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

Application stamp-in date and time

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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 Rotan Independent School District | CDN 076904 | Vendor ID 76-6002346 | ESC 14 | DUNS 800158148

Address 102 North McKinley | City Rotan | ZIP 79546 | Phone 325-735-2332

Primary Contact Greg Decker | Email gdecker@rotan.esc14.net | Phone 325-735-2332

Secondary Contact Jody Helms | Email jhelms@rotan.esc14.net | Phone 325-735-2332

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):

- [X] Grant application, guidelines, and instructions
- [X] General Provisions and Assurances
- [X] Application-specific Provisions and Assurances
- [X] Debarment and Suspension Certification
- [X] Lobbying Certification
- [X] ESSA Provisions and Assurances requirements

Authorized Official Name Greg Decker | Title Superintendent

Email gdecker@rotan.esc14.net | Phone 325-735-2332

Signature Greg Decker | Date 01/07/2020

Grant Writer Name Cindy Sadler | Signature C Sadler | Date 01/07/2020

( ) Grant writer is an employee of the applicant organization. (•) Grant writer is **not** an employee of the applicant organization.

2020-021313

701-20-110-158

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
Rotan lacks the means to provide economically disadvantaged students access to digital instructional materials off campus. Furthermore, the District does not have the finances to purchase the technology that can be utilized once the student leaves the campus.	The District will utilize funds to purchase portable devices that will be available for students to check out and utilize during after-school hours to access digital instructional materials, conduct research, and complete homework assignments.
The District has 67.1% of its student population classified as economically disadvantaged, many of their families have limited funds to provide them the resources needed to access online resources at home.	Families of economically disadvantaged students may not have the resources to purchase the equipment for student success. Therefore, the District will use grant funds to purchase portable devices, in order to provide loaner equipment for students to utilize to access online resources and to complete assignments.
Students lack access to Internet off campus. Internet is needed for students to access online resources, as well as, the resources that are available through other online avenues such as the local public library.	The District will utilize funds to provide students with Internet access. Wi-Fi 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 – The District currently has 67.1% 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:

- Set up accounts under the bookkeeping system;
- Request quotes for portable devices and Wi-Fi access; and
- Purchase technology devices from vendors; and
- Inventory in devices as received from vendors.

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;
• Check out 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 checked 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: The District 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:
To ensure equitable access and participation among all eligible program participants, Rotan District School will coordinate with similar or related efforts using existing resources and facilities. Some of the current technology devices that are available for student use at the campuses include a total of 100 tablets, Chromebooks, and desktops at Rotan Elementary which has 133 students, and 140 Chromebooks and Desktops at Rotan Secondary to be utilized by 119 students.

When combined with the additional devices that will be purchased and issued to eligible students through the TLG, this will help to create a 1:1 student-to-technology ratio.

AVAILABILITY OF FUNDING:
Because the District has not previously received funding from ANY Technology Lending Grant the District does qualify for 15 priority points. If awarded, the District has every intention of reducing the elevated student-to-technology ratio, as well as, providing equitable access and participation among all eligible program participants.

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.

PLAN FOR PROVIDING OFF-CAMPUS INTERNET ACCESS FOR STUDENTS WITH THE HIGHEST NEED: Students and parents/guardians who are classified as Economically Disadvantaged will be notified of the availability of the lending equipment and Wi-Fi hotspot devices. Parents and guardians who wish for their child(ren) to have access to a Wi-Fi hotspot device will need to complete an Internet Agreement. In addition, the student and parent/guardian will be required to attend a mandatory meeting to review the proper care and use of the Wi-Fi hotspot devices.
Because students may not require Internet access every day, the District has chosen to allow eligible students to check out the Wi-Fi hotspot devices from the campuses in the same manner they would check out a book. Once the student and parent/guardian have met the stipulations, the campuses' library will be provided with a copy of the signed agreements. When students require a device, they will report to the campuses' library and check out the required device. The student will be able to keep the Wi-Fi hotspot devices for on a daily basis.

If students require the device for additional days, they can check and see if the device is still available to be checked out again. If the device has not been reserved by another student, the student can check it out for an additional day as needed. In case the device has been reserved, the student can add his/her name to the Technology Reservation Log. Once a device becomes available, he/she will be notified so that he/she can report to the library and pick it up.
The mobility of this device will allow the student to access the Internet at any location and not just at home. Therefore, the student will be able to utilize the device to work on class assignments anywhere. This includes: School buses when traveling to and from campus; a friend's house if working together on assignments; and more. This Internet availability is vital to the success of the program due to the fact many students do not go straight home after-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).

ALIGNS WITH CURRENT CURRICULUM, INSTRUCTION, & CLASSROOM MANAGEMENT PRACTICES: 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 practices on its campuses. Significant efforts have been made to integrate technology into the daily coursework. Therefore, the added resources afforded through the purchase of the personal and Wi-Fi hotspot devices will help ensure all students have equitable access to digital instructional content off campus. The online supplemental materials students will have access to for studying, writing, or researching will serve to keep students interest focused on learning. This will foster a holistic-learning approach the campuses encourage in each of their classrooms.
CURRICULUM: The campuses create online classroom lesson plans to include: ABC Mouse, for Reading and Math, Google Classroom for all subjects. These lessons are made available online for students to complete and review at home. With the ability to receive Internet access before and after-school, as well as, off campus at locations with Wi-Fi, 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 can 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 can 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.

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: Rotan District School provides its students with a host of digital content geared to assist in addressing any learning gaps. These include:

- Rotan Elementary (PK – 1st) – ABC Mouse
- Rotan Secondary (6-8) Google Classroom, and (6-12) Houghton Mifflin Harcourt for English

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 can 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 can 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' USE OF DEVICES: The District is confident the campuses have 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 the campuses will be the critical element in supporting the TLG.

• Hardware – Each campus has the hardware infrastructure available to support the added technology. This includes document cameras, projectors, storage/charging carts, etc. Additionally, each campus has the network capability to support the added devices that may be utilize at the campuses. The hardware infrastructure provides the foundation for software applications, computer programs such as graphics or spreadsheets, and the TEKS content.

• Software - The software utilized by the District to provide digital instruction reflects up-to-date knowledge from scientifically based research and effective practices. The 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 – Human capital is the most significant resource available in the District's 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 trainings, peripheral devices (i.e. document cameras, electronic panels, clickers, etc.), and programs geared to enhance their ability to utilize technology in their daily lesson plans.

TECHNICAL SUPPORT ADEQUATE TO SUPPORT USE OF DEVICES: The staff at the campuses are well-versed in the use of all types of technology devices. Each teacher has the knowledge and experience to assist students in troubleshooting their devices and answering any questions they have. In addition, teachers were provided with trainings on the digital content that will be utilized. The Technology Director will provide technical support to all participating staff members. The Technology Director's experience ensures he has the capabilities to make the program successful. Moreover, the Technology Director 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 campuses, the student will be allowed to check out a device on a 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 TLG at the campuses. 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 three (3) days at a time, on a needed basis, the District anticipates the added devices will be enough 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.

EQUIPMENT MAINTENANCE: Upon purchase of the devices and installation of software and applications, a system recovery drive will be created for each device. Each time a device is returned, a system recovery will be initiated which will delete all documents, search histories, passwords, & files. Thus, ensuring the device is ready for the next student to use.

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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	Rotan High School	Campus Number	76,904,001
2. Campus Name	Rotan Elementary	Campus Number	76,904,101
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	

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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 Hotspots - Provide Internet service access to online resources beyond school hours	4,500

SUPPLIES AND MATERIALS (6300)

Portable devices - Allow access to online resources after school hours to address academic deficiencies.	40,500

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY COSTS (6600)

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