



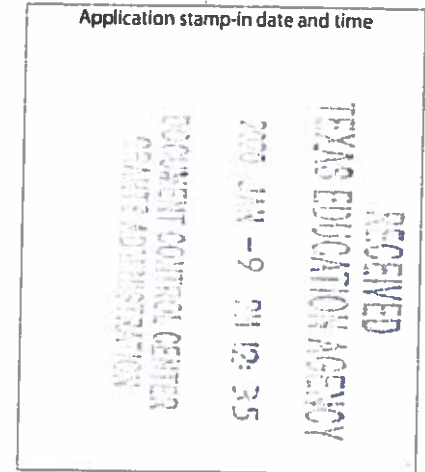
**2020-2021 Technology Lending Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, January 9, 2020**

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**

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):

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):

- 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 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.

2020-021302

701-20-110-147

Shared Services Arrangements

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
Provide residential Broadband connectivity to 289 economically disadvantaged middle school students - including students with disabilities, who do not already have the needed equipment or Internet service for learning at home.	A survey will determine students' off campus access to technology, digital proficiency, and Internet access. The eSchool student database will be utilized to determine student disabilities and needs for accommodations in order to pair the student with the technology that would be most relevant to their needs. Survey results will be used to determine the purchase of equipment and broadband.
Decrease the home-digital literacy divide that impacts the "digital homework gap" that persists with the school district's most economically disadvantaged students and special population student	A customized IT /digital literacy skills training for twenty 6th grade teachers through Region One Megabyte Consortium and PSJA IT dept. addressing learning environments where all students have mobile computing devices. Trainings will include management and evaluation of digital resources and on-line assignments.
Build digital technology skills for parents of students receiving the benefits of the Technology Lending Grant with training on how the landscape of education has changed.	A parental and student training will be provided on how to use mobile computing devices and leverage the off campus Internet access provided in order to maximize learning in a digital environment. IT Help Desk support will be provided by the PSJA MIS department for TLG student-issued devices.

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.

The purpose of the program is to provide out-of-school Broadband connectivity and equitable access to technology to 289 economically disadvantaged middle school students. Outcome: to close the academic achievement gap between students who have broadband at home and those who do not have access at home by 10%. SMART goal: Decrease the out-of-school digital inequity of Murphy MS 6th grade level by 40% and closing the digital homework-gap as a result of providing residential Internet connectivity to 289 highly economically disadvantaged students, including students with disabilities during the AY-2020-2021. 2019-2020 STAAR scores and surveys with parents and teachers will be used to measure the impact of the TL Grant and collaboration between parents, educators and potential relation to academic outcomes.

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

- Period: April 06 to October 30, 2020
1. Design and Implementation of TLG Quasi-Experimental Design and Logic Model (LM). Establish the PSJA Technology Lending Grant Governance Board (TLG-GB). Meeting May 2020; election of officials and TLG-GB calendar.
 2. Needs Assessment includes surveys to students and families to verify qualification to receive Broadband connectivity. Implement Murphy Middle School IT trainings targeting all 6th grade teachers. Create IT Digital Platform for teachers.
 3. Procurement of local Internet provider, mobile technology (WiFi) and computer equipment vendors.
 4. School Board approval to offer Contract of Services to selected Broadband provider. Purchase of technology devices.
 5. Digital Murphy Middle School trainings for Parents and Students. Digital Devices provided to all 6th grade students.
 6. TLG end of first-quarter meeting (August). Presentation of first six-months Formative Evaluation Report.

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

Period: November 01 to March 31, 2021

1. Collection of data and monitoring TLG Quasi-Experimental Design
2. PSJA Technology Lending Grant Governance Board (TLG-GB) Second-Quarter Meeting (November). First 12-month Formative and Process Evaluation Report.
3. Technology IT training for teachers. Survey "Use of Digital Technologies in the Classroom"
4. Survey "Digital Homework Gap" to students, parents and teachers. Digital Citizenship Survey to Students
4. PSJA Technology Lending Grant Governance Board (TLG-GB) End of Second-Quarter Meeting (March)
5. TLG Progress Report to PSJA ISD Board.

Third-Quarter Benchmark

Period: April 01 to August 31, 2021

1. PSJA Technology Lending Grant Governance Board (TLG-GB) Third-Quarter Meeting. Evaluation Report.
2. Technology IT training for teachers. Survey training satisfaction "Use of Digital Technologies in the Classroom"
3. Survey satisfaction Digital Homework Gap, Students, Parents and Teachers
4. PSJA Technology Lending Grant Governance Board (TLG-GB) End of Third-Quarter Meeting
7. Summative Evaluation Progress Report to TEA
5. TLG Progress Report to PSJA ISD Board -including results from surveys.

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 Director will collect data that will be used for formative and progress evaluation to monitor and determine actions needed to adjust and/or modify the program. Data will be also serve the purpose of completing summative evaluation (mid and final reports) to TEA. A logic model will be internally constructed to define the expected inputs, outputs and outcomes of the TLG while a Gantt-Milestone diagram will be delineated to show time-phase baseline plan with scheduling of resources to activities, budget time-line, benchmark progress and track of specific tasks. Emphasis will be on scheduling and monitoring the program activities and optimization of resource allocation after kickoff. Metrics for baseline benchmarks, budget, and schedule, will be defined and data collected monthly will be used to identify gaps, actions and/or opportunities for improvement. Every quarterly benchmark will be monitored for success either through an internal metric or a predefined achieved desired condition. Conversely, any deviation will trigger re-evaluation of processes, including information system structures that will reveal any out-of-control activities requiring intervention and schedule overruns. Progress and Performance reports will inform overall progress of short and medium term outcomes of the program - including student outcome success, towards meeting the SMART goal. Metrics will be defined to achieve the capacity to count, observe, analyze, test or challenge. Every metric will clearly answer the measurement with the needed level of disaggregation and enough to measure progress towards the end results. The Gantt-Milestone diagram will actually determine the percentage of how each goal and associated benchmarks and metrics are achievable, attainable and sustainable through the life of the program. Each indicator/progress measure will be linked to a valid measure of a defined expected result/outcome and will be used to ensure that there is a relationship between what the indicator measures and the program's Theory of Action (TLG quasi-experimental design). In essence, the data collected will support research on using 24/7 technology access to support At-Risk Students' Learning; specifically the impact of providing residential Broadband connectivity on academic performance and other learning opportunities -including a decrease on the "digital homework gap". Data will also be collected to measure digital technology knowledge for parents of students receiving the benefits of the Technology Lending Grant with training on how the landscape of education has changed -including how to monitor a student's academic progress, classroom teacher reports, assignments, grades, etc. on line.

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 current equipment available to students is 262 Windows mobile laptops, 95 broadband smart hot spots, and 125 traditional hot-spots. The availability of this equipment is due to the funding awarded by TEA through the 2018-2019 Technology Lending Grant. The Internet service for this equipment is currently sustained through the "Sprint One Million Project" and the service will expire by June 2020. Currently, there are 258 students that are the beneficiaries of the aforementioned devices and free Internet access off campus and/or from home. Funding from other local and private sources will be leveraged to supplement the cost of providing Internet connectivity to these students.

The on-campus availability of equipment for instructional use is as follows: every classroom is equipped up to four PC's, a Smart Board, document camera and one teacher PC. Most of the schools have an iPad cart of 24 devices (purchased with Title I Funding) that can be checked out by teachers as needed for student use in the classroom. Additionally, every school library has approximately 20 PC's available to students for everyday use and one computer lab with flexible scheduling for teacher use. PSJA ISD also provides a reliable Internet access and Wi-Fi throughout the district with Internet filters to assure compliance with the Children's Internet Protection Act (CIPA).

PSJA ISD's current funding available for the purchase of student technology devices under the Instructional Materials Allotment (IMA) is insufficient.

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.

The Technology Lending Grant program for 2020-21 plan is to provide 24/7 Internet access to 289 incoming sixth grade students to Audie Murphy Middle School starting the 2020-21 Academic Year. The TLG program has allocated 47% of its budget for device hardware, this will enable each student to receive a Winbook laptop and a Wi-Fi hot spot. Additionally, all students that received a Windows mobile laptop from the 2018-19 Technology Lending Grant will continue to utilize their assigned device during AY 2020-21 via funding sourced from local and private sources.

The TLG budget has also designated 53% of potential funding to allow PSJA ISD pay for Internet connectivity via grant funding for each student beneficiary in order to provide continuous Internet access in and out of school. The Wi-Fi device will be imaged by PSJA IT department to protect students from gaining access to prohibited content service and safeguards against hackers that prey on open Wi-Fi connections. Each Wi-Fi hot spot will be configured via the PSJA ISD Firewall with Children's Internet Protection Act (CIPA) compliance. This configuration provides multiple layers of privacy and protection for students browsing the Internet with a campus provided device.

Additionally, it is important to note that due to the proximity of all schools and the bus routes taking no longer than 30 minutes, PSJA ISD has not entertained the idea of implementing wireless Internet on school buses. Although students may utilize their TLG issued hot spots while riding the bus to and from school.

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).

The design of the 2020-21 Technology Lending Program will be aligned to the curriculum following the Texas Essential Knowledge and Skills (TEKS) for Technology Applications -Subchapter B. Middle School. The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS-S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. The Technology Lending Program is also designed to be aligned with classroom instruction, including digital learning content and other resources for all students. Having students with 24/7 technology access (high-speed connectivity and devices) will allow teachers to create 21st century technology-based learning experiences and blend content, pedagogical, and technological knowledge into their 6th grade curriculum. The plan includes providing Professional Development to all 6th grade Murphy Middle School teachers so they can create more meaningful experiences for the students in the classroom to meet the unique needs of students as individual learners to significantly reduce the "homework gap" between students whose Internet connections at home are slow or non-existent. This problem is disproportionately common in the surrounding community of Murphy Middle School. Recent U.S. Census data and PSJA Grants Department Technology Lending Program survey, indicate that approximately 40% of the students do not have access to Internet while at home. The Technology Lending Program will be an exemplary school district initiative that will illustrate how to avoid exacerbating pre-existing inequities in unconnected homes. With regards to classroom management policies and/or practices, the Technology Lending Program will be aligned to current district management policies and practices for device management, teaching responsible use, safeguarding student privacy, and guidance on preparing students to use the Internet constructively and responsibly.

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).

Digital instructional materials are being used across all grades and all subjects district-wide. With the growing importance of digital literacy for students, PSJA ISD has been vigilant in keeping current with Instructional Technology trends and practices to nurture future ready students. The 2019-2020 District Improvement Plan (DIP) Focus Area 5 (please see attached DIP Focus Area 5, p. 37-44) strategies include using digital instruction and technology programs such as Imagine Math, Read/Write, Istation, Read 180, System 44, Learning.com, EduSmart, Summit K12, and Apex are all available to support assisted instruction in classroom computer labs and/or distributed systems. The district main focus is to use digital instruction for reading and mathematics. For reading, the district uses Istation, a comprehensive computer-based reading intervention program that maximizes students' reading fluency, comprehension and retention, and academic success. One criteria for selecting Istation is the high predictability of the program's reading scores (Istation's Indicators of Progress -ISIP) to the reading STAAR test. Similarly, the district selected Imagine Math as an on line tool that uses adaptive instruction to teach the TEKS-aligned lessons to math students in grades 3 through 8, Algebra I, and geometry. It is a rigorous, standards-aligned math program that personalizes learning for each student. Teachers use Imagine Math benchmarking to create differentiated learning paths for each student. Preliminary results from the district indicate that increased scores on STAAR Mathematics assessment is correlated with using Imagine Math. In addition to these digital learning tools, PSJA ISD also provides access to instructional resources to support learning in core subjects that are to be used at the discretion of each campus including: Accelerated Reader, Star Reading/ Math. Online resources offered district-wide include Digital Knowledge Central, United Streaming, Power Media Plus, Education Appreciation, Hoonuit (Formerly Atomic Learning), Office 365, and Brain Pop. These tools are all disseminated to all teachers and students using Internet and digital devices.

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).

The Technology Lending Grant infrastructure and support is designed to provide mobile devices to be used on and/or off campus premises. The program will include wireless hand-held portable laptops that will use Wi-Fi, 3G or 4G to connect to the Internet using a mobile hot-spot (also called MiFi) and will enlist the PSJA ISD MIS Department to provide IT Helpdesk and technical support for TLG student issued devices in the event of device malfunction or for hardware and software related questions. The TLG student issued devices (hotspot, laptops) will allow for quick and easy ways to search for information, create recordings (pictures, videos, audios), communication with others, and foster student engagement. This flexibility offers several advantages over a standard learning environment. Mobile applications can be adapted for different learning contexts inside and outside of school, and it is anticipated that the use of the devices will support students to complete and submit classroom and/or homework assignments to a selected learning management system (Kahoot, Quizzes, All in Learning, Quizlet, Grad Point and/or Blackboard). To ensure that the infrastructure and technical support are adequate to support students' anticipated use of devices, the 2019-2020 DIP Focus Area 5 (Technology), contemplates financial and physical resources for Technology Integration Academies to effectively provide teachers the knowledge and skills to integrate technology into the curriculum. The program, through ongoing surveys with teachers, students and parents, will ensure that devices are being used for the specific aims and purposes of the grant (i.e., reduce the digital homework-gap) and support students' ability to focus their attention on learning. Specifically, the infrastructure and technical support will be designed to have students receive powerful digital tools and learning resources for personalized learning. It will allow them to co-create, co-author, communicate and collaborate with classmates and teachers "anywhere and anytime" allowing them to feel more engaged.

It is important to note that currently the school district offers on-line resources, mainly Digital Knowledge Central, United Streaming, Power Media Plus, Education Appreciation, Hoonuit (Formerly Atomic Learning), Office 365, and Brain Pop. These tools are all facilitated using Internet and digital devices. Having participant students of this program with mobile devices will narrow the of-school digital inequity and digital homework-gap of PSJA ISD.

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 grant will be administered by the PSJA Technology Lending Grant Governance Board (TLG-GB). The board will be constituted by the director of the IT Department, An Upper Administrator for Middle School, the Murphy MS Principal, Murphy MS Librarian, and a representative from the Grants, Research and Evaluation Department. The TLG-GB will be responsible for implementing the SMART goal of the program and meeting all the benchmarks that have been established during the duration of the grant program. The IT Department, in conjunction with the Purchasing Department will be responsible for following district's bid process to purchase the best mobile devices and WiFi services from appropriate sources at the lowest practical prices while ensuring the best overall value. In addition to procuring bids the IT Department will be responsible for the operation and the productivity of the software ensuring that the devices are all in proper working condition throughout the grant. Trainings will include proper care and maintenance of the device, allowable use of the device, steps for reporting issues with the device, availability of Internet access at home, Internet safety, and academic resources and tools available to access instructional materials. All equipment will be purchased with accidental damage insurance to help offset costs for damage or loss of equipment. The district has an established policy (Mobile Device Loan and Damage/Loss Policy) that accounts for damage or loss of equipment.

Devices will go directly to Murphy Middle School Library. The campus librarian will oversee and administer the check-in and check-out process. They will ensure that all 6th grade students and parents abide by PSJA ISD's "One to the World" Mobile Device Check out Policy. Per district policy every student leasing a device will be required to sign the PSJAISD Mobile Device Loan and Damage/Loss Policy Agreement contract, which includes: an explanation of district lending policies, responsible use terms, prohibited and/or inappropriate use, consequences of violation of contract agreements, and district security outline for the PSJA ISD network, and Internet safety guidelines.

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="Audie Murphy Middle School"/>	Campus Number	<input type="text" value="108,909,048"/>
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)

Contracted services for: 289 Mobile Broadband router devices @ \$30.65 per unit per month x 9 mo.	79,721

SUPPLIES AND MATERIALS (6300)

Technology: Mobile / Portable devices @ \$242.60 per unit x 289 students	70,111
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OTHER OPERATING COSTS (6400)

None	0

CAPITAL OUTLAY COSTS (6600)

None	0

Total Direct Costs 149,832

Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 149,832