TEA — Texas Education Agency

2020-2021 Technology Lending Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, January 9, 2020

NOGA ID

Authorizing legislation	**General Appropriations Act, Article III, Rider 8, 86th Texas Legislature; TEC 32.301**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from | **April 6, 2020 to August 31, 2021**

X Pre-award costs are not permitted.

Required Attachments

Applicants must submit a locally-approved technology plan that is valid for the 2020-2021 school year.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): | **N/A**

Applicant Information

Organization	Timpson ISD	CDN	210905	Vendor ID	75-6002634	ESC	07	DUNS	966948952

Address	836 Bear Drive	City	Timpson	ZIP	75975	Phone	(936) 254-2463

Primary Contact	Stephanie Behrens	Email	sbehrens@timpsonisd.com	Phone	(936) 558-4201

Secondary Contact	Charlotte Metcalf	Email	cwoods@timpsonisd.com	Phone	(936) 558-4202

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

☒ Grant application, guidelines, and instructions
☒ General Provisions and Assurances
☒ Application-specific Provisions and Assurances

☒ Debarment and Suspension Certification
☒ Lobbying Certification
☒ ESSA Provisions and Assurances requirements

Authorized Official Name	Mid Johnson	Title	Superintendent

Email	mjohnson@timpsonisd.com	Phone	(936) 254-3878

Signature		Date	12/20/2019

Grant Writer Name	Lisa Seiser	Signature		Date	12/20/2019

◌ Grant writer **is** an employee of the applicant organization.　　◉ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

X   SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Timpson ISD lacks the resources to provide its students, particularly economically disadvantaged (ED) students, access to digital instructional materials off campus and after-school hours.	The district will utilize funds to purchase portable devices that will be issued to students in all grade levels to be utilized during after-school hours to access digital instructional materials, conduct research, and complete homework assignments.
According to the 2018-2019 Texas Academic Performance Report (TAPR), 71.4% of Timpson ISD's 678 enrolled students are classified as Economically Disadvantaged.	Students of ED families may not have the resources to purchase the necessary equipment for student success. Therefore, the district will use grant funds to purchase Wi-Fi hotspot devices, as well as, provide loaner equipment for students to utilize the online e-library & software to complete class assignments.
Many ED students have families who are not financially stable. Thus, there is a greater chance the parents do not have the time/resources to meet with teachers to discuss their progress and address their deficiencies.	Timpson ISD will utilize funds to target all grades K-12 in an effort to provide Internet access. WiFi hotspot devices will be purchased and available for students to check-out and utilize after-school hours to access digital instructional materials, conduct research, and complete homework assignments.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

SMART Goal: Ensure the district can establish a Technology Lending Program by the 2020-2021 school year. Elements of the SMART goal include: Specific – (What) To loan economically disadvantaged students the equipment necessary to access and use digital instructional materials; and (Why) To ensure the district's students have the tools necessary to succeed academically; Measurable – To increase the student-to-technology ratio to meet a 1:1 standard; Achievable – Received buy-in from students and their parents on the importance of the program/technology; Relevant – Timpson ISD currently has 71.4% of economically disadvantage students, a majority of whom lack the technology tools to work on and study classroom material beyond school hours; and Timely – By the 2020-2021 school year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

In developing benchmarks to measure the progress toward meeting the SMART goal, the district created a timeline of events to identify the stage of the program during each quarter. Based on the timeline, during the initial period (April-July 2020) of the grant, the following benchmarks were created:
• Request quotes and purchase technology devices from technology vendors;
• Install digital instructional materials and programs on the devices;
• Place Internet blocks to limit access to inappropriate content;
• Have the Technology Lending Agreement signed by a parent/guardian;
• Provide students with instructions to ensure they know the process of how to check out a device; and
• Provide students with a mandatory meeting on the proper use of the devices to lengthen the life of the equipment.

Measurable Progress (Cont.)

Second-Quarter Benchmark

For the second quarter of the program (August-November 2020), the following benchmarks have been established to measure progress:
• Install digital instructional materials and programs on the devices;
• Place Internet blocks to limit access to inappropriate content;
• Create Technology Lending Agreement that will be signed by interested parent/guardian;
• Issue devices to students based on the agreed upon terms;
• Ensure that classroom material being taught on a day-to-day basis is available online for students to access on their own time; and
• Track the progress of student usage by tracking the course, times issued out, and grade levels.

Third-Quarter Benchmark

Benchmarks to be used to measure the program's 3rd Quarter progress (December 2020-April 2021) include the following:
• Decrease the percentage of economically disadvantage students who do not have access to technology during after-school hours by 50%.
• Increase the number of times parents and teachers communicate by 10%.
• Increase the time students spend working on class materials out of school by 50%.
• Substantiate through benchmarks, report cards, etc. the student progress and academic improvements.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

DETERMINING WHEN AND HOW TO MODIFY THE PROGRAM: Timpson ISD will collect data on a regular basis. Throughout the program year this data will be compared to the benchmarks that were provided in the grant to measure progress. This data will be assembled into progress reports, which will be reviewed by the stakeholders. These reports will help the stakeholders determine the following:
• Is the campus on target to meet its identified benchmarks?
• Which benchmarks are at risk of not being met?
• What obstacles are putting the program at-risk?
• What solutions can be implemented to address the obstacles?

IF YOUR BENCHMARKS OR SUMMATIVE SMART GOALS DO NOT SHOW PROGRESS, DESCRIBE HOW YOU WILL USE EVALUATION DATA TO MODIFY YOUR PROGRAM FOR SUSTAINABILITY: If it is determined the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. If the stakeholders require guidance on addressing a certain issue, they will reach out to TEA and/or other schools implementing a Technology Lending Grant program to ensure their insufficiency can be addressed properly.
If modifications must be made, the district will send out letters and/or the TEA-provided surveys to parents/guardians, community, administrators, and board members to notify them of the intent of the district to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 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 provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2021 Technology Lending Grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2021 Technology Lending Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant provides assurance 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.

☒ 6. The applicant provides assurance 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.

☒ 7. 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).

☒ 8. The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.

☒ 9. 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.

☒ 10. 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.

☒ 11. The applicant assures that it will show evidence of a current local technology plan on participating campuses by submitting an attachment of the LEA's locally-approved technology plan.

☒ 12. The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.

Statutory Requirements

1. Describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices.

AVAILABILITY OF EXISTING EQUIPMENT TO STUDENTS:
The following are some of the district's existing equipment that is available for student use:
• Timpson ISD has 75 desktops and 100 Chromebooks available for its 215 high school students. For the elementary and junior high each, there are 50 Chromebooks available for use. There are 328 kids in the elementary grades and 155 students in the junior high grades. There also are promethium boards available for use at the high school. However, only some of the Chromebooks are available for check out and that is only in the high school and elementary grades. They are only issued to high school and elementary students if needed and for up to two (2) weeks.

So, for the junior high students as well as the other students who may not be able to check out the limited number of available Chromebooks, additional devices are needed. By purchasing and issuing these added devices to eligible students through the TLG, this will help improve the student-to-technology ratio where devices are issued to the students on a needed basis with length dependent also on need.

AVAILABILITY OF FUNDING: Timpson ISD has limited funding available for the purchase of these student technology devices. The district has not previously received funding from any Technology Lending Grant (15 pts). However, if awarded, the district will be able to provide equitable access and participation among all eligible program participants, mainly in the junior high and elementary where it is most needed.

Program Requirements

1. Describe a plan for providing internet access to student residences, residential center, and/or on buses that transport students for whom a single ride lasts, on average, at least an hour for students with the highest need for off-campus internet access.

LENDING PROGRAM ALIGNS WITH CURRENT CURRICULUM, INSTRUCTION, AND CLASSROOM MANAGEMENT PRACTICES IN ITS PARTICIPATING CAMPUS: In reviewing the purpose of the TLG, the district was able to ensure the program would align with current curriculum, instruction, and classroom management policies and/or practices on its campus.
CURRICULUM: Timpson ISD has classroom lesson plans to include online curriculum. These lessons are currently made available online for students to complete and review at home. With the ability to receive Internet access at all times, students will be able to access the lesson, conduct research, complete homework, or review for tests and quizzes at their own pace. The sites create classroom lesson plans to include online curriculum such as: Study Island, Moby Max and Pearson Math. With the ability to receive Internet access at all times, students will be able to access the lesson, conduct research, earn credits, complete homework or review for tests and quizzes at their own pace.
INSTRUCTION: Class instruction consists of a combination of lectures and hands-on activities where students are able to utilize their portable devices to participate. The lectures allow the teachers to first explain and demonstrate the classroom assignment to all the students. This is followed with student hands-on activities which allow the students to demonstrate to the teacher their understanding of the assignment. Students are able to connect their portable device to the classroom projector and demonstrate the process they utilized to complete problems and share their results with the classroom.
CLASSROOM MANAGEMENT PRACTICES: The top 10 practices that are implemented include the following: 1) Every student is engaged in the curriculum; 2) Classroom procedures create consistency; 3) Check for understanding; 4) Create a safe classroom environment using respect; 5) Use classroom consequences to correct wrong student behavior; 6) Use the tone of your voice and body language to communicate; 7) Academically challenge every student; 8) Easily attract your students' attention; 9) Use a classroom seating chart; and 10) Increase participation by using collaboration.

Program Requirements

2. Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es).

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CLASSROOM MANAGEMENT PRACTICES: The top 10 practices that are implemented include the following: 1) Every student is engaged in the curriculum; 2) Classroom procedures create consistency; 3) Check for understanding; 4) Create a safe classroom environment using respect; 5) Use classroom consequences to correct wrong student behavior; 6) Use the tone of your voice and body language to communicate; 7) Academically challenge every student; 8) Easily attract your students' attention; 9) Use a classroom seating chart; and 10) Increase participation by using collaboration. Technology equipment purchased through this grant will help teachers be more efficient in integrating these classroom practices.

3. Describe how the district is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s).

ONE OR MORE GRADE LEVEL: Below you will find a breakdown of the grade level, subject areas (includes one or more foundation curriculum subject areas), and digital content to be utilized at the campus:
CAMPUS NAME: Timpson School GRADE LEVEL: K-12 SUBJECT: Core DIGITAL CONTENT: Study Island
CAMPUS NAME: Timpson School GRADE LEVEL: K-8th SUBJECT: Math DIGITAL CONTENT: Moby Max
CAMPUS NAME: Timpson School GRADE LEVEL: 6th – 8th SUBJECT: Math   DIGITAL CONTENT: Pearson Math

USE OF DIGITAL INSTRUCTIONAL MATERIALS IN ONE OR MORE FOUNDATION CURRICULUM SUBJECT AREAS: The district has a broad array of electronic instructional materials available for education use. This includes:
• Electronic Classroom Lessons – By providing access to the lesson plans online, students have the ability to go back and review any lesson they did not fully understand. In addition, because many times students do not want to be singled out by asking questions, students have the ability to research the information that was provided in the privacy of their own home; thus, ensuring they fully understand each day's lesson;
• Remedial Software – The remediation software that is available for students is designed to assess each individual student in order to identify their area of weaknesses. This allows each student to have a customized lesson plan that will quickly bring students up to speed with the other students in their classes; and
• E-library – The e-library provided by the public library will give students access to hundreds of books anytime they may need it. Students no longer need to wait for a title to be available, instead they just need to log on to the e-library and access the titles that they require.

Program Requirements (Cont.)

4. Describe how infrastructure and technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es).

INFRASTRUCTURE TO SUPPORT STUDENTS' ANTICIPATED USE OF DEVICES: Timpson ISD is confident the campus has the adequate infrastructure to ensure it is able to support the additional devices. The district's infrastructure for technology focuses on hardware, software, and human infrastructure (the capabilities or proficiencies of those who use the technical components). The infrastructure of each campus will be the critical element in supporting the TLG.

Software Infrastructure - The software being utilized by the district to provide digital instruction reflects up-to-date knowledge from scientifically-based research and effective practices. The campus' chosen technology-based curriculum, teaching tools, and assessments are proven to be measurably effective in meeting the needs of the targeted students and prepare them for success in the 21st century.

Human Infrastructure – Human capital is the most significant resource available to a district in its quest to integrate technology into the students' academics. As such, the district has invested funds and resources to build its human capital. Both teachers and administrators have been provided with numerous professional development trainings, peripheral devices (i.e. document cameras, electronic panels, clickers, etc.), and programs, which are geared to enhance their ability to utilize technology in their daily lesson plans. In addition, teachers have been provided with the knowledge and skills to assist students with their use of technology.

TECHNICAL SUPPORT IS ADEQUATE TO SUPPORT STUDENTS' ANTICIPATED USE OF DEVICES: The staff at Timpson School is well-versed in the use of all types of technological devices. Each teacher has the knowledge and experience to assist students in troubleshooting their devices and answering any questions that may arise.

In addition, each teacher has been provided with professional development trainings on the digital content that will be utilized by the students. The Executive Director of Technology will be the program director and administer the TLG while providing technical support to all participating staff members. The program director's experience ensures this individual has the capabilities to make the program successful. Moreover, the Executive Director of Technology will be available to provide technical support, maintenance of the equipment, and to train the available district's students on the software and programs.

5. 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.

ADMINISTRATION AT CAMPUS: In preparation for the submission of the TLG, the district researched various lending programs. Although the district was unable to find any published studies, past awardees of the Technology Lending Program grant were contacted. Based on their insight, the following plan is being proposed. CHECK-OUT/CHECK-IN PROCESS: A notice will be sent to targeted students' parents/guardians notifying them of the availability of the portable devices to be checked out. Parents/Guardians interested in their child participating will need to complete a Technology Lending Agreement, which provides that the devices will not be misused and that participants agree to practice safe, responsible, legal, and ethical behavior. Once the Technology Lending Agreement has been signed and returned the to the campus, the student will be allowed to check out a device for two (2) weeks, on an as needed basis. When the participant requires a device, they will report to the Library and enter a request. Once the Technology Lending Agreement is verified on file, a device will be issued for use. OVERSEE CHECK-OUT PROCESS: A Program Director will be assigned to administer the Technology Lending Grant (TLG) at the campus. This individual with the Technology Director will ensure the district adheres to the requirements of the grant and remains in compliance with TEA. This includes inventory of equipment; installation of software/security blocks; and Routine maintenance. COORDINATE OF COMPETING NEED: Devices will be checked out by students for on a needed basis, the district anticipates the added devices will be sufficient to meet most of the students' needs. To address any shortage of available equipment, a Technology Reservation Log will be utilized by students who wish to reserve a device once it is returned to the computer lab. Once a device is available, the student will be contacted so they can come by the computer lab and check out their device. MAINTENANCE OF EQUIPMENT: Once the devices are purchased and all required software and applications are uploaded, a system recovery drive will be created for each device. Each time the device is returned, a system recovery will be initiated which will manually delete all documents, search histories, passwords, and files. Thus, ensuring the device is ready for the next student to use.

Campus Name and Identification Information (can change to another title)

Enter the Campus Name and Campus Identification Number (CID) of the participating campus(es). Please use the exact name and CID from the 2018-2019 Campus Report data from the Texas Student Data System Public Education Information Management System (TSDS PEIMS) accessible on the TEA website at https://tea.texas.gov/2019accountability.aspx. Use the downloadable overview of statewide ratings data available in Microsoft Excel. If the campus name has changed (but not the CID), include the new name in parenthesis. If both the campus name and the CID do not match the referenced eligibility list, the campus is not eligible.

1. Campus Name: Timpson School   Campus Number: 210,905,001

2. Campus Name: Campus Number:

3. Campus Name: Campus Number:

4. Campus Name: Campus Number:

5. Campus Name: Campus Number:

6. Campus Name: Campus Number:

7. Campus Name: Campus Number:

8. Campus Name: Campus Number:

9. Campus Name: Campus Number:

10. Campus Name: Campus Number:

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Administrative Cost - Technical assistance to include grant implementation, reports, and more.	5,000
Wi-Fi Hot-spots - Provide Internet service access to online resources beyond school hours.	9,000

SUPPLIES AND MATERIALS (6300)

Portable Devices - Allow access to online resources after school hours to address academic deficiencies.	36,000

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY COSTS (6600)

Total Direct Costs	50,000
Indirect Costs	
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	50,000