



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

Application stamp-in date and time

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Grant period from

April 6, 2020 to August 31, 2021

☒ 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 CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

RFA # SAS #

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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
2018-19 TAPR: 64% of Granger School students are economically disadvantaged.	Granger School is an EE-12 school located in a rural and geographically isolated area with a high percentage of low-income students. Low-income students have limited or no access to educational opportunities, technology resources, and learning beyond the classroom. Virtual learning opportunities through Virtual Reality (VR) devices will address the need of students in a rural area.
2018-2019 TAPR: 47% of students are identified as At-Risk, 13% of students are English Learners	Granger will address the needs of at-risk and EL students to provide differentiated learning experiences to meet the learning needs of all students through VR devices. VR lessons will align curriculum content with structured lesson plans to strengthen learning connections for students who are at-risk of falling behind.
2018-2019 TAPR: 38% of Granger School students meet the Texas Education Agency's standard of a "Career/Military Ready Graduate".	Granger will address the needs of CTE and college and career ready students through access to learning in VR simulated environments. Interactive technologies will help students earn industry certifications prior to high school graduation that are critical for job placement and career advancement.

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.

Specific: Increase student achievement by 5% on STAAR-All Subjects and increase Career/Military Ready Graduates by 10%. Measurable: Academic performance will be tracked and monitored through the use of web-based curriculum resources and progress monitoring tools to ensure student performance meets program measures and standards. Achievable: The use of individual digital tablets will remove barriers and provide access for students to achieve and meet their individualized academic and college readiness goals by the end of the school year through a blended learning approach. Relevant: Teachers will monitor students' progress and differentiate instruction to meet the needs of all learners. Timely: The use of digital resources will prove to increase college/career readiness for HS students by the end of the school year, June 2021.

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

1. Prepare student technology lending procedures for inventory, check-out, maintenance, and tracking.
2. Purchase, tag, and inventory VR devices.
3. Provide an orientation on guidelines for the effective use of VR and instructional technology resources and check-out procedures for classroom use. Technology Lending Agreement will be signed by each participating teacher, student, and parent/guardian.
4. Coordinate with the district's Technology Director to install and download instructional software on VR devices, resources, and security software on all devices prior to check-out. Teachers will use beginning of the year data in Reading and Math as a baseline for student progress to determine progress towards meeting 5% increase in all subjects.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. Assess and monitor the implementation of VR and instructional technology resources to determine the effective use and meeting program outcome measures. Technology Director will provide training and support.
2. Meet with staff once every three weeks within the nine-week grading period during Professional Learning Communities and departmental meetings to discuss and identify potential barriers to achieving program outcomes.
3. Support teachers in aligning instruction to achieve all TEKS objectives, College & Career/Military Readiness Standards (CCRM), and developing TEKS/CCRS based activities within a blended learning model.
4. Schedule and implement web-based and face-to-face academic support sessions for struggling students.
5. Track students' enrollment and progress of virtual learning curriculum and provide additional support through a blended learning approach to ensure progress towards meeting the goal of 10% increase in CCRM and 5% increase for All Subjects.

Third-Quarter Benchmark

1. Monitor student performance and review progress towards meeting SMART goals and benchmarks in core subject areas.
2. Meet with staff and the district's leadership team to discuss and evaluate program effectiveness and identify challenges and/or areas for improvement.
3. Identify struggling students and connect students to additional web-based academic instructional interventions.
4. Update and modify GISD's Technology Plan and District Improvement Plan to continue and sustain the program into the next school year.
5. Monitor blended learning model using data management to ensure progress towards 5% increase on All Subjects.
6. Track students' progress and completion of VR curriculum and provide additional support through a blended learning approach to ensure progress towards meeting the goal of 10% increase in CCRMs.

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.

Program evaluation and progress monitoring will be an ongoing process. Granger staff will review progress monitoring data once within each 9-week grading period to benchmark student growth and performance in core academic areas. Campus leadership and lead department staff will facilitate weekly Professional Learning Communities or meetings to support teachers in analyzing and understanding student performance data. Teachers will collaborate to determine the strengths and weaknesses of their own instructional practice as well. Each team will evaluate both student data and instructional approaches to make modifications as needed toward achieving the SMART goals of this program. Input from parents will also be used to modify the program and improve the program's impact on strengthening the school/home partnership. The district's leadership team meetings will include staff, administrators, parents, community members, students, and business partners who will work together to review all data sources. Data from STAAR, assessments, progress monitoring tools, and benchmarks will be reviewed and analyzed to determine the effectiveness of meeting SMART goals and benchmarks. Internet access will be closely monitored to ensure continuous access and availability at all times. The evaluation data will be shared at the district's leadership team meetings and will allow for the input from all members and stakeholders in attendance. Any modifications discussed and agreed upon during these meetings will be used to improve and sustain the success of this program. Updates will be communicated to staff through emails, staff meetings, and at weekly meetings. The Technology Director will follow-up with staff to ensure updates are implemented with fidelity and identify additional training or support that may be needed for staff. The Technology Director will work with district leadership to identify and create professional development trainings to support teachers and sustain the success of the program beyond the grant period.

Throughout the grant period, the team will meet monthly to review campus reports submitted by the campus administrator to prevent any problems. The reports will consist of useful information to determine the progress of all grant activities: number of students served, provided Internet access, grade-level/content areas checking out devices, dates/time of device check-out/return, instructional resources accessed, number of devices with a submitted service ticket, number of students demonstrating proficiency on TEKS/CCRM, and the number of students with an increase in academic achievement.

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.

Granger ISD is located in a remote, rural area in the ESC Region 13. With the implementation and expansion of technology throughout the district, the demand for Internet and wifi access continues to grow. GISD has been working to provide students with access to high quality technology resources with limited available funds from state and federal resources. As a result, the following describes the availability of existing technology resources:

- District-wide Internet access with 1 G fiber and three class A IP blocks allocated through ESC Region XIII
- Each classroom in grades K-4 have 10 Chromebooks assigned to the teacher at all times. In addition there is:
 - 1 laptop cart of 40 laptops for use at the elementary level for teachers to checkout when instruction requires 1:1
 - 3 Windows domain servers, Google email accounts for every staff member and student
- Grades 5-12 are equipped with 1:1 Chromebooks; Grades 5-6 have 2 laptop carts to store assigned Chromebooks nightly
- Grades 7-12 have 1:1 Chromebooks issued through the district's library system for classroom and take-home use 24/7
- Each classroom is equipped with a projector and document camera; teachers are issued a laptop to use for instruction
- Two classroom sets of student responder systems are available for check-out during the school-day.

All computers are equipped with software programs commonly used in the classrooms and help students to complete homework assignments and projects: Google Docs, Slides, and Sheets, Word, Excel, PowerPoint, and many others. The district uses a filtering system to keep students safe from harmful content and computers safe from malware and computer viruses. Granger ISD's technology resources and infrastructure comply with all requirements of the federal Children's Internet Protection Act (CIPA). Filters will be installed on all devices prior to check-out.

The district implements Digital Age Best Practices with a blended learning approach to curriculum and instruction in the core content areas. Funds from the eRate, Instructional Materials Allotment, and State Compensatory Education funds will be used to support the needs outside of the use of grant funds.

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.

A survey of our student population and parents reveals no household without current Internet access.

No student has more than a 45 minute commute between school and home on the Granger ISD buses.

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).

Granger School will use a blended learning approach with VR (Virtual Reality) curriculum. Research studies show that VR offers a mix of multi-modal, experiential learning. VR activities prove to be a more effective way to learn than traditional training. Harvard University professor, Robert Putnam, said "The bottom line of all statistics ...is that poor kids are increasingly isolated." One of the most promising applications of technology in public schools is the use of technology to transcend the physical classroom and combat the feeling of isolation. The implementation of VR within the district's curriculum and instruction has proven to reduce disciplinary actions and focus students' behavior into a more engaging and interactive learning experience. Students are able to understand more complex subjects and concepts through lessons aligned with each TEKS objectives across grade levels and content areas. This approach is inclusive to all learning styles and allows students to fully immerse their time and attention on the lesson and learning environment to meet and achieve their academic goals.

Technology is integrated into all content areas, curriculum, and instruction through vertical team and department planning meetings. The district's scope and sequence encourages the use of technology as a means of engaging all learners, learning styles, and easily differentiate instruction for all students. Technology enriched classrooms support GUSD's classroom management policies to actively engage students and differentiate instruction to address the diverse learning needs of students. This positive and proactive approach will focus teaching and learning efforts to achieve instructional goals and expand course offerings, experiences, and learning materials; support learning 24 hours a day, 7 days a week; strengthen 21st century skills; increase student engagement and motivation; and accelerate learning. A blended learning approach will incorporate both face-to-face support with online learning opportunities to increase student persistence in more rigorous courses. Access to technology resources will open up optional curriculum pathways for students to complete challenging and rigorous Career and Technology Education, AP, dual credit, and credit recovery courses.

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).

GUSD emulates and mirrors the LoTi Digital Age Best Practices Framework for all foundation curriculum subject areas. The Digital Age Best Practices are a set of research-based instructional principles that have shown a statistically-significant effect on student achievement. These practices promote college and career readiness and prepare students for success in the digital age. This research-based approach will move current teaching and learning methodologies and processes to better prepare our students with critical foundational knowledge in core academic subject, to make stronger connections to other content areas, and teach for depth and complexity.

Technology resources are used in a blended learning model by integrating technology and online learning resources with daily face-to-face classroom instruction. Programs used to support learning across content areas include Google Classroom Apps, Texas Connects, TX Virtual School Network, Accelerated Reader, Discovery Education video streaming, and and distance learning. Teachers monitor students' use of these programs regularly with data reports for each student. This process helps to identify when and what type of additional academic supports that may be needed for students to stay on track to meet their academic goals for all grade levels.

Teachers utilize Eduphoria and Renaissance as well as other web-based platforms that provide detailed data reports across all content areas to understand gaps in student learning, create instructional plans for struggling students, report progress monitoring data for special populations, create local curriculum content and assessments aligned to state standards, data entry and documentation for English Learners, and generate reports for historical Rtl data. All teachers are trained on how to interpret, analyze, and synthesize data from this system and how to utilize the data to develop lesson plans that reteach and reinforce content where gaps in achievement have been identified. Teacher planning time is provided to all grade levels and content areas. Teachers meet a minimum of once every three weeks within our nine-week grading period to facilitate and collaborate on student performance.

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).

GISD has a Technology Director to support the technology needs of the district. The Technology Director is trained in maintaining and repairing technology equipment and installing and troubleshooting software programs. The Director provides specialized technical support and maintenance to all devices and equipment. In addition, the Director provides regular training to all teaching staff on effective uses of instructional technology resources and works to build capacity within the staff to reduce the response time for technical support issues.

Technical assistance requests are submitted through the district's email system. Repairs to hardware and resolving software issues are prioritized based on the sense of urgency, and the Director will work to resolve issues in a timely manner to minimize and prevent disruptions to the instructional program and operation of the district.

All classrooms and district facilities are equipped with wifi and high-speed broadband Internet access. At Granger School, each teacher has access to a laptop, document camera, and projector. Grades K-4 have 10 Chromebooks assigned to each classroom at all times. There is a cart with 40 additional Chromebooks for checkout to the elementary teachers when 1:1 is needed for specific lessons.

Classes in grades 5-6 are equipped with 1:1 Chromebooks for use during the school day; they are stored on two carts at night for charging. Grades 7-12 are equipped 1:1 with Chromebooks on a 24/7 basis. Providing access for each student will support the implementation of VR into curriculum and instruction. Using a digital device with a VR headset, students will access lessons customized to their individual learning needs.

Each ClassVR headset features a fully integrated set of technology, including: a High Definition 5.5" display to deliver crystal clear images and videos; integrated speakers with volume controls and an audio-out port to connect headphones; Wi-Fi and Bluetooth connectivity to enable classroom control; 2Gb RAM and 16Gb internal storage to provide on-device content storage and fast performance.

In addition to the existing Chromebooks, the VR systems will serve as supplemental instructional devices in order to engage students on a higher level.

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.

The check-out process will begin with an orientation meeting for teachers and students. Attendance at this initial mandatory orientation will be required prior to checking out a device. A Spanish translator will be available for Spanish-speaking students attending the orientation. During orientation, the following information will be available in both English and Spanish:

1. The district's guidelines and procedures for checking out and returning a device
2. Responsible uses of devices and safety
3. How to monitor their completed assignments and lessons using the device
4. How to use software programs and applications
5. How to store and care for devices when not in use

In addition to the existing Chromebooks, the VR systems will serve as supplemental instructional devices in order to engage students on a higher level.

At the end of the orientation, attendees will sign a Technology Lending Agreement and complete the information on the device check-out form prior to receiving a device. The devices and agreements will be maintained in the campus library. The check-out of devices will be on a first-come, first-served basis. Devices will be returned at the end of each school day and will be available for recheck-out as available to support daily curriculum and instruction in core academic areas. The Librarian will be assigned to manage and monitor the check-out and return process for all digital devices. An inventory of all devices will be maintained and stored in the district's library. The Technology Director will provide technical support, coordinate the implementation of all grant activities, and manage and monitor following processes: inventory of equipment, installation of software and security programs, distribution and tracking of devices, software updates and maintenance requests, and collecting, storing and securing the devices over the summer and during breaks. Each Chromebook will be equipped with a protective case and covered by insurance to protect Granger ISD's investment.

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	<input type="text" value="Granger School"/>	Campus Number	<input type="text" value="246,905,001"/>
2. Campus Name	<input type="text"/>	Campus Number	<input type="text"/>
3. Campus Name	<input type="text"/>	Campus Number	<input type="text"/>
4. Campus Name	<input type="text"/>	Campus Number	<input type="text"/>
5. Campus Name	<input type="text"/>	Campus Number	<input type="text"/>
6. Campus Name	<input type="text"/>	Campus Number	<input type="text"/>
7. Campus Name	<input type="text"/>	Campus Number	<input type="text"/>
8. Campus Name	<input type="text"/>	Campus Number	<input type="text"/>
9. Campus Name	<input type="text"/>	Campus Number	<input type="text"/>
10. Campus Name	<input type="text"/>	Campus Number	<input type="text"/>

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)

Professional Consulting Services	1,500

SUPPLIES AND MATERIALS (6300)

Class VR headsets and protective cases for existing Chromebooks	30,872
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OTHER OPERATING COSTS (6400)

Insurance for devices	13,650

CAPITAL OUTLAY COSTS (6600)

Total Direct Costs 46,022

Indirect Costs 3,704

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 49,726