2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 2:11 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 #
Sanger ISD	061908		
Vendor ID #	ESC Region #		
1-756002413-9	11		

Mailing address		City	State	ZIP Code
601 Elm St		Sanger	TX	76266

Primary Contact

First name	M.I.	Last name	Title
Tammy	L	Austin	Coordinator of Instructional Technology
Telephone #	Email address		FAX #
940-458-7438	tammy.austin@sangerisd.net		940-458-5140

Secondary Contact

First name	M.I.	Last name	Title
Leon		Elsbecker	Director of Technology
Telephone #	Email address		FAX #
940-458-7438	lelsbecker@sangerisd.net		940-458-5140

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
Sandra		McCoy-Jackson	Superintendent
Telephone #	Email address		FAX #
940-458-7438	smccoyjackson@sangerisd.net		940-458-5140

Signature (blue ink preferred)   Date signed

_____   2/1/2018

Only the legally responsible party may sign this application.

701-18-103-114

Schedule #1—General Information

County-district number or vendor ID: 061908	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: 061908	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: 061908	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 061908	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.

Chisholm Trail Elementary, Clear Creek Intermediate, Butterfield Elementary, Sixth Grade Campus, and Linda Tutt High School

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

With this grant, we will be able to start and fund a technology lending program for our K-6 and Linda Tutt High School students; this program will enable us to send devices and/or hotspots with students who do not have home access to will ensure that all students have an opportunity at an education that prepares them for college and career ready education. This program will benefit our students who are economically disadvantaged and/or have limited English proficiency with access to textbooks, online courses and adaptive technologies at home. By allowing us to purchase devices as well as individual hotspots and mobile/bus hotspots, we will provide these students with opportunities to access remediation materials, differentiated lessons, and enrichment material. This directly reinforces the goal of the grant; we will implement a technology lending program to loan students the equipment necessary to access and use digital instructional materials.

The budget was developed in conjunction with staff members from all campuses that will be involved in the grant. District personnel, campus administration and instructional technology specialists collaborated to determine what needed to be purchased along with how the program would be supported in the future. To ensure our 45.54% economically disadvantaged population is college and career ready, we must provide them access to all district offered materials not just during the day but outside of school hours. By implementing this program, we will be giving students access to the equipment necessary to access and to digital instructional materials.

When it comes to assessing the needs of our students, with the support of our superintendent and school board, our district has committees that determine what needs are a priority and if the programs that are established are efficient. These committee members bring recommendations to their respective committees if a program needs to be updated or changed. These committees include the District Leadership Team, Campus Leadership Teams and IMA Committee.

This program will receive consistent, high quality management through the policies that will be put in place from our secondary 1:1 program. Because we have been working with the checkout and maintenance of devices for a number of years, we will be able to extend many of those policies into this program. The first will be the check-out of devices. With using the library services software, anyone involved with the program will be able to get usage information from their librarian, the district lead librarian, the coordinator of instructional technology, or the director of technology. This will allow them to monitor the usage and guarantee the return of devices on a weekly basis. Because of the management programs we have on the devices, we will be able to monitor use and ensure that not only the device but the internet provided is being used according to the district's Responsible Use Agreement. If it is not, we will be able to work with the students and ensure that it is being used for the purpose it was purchased.

The data that we will be able to disaggregate in connection with this program is plentiful. The first data will be checkout information. We will be able to monitor which students check out which device and how long they have it checked out. This will enable us to determine whether or not we are meeting the access needs of the program participants. Next we will be able to monitor the amount of time and the quality of work they are completing in our online textbooks, online courses, and online adaptive technology software. With these reports, we will be able to see how much time they are spending and comparing it with the success they are achieving in and out of the programs. After evaluating this data, we will look at campus formative assessment data for each student and compare it to the economically disadvantaged and English Learner populations as well as their grade level as a whole. We will be able to track improvements over the course of the year to ensure that each student is succeeding and intervene if they are not. We will be able to adjust instruction for these students in ways that were not possible before this lending grant would be put in place.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 061908	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.

Lastly, we will look at growth in STAAR scores for these campuses and individuals as well as growth measures for these individuals. We will be able to look at not only increases in campus and individual STAAR scores, but we will also be able to look at growth measures to ensure that our students and campuses serviced with this program are seeing a benefit. To access all this data, we will run reports from our library checkout software, Plato data for course recovery, Canvas data for STAAR remediation, Gradebook data for assignment completion, reports from online adaptive learning software such as Fast4Ward, and DMAC data for our formative assessment and STAAR data.

This application completely and accurately presents information that answers all statutory and TEA requirements through the inclusion of complete and accurate data in all sections of the application. We have diligently and cooperatively collected all data needed to present an accurate portrait of our district and the needs we have to serve a population that is more than 40% economically disadvantaged. All staff members that formed and will form the group that works with this grant have been fingerprinted according to the TEA requirement. We have also described the current equipment owned by the district as well as numbers that need replaced or funded entirely. Because of other necessary purchases for current and newly created courses, we could not use IMA funds for this initiative. District funds have been tied to other programs as well. The technology program proposed meets with the goals as defined in the District Improvement Plan, we will be providing internet access at home and on long bus routes, and we will be able to meet our individual campuses' instructional policies and practices. This grant application also includes how the devices will be used in every core subject to ensure our students achieve growth, and Meet or Master the standards as provided by TEA. Finally, we have shown that our infrastructure will support this program as well as how this program will be administered and the accountability of the program per local policy.

In conclusion, our district is dedicated to ensuring all students have access to an education that ensures college and career readiness. Because of this grant, we will be able to begin a lending program at campuses that do not currently have one, will be able to provide access to differentiated instruction, will be able to increase attendance in STAAR Review Courses, and provide extended learning for all students to enhance growth in core areas. This will help ensure our district goals are met. As the success of the lending program becomes evident, our district will support the costs of the base program from either budget or IMA funds. As students continue to show growth in all areas, we expect the program to continue expanding to provide more access in the future, ensuring the district goal of preparing all children for success in college and career readiness.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 061908	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	$6302.30	$	$6302.30
Schedule #9	Supplies and Materials (6300)	6300	$43610.65	$	$43610.65
Schedule #10	Other Operating Costs (6400)	6400	$388.81	$	$388.81
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$	$	$
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			**$50301.766**	$	**$50301.76**

Administrative Cost Calculation

Enter the total grant amount requested:	$
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:	$

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: 061908	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	Custom 5G plan for 3 Kajeet SmartBus Mobile Router	$1,349.10
2	Complete 500 Data Plan for 22 Kajeet SmartSpot	$4,393.40
3	Chrome OS Management Console for 20 Perpetual Licenses	$559.80
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
a.	Subtotal of professional and contracted services:	$6302.30
b.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) Grand total	$6302.30

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: 061908	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:	$43610.65
	Grand total:	**$43610.65**

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: 061908	Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	$388.81
	Grand total:	$388.81

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: 061908			Amendment number (for amendments only):	
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	$43610.65

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: 061908	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	684	45.54%	At these campuses, the percentage of economically disadvantaged students is higher than the district.
Limited English proficient (LEP)	170	11.32%	At these campuses, the percentage of LEP students is higher than the district average.
Disciplinary placements	14	.51%	
Attendance rate	NA	95.66%	
Annual dropout rate (Gr 9-12)	NA	1.3%	

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
72	183	189	184	180	239	198	215	5	7	3	9	7	11	1502

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 061908	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.

Our district compiles their needs assessment through surveys and testing data. Each grade level completes data disaggregation on STAAR test results, performance based assessments, curriculum based assessments, and benchmarks throughout the year highlighting areas of need.

Our district has also begun using adaptive technology based programs to engage students while meeting their varied needs. While some needs have already been identified, more will be determined by the student report on the programs utilized. Classroom teachers will identify needs of children based on the time spent on the program and the proficiency levels achieved on the skills measured as part of the performance assessments.

Chisholm Trail Elementary is a K-2 school with a 45.5% economically disadvantaged and a 13% LEP population. Because of these numbers, these students are in need of devices with internet access at home to continue the work they begin at school as a way to ensure they meet grade level standards and prepare them for the work they do when they begin testing.

Clear Creek Intermediate is a 3-5 school with a 54% economically disadvantaged and an 11% LEP population. These students are in need of devices at home to ensure they can continue work in the adaptive technology programs we are using. This will allow us to gather more data to ensure these students are making progress toward meeting standards.

Butterfield Elementary is a PK-5 campus with a 48% economically disadvantaged and a 15% LEP population. These students need that extra boost that adaptive technologies can help meet. By using devices at home, these students will be able to continue the learning they begin at school and allow their teachers to continue to differentiate their lessons to ensure these students meet and master standards.

Sixth Grade Campus, which only services our sixth grade, currently has 38.14% economically disadvantaged student population (41.7 in 2016/17 TAPR) and has a 5.58% LEP population. With their need to increase scores on the Reading STAAR, these devices and internet access will allow students to complete exercises that teachers assign to boost their abilities and take ownership of their own learning. This is important to continue to grow these students to become stronger which will allow them to work toward mastery of standards at all levels.

Linda Tutt High School has five different programs; Choice (credit capture), Journey (special education transition to work and career), Challenge (school-aged special education), DAEP, and Behavioral (special behavior needs). With its combination of these different programs, Linda Tutt High School has two different needs based on the use of devices and internet at home: the need to help students complete credits, and the need to help students meet the standards of STAAR. With devices at home, students will not only be able to work to recapture credits, but they will also be able to complete STAAR remediation to ensure they graduate from our district.

PLC committees look at this data throughout the year identifying and discussing areas of need as well as formulating plans for improvement. Parent and teacher input will be gathered through end of the year surveys. These surveys are discussed at both the campus and district level. All final plans are put together and evaluated by our district administrative team.

With seeing the difference the programs we have in place have made already, we know that the growth of our economically disadvantaged and limited English proficiency population will continue and go beyond the approaches standard level to meets and masters.

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	Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 061908		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.	Devices and hotspots that can be issued to students to allow them to access and complete instructional projects at home	Grant funding would allow for the purchase of devices, hotspots and internet access that would be used in a lending program to allow students to have devices to use at home.
2.	Opportunities for teachers to provide differentiated instruction to struggling students	Students will have access to adaptive programs outside of the classroom that differentiate to students' specific needs as well as identifying and closing gaps that may be present from lower grade levels.
3.	Increase student attendance in STAAR Review Courses	Students will have access to district and state created STAAR tutorials and review courses that would allow for more opportunities to practice necessary skills to improve on STAAR exams.
4.	Provide extended learning opportunities for students at all abilities to enhance their growth in core curriculum	Students will be able to continue and extend their learning at home through these devices by providing them with more opportunities to practice skills and increase exposure to academic vocabulary.
5.	Increase access to technology to prepare children for success in college and career readiness	Increase student access to technology by providing opportunities to check out devices and hotspots for use at home.

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Schedule #14—Management Plan	
County-district number or vendor ID: 061908	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 Technology	The Director of Technology has been a director for four years. He has been in education for over 20 years as a teacher, network specialist and director.
2.	Coordinator of Instructional Technology	The Coordinator of Instructional Technology has been in education for over 15 years. She has been the coordinator for two years and in technology as a campus specialist for eight years. She has a Masters of Education in Educational Technology Leadership.
3.	Campus ITS	The Campus Instructional Technology Specialists have at least six year's experience working with devices and integrating technology with students and two years working with teachers.
4.	Campus Administration	All campus principals have at least nine years experience as a principal. All assistant principals have at least two years' experience. All have been mentoring teachers' use of devices for over five years.
5.	Librarian	The campus librarians all have at least three years experience with the library checkout software and troubleshooting basic technology issues.

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.	Implement Tech Lending Program to allow access to all instructional materials at home	1.	Establish Procedures	06/04/2018	06/13/2018
		2.	Assign staff member for coordination of program	08/10/2018	08/15/2018
		3.	Share info with all stakeholders	08/20/2018	08/31/2018
		4.	Implement complete program	09/04/2018	05/23/2019
		5.	Review year's data and evaluate	05/24/2019	06/12/2019
2.	Opportunities to provide differentiated instruction to LEP students	1.	Checkout/scores - LEP students-end of 2nd 6 weeks	09/04/2018	11/02/2018
		2.	Checkout/scores - LEP students- end of 3rd 6 weeks	11/06/2018	12/21/2018
		3.	Checkout/scores - LEP students- end of 4th 6 weeks	01/09/2019	02/15/2019
		4.	Checkout/scores - LEP students- end of 5th 6 weeks	02/19/2019	04/12/2019
		5.	Checkout/scores - LEP students- end of 6th 6 weeks	04/16/2019	05/23/2019
3.	Increase student attendance in STAAR Review Courses	1.	Checkout by repeat testers – end of 2nd six weeks	09/04/2018	11/02/2018
		2.	Checkout by repeat testers – end of 3rd six weeks	11/06/2018	12/21/2018
		3.	Checkout by repeat testers – end of 4th six weeks	01/09/2019	02/15/2019
		4.	Checkout by repeat testers – end of 5th six weeks	02/19/2019	04/12/2019
		5.	Checkout by repeat testers – end of 6th six weeks	04/16/2019	05/23/2019
4.	Provide extended learning for students at all abilities to enhance growth in cores	1.	Checkout/scores of EcoDisadv-end of 2nd six weeks	09/04/2018	11/02/2018
		2.	Checkout/scores of EcoDisadv-end of 3rd six weeks	11/06/2018	12/21/2018
		3.	Checkout/scores of EcoDisadv-end of 4th six weeks	01/09/2019	02/15/2019
		4.	Checkout/scores of EcoDisadv-end of 5th six weeks	02/19/2019	04/12/2019
		5.	Checkout/scores of EcoDisadv-end of 6th six weeks	04/16/2019	05/23/2019
5.	Prepare all children for success in college and career readiness	1.	Checkout/scores of all involved-end of 2nd six weeks	09/04/2018	11/02/2018
		2.	Checkout/scores of all involved-end of 3rd six weeks	11/06/2018	12/21/2018
		3.	Checkout/scores of all involved-end of 4th six weeks	01/09/2019	02/15/2019
		4.	Checkout/scores of all involved-end of 5th six weeks	02/19/2019	04/12/2019
		5.	Checkout/scores of all involved-end of 6th six weeks	04/16/2019	05/23/2019

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: 061908	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.

In our elementary campuses, teachers collect the data generated by online adaptive programs to monitor student progress throughout the six week periods. If goals are not being met, the teacher adjusts instruction to meet the needs of each child. If goals continue to not be met, the Student Support Team meets to discuss the child's needs and makes recommendations for further interventions. Parents are a part of the conversation with teachers and administrators. District wide, the principals communicate goal attainment and any need for change to the teachers through team leader and staff meetings.

In our secondary campuses, the campus based leadership team meets regularly to conduct formative assessments of goals and objectives. These ongoing, periodic, scheduled checkpoints allow us to determine if program goals are being met and if we are on schedule to meet the goal by the end of the school year.

If, during periodic checks, the campus based leadership team determines that sufficient progress is not being made on goals and/or objectives, discussion is held and data is gathered to determine the root causes as to why progress is not being made. The team brainstorms ways to overcome these barriers/challenges to achieving identified program goals and adjusts strategies and/or objectives and goals as needed.

Changes in program objectives and/or goals are communicated in a variety of ways. Teachers, staff and students are made aware of the changes in faculty meetings and class advisory/homeroom groups. Parents and community members are notified of changes though the campus website. If major programmatic adjustments are made parents are notified through a letter sent to them via mail.

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.

A pilot device lending program was initiated during first semester of 2017-2018 school year at one campus. Only five devices were available to loan to students. The demand for these loaner devices has significantly exceeded the supply. On average, there are 10-15 students on a waiting list to borrow a device. Grant funding would allow us to scale up this lending program and to provide access for students to work on instructional activities at home as well as at school.

Ongoing commitment to the project's success will be achieved through the continuous evaluation of the program. Having regular conversations with students about the lending program and the internet access options will help to keep this program in the forefront of the lending initiative. Information about these programs will be included as a key component when new students enroll in our schools and during program orientations for new students.

Each campus will hold technology meetings each six weeks to discuss the program's effectiveness, campus participation, and ongoing efforts to ensure program is reaching its maximum potential. These meetings will consist of the Director of Technology, Coordinator of Instructional Technology, Campus ITS, Campus Administration, Librarian, Teachers and Paraprofessionals who works directly with students involved.

With our current 1:1 program in place for students in grades 7-12, this initiative will fit seamlessly into the program we currently have. Minor adjustments will need to be made with not enough devices for 1:1, but with the processes and procedures we already have in place, these adjustments will be made easily and contribute directly to the success of the planned project.

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Schedule #15—Project Evaluation		

County-district number or vendor ID: 061908 | 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.	Levels of usage of loaner devices	1.	Check out reports via library software of numbers being loaned out
		2.	Records of district purchased software and access outside of school hours
		3.	Credit recovery completion rate for students who have borrowed devices
2.	Number of student provided with hotspot for internet use at home	1.	Check out reports via library software of numbers being loaned out
		2.	Records of district purchased software and access outside of school hours
		3.	Credit recovery completion rate for students who have borrowed hotspots
3.	Student achievement levels	1.	Student completion rate in district purchased software
		2.	Student performance on STAAR/TELPAS tests
		3.	Graduation/Grade Level advancement rates
4.	Surveys for Parents, Students and other stakeholders	1.	Parent Surveys
		2.	Student Surveys
		3.	Community Surveys
5.	Teacher Data Forms that track progress of student growth	1.	Student Attendance
		2.	Areas of student growth
		3.	Feedback about program effectiveness

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.

Data collection will be done via our library check out system, the DMAC program, PEIMS/TSDS data, and surveys. By using data from a combination of these, we will be able to track devices checked out by student and time, student performance on local and state assessments, and stakeholder surveys.

By using our library check out software, we will be able to track which student checks out which computing device and/or hotspot. Because we are also purchasing the SmartBus Wi-Fi hotspots, we will look at data from the use on those buses. The Sentinel software provided by the hotspot company will allow us to view data usage totals and web traffic activity for these devices.

DMAC Solutions is the software we use to track all state and local assessment data. Because teachers use DMAC when creating and distributing assessments for student, this allows us to look at not only the most current data from common formative assessments but also allows us to look at state data to determine individual student growth. This will allow us to track each participating students' progress toward meeting and mastering state standards. The PEIMS/TSDS data will allow us to compare attendance data with achievement results.

The surveys we ask our stakeholders to fill out will be used to collect data on the lending program activities. Getting feedback from staff, parents, students, and community members will allow us to compare the hard data with the soft skills our students will develop throughout this program.

Problems will be identified through meetings and surveys. If our parents, students, staff and community members believe there is a problem, they will have the opportunity to share that with us. Campus technology meetings will be held each six weeks; the committee members will be able to discuss and correct the program's effectiveness, campus participation, and ongoing efforts to ensure the program is reaching its maximum potential. These activities will ensure that all problems and student needs are being addressed by the technology lending program.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 061908	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently we have devices on every campus. Our middle school is 1:1 with iPads and our high school is 1:1 with MacBooks. All students 7-12 are able to take their devices home. Students who do not have internet at home download work prior to leaving for the day so that they can complete homework at home. These students also come early or stay late if they can. We realize this is not the best system and have been considering portable Wi-Fi this year for our school buses. While we would like to provide home internet, without this grant we do not have the technology funds to be able to purchase the hotspots and access.

Our K-6 and Linda Tutt High School students have shared, campus based devices. Clear Creek Intermediate and Chisholm Trail Elementary each have one set of devices per grade level with 22 iPads in each set. Chisholm Trail Elementary has five iPads in 16 classrooms while Clear Creek Intermediate has two iPads in 18 classrooms. Butterfield Elementary has seven iPad carts with 25 devices each and one MacBook cart with 25 devices that are shared between six grade levels. Our Sixth Grade Campus has two iPad carts with 25 iPads each and one MacBook cart with 12 computers. Linda Tutt High School currently has devices for every student enrolled in the Choice and DAEP programs with 30 for each, but numbers increase in the spring and students begin to share devices as needed. There are a wide range of devices available in the Challenge and Journey programs; from 2 desktops in each room and two tablets per room, there are usually enough devices for students to use during the day.

For the purchase of our 1:1 program, we have been using IMA funds. The high school has 2017 MacBooks that we are paying out over four years. For 2018-19, we need to replace 82% of our iPads that currently cannot be updated. These iPads are spread throughout the district, with the majority at our middle school for the 1:1 program. Instructional Material Allotment funds pay the MacBook payment as well as the online textbook purchases for the new Career and Technology courses we have started and purchases we will be making for more online textbooks as well as the integration of the textbooks into our learning management system. We also used the IMA funds to purchase enough graphing calculators for all our students who will be taking the Algebra 1 STAAR exam. The calculators that were being used in these classrooms are now being used by lower grade levels.

On individual campuses, each of the principals have used IMA funds, money from fundraisers, and campus budgets to buy what technology they can. Over the last year, they have purchased two new labs and installed 15 projectors. From district funds, we were able to replace another lab, replace monitors in one lab, and help build the Middle School Makerspace by installing 14 computers at the middle school and an "out of box" (but with a warranty) interactive TV that we found for 1/3 the normal cost.

Our teachers have also become adept at writing grants. The Education Foundation for our district is wonderful in their support of our district. Through the Education Foundation, our teachers receive $50,000 a year in grants, with 24% going to fund a STEAM room at one campus last year. In previous years, the foundation has funded grants for iPads, Mimios, projectors, AppleTVs and TVs.

These sources are insufficient to meet the needs of our K-6 and Linda Tutt students. With needing to purchase textbooks and replace devices, the current IMA and district funds will not meet the needs of the students who do not have devices at home.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 061908	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 our district is to create a learning community that engages, challenges, and inspires all students. We will educate our diverse population in an atmosphere that encourages academic, physical and creative achievement and promotes strong character. We have a strong investment in technology as a vehicle to accomplish our mission. However, we need additional support to meet the needs of our growing population. Without additional funding, our most vulnerable elementary students and students with challenges will not have the opportunity to take a device home.

The Technology Lending Program provides the means for our district to increase the number of devices and to purchase Wi-Fi hotspots that our economically disadvantaged and English Learner students in five elementary and one program based school can use to access programs designed specifically to meet their needs.

Our districts first goal is to provide meaningful and challenging curriculum for a strong foundation for student success in college and career readiness. Performance Objective 1 with this goal is to increase the number of students who achieve Meets Grade Level Expectations and Masters Grade Level Expectations in all areas by 5%. The technology lending program aligns with this goal in three ways. To achieve Meets and Masters, students must be provided with differentiated lessons as they are gaining knowledge in specific material. This lending program will allow us to do that by extending their school day through the bus ride home and allowing them to continue to accessing adaptive learning programs at home.

The second Performance Objective tied to the first goal is to monitor technology integration in classrooms to promote student engagement and maximize learning. One strategy with this is to increase the capacity for the availability of internet access to students, staff and guests. By purchasing hotspots and access through this technology lending plan, we will meet the needs of the students by making the internet available on the way to and from school as well as at home.

Another goal is for our district to allocate resources to ensure high achievement for all students. Performance Objective 1 attached to the goal is to ensure students who are identified as special education, homeless, limited English proficient, and minorities will have equal access to all resources and curriculum. This technology lending program aligns directly with this performance objective. This program will allow us to ensure that all students will have access to online textbooks, online courses, and adaptive technologies so that the students who struggle the most are identified and provided with the most assistance to effective strategies and aligned curriculum through digital resources.

Overall, this technology lending program will afford all our students a chance at success through access to online curriculum, textbooks and other technologies.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 061908	Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan to provide internet access to student residences, residential centers, and on buses where one way routes last at least an hour is straightforward. We will work with the company Kajeet to purchase 22 individual hotspots and three bus hotspots.

The three bus hotspots will be placed in the buses with the three longest bus routes. This will allow these students to work on their assignments or continue adaptive technology lessons they began earlier in the day. This will also allow students who need to download the day's lessons to continue that process as they ride the bus home.

The 22 hotspots will be divided between the five campuses in this grant. They will be placed in the library where students who are identified as economically disadvantaged, English Learners, or a combination of the two, can check them out. Principals and teachers will work together to identify those who are in the most need of remediation or enhancement in their daily lessons at the six weeks meetings and will be provide the student names to the librarians to ensure that those with the most need will be given first priority for checkout. If that need changes during the course of the six weeks, teachers will communicate with principals who will make changes as needed.

The plan is to start with four hotspot devices at each elementary, four at the Sixth Grade Campus and six at Linda Tutt High School. At each six weeks meeting, the team will look at the data to decide if devices need to be moved to other campuses based on the numbers checked out each night as well as how often they are checked out. By using the current library check out procedures in combination with the current technology check out system, we will always have data at hand in regards to student, time and length of each check out.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 061908	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.

At Chisholm Trail Elementary (CTE), the program aligns with multiple goals regarding literacy instruction and the integration of technology into the curriculum. In looking at CTE's Campus Improvement Plan (CIP), they will be working to improve their second grade scores in problem solving to 80%. By being able to send devices home with our students, we will be able to help differentiate instruction for our subpopulations.

At Clear Creek Intermediate, students who do not have devices would have access to technology for home projects, as well as homework, and unfinished assignments. Students would be able to interact with their teachers in real time, receiving real world experiences while completing assignments directly related to their TEKS. This would meet their goal for differentiated instruction for students in each content area.

At Butterfield Elementary (BES), this program will act as an extension of activities and programs currently in place. At this campus, iPads are frequently used in the classroom for projects and for students to work on adaptive programs. The lending program will allow teachers to mirror these activities at home, providing students an opportunity to have more time on programs to close gaps as well as extended time for completion of projects. By having the lending program, BES will be able to meet their goal of 90% mastery on all STAAR tests.

At Sixth Grade Campus, allowing our special education students to check out devices will help reach the goal of 25% or more of Special Education student scoring at least approaches on their reading STAAR. By being able to differentiate instruction and extending the school day, these students will meet or exceed the campus goal.

At Linda Tutt High School, students will be able to use devices at home to help increase the overall passing rate from 20% to 60% in Algebra I and 32% to 60% in English I and II EOC tests. With these students being able to access both local and state developed EOC remediation, they will be able to focus on the TEKS with which they struggle to ensure that they pass and the school reaches their goal.

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.

In our district, we use online textbooks, online adaptive and diagnostic programs, district created blended learning courses and open educational resources.

We purchased online textbooks two years after beginning our 1:1 program. Even though our K-6 students are not 1:1 with devices, we have online textbooks for students K-12. Because of this grant, we will be able to offer students who do not have devices and/or internet at home the ability to study from online text rather than sending them home with packets from the chapter. This will allow them to access the online videos teachers create or assign from the textbook as well as other advancement or remediation materials offered through the textbook.

We have purchased Lexia and Education Galaxy and are piloting Fast4ward in our district. We also use the state provided portion of iStation. These programs allow us to identify the students who need assistance and help us meet the needs of students who struggle. We have also purchased Plato for our credit recovery program for high school students. This program helps us help our students finish high school and move on to bigger and better things.

During the summer of 2017, we worked with a group of teachers to create blended learning courses for English I, English II, Algebra I, Biology, and US History. These courses are housed in Canvas, the learning management service that is part of our Region XI contract. These courses were built with STAAR remediation and credit recovery in mind. These courses allow us to work with any level of student and help them be successful.

Lastly we use open educational resources such as Open Up Resources from Illustrative Mathematics. Our 6-8 grade math teachers are blending it into their curriculum through Canvas.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 061908	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.

We are very fortunate to have a Director of Technology who thinks "future" with every move the department makes. Because of that, the infrastructure and technology support already exists on each of the campuses that are part of this grant.

Each classroom has an access point that will allow the new devices requested to connect and work with ease. Access points are also in libraries and cafeterias. This allows for individual work not only during school hours but also before and after school. This will allow the students who are able to stay late or come early to have a place to complete work.

At each campus, there is also a technology team that consists of teachers who work with the day to day troubleshooting of devices as well as teachers who are instructional technology specialists. Librarians at most campuses can also do simple troubleshooting; librarians who need skills will be trained on professional development days in the fall. This will allow us to ensure that all devices are in proper working order.

If it is found that a device is in need of repair, a ticket is submitted through our Help Desk system. Our district employs one technician, a coordinator, and a director who work together to correct problems as quickly as possible. Response time with our current devices is under 24 hours that a device is out of service, many times the problem is fixed within four hours. With this response time, we are able to ensure that devices are in the hands of students more often than they are being repaired.

Lastly, we use JAMF to manage our iPads and the Chrome MDM to manage our Chromebooks. This will allow our repair personnel to modify and adjust devices as needed. We will be able to push apps and lock down lost devices, and we will be able to track where those devices are as needed.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The librarian will manage the checkout of equipment with our current library management software. We have been using this process at the high school and middle school with great success in the secondary 1:1 program. This allows us to track not only who has what but how long they have it and where the most need is. Because the librarian will also be part of the campus six week meetings, she will be able to help address any issues with competing need.

The Campus Instructional Technology Specialist along with campus administrators and the librarian will oversee the process and logistics to determine highest need based on time spent on any program or homework/activity completion and achievement toward proficiency on core grade level skills. This group will also work closely with the Director of Technology and the Coordinator of Instructional Technology to keep equipment in proper working order and ensure the program is being instituted with fidelity.

By identifying and supporting English Learners and economically disadvantaged students, the lending program will allow our district to fully support all learners. With the proposed lending program, students with the highest need will be served.

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.

According to local policy, devices will be checked out to students through the check our procedures established through the Technology Department. We have been using the library check out software for two years in our secondary 1:1 program which allows us to track who has what computer. We will manage individual student usage with JAMF (iPad Management), Chrome MDM (Chromebook Management) and Sentry (Wi-Fi Management).

Each time a device is collected, it will be cleaned, maintained and updated as necessary. Warranty coverage is part of the purchase price of the equipment listed in the budget. The companies warrant the devices from defects in materials and workmanship. Devices are insured through the district. There will be no fees to families who are involved in this proposed lending program.

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