckmorton ISD meets and/or exceeds these targets.

Currently, Throckmorton ISD is connected to the Internet with 20 mgs of fiber; for the 2018-2019 school year, we have negotiated an increase to 30 mgs. Each classroom (K-12) has a minimum of 2 Cat 5 drops, all connected through a switched network to a server farm located in the high school building. The elementary school has four Chromebook carts to service the building.

The high school has a 24-computer station lab for the district to use. This lab has refurbished Windows 7 machines that have been in the district for 5 years; they are outdated and slated for replacement. Presently, the high school's technology lending program utilizes devices that were purchased with a local grant. These machines are going on their 5th year and are obsolete. Each classroom has a computer (same as in lab), projector, Promethean board, and an Actiview document camera for each teacher.

Both buildings have a fully automated library with a Region 9 traveling librarian who comes our way a couple of times a month. Teachers use an electronic grade book program as well as an electronic attendance program through the TXEIS system. Our parents' portal enables parents to access their students' grades and attendance 24/7. Recently, we "beefed up" our wireless capabilities. We installed strong wireless units. These were purchased with Erate monies – category 2—giving us wireless access campus-wide. We also have a projector and screen for presentations in our school auditorium, board room, and high school library.

The district has a Technology Coordinator who maintains and monitors the district network and equipment. She utilizes technical support as needed through Region 9, but is fully capable of administering our day-to-day technology operations.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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| County-district number or vendor ID: 224901 | 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.

A recent (2017) needs assessment indicated that fewer than three high school students own a personal technology device that meets district capacity and capability requirements for optimal program participation. For this reason, we have budgeted enough laptops to ensure that every student will be able to participate in the technology lending program. If our enrollment increases in future years as we anticipate, we will seek grant funds from public/private sources to purchase additional equipment to meet the need.

The Throckmorton ISD Technology Coordinator maintains all devices in the technology lending program and has oversight of the check-in and check-out process. In addition to managing the devices, she monitors student and faculty use of online resources and programs in realtime, installs and troubleshoots software applications, and interfaces with outside technical support as needed to ensure optimal program performance. Throckmorton ISD maintains enough equipment to ensure that a loaner laptop is available should a student's assigned laptop need extensive repairs or replacement.

Students who wish to check out a personal technology device are issued a Parent/Student Laptop Handbook. This document details the Throckmorton ISD policies and procedures regarding the technology lending program, including the acceptable use policy. Prior to the laptop and its peripherals being issued, students and their parent(s)/guardian(s) must complete and sign the school *Laptop Use Agreement Form*, which acknowledges receipt and understanding of the policies outlined in the handbook.

All laptops being purchased with grant funds will come with extended warranties (Applecare Service Contracts). Students will also be issued padded carrying cases for transporting their devices between home and school.

**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.

As per current policy, each laptop purchased with the grant will be engraved with a unique numerical identifier on its outer case to assist with registration during the check-in and check-out process, as well as for identification if it is misplaced when the students are using their devices on campus. Each computer is also assigned a unique internal name that corresponds to the student's name. The school's Technology Coordinator monitors website use on and off campus both in realtime and historically, and can easily determine if improper useage of the device has taken place.

Devices will be checked out at the beginning of each semester and returned for inspection and inventory at the end of each semester. Students who desire to retain their assigned laptop during winter or summer break must request to do so in writing and must give a reasonable justification for its extended use (e.g., completing college applications or summer courses on line). The Technology Coordinator will inventory all program devices and their peripherals, including carrying cases, at the end of each semester.

Throckmorton ISD requested a quote from its insurance carrier to provide coverage for all devices; this cost is detailed in the attached budget.

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