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 TEXAS EDUCATION AGENCY 2018 FEB -6 PM 12: 24 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 #
North Hopkins ISD	**112-906**		
Vendor ID #	ESC Region #		
751432494	**08**		

Mailing address	City	State	ZIP Code
1994 FM 71 W	**Sulphur Springs**	**TX**	**75482-2531**

Primary Contact

First name	M.I.	Last name	Title
Dr. Darin		**Jolly**	**Superintendent**
Telephone #	Email address		FAX #
903-945-2192	**DJOLLY@NORTHHOPKINS.NET**		**903-885-4011**

Secondary Contact

First name	M.I.	Last name	Title
Cara		**Jolly**	**Director of Curriculum**
Telephone #	Email address		FAX #
903-945-2192	**CJOLLY@NORTHHOPKINS.NET**		**903-885-4011**

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
Darin		**Jolly**	**Superintendent**
Telephone #	Email address		FAX #
903-945-2192	**DJOLLY@NORTHHOPKINS.NET**		**03-885-4011**

Signature (blue ink preferred)   Date signed

_____   02/06/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information		

County-district number or vendor ID: 112-906	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.**

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 112-906	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.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 112-906	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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary	
County-district number or vendor ID: 112-906	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.
2 campuses: North Hopkins HS/MS and North Hopkins ES. This program will serve all of the students enrolled at North Hopkins ISD's (NHISD)

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.
North Hopkins ISD's (NHISD) overall program concept was to provide targeted efforts for our most at-risk students to give them the technology based tools that would allow them to be able to leverage access to provide better educational outcomes. Additionally, because of the lower enrollment of NHISD, we will be able to make lending technology items available to most of our other students (516 students from the 2016/17 TARP - Texas Academic Performance Report & 531 current). We will be using chromebook-type platform for the main devise. This is because this platform is compatible with current software that student will need access on their respective campuses. Also, this platform provides a lower cost system to download the additional application (app) to make accessing the Internet a benefit to increase each student's academic progress.

North Hopkins ISD's (NHISD) overall program concept was to provide targeted efforts for our most at-risk students to give them the technology based tools that would allow them to be able to leverage access to provide better educational outcomes. Additionally, because of the lower enrollment of NHISD, we will be able to make lending technology items available to most of our other students (516 students from the 2016/17 TARP - Texas Academic Performance Report & 531 current). We will be using chromebook-type platform for the main devise. This is because this platform is compatible with current software that student will need access on their respective campuses. Also, this platform provides a lower cost system to download the additional application (app) to make accessing the Internet a benefit to increase each student's academic progress.

In addition, we are looking to a MiFi-type system for the Internet connection because it is more cost-efficient and allow NHISD technology department a more systematic way to effectively monitor usage to conform to the Child Protection Act. This system will also allow our buses to become mobile hot-spots in the most cost effective manner. This will, when student travel to UIL events, allow them to continue their school work. Given the rural nature of our district student can spend several hours each week in our buses

We are also in the middle of developing a district app that will be include on part of the platforms (see below) and then the standard software that allow students to use the devices. Some of these programs will come from NHISD standard district licenses. The platforms will have covers, insurance, and a general maintenance agreement. This will assure that NHISD is able to effectively support the platforms for the life of this grant and beyond.

Technology can be the great equalizer in a classroom with diverse learners. Of the 531 students enrolled in our district, nearly two-thirds do not have WiFi at home. NHISD had the following demographics from the TARP report for 2016/17: African American 0.4%;Hispanic 23%;White 71.9%;Economically Disadvantaged 59.7% English Language Learners (ELL) 10.7% At-Risk 242 46.9%

Over half of all our students cannot read on grade level. Most are 2 or more grades below. NHISD has purchased several different diagnostic tools and software for intervention and remediation. But with 2/3 of our students not have Internet at home; they are not able to totally benefit from this district purchase by having home access where their parents can become more involved in their child's education. The MiFi-type devise will allow this short fall to be addressed. While the most at-risk students will receive this technology first, we believe we can establish lending policies and procedures that will allow all our students/families to "share" in the use of the lending technology.

We are also starting some AP classes. Trying to raise the rigor of our classes so they can be successful at more than just the local junior college. Having the lending program will allow our students/families to understand how the Internet can shorten the miles and allow them to be able to become true Life-Long Learner.

Several of the other department are wanting and use technology. Band program uses an online practice software to increase students understanding of music. With the chromebook-type platform elementary students will have a way parents can reinforce their child(ren)'s learning supporting their role as their 'child's first teacher' giving them the ability to work on the skills to close the gaps in reading/math skills seen in some of our students.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID:	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.

NHISD will research the effects of having increase technology and access to the Internet on our students' academic, social emotional learning, and general improvement in our student understanding the wider world. Some of our students' farthest trips have been when they go to UIL events. The access to the chromebook-type platform will allow our students and families to virtually travel the world so that we can expand their knowledge base to allow our graduates to have a better understanding and be more College and Career Ready. The lower grade students will see how they can use the power of the Internet to expand their knowledge of the world

We've been trying to involve more parental involvement with students learning at home. This is using the parents are their child's first teacher concept. By having access to the chromebook-type platform with Internet access our families will be able to have more times when parents can engage in this role. Also, the children can "show" their parents what they learned at school instead of just giving the answer to the question - What did you learn today (parent)? I don't know (child). The interactions that the access to technology with Internet will bring will allow a much better home / school connection but increase the positive interaction among family members.

Our mission is to create a positive, restorative and structured environment that will foster the development of appropriate social behavior, academic success, and personal integrity for all students. We will strive to achieve our mission by modeling respect and responsibility and by demonstrating genuine concern for the wellbeing of our students and each other.

NHISD is looking at providing these students with a platform and monitored Internet connection that will allow them to work more independently to stay on-tract with all of their courses. The providing of this system by this grant will allow us to help the students meet their ongoing academic requirements. We will provide the campus with the number of platforms that allows the upper level students with the ability to remain current. Also, the "production" of the students in meeting their academic requirements will be a factor in their returning to their home campus.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 112-906	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	$ 5,000	$	$ 5,000
Schedule #9	Supplies and Materials (6300)	6300	$ 88,500	$	$ 88,500
Schedule #10	Other Operating Costs (6400)	6400	$ 5,000	$	$ 5,000
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$ 98,500	$	$ 98,500
5.092% indirect costs (see note):			N/A	$ 1,500	$ 1,500
Grand total of budgeted costs (add all entries in each column):			$ 98,500	$ 1,500	$100,000

Administrative Cost Calculation

Enter the total grant amount requested:	$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$ 15,000

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

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

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

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 112-906		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	Insurance and related costs for the technology platforms	$ 5,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. **Subtotal of professional and contracted services:**	$
	b. **Remaining 6200—Professional and contracted services that do not require specific approval:**	$
	(Sum of lines a and b) Grand total	**$ 5,000**

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 112-906	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:	$ 88,500
	Grand total:	$ 88,500

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 112-906	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$ 5,000
	Grand total:	$ 5,000

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.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 112-906			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
		Grand total:	$	0

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 112-906	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	308	59.7%	NHISD is using the TARP reports to provide the data-source for all numbers. Our enrollment is up from last year which will aid in the sustaining of the program beyond this grant's funding. With the data that we gain from having the first year funded by the grant, we believe that our board will consider maintaining the MiFi units from local funds. The chromebook-type platforms will last several years and we will seek other grant sources to increase the technology our students can access
Limited English proficient (LEP)	55	10.7%	
Disciplinary placements	1	0.2%	
Attendance rate	NA	96.2%	
Annual dropout rate (Gr 9-12)	NA	0.0%	

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

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

														Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	10	10	10	10	15	15	15	15	15	20	20	20	20	200

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment	
County-district number or vendor ID: 112-906	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.

NHISD technology plan set the general needs for the campuses. This first need was to increase the general level of technology that was available for use by the students. The next need was increased staff development related to the effective use of technology by the teachers so that they could integrate platforms into their lesson plans to benefit students' academic performance. Next was having remedial and acceleration apps and other software to close the year-gaps in our students measured performance so that we could return students to grade level. Next was developing a system by which parents could use the technology to become more involved in their child(ren)'s education. The last need was to focus technology on our most at-risk students so that they would have more support to make positive academic progress.

The first need will be addressed by purchasing approximately 200 platforms with Internet access. NHISD believes with the $88,500 we have budgeted we can provide the chomebook-type platforms, MiFi-type hot-spots, and one year Internet access to the Internet. We are seeking insurance for the technology ($5,000). This purchase will provide a major increase in the access levels of our students and their families.

The technology without effective staff development training and lead teachers trained to bring back methods of effectively using the platforms would make our major purchase meaningless. We have budget $5,000 to provide travel and other training funds to staff members who will attend training where they can learn the effective use of the platforms and bring their know back to the other staff members. This will allow a cost effective system of increase understanding of the use of the technology while focusing the technology plan towards increase use of technology in day-to-day instruction.

The apps and software will either be included with the platforms or be items that NHISD currently owns. This leveraging of these items is allowing greater number of platforms to be obtained.

The parents will be invited to "Technology Kick-Off" night - one at each of the campuses. NHISD will use this event to get more families to the school and to explain what we are attempting to accomplish with this grant. We will link this to goal setting so that our parents see how the technology will benefit their child academically.

Since our most at-risk student also tend to be the students without technology in the home, we will place the platforms with these students first. We believe that approximately half of the platforms will go to these students. We will work with the families that have access to technology to help them understand how they can access the school software. This will allow us to leverage the overall program funds because we will focus the materials on the families who do not have current access.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 112-906	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.	Increase the general level of technology access	The funding of the proposal will allow approximately 200 platforms with Internet access to be purchased. While the Internet will be for a year, the technology will last for several years. This will allow NHISD to sustain the program by only funding the Internet from local funds. This grant will set the stage for understanding how increase access positively affects our students (Earle, 2010).
2.	Increase the training of staff members on effective use of technology and have them available to become lead teachers.	Research has shown the increase staff development on technology does positively affect outcomes for students. Watson (2006) in Technology Professional Development: Long-Term Effects on Teacher Self-Efficacy showed that training teachers was importance if the purchase of technology was to have the desired outcomes on student measured academic performance.
3.	Assess to apps and software to increase educational activities related to improving student outcomes	NHISD is leveraging current software and apps that are included in the platforms to increase student academic success. Also, the ability to connect to the Internet will provide "freeware" - apps and software - that reinforce what is taught in the classroom. The access to the platforms will allow our students to access these materials and improve their academic outcomes. (Dept of Education, 2016)
4.	Including parents as their child's first teacher to increase the support and interaction between the home and school	The system to increase the parent/teacher/school connection has been shown to have overall positive effect on the academic and social/emotion outcomes for students. This program will increase the links between the home and school in a manner that aligns to research and will increase our student's measured academic outcomes. (Nokali, 2010)
5.	Provide NHISD's most at risk students with access to the technology	The most at-risk students will have the most gains from having access to technology because they current have the least access. Research has shown that when this gap is address these students greatly benefit. (Darling-Hammond, 2014)

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 112-906	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.	Campus Staff	Fully certified instructional staff to work and engage the students and plan for the use of technology outside of the classroom. Fully certified administrative staff with knowledge of how to support lesson planning and staff development of the general staff of the campus.
2.	District Coordinator	Master's level with 10+ years of related experience, Multi-teaching and professional certifications. Provide overall management of the program and links the campus to central office.
3.	Support Staff	Teacher aide and PEIMS & campus attendance High School or equivalent with ties to the community, with 2+ years related experience
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase the general level of technology access	1.	Information from this program used in the update of NHISD Technology Plan	05/01/2019	08/31/2019
		2.	Technology is purchased	05/01/2018	08/01/2018
		3.	Teachers build technology use into lessons	08/15/2018	08/25/2019
2.	Increase the training of staff members	1.	Weekly meetings with teachers and bi-weekly grade level meetings	05/15/2018	08/31/2019
		2.	Monthly meetings with central office staff	05/20/2018	08/31/2019
		3.	Develop system to use technology in manner that develops online resources	05/01/2018	08/31/2019
3.	Assess to apps and software	1.	Use the NHISD Technology Plan and CIP/DIP to leverage current resources	05/20/2018	08/31/2019
		2.	Determine "free aps" that meet student educational needs	05/20/2018	08/31/2019
		3.	Leverage text book supplemental technology items	05/20/2018	08/31/2019
4.	Increase Family Involvement	1.	Outreach to the families of the targeted students on each of the campuses with tablets	05/01/2018	08/31/2019
		2.	Provide staff development related to the effective integration of parents into the overall academic programs of the campus	05/01/2018	08/31/2019
		3.	Provide 'Campus Report Card' nights where the effects of the programs at the campus are changing the way 'school' is being done	09/15/2018	08/31/2019
5.	Focus materials access to most at-risk students	1.	Provide lending platforms to this sub group of students	05/01/2018	08/31/2019
		2.	Use IEP system to determine the effectiveness of this focus	05/01/2018	08/31/2019

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

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 112-906	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.

NHISD central office staff, campus leadership team, and lead teachers will determine the changes in student and family based on having access to the platforms and the Internet. The parents will be given a brief survey that will be used to determine this out-of-school time use and the benefits seen by these students having access to the platforms. The teachers will be given a similar survey to determine in-school time use of the platforms. The general special education use of the tablets will be measured in terms of moving them to regular STAAR / EOC testing, completing classroom work, and general increases in academic skill sets. This will be measured by the various vendor programs assessments, the completion of assignment, and general academic classroom performance. This will give NHISD a way to determine if these groups of students are making accelerated progress in meeting their PGP (Personal Graduation Plan) and/or obtaining credits that will aid them in rejoining their age peers for graduation and being promoted in accelerated manner. We will be compared to the sub-groups of students who have access to platforms to see any differences among the groups. This will provide us with an overall methods to determine the outcomes of having lending platforms for our students.

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.

NHISD will use our CIP/DIP to integrate the successful parts of the program into this process that drives the funding of programs. This proposal will be used as a pilot to provide research data to show the increased benefits of all students having access to these types of technology. This will provide the framework for assuring that with the district and campus report cards that the effects of having a sound system to assure that all students can access technology in their homes are a priority of NHISD. The District/Campus Technology Plan update will be used as the system that access current technology funding to help maintain and expand successful aspects of the lending program. This plan will be used in the yearly updates of the CIP/DIP. The use of these ongoing improvement planning efforts will assure that the lending of technology is considered when the various plans are developed.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation	
County-district number or vendor ID: 112-906	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.	Determination of the effects of the staff development and related trainings	1.	Provide Campus and District staff with data from formative and summative assessments of the effects of lending technology
		2.	Supply ongoing effectiveness reporting
2.	Determine the academic outcomes for the students	1.	Determine the obtaining of skills by the student using MISD current systems
		2.	Use TAPR results for summative evaluation of academic gains
		3.	Use TEKS NHISD's assessments for evaluation of academic gains
3.	Determine the non-academic skill gain in social/emotional area	1.	Evaluate the student discipline referrals and academic progress
		2.	Use the Social Emotional Learning (SEL) programs assessments
		3.	Evaluate the Family Involvement
4.	Determine the level of use of the Internet and technology in the home setting	1.	Survey the parents/students concerning the amount of time that their child(ren) used the technology at home and how much the parents worked with the child(ren) on the tablets
		2.	Track online time of use from district provided Internet

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.

Multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient).

Attendance and grade data will be collected on the district's grading program, Skyward (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school, on a weekly basis, will review discipline data, grades, and attendance. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Campus Principal, designated grant staff, and the District Assessment team.. The Campus Principal will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results - including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester. Within this system we have develop formative evaluation system that will determine if there are and problems with the overall system of providing this technology to students and families.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-906	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.

   NHISD enrollment of approximately 550 lowers the overall technology budget that is provided by state and local resources. We will use the Technology Plan, CIP, and DIP to link the successful aspects of the programs to these funding sources. This will allow these aspects to be sustained.

   All of these items are being linked to the CIP/DIP which gives us the last link to another funding source - tax base. When we are able to show the effects of the lending program we may be able to obtaining board support to use local funds to increase the platforms with Internet that are available. These efforts show the unique systems that NHISD is developing that can be linked the goals of this grant.

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 112-906	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.

NHISD technology plan is currently being updated with this grant, other local programs, and the overall goals that have been developed with NHISD newly adopted planning process to provide an overall multi-year mission/vision that goes beyond any leadership team or school board so there is a long-term concept for what we can become. The currently adopted technology plan (within the guidelines for this grant) does have general lending system that will be used to drive the basic system used in this grant. The funding of this grant will allow the most at-risk students to receive tablets and Internet in a manner that will provide unique data points to allow NHISD to determine the cost effectiveness of providing lending technology to our students and by extension their families. We will use the extended planning process to develop a fully integrated technology plan that, if this program shows success, will be included. This overarching goal will allow technology to be something that is shown to improve learning and not just "way cool" toys that only entertain the students. Our students will see how technology can make the goal of them becoming Life-Long Learners a reality.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-district number or vendor ID: 112-906	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 system that we are using for the general connection of the tablets to the Internet can be used on buses without additional hardwiring. This will allow the longer routes without students that ride to the end a way to provide hotspots. On the routes where students ride to the end of the bus route we will ask them to have their system active so that other students of the bus can access the Internet. We will provide families with fliers that explain what is being done with the mobile hotspots and that all NHISD politics apply to the use of these hotspots in terms of acceptable use of the school connections. This system of using the hotspots will allow for the most cost effective system to have access on longer bus routes.

We will then determine is the structure of our student's is such that the student's with the hotspot signal can be accessed by other students. We will release the passwords to these additional students without direct access to the hotspot so that more students may access the Internet if they have persona access to technology. We do not have a current estimate of the student that would have technology but not Internet connection.

NHISD chose this system instead of hardwiring hotspot into the buses because these mobile hotspots could provide greater night access to the Internet because the buses are returned to central location that does not have living areas near it. We felt that this was the most effective use of the limited resources.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 112-906	Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The NHISD Technology Plan and the CIP/DIP along with the strategic plan all support the use of technology to enhance the academic instruction of student across all content areas along with being an area of study. Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another. To ensure that these three components of courses are aligned these three questions need to be answered: 1) Learning objectives: What do I want students to know how to do when they leave this course? 2) Assessments: What kinds of tasks will reveal whether students have achieved the learning objectives I have identified? 3) Instructional strategies: What kinds of activities in and out of class will reinforce my learning objectives and prepare students for assessments? MISD campuses will use these three guiding questions to effectively 'use' the lent technology. The use of technology at the two high schools and now with the two non-traditional campuses and with the special populations will provide us with additional data points to determine the effectiveness of students having access to lending technology. Since our current plans state that technology will be used to enhance academic outcomes we will be able to use the data from this grant in a pilot form to determine the effectiveness for our students having this access.

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.

How would one use technology to extend the ability to teach effective. For example, when given the 1st grade TEKS standard: *1.6A The student is expected to: classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language*, it would not make sense for a teacher to lecture on the differences between regular and irregular two-dimensional shapes. First grade students are not likely to retain information from a demonstration on an overhead projector describing the differences between regular and irregular two-dimensional shapes. It would be much more effective to provide the students with actual hands-on experience sorting the shapes and classifying the differences on their own, with teacher guidance. Once the students have hands-on experience with these spaces a projected program can be use to introduce other shapes and how by changing some aspects of the computer program new and different shapes can be developed. Then the teacher can use the book publisher's supplemental materials to show other aspects of how to classify objects having the class and/or sub-groups of the class come up with other factors to sort the images. This will reinforce the students understanding of the concept by which items can be sorted.

In 6th grade TEKS *G(4)(D) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships.* The goal is for the student is to compare geometric relationships between Euclidean and spherical geometries, including parallel lines and the sum of the angles in a triangle. The access to technology allows the teacher to provide projections of multi-shapes and the students can see how changing the 'rules' governing the forming of the shapes changes what is seen. The teacher can then use these changes to bring the 1st grade sorting example to the students in different light - e.g. showing the students how what they learned in 1st grade allows them now to determine more complex geometric relationships. This, if the curriculum is vertically aligned, show the cumulative nature of learning math skills. This will allow the students to have a better understanding of the overall goal of learning math - to solve real world problems. The access to the technology will allow the teacher to use the supplement digital instructional materials to reinforce the classroom learning and give all the students additional support for their obtaining of these math skills.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 112-906	Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Director is updating NHISD's technology plan to align to the expanded use of technology in the initial instruction of concepts in the classroom. The lending grant will allow these efforts to be support by providing the students with additional reinforcers of the day-to-day lessons while providing additional remedial and accelerated instruction from the use of the digital supplemental materials provided by the text book publishers. While some of the building at NHISD have band-width issues the update technology plan is developing a system to increase this so that all of the campuses at NHISD will be able to support full classroom one-to-one online access.

The use of hotspot that is independent of the platforms will allow systems to be done that extend the current wireless access in classrooms where needed. The CIP/DIP with the Technology Plan have been used to submit grants that will increase staff development related to technology instruction. This will allow the understand of the teaching staff to be increase and allow them to make more effective use of the technology that can be accessed in their classroom.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 112-906	Amendment # (for amendments only):

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

The campus and district administration is building of the current technology plan to have a system to checking out the platforms to the students. While we do not have a current lending system, we will expand on the policies that will be based on library system to check out books. This will allow NHISD to leverage a current system for this grant program. The platforms will be "scrubbed" in the last week of the school year so that the students limit on having access to the platforms is not limited to a great length of time. The Technology teachers will provide general day-to-day support for the students.

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

The individual unit price allows NHISD to track the platforms as a supply for district accounting procedures. Each of the platforms will have indentifying tag that is tractable. The technology department staff further limit the programs that can be installed of the tablets and add a district Internet tracking system that provides the location of the tablet when it login to the Internet. The district is purchasing insurance on the tablets with grant funds which provides a method to repair and/or replace platforms. The system developed for the two high school campuses are being extended to these platforms.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: