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

Texas Education Agency

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
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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):

Applicant Information

Organization: Marshall Independent School District | CDN: 102902 | Vendor ID: | ESC: | DUNS: 069751378

Address: 1305 E. Pinecrest | City: Marshall | ZIP: 75670 | Phone: 9039278700

Primary Contact: Melinda Jennings | Email: jenningsme@marshallisd.com | Phone: 9039278700

Secondary Contact: Anika Perkins | Email: perkinsa@marshallisd.com | Phone: 9039278700

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: Dr. Jerry Gibson | Title: Superintendent

Email: gibsonj@marshallisd.com | Phone: 9039278700

Signature: | Date: 12-19-19

Grant Writer Name: Melinda Jennings | Signature: | Date: 12-19-19

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

2020-021334

701-20-110-180

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
Students need to improve their academic achievement, such that performance gaps are eliminated for economically disadvantaged students (76.6% of the targeted population) and English learners (19.8% of the population)	MISD's "Technology for Learning" grant initiative enables students to self-direct their requests for learning support by providing resources to complete assignments, prepare for tests, and work on projects at home. The initiative will provide equitable access to digital learning through Internet access for educational use both on and off campus in which students can access curriculum anywhere, anytime. Wireless hotspots will allow the district to provide equitable Internet access to students in need, supplementing the access to digital resources within the district. Students will be able to access online curriculum resources at home/outside the classroom and through digital classroom resources.
Students need to increase the amount of time they spend on learning activities. Students need devices that enable them to access the Internet outside of school.	Students in the economically-disadvantaged and "at-risk" populations typically need more time on task to combat the lack of experiences and/or the language deficiencies. More focused and prescriptive time on tasks supports increased achievement. MISD's "Technology for Learning" grant initiative enables students to study at home in the same manner as they do at school. The initiative provides devices to students on a short-term, check-out basis. Providing access to devices and/or hotspots will provide access to participate in online learning form home which provides the same learning opportunities as students that have home access. Parent Involvement will increase, because parents can access the online gradebook and communicate with teachers.
Students need access to MISD instructional materials, resources, and collaborators outside of school that are equivalent to the resources they use in the classroom. This includes access to Internet services, delivered in a way that extends their learning beyond the classroom.	MISD's "Technology for Learning" initiative provides access to the Internet and the many associated resources. Service will be configured such that students use their school login to sign on, have the benefit of MISD firewall and anti-virus protection, and benefit from standard district content filtering. Students enrolled in pre-AP, AP and dual credit courses that do not have access to technology outside of the classroom will have improved learning opportunities through this initiative. Homebound students, pregnant students and those enrolled in alternative schools would also have access to the same opportunities because of this initiative.

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.

Increase the number and percent of high-need students at the secondary level who have access to electronic learning resources through the use of Chromebooks and internet connectivity both in school and at home during 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

- Complete needs assessment to identify students for the lending grant.
- Contracts with students and parents of the target population will be signed and on file.
- Orientation for eligible students will be completed.
- 85% of devices will be issued.
- Usage reports will indicate an increase in the number and percentage of time that the target population of students are spending on the online curriculum and other programs. The goal is for every student issued a device logs at least 30 minutes 2 times per week outside of school hours for a total of 60 minutes.
- Common assessments in first six weeks will be the baseline for performance.
- 100% of students issued devices are economically disadvantaged or meet the at-risk criteria

Measurable Progress (Cont.)

Second-Quarter Benchmark

- All students issued a device continue to log access outside of school at least 30 minutes 2 times per week for a total of 60 minutes. Data usage reports will confirm usage. 25% of students are logging 30 minutes 3 times a week for 90 total minutes of use outside of school.
- Students are maintaining passing grades and demonstrate growth in core content areas. Report cards, Progress reports, common assessments, math and reading STAR Renaissance Data
- 95% of devices are issued to identified students with signed loan agreements and completed orientation.
- 95% of student devices are maintained and functioning properly on check in dates. Visual and technical check by technology personnel to verify.
- ~~100% of students issued devices are economically disadvantaged or meet the at-risk criteria.~~

Third-Quarter Benchmark

All students issued a device continue to log access outside of school at least 2 times per week. Data usage reports will confirm usage. At least 50% of students are logging use of 30 minutes 3 times per week for at least 90 total minutes.

85% of students issued a device pass the District Spring Benchmark.
100% of students issued a device are economically disadvantaged or meet the at-risk criteria.
95% of devices are issued to identified students with signed loan agreements and completed orientation.
95% of devices are still in good working condition at visual and technical check by technology personnel.

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.

MISD will utilize five primary data sources to evaluate and monitor program success. These five data sources include: (1) at-home internet access; (2) device usage; (3) use of MISD online instructional resources; (4) extended learning time; and (5) academic achievement. The following table depicts the indicators of accomplishment for each data source.

Evaluation Method/Process	Associated Indicator of Accomplishment
At-home internet access	#/% students households served, #/% signed user agreements, and #/% parents responding to end-of-year feedback surveys
Device usage	#/% eligible students checking out Chromebooks and hotspots, # checkouts, and availability data (requests met vs wait-list)
Use of MISD online instructional materials	Personalized learning data gathered by resources that offer such a feature, teachers' anecdotal records (ex: lesson plans), and teacher-created playlists of activities personalized for each student
Extended learning time	Duration of time for at-home use of network (login/logout data, quarterly), usage reports from specific programs/apps that offer such a feature, and records showing student completion of playlist tasks
Academic achievement	District progress monitoring (DPM) assessment results, report-card grades, STAAR and EOC performance data

Data Collection

Students will check out Chromebooks through the library. Librarians will collect data that show which of the eligible students utilize the devices, the frequency and duration of each checkout, and the grade levels of the students accessing the equipment. Librarians will also provide data on what percentage of students in the eligible group utilized the devices. Data will also be collected on the number of eligible students who were not able to check out a device due to lack of availability.

For each six-weeks grading period, data will be collected on the students who utilize the checkout service. Data collected will include the duration of time students access Internet resources, Internet sites accessed including MISD online instructional services, programs/apps accessed, and playlist completion. Data will be analyzed by campus staff to determine next steps in promoting device checkout.

MISD has a very robust data warehouse and advanced data management software that allows district administrators to easily access a myriad of student data. Specific data related to academic achievement, such as student-level academic data from District Progress Monitoring assessments, report-card grades, and STAAR and EOC performance as well as attendance data will be electronically collected through MISD's data management software. The data will be pulled by campus for each student participating in the project. Data will then be summarized by school and at the district level.

Problem Correction

Immediate project delivery problems related to home access of the Hotspots will be addressed through MISD's existing Customer Care Center. Students and/or their parents will be able to call the Customer Care Center to notify the district that their access or HotSpot is not working properly. At that point, the issue will be addressed by MISD technicians. At the campus level, problems with project delivery will be identified through the campus library media specialists. Students will be directed to inform the librarians of any issues with an electronic device they checked out. The librarians will then utilize the district's existing Tech Support System to initiate a request for service on the piece of equipment.

Each six weeks, the Technology Department will pull the usage data from the devices in the Lending Program. Campus Counselors and Administrators will gather the student grades and assessment data. The data will be reviewed by the campus with the help of the Technology Department to determine if the goals of the program are being met. At this time, the team can troubleshoot any aspects that are not working to increase student achievement. Since this will be an ongoing process, we can address changes to the program immediately. We do not want to wait until it is too late for change to impact student learning and success. If students are not logging the expected time away from school, we would need to reevaluate how we selected students for the program or review our orientation process of how to access the device and coursework. If students are not making the expected progress academically, we would need to look at what students are accessing from home. Are they accessing the correct resources, are teachers utilizing Google Classroom to provide additional resources, are the digital resources reliable and valid. MISD would also look at access time during the school day. We want to ensure that students are bringing the devices to school each day and accessing curriculum while at school. Which classes are requiring students to use the device? What programs are accessed while at school? Is the access at school impacting student achievement? In addition to these meetings, District Administration meets with each campus administration every six weeks for MavUp Meetings. In these meetings discussions revolve around student needs and how those relate to the various programs the district offers. These meetings will also be a source for determining when changes need to be made to the Lending Program and how to make them. Surveys will also be given to parents and students to determine if there are any barriers they are encountering to make this a successful program for students. We want the program to be attractive to students and parents. If there are reasons that students and parents do not want to participate, we need to know in order to sustain 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.

The "Technology for Learning" grant initiative will enable MISD to enhance access and improve technology fluency for groups of students who are experiencing an "all-or-nothing" situation as they have abundant resources at school vs. virtually none at home. Have a continuity of activity can make the difference for many learners—just as educators observe the "summer slide" in students' reading proficiency levels, a similar reversal of momentum can occur when students lack ongoing access to use the learning tools they need.

Existing Equipment Available to Students in MISD

In MISD, the strategy—which has been in operation successfully for many "generations" of devices—is to deploy technology resources (both new and replacement) by level and by content area. For instance, if it's middle school science's "turn" in the rotation, then all science teachers in grades 6-7-8 at the JH campus will receive updated technology within a given time frame, with relevant training occurring before, during, and after deployment as needed. This ongoing renewing and adding includes all aspects—hardware, applications, accessories, subscriptions, licenses, etc. Simultaneous deployment of technology resources to all teacher in a level and content area enables district curriculum coordinators to embed new applications into the curriculum, adjust instructional strategies to match, train teachers, and provide on-site coaching so that implementation is maximized.

Marshall ISD has been focusing on increasing the ratio of students to computers over the last couple of years. With the construction of new buildings, Marshall Junior High School (MJHS) has a Promethean Board for each classroom and Marshall High School (MHS) has a board for about 90% of classrooms. Marshall Early Graduation School (MEGS) has 2 boards available. MJHS has 6 virtual desktop labs. However, these are dedicated classrooms and not available for general use. MHS has 12 labs. These labs are dedicated for CTE use and other programs. The lab in the library is available for teachers to sign up for use. Each campus has chrome book carts available for checkout. MEGS and DAEP (Disciplinary Alternative Campus) have laptops available for students to access curriculum while at school. Because of the high demands of digital learning, the Lending Grant would help MISD move towards a 1:1 model. So much of the curriculum is online (core and CTE classes). All students need to have access to a device daily to reach their learning goals, access curriculum and test. Because we have been focusing attention an additional computer purchase for in school use, we have limited devices available for home use. Homebound and pregnant students have limited access to any district technology while at home. Even if students have the computer access, they may not have the Internet access. The Lending Grant would help MISD with making Internet access available to students outside of school. While some students do have access on their phones, it is not conducive to long term use on a daily basis. Students needing to complete assignments for Gifted and Talented or AP classes have limited access to district technology. This can limit access to this curriculum for some students.

Other Funding Available for Purchasing Student Devices

The district technology department has a plan for maintenance and replacement that is built into their budget. Additionally, Marshall ISD allocates some local funds toward the purchase of technology. Other grant funding sources are used to increase availability of technology to students. We utilize Title III funds as well as Perkins funds. We have also utilized CEIS funds to provide availability to interventions for students. The district will continue to use multiple resources to fund technology purchases in order to continue to achieve a better computer to student ratio. With the new buildings across the district, MISD now has the infrastructure to support 1:1 technology. The Lending Grant would help us to reach this goal, because the students that are issued devices will be required to bring them to school each day for use in the classroom. Additionally, this will help the district move toward having all students test online.

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.

MISD's "Technology for Learning" grant initiative will increase technology access for students by providing off-campus internet access, focusing the efforts on at-home access. Of the students identified to benefit from this grant project, 76.6% of them meet federal criteria to receive free or reduced-priced meals. Enrollment of these students spans two schools. It has been observed that economic need correlates with internet-connectivity need.

In the scope of accessing students' lack of at-home technology connectivity, a collaborative team of leaders from multiple district-level departments (technology, curriculum, research and grants) has identified additional locations with similar needs—students having very limited or nonexistent internet access—and is prioritizing the sites, taking into account the campus-level proficiency with instructional technology implementation. With its "Technology for Learning" proposal, MISD seeks to provide Chromebooks and HotSpots for 150 students at a time.

An objective of "Technology for Learning" is to replicate students' on-campus internet experience off-campus by providing high-speed remote internet connectivity at home, which enables the students to access textbooks, the internet, and other district web-based academic resources during times outside the regular school day. Parallel to the campus experience, users benefit from the same network security (for example, anti-virus projection) and content filtering (for example, blocking inappropriate sites) as they have at school, while they enjoy the added flexibility of using these resources at home. The two schools involved will be allocated Chromebook devices for students to check out as needed for at-home use.

In specific terms, the portion of the project focused on providing at-home internet for students will include the following components:

- Planning: Equipment needs and procurement process
- Infrastructure: Prepare Chromebooks and HotSpot devices for use on the two campuses
- Training: Communicate expectations, provide how-to lessons, and ensure understanding for all involved.
- Deployment: Implement the device check-out program

Program Overview

For its "Technology for Learning" initiative, Marshall ISD seeks funding in the 2020-21 Technology Lending Grant program for the purpose of bridging the "digital divide"—the gap in knowledge and skills observed between students who have access to modern information and communications technology, and those who don't. In the district's broad plan to accomplish this feat, the Technology Lending Grant funding will provide Chromebooks and hotspots to approximately 150 of the highest need students in Marshall ISD. To promote academic excellence, Marshall ISD must provide its learners with access to relevant technologies, tools, resources, and services for personalized learning. "Technology for Learning" will benefit the target population of impoverished students by extending their learning time, accomplished by providing them with the same technological connectivity and safety at home that they experience at school. These students will gain confidence as they improve proficiency and fluence with the web-based tasks required of today's learners and as they reach equality with their tech-savvy peers. Ultimately, addressing the digital divide will have the effect of closing the achievement gap. Today's students need to engage in meaningful learning, supported by digital materials through robust connectivity. This project's goal of providing equal access aligns tightly with the emphasis embraced by MISD's leadership, Board, and community. Deeply ingrained in district culture is the expectation that allocation of resources will be strategically determined so that all MISD students have comparable learning environments and experiences.

With the district's massive transformation plan—prompting the building of new schools and closing of others—achieving this equity is accomplished with centrally determined expectations being established for many areas, including staffing profiles, curriculum implementation, building-renovation schedules, safety-related improvements, and certainly technology deployment and integration. Funding from this grant will enable MISD to make progress in gains this instructional equity for the students identified.

Demographics relating to grant purposes: MISD, having a population of roughly 76% economically disadvantaged and over 19.8% English Learners, is focused on successfully supporting the academic progress of these groups of learners. Teachers are sensitive to student needs, and they differentiate instruction accordingly. Filling the gap—Internet connectivity at home and a device to access it—will provide students with tools they've been missing, allowing them to engage fully in a way that was not possible before. Students will be enabled not only to complete homework assignments, view academic videos and simulations, read online textbooks, continue research, work on projects, and collaborate with peers, teachers, and experts, but also to explore possibilities for enrichment and extension of their learning.

Needs assessment process: The needs assessment process that MISD uses is based on the Texas Continuous Improvement Framework, specifically the process outlined in the Texas Accountability Intervention System, which is provided to districts by the Texas Education Agency. MISD uses this needs assessment process to develop its District Improvement Plan and its Campus Improvement Plans. To oversee and facilitate procedural efficacy and reliable implementation, MISD's Central Office staff collaborates extensively with campus staff, district-level teams, Campus Leadership teams, and key community stakeholders. These participants review processes, examine data, evaluate outcomes, reflect on results, and recommend adjustments.

Plan for consistent, high-quality management: "Technology for Learning" will receive high-quality management from both the district and campus levels. Seeking to learn from the initiatives and refine best practices, MISD will keep "Technology for Learning" under watchful eyes, monitoring, adjusting, and documenting, so that it can optimize programming and procedures going forward. District-level leaders for "Technology for Learning" include the District Technology Director, the Assistant Superintendent for Curriculum & Instruction, and the Federal Programs Director. Campus-level personnel ensuring high quality of the project at the two schools include Principals, Assistant Principals, and Instructional coaches.

Target Student Population: The students chosen to participate in the "Technology for Learning" initiative will be targeted using the following high-need criteria.
1) Students classified as economically-disadvantaged
2) Students classified as "at-risk"
3) Students who do not have a device or wireless access at home
4) Students who have not met standard on a STAAR or EOC assessments
5) Students who are enrolled in AP, pre-AP, or Dual Credit courses
6) Students who are pregnant or home-bound

Students will be surveyed, relying on self-reporting, regarding their Internet accessibility.
After students are identified and loan agreements signed by students and parents, there will be an orientation to provide students and parents instructions on how to use the access device and the Chromebook. There will also be members of the campus and curriculum team available to provide students and parents with access codes for online textbooks, intervention programs, and how to access Google classroom.

The CIT (Campus Instructional Technologist) and the district technology department will provide support as needed. The internet provider will be the source of technical support for the hotspots.

Marshall ISD has an ongoing commitment to the goals of "Technology for Learning" for the initiative's value as an academic enhancement to these students in need—one that provides an innovative high-speed Wi-Fi design that is cost-effective and sustainable long-term. The major hurdle for this project is the initial expense of procuring the Chromebooks and Hotspots. Once this setup phase has been implemented, future expense is relatively minimal. The district is committed to absorb the long-term expenses of network traffic, customer care, and repair/maintenance.

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).

MISD's district philosophy is to maintain a strong, centralized curriculum that pervades all classrooms. To this end, MISD's central office includes a strong team of educators having demonstrated expertise with the teaching and learning process. Each content area is led by a coordinator.

All MISD content-area coordinators embed technology use, both hardware and software, into the curriculum. They also provide models and pedagogical descriptions of optimal implementation for supporting student learning. Coordinators facilitate staff development, where teachers learn how to use new and different technology tools specific to their subjects. Curriculum coaches model for and coach teachers to ensure that they implement new technology tools as designed to ensure that students' acquisition of content is maximized.

MISD has rich online instructional materials and resources both in classrooms and libraries. They include—just to name a few—textbooks, videos, simulations, research tools, library books, and Google Classroom collaborative tools. The student may also access teacher-created videos created for "flipped lessons," YouTube videos, Khan Academy demonstrations, and Gizmo simulations to review and deepen content understanding. The lending program projected for "Technology for Learning" would allow a student to have at-home access to all online assets available in the classroom. A student will access these resources with the same login and filtering protection that he/she experiences at school.

MISD is piloting multiple blended learning initiatives to increase student engagement, choice, and agency. "Technology for Learning" aligns with and enriches these blended learning tenets.

MISD has online coursework enabling students to recover credits and/or to earn original credit for additional courses. Students in this environment are allowed to work at their own pace. "Technology for Learning" allows students in these situations to accelerate their credit accumulation by working on the courses at home.

Through the district textbook adoption process, the committees look for and select curriculum with on-line availability of materials and resources. The district also invests in several on-line interventions and additional academic supports for students. Marshall ISD is also a Google district and utilizes G-suite for Education. At the secondary level, most of our teachers utilize Google classroom to create assignments, share notes, and post videos related to the content. Students also have the ability to collaborate with others on projects. The Marshall ISD Vision is: "Marshall Independent School District envisions that each learner is equipped to successfully achieve his or her vision and be a productive, contributing citizen in a global society." Students can't be competitive in a global society without digital skills. The at-risk and economically disadvantaged students will benefit from having a device they can use at school and at home. These students will be able to participate with their other peers that do have access at home. Students will have the ability to collaborate with others, finish projects, and have extra practice on concepts where they are struggling. Students that are homebound or in a disciplinary placement will still have access to the teacher through Google classroom. Students that may not take AP or Dual credit classes because of lack of Internet access will now have that opportunity to participate in those classes.

Communication between the teacher and parent can also be improved, because parents could access the students' grades and be able to email teachers. Parents can participate in their students learning, because they will now have access to see what assignments the student has. Online testing will be available to more students as we add devices to our inventory as well. The district develops tests for students with accommodations. For Special Education students issued a device, it will help with online testing for state tests as well as local tests.

The grant funds would allow for students to have devices that have a reliable Internet connection when they are away from school. It also allows for students to learn at their own pace and have resources to access when they need extra help. Students and parents would both receive training on the device and how to access the available resources.

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).

While MISD uses a rich variety of digital instructional materials throughout all foundation subjects, for all grade levels, at all campuses, two examples illustrate ways that the resources are being implemented at the classroom level, providing not only a repository for information, but also an environment enabling collaboration.

Digital textbooks and resources are available for ELAR, Math, and Social Studies. Science doesn't have the digital textbook, but there are resources available. Students also have access to a variety of other programs such as Star Renaissance, Imagine Math, StemScopes, and other educational programs. Social Studies uses Studies Weekly and all of the secondary teachers are required to utilize Google classroom to post materials for student availability. All of the classrooms have access to Interactive Boards or Promethean Boards specifically. The district had a Promethean trainer on site for entire the 2017-2018 school year to introduce the technology and teach teachers how to integrate it into their classrooms. In all grade levels, teachers use the interactive board to conduct group lessons. Chromebook carts are available for checkout if a teacher wants to assign a project they may require several days of work and research. Social Studies again utilizes the checkout system when students prepare for History Fair each year. Students use devices to research and in some cases create their presentations. More students could enter the History Fair and place higher if they had reliable digital capabilities at home to further their studies and create more cohesive and readable displays/presentations.
MISD started a blended learning model in math classrooms this year. Digital Learning is one of the mainstays of this model of learning. Students have digital assignments that are a part of their learning. The students have individual learning plans as well as collaborative assignments with other students. As we scale this model and take it to other subject areas, it is important to have the devices available to support the implementation. The Lending Grant can help support the implementation of blended learning in all core subject areas. Since students that are issued a device are required to bring them to school daily, they are equipped for blended learning each day in each subject area.

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 for Learning" program will provide the infrastructure and technical support needed for success.

Infrastructure

In general, educational networks have evolved from addressing district operational and administrative needs to serving both students and teachers in and beyond the classroom.

Technical Support

At the district level, MISD has a strong team of employees providing tech support—both those who focus on technical aspects of the system and those who have instructional experience. The district uses an online request/report system. Users not needing real-time help via phone can user this interface to notify Technology Services about issues, to request repairs, to iniative purchases, to report websites that need to be blocked/unblocked, etc. Entries into this system are routed to the appropriate support area. MISD is committed to identifying needs and implementing best practices for providing after-hours customer care so that students in the "Technology for Learning" project are supported fully.

Students in MISD will benefit in multiple ways from the Lending Program at home. The Chromebooks will be supported by the MISD Technology Department. The hotspots will be run through the district CIPA-compliant filter. Each school has wireless access points, so when the devices are at school they will connect to the Internet. The District Technology Department monitors the wireless connections continually. There is a technical specialist for Marshall Junior High School (MJHS) and a technical specialist for Marshall High School. These two individuals also support Marshall Early Graduation School (MEGS) and the Discipline Alternative Education Placement (DAEP) school since they are much smaller campuses. Each campus also has a CIT (Campus Instructional Technologist) to help support teachers as needed. The district has a ticket system in place for staff to request help with device technical issues if the campus CIT cannot troubleshoot the problem. If students have problems with their device, they will return them to the campus administrator assigned to oversee the Lending program (CIT, counselor, or principal). If they cannot troubleshoot the problem, they will place a ticket for the Technology Department to look at the device. These devices will be given priority in order to have the device back in the students hands as soon as possible. The Director of Technology and District Instructional Technology Coordinator are available for additional support and will be monitoring the process continually. The ticket system and checkout system will help us track devices for use and repair.

The connectivity at MHS, DAEP and MEGS was recently upgraded. MJHS was constructed 2 1/2 years ago and connectivity was addressed at the time of construction. The technology Department continues to monitor and implement upgrades and changes as needed. The district has a 40 gigabit backbone that interconnects each of the campuses. The backbone is supported by a 2 layer 3 Dell Network Switches. Each campus has a combination of Dell Networks layer 2 switches, each connected to each other with 10 gigabit fiber connections. The districts wireless network consists of a combination of ap110 and ap121 Aerohive access points. This wireless system allows devices to communicate using either 2.4 GHz or 5 GHz. The district has an igb fiber connection to the Internet. The system is upgraded as we add devices or find areas that need additional support. Our current system is designed for growth.

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.

On campuses selected to participate, MISD's "Technology for Learning" grant initiative will be administered as follows.

Operation of check-in/check-out

All technology devices are received through the Technology Department. They inventory and program the devices for use. When devices are ready, they will be delivered the MHS and MJHS Library for checkout. MEGS and DAEP will initially check out devices from MHS and then maintain student check out through Google forms at their respective campuses. Students and parents will only be issued devices after determining need, parents and students have signed the loan agreement, and parents and students have attended an orientation session regarding care and use of the device. A copy of the agreement will be given to the student, parent, campus CIT and the Technology Department. The campus librarian and CIT will work together in the check out/check in process.

This process will operate through each school's library, which already has equipment and systems for this purpose, along with staff who are experienced with such practices. Specific to this project, schools will implement the following procedures:

- Before school starts, the two campuses will ensure that teachers and librarians have received training regarding grant expectations, that equipment and supplies are ready for check-out, and that students have been identified.
- Campuses will communicate with parents involved and obtain signatures on user-agreement documents.
- In a class having grant-involved students, when a learning assignment requires after-school time the teacher will write a pass for eligible students, specifying a number of days that will vary depending on the assignment.
- A student needing a Chromebook will visit the library and use the pass to check out the device, at which time the librarian will make sure that the student thoroughly understands how to use it from home.

Oversight of the process

- Libarians will oversee check-outs, issue devices, follow up on returns, and track related statistics. Campus administrators and classroom teachers will collaborate and support, as warranted.
- At each campus, a collaborative team (administrators, teachers, et al) will work to build a schedule that considers projects, test dates, and student academic need. By continually monitoring and remaining mindful of students' needs, supply/demand for these devices can be balanced. If needed, prioritization of check-outs would differentiate by academic need, potential collaboration among siblings, and knowledge of students' personal devices.

Maintenance of lending equipment

- Any grant-purchased device found to be needing attention will be considered an equal part of MISD's pool of assets, eligible for whatever repairs or adjustments may be needed. Librarians have experience with procedures for submitting such requests to the district's extensive system of Technology Services personnel and resources.
- The grant budget does not include a line-item for Chromebook cases because MISD will continue purchasing a "ruggedized" version that has proven to be successful in minimizing wear and tear of devices.

In case of competing need, the teacher, campus counselor, and CIT will coordinate to work out a rotation of devices. Students that are economically disadvantaged, at-risk for not passing a state-mandated test or students with academic need (grades/common assessments) will receive priority. Students that have misused a device and/or have attendance or disciplinary issues are at a higher risk of losing their lending privileges. This will be taken into account in case of competing need.

Since students will be required to bring the device to school each day, there will be random spot checks of devices. There will also be a biweekly check of all devices. This will help the Technology Department maintain the devices, provide any needed updates, and in general hold students responsible and accountable. Devices will be checked in over the semester break. During the summer, the technology will clean, debug and re-image devices if necessary (as they do with all district technology).

CDN 102902 Vendor ID

Amendment#

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	Marshall H S	Campus Number	102,902,001
2. Campus Name	Marshall J H	Campus Number	102,902,041
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	

CDN 102902 Vendor ID

Amendment#

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)

Insurance agreement	14,000
Data plan	37,000

SUPPLIES AND MATERIALS (6300)

Computers and Hotspots	44,142

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY COSTS (6600)

Total Direct Costs	100,000
Indirect Costs	0
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	100,000