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

Texas Education Agency

NOGA ID [blank]

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 <u>cannot</u> 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.

Application stamp-in date and time

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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	Palacios ISD	CDN	158905	Vendor ID	1746001843	ESC	3	DUNS	097311955

Address	1209 12th Street	City	Palacios	ZIP	77465	Phone	361-972-5491

Primary Contact	Dr. Missy Glenn	Email	mglenn@palaciosisd.org	Phone	361-972-5491

Secondary Contact	Dr. Julia McMains	Email	juliam@palaciosisd.org	Phone	361-972-5491

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	Missy Glenn	Title	Superintendent

Email	mglenn@palaciosisd.org	Phone	361-972-5491

Signature	[signature]	Date	1/7/2020

Grant Writer Name	Julia McMains	Signature	[signature]	Date	1/7/2020

⦿ Grant writer **is** an employee of the applicant organization.
○ Grant writer is **not** an employee of the applicant organization.

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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
Only 71% of PISD students made a minimum of one year's academic growth on the 2018-19 STAAR test. PISD needs to increase the number of students making a minimum of one year's growth.	Student needs will be addressed by increasing individualized instruction in the classroom through adaptive software programs.
Students need devices in order to access software that will differentiate instruction by diagnosing individual areas of need. Current devices are limited in number and only available in labs and shared carts.	The Technology Lending grant will purchase devices for individual student use to provide access to digital instructional materials and adaptive software programs that can be utilized off campus.
Student engagement needs to increase in the core academic classrooms.	By purchasing individual devices, blended learning instructional strategies will be incorporated into the core academic classrooms, including flipped classrooms that students can access from home.

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.

Palacios ISD will increase the number of students who demonstrate a year's worth of academic growth from 71% to 74% based on the 2019-2020 state accountability results.

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

During the first quarter, students will participate in Beginning of the Year screening tools and diagnostic assessments. Students identified as needing intervention will take regularly scheduled progress monitoring assessments. In addition, students will take a minimum of one curriculum based assessment during this time.

Measurable Progress (Cont.)

Second-Quarter Benchmark

During the second quarter, students will participate in Middle of the Year screening tools. Students identified as needing intervention will take regularly scheduled progress monitoring assessments. In addition, students will take a curriculum based assessment during this time.

Third-Quarter Benchmark

During the third quarter, students identified as needing intervention will continue to take regularly scheduled progress monitoring assessments. In addition, students will take a curriculum based assessment and participate in the interim assessments developed by TEA. All students will participate in an End of the Year universal screener.

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.

By increasing student access to technology, teachers can utilize blended learning instructional strategies to increase student engagement. The data collected in the curriculum based assessments, benchmarks and progress monitoring reports will provide timely information on overall performance and growth in core academic subjects. This information will be partnered with adaptive software data that will result in customized student learning plans. Planning will become more intentional and targeted to each individual student so that teachers will also be able to use this information during their face-to face instruction.

Instructional technology will allow teachers to use strategies such as station rotations, flipped classrooms and playlists, that will effectively blend face-to-face instruction with online learning. Through high-quality online instruction, a timely diagnosis of student misconceptions will occur in real time. The intelligence of the software system will be able to adjust instruction to target each student's individual needs and gaps in learning.

If the quarterly data points do not show progress, then the program will first be evaluated for fidelity of implementation. The tier 1 instruction will be analyzed for effectiveness and the appropriate student-specific interventions will be developed.

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.

The district currently has a limited number of classroom sets of Chromebooks that must be checked out in advance by teachers for shared classroom use on each campus. Palacios ISD is committed to seeking multiple sources of funding to provide more instructional technology for students to use both in the classroom and at home. These include competitive grants and local funding.

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.

We currently do not have any regular school routes lasting in excess of an hour. The T-Mobile grant will allow students access through wifi access points that can be taken on buses, and to their homes. Jackson Electric Cooperative reports that there are area hot-spots in public areas such as parks, the library, etc. that are available to students and staff.

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).

Palacios ISD believes that the first step in differentiating for students is identifying and diagnosing learning gaps. Providing students with individual devices would increase the efficiency and sustainability of individualization for our students. Differentiation is difficult for teachers when there are vast differences in ability in the same classroom. Blended learning strategies would be an effective method to address gaps when used in a small group setting in the classroom. Due to our size, teachers often teach multiple subjects or grade levels, and planning for differentiation is complex. Instructional technology would assist teachers in providing targeted individualized instruction. In addition, instructional technology would increase engagement in students and lead to a better managed classroom where teachers can operate as facilitators, as well as allow focus to be placed on the growth of all students through extension or remediation. This would likely result in an increased number of students who are able to make a minimum of one year's progress in student growth. Palacios ISD currently utilizes a bring your own device policy that allows for some limited use of technology in the classroom. This is utilized to varying degrees due to the limited availability.

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).

Palacios ISD currently uses IStation for reading and math as part of the core and intervention curriculum. The district also utilizes iXL Math for intervention and extension purposes. In science, the district utilizes StemScopes and multiple digital instructional platforms in CTE classes. Due to the fact that students do not have access to individual devices, these are often used either in the lab or with the Chormebook sets as specific whole-group activities. They also are used as a station for one or two students to rotate to during independent practice time. In classes where intervention is taking place, there are small sets of devices that can be used for small group instruction.

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).

Although the district does face struggles due to limited resources, we have recently partnered with Jackson Electric Cooperative in order to provide high speed internet access to all of our district properties. This recent update will provide wifi capabilities at all of the campuses in order to support the use of multiple devices at the same time. In addition, the district was just awarded a grant from T-Mobile to provide high speed internet access to very student.

Future funding of Category 2 internet connections in the E-Rate program should allow additional funding to allow us to further enhance our wifi capabilities. (i.e. replace 100 MB access points with 1000 MB [1 GB] access points)

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.

Palacios ISD is a geographically-isolated rural district located along the Texas coast in Matagorda County. The nearest metropolitan areas are in excess of an hour away. Community support for the school is strong, but resources are limited due to location. There are no major retailers, YMCA, institutes of higher education, or supervised youth recreation opportunities. The major industries are manufacturing, shrimping, and agriculture. The local economy is still feeling the after effects of Hurricane Harvey. Palacios ISD enrollment is approximately 1350 students, attending 4 campuses. Almost 75% of our students qualify as economically disadvantaged. The demographic breakdown of the district is 67% Hispanic, 22% White, 2% African American, 7% Asian, 2% Two or more races. Our 4-year graduation rate is 92.3%, and our 6-year graduation rate is 96.1%. Where competing areas of need arise, factors such as low-socioeconomic status, special needs and at-risk status will help determine the recipient of the device.

The devices will be checked out through an organized deployment process. Students and parents must sign a Technology Lending Agreement that will include the district's existing Responsible Use Policy. The Technology Lending Agreement must provide that the internet will be used solely for educational purposes by the student. In addition to the agreement, the students and parents must sign and return a commitment form that states the responsibilities and regulations regarding checking out a devices. This includes the district's acceptable use policy and the consequences of violating it. Once this has occurred, the campus will provide internet safety training to all students. On the date of deployment, the technology team will report to the campus computer labs. The administration will call students to the lab in small groups. The technology team will issue students a specific device with a specific tracking number. The student will sign for the device and the technology team will assist them in creating their individual log in.

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.

	Campus Name		Campus Number
1. Campus Name	Palacios Junior High	Campus Number	158,905,041
2. Campus Name	Palacios High School	Campus Number	158,905,001
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)

Gaggle software and professional development	10,500

SUPPLIES AND MATERIALS (6300)

Chromebooks	39,500

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY COSTS (6600)

Total Direct Costs	50,000
Indirect Costs	0
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	50,000