Texas Education Agency
Standard Application System (SAS)

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 stamp)* TEXAS EDUCATION AGENCY RECEIVED 2018 FEB -6 AM 11:00 DOCUMENT CONTROL CENTER
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Goldthwaite Consolidated ISD	167901		
Vendor ID #	ESC Region #		
	12		

Mailing address		City	State	ZIP Code
PO Box 608		Goldthwaite	TX	76844

Primary Contact

First name	M.I.	Last name	Title
Jenice	M	Benningfield	Technology Director
Telephone #	Email address		FAX #
325-648-3531	j.benningfield@goldisd.net		325-648-2456

Secondary Contact

First name	M.I.	Last name	Title
Lori	C	Thomas	Technology Assistant GES
Telephone #	Email address		FAX #
325-648-3055	l.thomas@goldisd.net		325-648-2456

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
Ronny	R	Wright	Superintendent
Telephone #	Email address		FAX #
325-648-3531	r.wright@goldisd.net		325-648-2456

Signature (blue ink preferred) *(signed: Ronny Wright)*   Date signed

Only the legally responsible party may sign this application

January 29, 2018

Schedule #1—General Information	
County-district number or vendor ID: 167901	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: 167901	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: 167901	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: 167901	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.

Goldthwaite Elementary 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.

As we move toward integrating digital tools into every classroom and subject, it is evident that a little over half of our student population either does not have access to a device or does not have access to internet at home, 139 of our 268 students are economically disadvantaged, 15 of which are LEP or bilingual, 35 of which are dyslexic. Right now, we provide all of our Dyslexia students an iPad to use with apps and accomodations specific to assist them in learning. We have had huge success with them making strides in learning. This program would allow us to provide these devices for all of our students. We have existing carts of ipads that we would assign to students, and then we would add enough iPads that every student would have one. Some of these ipads would have data plans so students without home internet access could still use tools like Google Classroom, Learning Ally, Study Island, and digital resources that we received with new blended textbook adoptions. (Think Central is one of our best digital resources and came with a blended adoption for Math and Science. ConnectEd is part of our reading program for Kindergarten – 2nd grade.) Data plans will also allow access for those students who ride the bus to and from school. The ipads would be kept in carts overnight, with the students' homeroom teacher if they are not needed for school work that evening. If they are, a checkout sheet will be on top of the cart and the student and homeroom teacher will initial that they are taking the ipad home. We elected to purchase refurbished iPads to keep cost down and provide service to every student.

We developed the budget by calculating the resources we have available PreK-5th grade for student use. Then we subtracted that number from the total number of students to know how many iPads we would need. We then surveyed our students to see how many did not have internet access at home or a device available to them. While we had very low numbers without home internet (9), we had significant numbers without a device available to them (133). This reinforces our decision to go 1:1 with iPads to make sure all students had the same access and opportunities. We estimate that the number of students without home internet will be much larger, believing they are saying yes because a parent has a smartphone which works on a data plan. At that time, GCISD will add data plans, as needed, to make sure students have access at home. Our goal of this grant is provide equitable access to all students, regardless of any language or economic barriers.

Our District Improvement Plan is written by a committee with representatives from the campuses, administration, parents, community and business members. These leaders identify goals and objectives that our district adopts. Our entire mission statement resounds this: "The mission of Goldthwaite Consolidated Independent School District is to equip our students with the ability to reach their full potential by providing the best educators, resources, facilities and the skills to confidently lead their communities in a competitive world."

It is our goal that 90% of our students will be successful on the STAAR. To do this, we set forth the following objectives: Teachers will use laptops, chromebooks, Promethean Boards, iPads, audio recording devices, and mobile labs to supplement learning. Licensed educational programs delivered over the network or internet will be used to motivate and encourage reading while measuring reading and math growth in GES, GMS, and GHS.

This grant will close the gap for all students, especially those that are economically disadvantaged and LEP. It will provide every student a device and internet regardless of any situation. This will allow our teachers to fully utilize all digital resources and tools, knowing that every student will have access to them. GCISD is committed to this initiative and will maintain these devices with local funds as well as add additional devices and data plans as needed.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 167901	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.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 167901				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	$1200	$0	$1200
Schedule #9	Supplies and Materials (6300)	6300	$	$	$
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$47295	$	$47295
Total direct costs:			$	$	$
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			$	$	**$48495**
Administrative Cost Calculation					
Enter the total grant amount requested:					$0
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					$0

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

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

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

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	Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 167901		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	AT&T or West Central Wireless Data Plan – annual agreement for 10 iPads	$1200
2		
3		
4		
5		
6		
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$1200
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) Grand total	$1200

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: 167901	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:	$0
	Grand total:	**$0**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 167901	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$0
	Grand total:	$0

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

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

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule #11—Capital Outlay (6600)**			

County-District Number or Vendor ID: 167901 — Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	iPads with wifi	10	$329	$3290
2	iPads without wifi service set up (wifi capable)	145	$249	$36105
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18	Charging Carts	5	$650	$3250
19	Cases	155	$30	$4650
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	**$47295**

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: 167901	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	139	52%	
Limited English proficient (LEP)	15	5%	
Disciplinary placements	18	7%	Includes In-School-Suspension
Attendance rate	NA	94.73%	
Annual dropout rate (Gr 9-12)	NA	%	Grant does not include these grade levels

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
17	47	34	35	40	44	51								268

Schedule #13—Needs Assessment	
County-district number or vendor ID: 167901	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.

Goldthwaite Elementary School is our largest campus. They are also the campus that serves the most economically disadvantaged population, 52%. The needs of our students are prioritized by how much they affect the learning process and the students' success. When we first began our Dyslexia program and decided to give every student in it an ipad, we monitored their improvement. Not only did their reading improve, their success, grades, and test scores in math and science improved as well. We use Learning Ally, Dragon Dictation, Audio Exam, Study Island, Renaissance Learning, ThinkCentral and ConnectEd (as well as common apps, like QR readers) on these devices. The success of these students encouraged us to look and see if all students could benefit from having a device. We tried a BYOD day and learned that many students do not have access to a device (133 students). This made teachers re-think replacing books with ebooks and embracing blended adoptions because half of these students would not have access to them outside of the school day or the labs available at school. While it is our goal to integrate technology fully into our classrooms, teachers did not want to leave students who are unable to afford devices or internet access behind.

This initiated a needs assessment which concluded that, in fact, 133 students do not have access to a device at home and 9 of them do not have home internet. Some of them were unsure and some said parents use smartphones only. While we anticipate those numbers will rise when parents complete the survey sent to them. We are planning on beginning with 10 devices with active data plans. As the need increases, GCISD is dedicated to add data to devices. We will be treating this initiative like we did with our Dyslexia students. We have agreements signed by both the student and parent before devices are deployed.The iPad was selected because of its huge success with the Dyslexia program.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 167901	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.	Implement digital resources in classroom.	It will allow all students access to these resources so that teachers may begin utilizing them to the best of their ability – regardless of whether a student has access to a device at home.
2.	Close the gap for access to digital resources regardless of economic status.	Our teachers have experienced difficulty giving assignments with our digital curriculum because students without access to a home device or internet are unable to complete assignments that students with access can. This will allow them to use all resources with all students.
3.	Assist all students with reading and obtaining required Accelerated Reader Points.	Our district partners with out local library to provide access to e-books for all of our students. These books can be virtually checked out and returned. Students without access to the e-book system are limited to the resources found in our library alone. This puts students with a device at an advantage in obtaining books to read for their reading requirements. The grant will allow all students access to the local e-book system.
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 167901	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.	4th/5th Lead Teacher	Certified 4-8 Generalist; Knowledge and Experience of up to date technologies; Has attended at least 1 technology conference per year; at least 5 years teaching expenience.
2.	3rd Lead Teacher	Certified K-4 Generalist; Knowledge and Experience of up to date technologies; Has attended at least 1 technology conference per year; at least 5 years teaching expenience.
3.	1st/2nd Lead Teacher	Certified K-4 Generalist; Knowledge and Experience of up to date technologies; Has attended at least 1 technology conference per year; at least 5 years teaching expenience.
4.	Technology Director	10+ years experience; annual technology continuing education courses and conferences; knowledge of up to date technologies and implementation plans; knowledge of technology plan
5.	Technology Assistant	2+ years experience; annual technology continuing education courses and conferences; knowledge of up to date technologies and implementation plans; knowledge of technology plan

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.	Become 1:1 Ready	1.	Ready all devices to begin with the first day of instruction.	08/2018	09/01/2019
		2.	Train all teachers in device management.	05/21/2018	05/23/2018
		3.	Review and Revise iPad Acceptable Use Policy	05/21/2018	05/23/2018
		4.	Set up devices for school year/filter for devices	07/01/2018	08/01/2018
		5.	Host Parent Meetings/sign AUP's (in conjunction with Meet the Teacher)	08/01/2018	08/20/2018
2.	Integrate classroom technology	1.	Meet with teachers to insure all apps and devices are ready	08/15/2018	08/17/2018
		2.	Assist teachers with learning Google Classroom and other digital resources	08/15/2018	09/15/2018
		3.	Assist students who do not have access to the local library obtain access and learn e-book system	08/27/2018	09/15/2018
3.	Close the digital gap	1.	Assess monthly with the teacher how effective and efficient the program is running	09/01/2018	05/01/2019
		2.	Check device usage	09/01/2018	05/01/2019
		3.	Make certain students without home internet have a device with a data plan	09/01/2018	05/01/2019

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 167901	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.

We currently have faculty meetings monthly on the first Wednesday afternoon of the month. We discuss needs, goals, and how things are going in the classroom. We will add to this by discussing how integration in the classroom is going and we will review the check out sheets to see how many students are taking devices home nightly. We will evaluate any improvements in learning that are occurring.

We host meet the teacher in August for all parents and students. Then, at the beginning of the first semester we host grade level parent meetings with teachers and parents. The teachers go over classroom practices at this time with the parents. Any concerns or questions are addressed at these meetings. We will add the technology director and assistant to the meeting to address ipad usage and speak with parents.

Our local paper is invited to all events and documents are shared with them. General overviews of the meetings are also shared with Board of Education at their monthly meeting in our principals reports.

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.

Currently, our 504 students who are identified with Dyslexia are given ipads. As previously stated, this has assisted many students with reading, math, science, and all subject areas. We have been so pleased with the device, we would love to offer it to all students. We also have great resources in our adopted materials that teachers hesitate to use since some of our students do not have access to a device. The district will begin setting aside funds every 4-5 years to begin a rotation cyle on older devices. These devices will be recycled and new devices purchased. This will come from local, REAP, and IMA funds combined to continue the project.

We will communicate with the teachers and gather their input on the success of the project. We will send teachers to professional development to learn about integrating technology resources, and specifically iPads. We will maximize the effectiveness of grant funds by obtaining continual feedback from the teachers on how we can improve usage, add apps, and ensure that all students have equitable access to the devices and internet. Devices will be restricted down and access will be filtered.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 167901	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.	Monthly Check Out Review	1.	Review the check out sheets to make certain students are taking devices home as needed.
		2.	Ask teachers how the check out process is working.
2.	Review Usage Monthly	1.	Review apps and websites that are used for instruction and see the hours students are spending outside of class learning.
		2.	Look for usage on resources like Study Island, Accelerated Reader, Science Fusion and Go Math!
3.	Increased Learning	1.	All students will have a library card with the local library and have access to e-books.
		2.	Review teacher use and integration of digital components in blended adoptions in Math, Reading, and Science.
		3.	All students will reach goals in Study Island, Accelerated Reader, Science Fusion and Go Math!

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.

Monthly review of check out will be documented and signed by technology director, assistant, and teachers. Sign in sheets at parent meetings will be maintained and FAQ's kept. Reports will be generated from software on a montly basis by the technology director and reviewed with the teachers. Data usage reports from AT&T or West Central Wireless will be shared with teachers and monitored. Teachers will report on economically disadvantaged students and increased success with homework and classwork at monthly meetings. Problems will be addressed at these meetings as well and adjustments will be made as needed. One such adjustment might be an increased need for data plans on additional devices. GCISD will make these changes as needed to meet all students needs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 167901	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 existing equipment at Goldthwaite Elementary is listed below:
Kindergarten – 5 devices
1st Grade – 10 devices
2nd Grade – 20 devices
3rd Grade – 20 devices
4th/5th Grade – 25 devices
Dyslexia Students: 35 devices

Total existing devices: 115

These devices are not capable of adding a data plan. With our enrollment of 268, we are requesting an addition 155 iPads, 10 of which will have a data plan already and all of which are capable of adding a data plan. Local funds, REAP funds and IMA funds that were available for this project have been expended on upgrading teacher devices, smartboards, and chromebooks for student use at Goldthwaite Middle and Goldthwaite High Schools. Remaining IMA funds are earmarked for future adoptions. This project is our top priority now. Future REAP, local and IMA funds will be dedicated to maintaining these devices.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 167901	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 Goldthwaite Consolidated Independent School District is to equip our students with the ability to reach their full potential by providing the best educators, resources, facilities and the skills to confidently lead their communities in a competitive world."

This is the existing mission statement of Goldthwaite CISD. Introducing students to technology as early as possible, adopting e-books and blended adoptions, and equipping our students with up to date devices helps to prepare them to obtain the skills they need to be successful in the world we live in today. Providing them with access to the necessary tools to fully integrate technology prepares them for the future, where most textbooks are e-books and programs like blackboard and google classroom are used in almost every level of education.

If we fail to equip our students for technology based learning, they will not be fully equipped for success throughout their educational career. Bridging the gap and providing devices to all students, regardless of their ability to afford the device or internet connectivety levels the educational field for all students, not just those privileged enough to afford it. It is our goal to completely integrate technology into the classroom and beyond so that every student will have the same opportunites for success. It is our specific goal that 90% of our students will be successful on the STAAR. Supplemental digital materials will help us achieve this goal and will be readily available to all students. We utilize e-books like McGraw Hill ConnectEd, Science Fusion and Go Math as well as programs like Learning Ally, Study Island, Star Reading, Star Math, Accelerated Reader, Education City, Reading Eggs and Math Seeds to enhance and monitor students' progress towards this goal.

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

County-district number or vendor ID: 167901	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.

We selected iPads as the device of choice for the elementary school. These devices come with the ability to connect to a provider (in this area, the only provider we have is typically AT&T or West Central Wireless) for access to a data plan. This provides access to the device and the student, regardless of where they are at. Therefore, the student would have access on the bus, at home, at any location they go! We decided this would be a better plan than utilizing an ISP for only home access since we are rural and some of our students spend an hour or more on the bus traveling to and from school each day.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 167901	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.

Devices and integration are available on a limited basis now, only on campus. Our current curriculum offers digital components for student home access. These include ConnectED, Science Fusion, Studies Weekly and Go Math. Currently, teachers schedule a time to go to a stationary lab or reserve an ipad cart to correspond with the days they are using digital resources. With 5 teachers, that limits each teacher to 2 days per week. With students with limited or no home access, this means the teacher would have to complete each lesson on these 2 days. The lending program aligns our curriculum, instruction and classroom management to be fully flexible so that the teacher can integrate all of their lessons.

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.

All grade levels, K-5 have digital instruction materials. Reading K-5 utilitzes McGraw Hill's ConnectEd, K-5 Math uses Go Math, K-5 science uses Science Fusion, 4th and 5th Social Studies uses a Studies Weekly newspaper with a website student can log onto.

We use a vast array of supplemental programs for all subjects. Study Island is used for reading, math, science, and language arts. Star Reading, Reading Eggs and Accelerated Reader are used for Reading. Star Math and Math Seeds are used for math. Education City is used for math, science, reading and language arts. These programs are used to track student progress toward star success in grades 3-5. In grades K-2 they are used to prepare students to master the TEKS. These programs assess students and place them on learning levels until mastery of the content is obtained.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 167901	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.

Our network at Goldthwaite Elementary has all gigabyte switches. Cat 6 cable connects Meraki Access Points to make a capacity network covering grades 3-5 with one access point per room and grade K-2 with one access point per two rooms. The campus is connected to the high school campus via aerial fiber. The high school campus has a direct fiber connection. This connection is a fully duplexing 100Mbps connection.

The devices will be restricted to provide filtered, appropriate content. Teachers will be trained on use of the devices as well as basic troubleshooting. A Technology Asssistant is available on campus at Goldthwaite Elementary School and the Technology Director is available when needed as well.

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

County-district number or vendor ID: 167901	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.

Homeroom teachers have students the 1st and last period of each day. These teachers will have students get their devices every morning and put them back every afternoon. On days students need to take them home, they will sign the check out sheet on the cart, along with the homeroom teacher. Each homeroom teacher will be responsible for making sure each student has their device every day. The homeroom teachers will communicate any damage immediately to the technology staff. In cases of damage, a substitute device will be issued to a student while their device is repaired.

Check out/in processes will be evaluated monthly at the staff meeting.

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.

Technology lending equipment will be asset tagged and maintained in our fixed asset management. A spreadsheet is also kept with the asset tag number, serial number, and student name that it is issued to. Devices purchased will be refurbished and under a three year warranty. In case of damage, the Technology Director will replace/repair screens, digitizers and iPads as needed. (Our current program, with 35 students, has resulted in only 1 damage that could not be repaired. The district replaced the device.)

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