2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	Place date stamp here.
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #				Amendment #
Socorro Independent School District	071909				
Vendor ID #	ESC Region #				
1746029385	19				
Mailing address			City	State	ZIP Code
12440 Rojas Dr.			El Paso	TX	79928

Primary Contact

First name	M.I.	Last name	Title
Miguel		Moreno	Coordinator Instructional Tech
Telephone #	Email address		FAX #
915-937-1623	mmoreno@sisd.net		915-851-7221

Secondary Contact

First name	M.I.	Last name	Title
Ann		Darnell	Grant Writer
Telephone #	Email address		FAX #
915-937-4301	adarne@sisd.net		915-851-7517

Part 2: Certification and Incorporation

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jose		Espinoza	Superintendent of Schools
Telephone #	Email address		FAX #
915-937-0013	Jespin01@sisd.net		915-851-7572

Signature (blue ink preferred)

Date signed

2-2-18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 071909	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071909	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071909	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
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 assures 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.
4.	The applicant assures 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
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	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).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	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.
9.	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.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 071909	Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Salvador H. Sanchez Middle School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Funding from the Technology Lending grant will accelerate Socorro Independent School District's (SISD) *Operation Future Ready* initiative that invests in technology to advance teaching and learning, fully training educators to utilize new resources and offer more personal digital devices for student use. This initiative is a hands-on approach that will provide students with the skills needed to be globally competitive. As a data-driven district, Team SISD reviews each of its 47 campus assessment results to identify those campuses most in need of additional supports. Each year, Salvador H. Sanchez Middle School ranks near the bottom of our middle schools/K-8 combination schools in STAAR results. Located south of the freeway near the border of Mexico, Sanchez is 90 percent economically disadvantaged, 29 percent Limited English Proficient, 43 percent at-risk, and nearly all Hispanic. It is this demographic where we believe grant funding will have the greatest impact by providing equitable access to quality digital resources and instruction which no longer need stop at the end of the school day. With check-out wireless hotspots and take home laptops, we anticipate Sanchez students will be able to perform in the upper half of SISD middle school campuses on the 2019 STAAR assessments.

Sanchez Middle School is a smaller campus (665 enrollment) that needs additional supports in order for the 90 percent economically disadvantaged student population to have access to digital instructional materials off campus using personal student learning devices and Internet access. Current district initiatives are supporting all Sanchez 8th grade students and struggling 6th graders who have been unsuccessful in a traditional education setting who are now in our WIN Academy with a 1:1 device. Five wireless portable hotspots have been ordered for student usage off campus. Providing personal learning devices for the rest of our 6th grade is feasible through this grant so that all 6th grade teachers at Sanchez can maximize student learning opportunities in a technology-rich environment. Our decision to budget one 6th grade campus through Technology Lending funds is a more targeted approach that reaches a smaller number of students but will have greater impact, allowing us to reach our goal of improved state assessment results.

Technology Lending funds will be used to purchase 187 laptops with carrying cases for all 6th grade students not in the WIN Academy program (funded by other sources), and 65 portable WIFI hotspots on a one year service contract. Students will be expected to take their laptops home daily and return them the next day, fully charged. As class assignments dictate, students may check out a hotspot when needed. A needs assessment survey conducted with the Sanchez 2017-2018 6th grade students indicates that 65 additional hotspots should be more than adequate at the 6th grade level, allowing hotspots not checked out by these students to be used by the 7th and 8th grade students. Anticipated costs for laptops with case and maintenance plan are $699 per device for a total of $130,713. The restricted indirect costs are $9069, leaving $10,218 for hotspots. Vendor negotiations are ongoing for hotspots but we anticipate securing at least 65 12-month service contracts. Hotspot usage reports will provide data on number and percent of student use, by grade level, along with a wait list report so that we know if additional hotspots should be contracted. Other funding will be sought if this is deemed necessary.

Our needs assessment process is guided by our district vision, mission, and strategic directives. Using the overriding principle that we treat all children in our district as our own, we always strive to maximize each one's potential. Using data showing which campuses and which students need additional supports drives our budget planning and our competitive grant seeking. We actively seek both private and public funding support as needs are identified. Our 2017 national Best In Education award-winning Superintendent, Dr. Jose Espinoza, and our Board of Trustees, named as a Texas Honor Board and twice as a Region 19 Board of the Year, take a hands-on approach in leading this effort. When grant opportunities arise, Team SISD determines if there is a clear fit between grant purpose and need.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 071909	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Monthly leadership meetings and weekly Cabinet meetings are used at district level and campus site-based teams determine the individual needs of their campus based on their data. Professional Learning Communities (PLCs), both at campus and district level, are instrumental in determining when the process needs to be changed.

The Technology Lending Program will be led by our District Instructional Technology Coordinator who has the district vision, knowledge, and experience to serve as a technical advisor and to guide integration of technology into all classrooms. His team of Instructional Technology Specialists will work closely with core subject-area Curriculum and Instruction Officers to ensure teacher and student alignment in this technology-enriched environment that will put Sanchez Middle School at the forefront of 21st century education and the conversion into digital learning. Site-based personnel (the Tech Cadre team) and procedures are currently in place at Sanchez Middle School due to existing innovative programs at the campus. Check out and check in policies and procedures exist, along with the supporting handbook and forms. By using the same management team that has delivered consistent, high-quality technology initiatives, they are well versed in the problems that might be encountered and have developed an efficient methodology for minimizing down time and maximizing usage. Professional development is built into the management plan so that all teachers are supported in preparing their students to be effective creators, collaborators, critical thinkers, and communicators.

Our objectives and milestones found in Schedule #14 – Management Plan Part 2 will be assessed in our evaluation, using the milestone end dates as a key measure in determining the accuracy of our project plans. Timelines will be strictly monitored in order to gain a full academic year of usage necessary to accomplish our goal of improved STAAR assessment results. Processes for collecting data include usage reports, availability reports, surveys, student enrollment and attendance data, 3-week checkpoints, district benchmarks, progress monitoring, STAAR results, and classroom observations. Digital monitoring of subject material progress and mastery will be available with district-provided digital curriculum software. Availability reports for hotspots will be used to determine if additional hotspots are needed to ensure the equitable access for all students that lies at the foundation of this grant.

SISD leverages state, federal, local, and private (foundation) funds for its technology initiatives. All of our 47 campuses have a minimum of one computer lab. All CTE classes have adequate technology in the classroom. All our campuses have at least one COW (computers on wheels) that contain a classroom set of laptops that can be checked out by teachers for classroom work or after school tutoring. These COWs are wheeled carts/cabinets that provide laptop storage and efficient charging that can be locked and easily transported between classrooms. Each campus library also has a bank of computers that can be used by students. Team SISD Transforming Minds Through Technology innovative initiatives include Digitally Nurturing Academics 1:1, WIN Academy, Operation College Bound, and Operation Future Ready. Other funding sources support students from campuses with a strong military-connected student presence with technology (COWs, iPads, homework labs) and other resources.

All TEA program requirements are thoroughly addressed in Schedule 17, explaining Team SISD's infrastructure, alignment of existing mission and goals with the technology lending program, plans for providing home Internet access, and alignment to current curriculum, instruction, and classroom management policies and practices. The digital transformation of curriculum delivery has been occurring over the last decade district-wide.

Operation Future Ready is Team SISD's commitment to ensure the district remains at the forefront of 21st century education and the conversion to digital learning. WIN Academy, a student-centered program created to help ensure all Team SISD children have the opportunities and support needed to achieve academic success, and the district vision, *Tomorrow's Leaders Learning Today*, ensure that ongoing funding is committed so that *ALL* students, regardless of socio-economic status, will be empowered with the resources needed to be competitive in life.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 071909		Amendment # (for amendments only):		

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$10,218	$	$10,218
Schedule #9	Supplies and Materials (6300)	6300	$130,713	$	$130,713
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$	$	$
6.046% indirect costs (see note):			N/A	$9,069	$9,069
Grand total of budgeted costs (add all entries in each column):			**$140,931**	**$9,069**	**$150,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$150,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$22,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 071909	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	65 Portable WIFI Hotspots for student checkout – 1 year service contract	$10,218
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a and b) Grand total	$10,218

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 071909	Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$130,713
	Grand total:	**$130,713**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 071909		Amendment # (for amendments only):	

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	598	89.8%	Data taken from 1/12/18 report for Sanchez MS
Limited English proficient (LEP)	191	28.7%	Data taken from 1/12/18 report for Sanchez MS
Disciplinary placements	59	8.9%	Includes all O.S.S., I.S.S, and DAEP Placement for 7/31/17 – 1/31/18.
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

														Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							206	239	220					665

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Schedule #13—Needs Assessment

County-district number or vendor ID: 071909	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. S

Socorro ISD is a data-driven district that reviews each of its 47 campus assessment results to identify those campuses most in need of additional supports. Each year, Salvadore H. Sanchez Middle School ranks in the bottom half of our middle schools/K-8 combination schools in the State of Texas Assessments of Academic Readiness (STAAR) results in reading, math, writing, science, and social studies. Located south of the freeway near the border of Mexico, Sanchez is 90 percent economically disadvantaged, 29 percent Limited English Proficient, and 43 percent at-risk among its 6th-8th grade student body.

Our district needs assessment process is continual and systemic. Test scores are a primary needs indicator but not the only one used. Funding sources and availability, current district initiatives, student and campus demographics, and potential to achieve greatest impact are instrumental in the needs assessment process. District and campus leadership, teachers, parents, and students all have a voice. Surveys are administered to teachers, parents, and students. The culminating factor in determining best fit for this technology lending grant was the purpose of the grant – leveraging existing personal technology devices with the technology lending program for additional student access that will ensure equity in learning at school and at home.

The $8,768,397 biennium Instructional Materials Allotment (IMA) received by Socorro ISD is primarily used for textbooks. The small amount set aside for technology, licenses, etc. (less than 1 percent) is used for site/software licenses and an e-Tech program offered through the University of Texas at El Paso, where students/families gain college and career awareness while developing programming knowledge. Personal technology devices are purchased with federal, district, and other discretionary grant funding (foundations, Department of Defense, and Army funding). These funds allow us to support our special populations and several major district initiatives. Digitally Nurturing Academics (DNA) is a 1:1 initiative where every 9th grade student receives a laptop for usage throughout high school. When the high schools identified a need for earlier learning of usage and care, two middle schools, one was Sanchez, were able to implement DNA for 8th grade students. Another major initiative, WIN Academy, designed to close the achievement gap, provides personal devices and personalized learning in WIN classrooms. Sanchez currently has WIN Academy in 6th grade in two classrooms for 50 students. Sanchez will also receive five hotspots for checkout for those students without home Internet access through existing funding. A recent additional funding request for Sanchez will provide a 1 device to 2 students for 7th grade classes, so that nearly all students at Sanchez have access to a personal device.

Socorro ISD will use the Technology Lending grant to provide personal digital resources for off campus use while leveraging its existing infrastructure, professional development, Professional Learning Communities (PLCs), and district initiatives that include personalized, blended learning and a check out policy so that learning can continue at home. Proof that these initiatives are working is evidenced by the 2016-17 Texas Academic Performance Report where Salvadore H. Sanchez Middle met standards on the 2017 accountablility rating and received four distinction designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Social Studies
Top 25 Percent: Closing Performance Gaps
Postsecondary Readiness

#TeamSISD believes in treating every child as our own, leaving no child behind, and refusing to accept lower rankings among certain schools. SISD reviewed its student characteristics (n=46,574) and identified one campus that could achieve the greatest impact with a student technology lending program. The desired outcome is that this selected school will perform in the upper half of SISD middle/K-8 combination schools as opportunities are increased to ensure equitable access and globally competitive learners.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 071909	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Digital resources needed for in and out-of-class educational usage among economically disadvantaged youth were identified through a survey at the campus. Classroom teachers asked students if they had a computer or laptop and Internet access to complete research projects and homework at home. Many students reported no or old technology.	All 6th grade students who are not in WIN Academy (already receiving laptops as part of that program) will receive a new laptop that they will be responsible for charging and bringing to class daily. Students and parents will attend a "camp" learning the responsibilities and how to use their laptop for educational purposes. Laptops will be checked out at the beginning of the school year and turned in prior to the beginning of summer.
2.	Lack of Internet access at home precludes students from completing assignments and projects, along with limiting research where Internet is required. Hotspots can be "borrowed" by classes or individuals to take home for those lacking home Internet to complete homework, research, and projects, thus providing more equitable access at one of our poorest campuses.	All 6th grade students may check out a hotspot for educational usage, as needed, to complete additional work not finished during the school day. Hotspots not in use by 6th graders may be checked out by 7th and 8th grade students.
3.	Today's students need to engage in meaningful learning supported by digital materials. To promote academic excellence, students must have access to relevant technologies, tools, resources, and services for personalized and blended learning.	Research validates that classroom engagement in a hands-on, technology rich environment accelerates and deepens learning experiences. Developing new classroom instructional strategies that include student devices and adopting digital instructional materials will be emphasized through this grant.
4.	Lack of preparation for the high school "Digitally Nurturing Academics" (DNA) program has been identified as a hinderance to many entering 9th graders from our lower socio-economic areas. In 9th grade, students are expected to be able to use a 1:1 district-provided laptop with word processing, spreadsheet, presentation, and database applications.	In 2017-2018, 8th grade students at this campus were provided a laptop to better prepare for high school expectations. However, with this grant, students in 6th grade will receive a laptop for all three years of middle school, checking it out at the beginning of each year. The district will only need to provide funding for the 7th grade, allowing for a full implementation of technology at one of our lowest performing schools.
5.	SISD realizes the need to prepare our students for college and career. 21st century students need technology to be competitive and successful in life.	Operation Future Ready is Team SISD's commitment to ensure the district remains at the forefront of 21st century education and the conversion to digital learning. It is more than a technology initiative – it is about a hands-on approach to the teaching and learning process that will provide students with the skills needed to be globally competitive. This grant will fill a gap in acquiring the resources necessary on an equitable basis.

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Schedule #14—Management Plan

County-district number or vendor ID: 071909	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Technology Coordinator	Serves as technical advisor to all district instructional personnel, assists schools in planning for technology acquisitions, has knowledge of district vision, initiatives and needs, infrastructure, blended learning. Master's Degree, Minimum 5 years teaching experience
2.	Campus Principal	Administrative experience in implementing district curriculum to meet the needs of all students, administrative experience in instructional leadership, 3 years teaching + 3 years school administration experience. Requires Master's Degree, Principal Certification, T-TESS Certified
3.	Library Media Specialist	Provide instructional practices and instructional support to the campus via the library and via instructional technology. Minimum 2 years teaching experience, Librarian Certificate, Teaching Certificate, Minimum 12 semester hours towards Masters Degree in Library Science.
4.	Instructional Officers	Provide instructional support in specified core curriculum area, demonstrates leadership abilities, works with instructional support staff to provide the necessary resources to schools so that district and campus goals can be achieved. 5 years teaching experience + Master's Degree
5.	Instructional Specialist	Demonstrate appropriate skills, abilities, knowledge, initiative and organizational expertise in the area of teaching with technology and digital resources. 3 years teaching experience

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Provide equitable access for students without home computers	1.	Place order for 187 laptops and cases	05/01/2018	05/10/2018
		2.	Image and inventory laptops upon arrival	06/11/2018	07/16/2018
		3.	Parent Orientation	07/23/2018	08/03/2018
		4.	Delivery and Distribution	07/30/2018	08/10/2018
		5.	Student Orientation	07/30/2018	08/10/2018
2.	Provide equitable access for students without home Internet	1.	Place order for 65 hotspots	05/01/2018	05/10/2018
		2.	Update checkout procedures	05/01/2018	05/10/2018
		3.	Parent Orientation	07/23/2018	08/03/2018
		4.	Inventory hotspots	08/01/2018	08/03/2018
		5.	Student Orientation	07/30/2018	08/10/2018
3.	Provide students in-class active learning opportunities	1.	Digital Citizenship Sessions	07/30/2018	08/10/2018
		2.	Caring for Your Device Sessions	07/30/2018	08/10/2018
		3.	Windows 101 and Office 365	08/13/2018	08/24/2018
		4.	Blended Learning	07/30/2018	05/31/2019
		5.	Flipped Classrooms	07/30/2018	05/31/2019
4.	Improve STAAR assessment results	1.	Analyze 2017-2018 STAAR Results	07/23/2018	08/01/2018
		2.	Data Talks – Discuss periodic assessment data	08/20/2018	05/31/2019
		3.	Verify digital curriculum usage	08/20/2018	05/31/2019
		4.	Analyze district benchmarks	10/15/2018	03/08/2019
		5.	STAAR Testing	04/02/2019	05/10/2019
5.	Extend learning into the home environment	1.	Analyze hotspot usage	08/20/2018	05/31/2019
		2.	Analyze evidence of flipped classroom	08/20/2018	05/31/2019
		3.	Parent Information Sessions	08/20/2018	05/31/2019
		4.	Verify digital usage	08/20/2018	05/31/2019
		5.	Pre/post parent survey	07/23/2018	05/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 071909	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academic goals and objectives are monitored through 3, 6, and 9 week checkpoints where tests are given over the Texas Essential Knowledge and Skills (TEKS) covered during that timeframe. Lowest performing TEKS results are discussed with professional learning communities (PLCs) including campus administrators to identify potential professional development (PD) that can be offered after school, during PLCs, or through district-wide PD. Electronic classroom observations, using PowerWalks and Eduphoria, are additional tools used to provide feedback to teachers and administrators. District leadership, including Instructional Officers and Instructional Technology Specialists, conduct these walk-thrus with campus-based administrators. Data Talks are used to analyze and reflect upon goals and objectives and determine when adjustments are necessary.

Changes are communicated to administrators, teachers, students, parents, and members of the community through: 1) monthly leadership meetings, 2) monthly staff development at campuses, 3) Friday packets to board members, 6) coffee with the principal, 7) PLC meetings, 8) Town Hall meetings, 9) parent sessions, 10) Open House at the campus, 11) Family Nights, 12) student/parent/teacher conferences, and 13) School Improvement Team (SIT) meetings.

Non-academic goals, such as effectiveness of additional resources and services contracted or purchased, are monitored for quality assurance, price, performance, effectiveness, and efficiency. Negotiations with vendors are ongoing, building relationships to optimize district strategic directives.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District commitment efforts pre-date this grant opportunity. Operation Future Ready is Team SISD's commitment to ensure the district remains at the forefront of 21st century education and the conversion to digital learning. It is more than a technology initiative – it is about a hands-on approach to the teaching and learning process that will provide students with the skills needed to be globally competitive. Through Operation Future Ready, which is aligned to the federal ConnectED initiative, Team SISD is investing in technology to advance teaching and learning, fully training educators to utilize new resources, and offering more technological devices for student use.

The Digitally Nurturing Academics – 1:1 Laptop Initiative Handbook has already been developed. DNA campus roles for Librarians, Campus Help Desk Technician, CTE Computer Maintenance, a Campus Tech Cadre committee, Instructional Technology Specialists, Business Manager, and Assistant Principal are documented in it. A campus Web Store is available for those who can pay yearly usage/repair/lost/theft fees. Procedures for distribution, collection, and hotspot checkout are defined and documented. 6th grade WIN Academy classrooms already offer personal digital devices. 8th grade students also have laptops and a limited number of hotspots are currently being purchased. With this Technology Lending Grant, we will accelerate our existing district efforts, providing all other 6th grade students with laptops and adding to the quantity of available hotspots so that our students can obtain Internet access on an "as needed" basis.

This grant will complement our conversion efforts at one of our poorest, most-in-need campuses so that we can effectively compete in a neighborhood where equitable access needs prioritization. Our strategic directives for college and career readiness, highly effective faculty and staff, and home, school, community partnerships all align with this grant to maximize effectiveness of Technology Lending grant funds.

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Schedule #15—Project Evaluation		

County-district number or vendor ID: 071909 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Timely distribution and return of laptops	1.	Laptops ordered/received/imaged/inventoried/distributed by milestone date
		2.	Parent/student orientations successfully completed according to schedule
		3.	Efficient return of laptops at year end with minimal damage/loss
2.	Checkout procedure effectiveness	1.	Hotspots ordered/received by milestone date
		2.	Hotspot usage reports show active usage while checked out
		3.	Availability and usage data indicates correct quantity of hotspots
3.	Digital curriculum usage	1.	In-class digital instruction sessions result in efficient usage for learning
		2.	Blended learning/flipped classrooms observed during walkthroughs
		3.	Active student engagement using digital devices
4.	Extended learning in the home environment	1.	Parents indicate increased home learning and comfort with technology
		2.	Homework assignments successfully completed
		3.	Flipped classrooms expand time engaged in learning at home
5.	Improved STAAR assessment results	1.	Checkpoints provide evidence of increased core subject knowledge
		2.	District benchmark analyses indicate probability of improved STAAR results
		3.	2018-19 STAAR results place campus in top half of district scores

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for collecting data include usage reports, availability reports, surveys, student enrollment and attendance data, 3-week checkpoints, district benchmarks, progress monitoring, STAAR results, and classroom observations. Our objectives and milestones found in Schedule #14 – Management Plan Part 2 will be assessed in our evaluation, using the milestone end dates as a key measure in determining the accuracy of our project plans. Timelines will be strictly monitored in order to gain a full academic year of usage necessary to accomplish our goal of improved STAAR assessment results.

Usage reports will be run for hotspot checkout, digital curriculum instruction usage, flipped classrooms, and other active learning strategies implemented through the availability of personal digital devices. Other processes will include classroom observations and data talks, where professional learning communities (PLCs) analyze data, instruction delivery, progress monitoring, and recommendations for problem correction. The Tech Cadre Committee will be instrumental in evaluating all aspects of technology and making recommendations for program improvement. District Instructional Officers and Instructional Technology Specialists will assist teachers in implementing the conversion to blended learning. A pre/post survey will be administered with parents to identify any issues with comfort and understanding of how a digital learning environment can be used to better prepare students for college and career. Availability reports will monitor hotspot usage to determine if there is overage that can be used among other grades and/or if the district needs to purchase additional hotspots. Number of participants served will be identified through checkout data.

It is anticipated that problems with delivery of personal digital devices (laptops/hotspots) will be minimized by previously established relationships with vendors and involving them in the grant planning process and timeline. Socorro ISD departments (Technology Services and Curriculum and Instruction) have also been instrumental in grant planning. Updates to our checkout procedures are planned, accounting for recommendations received through other district initiatives. Any unforeseen problems will be first addressed by the project lead, the District Technology Coordinator.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 071909	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Operation Future Ready

Socorro Independent School District (SISD) is committed to preparing all students with the skills needed to be globally competitive. For this, Team SISD is ensuring the district remains at the forefront of 21st century education and the conversion to digital learning. Through Operation Future Ready, which is aligned to the federal ConnectED intiative, Team SISD is investing in technology to advance teaching and learning, fully training educators to utilize new resources, and offering more personal digital devices for student use. It is more than a technology initiative – it is about a hands-on approach to teaching and learning that will provide students with the skills needed to be globally competitive.

SISD leverages state, federal, local, and private (foundation) funds for its technology initiatives. All of our 47 campuses have a minimum of one computer lab. All CTE classes have adequate technology in the classroom. All our campuses have at least one COW (computers on wheels) that contain a classroom set of laptops that can be checked out by teachers for classroom work or after school tutoring. These COWs are wheeled carts/cabinets that provide laptop storage and efficient charging that can be locked and easily transported between classrooms. Each campus library also has a bank of computers that can be used by students.

Digitally Nurturing Academics (DNA) – A 1:1 Initiative

Through DNA, a portable, networked digital device is issued to each student. Having their own device allows students the opportunity to engage with their teacher and other learners or experts. Students will use multimedia resources, software and on-line tools within real-world contexts for learning. In SISD this 1:1 environment will prepare students to be globally competitive upon graduation by aligning teaching and learning with today's 21st century skills. Students will be prepared to be effective:

- Creators
- Collaborators
- Critical Thinkers
- Communicators

The DNA initiative was implemented at Socorro High School with the freshman class in 2014-2015, followed by Pebble Hills High School freshmen in 2015-2016. Two additional comprehensive high schools were added each of the following two years, culminating in all six comprehensive high schools with a 1:1 initiative for all 9th grade students. Students are assigned these computers for all four years of high school, resulting in an additional grade added each year until all high school students have usage of a laptop while enrolled in SISD. The DNA 1:1 initiative has been added for 8th grade students at two of our nine middle school campuses, including the middle school selected for this grant.

WIN Academy, designed to close the achievement gap, is a student-centered program created to help ensure all Team SISD children have the opportunities and support needed to achieve academic success. WIN is an acrostic that outlines the keys to winning in life: **W** – Work Hard, **I** – I Can Do It Attitude, **N** – Never Give Up.

Students who have not been successful in a "traditional" school setting are able to accelerate their learning in a fast track, demanding, flexible education system that provides more instructional time, more personalized learning, and a more rigorous, college bound learning environment. Laptops are provided for each WIN Academy student and teacher, where hands-on, project-based learning and blended learning is structured within daily classroom management. Currently, 19 schools have WIN Academy in 2nd through 7th grade (76 classrooms). Through private and district funding, hotspots may be checked out for those students without home internet.

Other funding sources include three national discretionary grants awarded by the Department of Defense, where students from campuses with a strong military presence receive additional funding for technology (COWs, iPads, homework labs) and other resources. Finally, the Army funds an after-school program at nine middle/high schools, providing additional technology resources (excludes Sanchez Middle School due to low number of military-connected).

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 071909	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Socorro ISD's Vision, **_Tomorrow's Leaders Learning Today_**, directly aligns with the technology lending program and federal ConnectED initiative to transform 21st century education. Socorro ISD's Digitally Nurturing Academics (DNA) initiative is a 1:1 learning environment designed to create transformational, digital age instruction and increase student achievement. The initiative is driven by the District's Strategic Directions; **_Safe and Supportive Learning Environment, College and Career Readiness,_** and **_Home, School, Community Partnerships._** It is intended to help meet our Future Ready goals to prepare our students with 21st century skills, blending their learning and utilizing engaged learning strategies.

The conversion to digital learning supports teachers (Directive 3: **_Highly Qualified, Effective Faculty and Staff_**) in the new instructional delivery method and addresses the district's vision for globally competitive student learning. Future ready was designed to set a roadmap to help districts achieve personalized student learning success while ensuring that students are prepared for success in college, career and citizenship. The Future Ready Framework is a roadmap aligned to 7 "Gears" which will aide in ensuring successful conversions at Socorro ISD. The 7 Gears are:
1. Curriculum, Instruction and Assessment
2. Use of Space and Time
3. Robust Infrastructure
4. Data and Privacy
5. Community Partnerships
6. Personalized Professional Learning
7. Budget and Resources

21st Century Learning
The Framework of 21st Century Learning helps teachers and leaders define the skills and knowledge students need to succeed in life beyond classroom walls. This framework is being used by hundreds of schools across the U.S. in support of putting 21st century skills at the core of students' learning; as it represents not only expected student learning outcomes but the support to be provided along the way. There are four elements that describe what is necessary to ensure 21st century readiness for every student. These elements are:
1. Content Knowledge and 21st Century Themes
2. Learning and Innovation Skills
3. Information, Medial and Technology Skills
4. Life and Career Skills

Optimizing our students' academic, artistic, athletic, and interpersonal skills (Socorro ISD's mission) requires 21st century technology at school and at home. As our transformation to personalized student learning progresses, we realize the need to provide the necessary resources to all our students. Some of our schools are located quite near the border of Mexico, where a large number of students are at-risk and almost all are economically disadvantaged. Many are unable to afford Internet access and computers so learning involving technology ends when they leave school. The technology lending program allows us to offer 187 more personal digital devices and hotspots on a check-out basis so that students gain the skills that will be needed as they progress in middle and high school. As our students' learning environment continues to evolve, they will be equipped with the necessary resources to make the transformation. Not only will they be provided with a laptop to use at school, but the means to take the device home and continue their learning – leveling the playing field for those without equitable access.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 071909	Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Socorro ISD has implemented the process of providing wireless internet hotspots for checkout to students at campuses with the highest levels of economically disadvantaged students. These devices are available at the campus for checkout use in accordance with current library materials checkout procedures and policies, as further described below. Salvador Sanchez Middle School is currently limited to five (5) such available units, which is far beneath the number needed to address the needs of the students who do not have internet access at home. Grant funding will allow for additional units to be acquired that would provide accessibility to all 6th grade students, with additional units being made available for 7th and 8th grade students.

The campus librarian will house the hotspot units in the library, using the district's library materials checkout system to inventory and manage the lending of units to students. Students will have access to check out one (1) hotspot unit for a period of five (5) days, at which point the student will return the hotspot unit to the library. A "waiting list" will be kept to allow for students who wish to check out a hotspot unit when all of the units are checked out. The next student on the list will be given priority to check out the returned unit. If there are no students on the "waiting list," the student who checked out the unit being returned has the option to re-check out the unit for another five (5) day period. Any student not returning the unit at the end of the five (5) day period, is subject to being assessed a fine, in accordance to the district's policy. Nevertheless, the mission of Socorro ISD is to educate and treat every child as if they were our own, and the message to them is that our desire is to make these devices available to as many students as possible, as often as possible, in an equitable manner.

If hotspot availability becomes problematic, the 5 day checkout period will be reviewed so that teachers can make assignments requiring home Internet use, as necessary.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 071909	Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers and students in Socorro ISD are surrounded by an atmosphere which promotes the effective integration of technology to create technology rich environments that will be conducive to blended learning opportunities. All of the traditional curriculum resources, instructional and classroom practices are focused on building this type of instructional setting. Strategies such as Fundamental Five, Sheltered Instruction Observation Protocol, Kagan Structures, AVID strategies, and Co-Teach models are designed and implemented for solid classroom instruction. Teachers and campus support staff are supported with the implementation of these components through training and materials provided by district-level support staff, including Instructional Officers, Bilingual/ESL Specialists, Special Education Specialists, and Instructional Technology Specialists. Additionally, the district contracts with consultants on occasions when both district and campus need additional backing. Ultimately, students are the benefactors of a system whereby the implementation of best instructional practices are delivered through a network of professional educators intent on delivering the best possible learning experiences for students.

The lending program will allow for the expansion of these strategies into the digital realm, whereby additional resources, knowledge, and experiences can be reached. Teachers will be able to simplify their lessons, knowing that all students on their roster will have access to the technology needed to deliver instruction in this innovative manner with the flexibility of extending assignments, interventions, projects, and activites outside of the normal school day structure. Students will also benefit from the access to internet services at home, allowing them to pursue both educational and personal interests that builds background to activate schema back in the classroom. Providing students with the technology necessary to have these experiences levels the academic playing field as compared to more economically advantaged peers, to improve their opportunities to succeed post graduation.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The digital transformation of curriculum delivery has been occurring over the last decade district-wide. The district has purchased licenses to digital textbook adoptions for all foundation curriculum subject areas (math, english language arts, science, and social studies). A district-wide adoption of Nearpod will be implemented in the 2018-19 school year to leverage the access to technology equipment and digital resources with the functionality of real-time feedback to adjust instruction accordingly. Students learn the technology operation skills while engaging in activities that develop college/career readiness skills such as collaboration, communication, critical thinking, problem-solving, time management, and self-paced learning. Digital curriculum is extended through the learning experiences that allow students to expand their knowledge base through exploration that leads to additional research based on personal interests. As students are immersed in technology rich and blended learning environments within our schools, their learning is further differentiated and personalized by extending the learning outside of the brick and mortar classroom. Having access to global resources that encompass information, people, locations, experiences, and programs which would otherwise be inaccessible to students with limited resources puts them on the path to being global citizens and prepared to compete on a global scale.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 071909	Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Socorro ISD has a state or the art, 21st century network at it's core. The network links all campuses with 10 GB connections throughout. The entire district is outfitted with multi-gigabit wireless service within and around the perimeter of its campuses. The network is sustained with firewall, antivirus, and content filtering solutions to provide robust data flow to all stakeholders, resulting in a safe, positive online experience. Laptop devices benefit from the same antivirus and content filtering when used outside of the district network.

Technical support is provided by a strong team within the Department of Technology Services.
1. At the district level, the following staff members provide technical support through a work order system that accepts submissions via phone call and/or online:
   a. Two (2) Network Administrators
   b. Two (2) Wireless Network Administrators
   c. One (1) assigned Hardware/Software Technician, who has multiple campuses assigned, but supported by a team of fourteen (14) additional technicians who are always on-call to support emerging needs
   d. Two (2) District Help Desk staff members who respond to phone calls, emails, and work order requests and concerns
2. One (1) Instructional Technology Specialist, assigned to multiple campuses and supported by a team of eleven (11) other specialists. This team provides training and ongoing support to teachers, administrators, and students with all technology implementations and programs to develop proficiency in use and basic troubleshooting experience. They also serve as a liaison between campus and district staff to engage the appropriate staff and resources to resolve issues.

One (1) Campus Library Media Specialist is based at the campus and serves as the primary point of contact for technical issues, whom the Hardware/Software Technician relies on to sort through technical requests. Additionally, the librarian will be responsible for coordinating the issuance of the technology equipment provided to students, using the approved district asset management software.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071909	Amendment # (for amendments only):

TEA Program Requirement 6: 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. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In an effort to prepare 6th grade students and parents for the new learning environment they will become part of, orientation sessions will be provided. The Instructional Technology Specialist team will prepare lessons and work with the campus teachers, students, and parents to ensure students understand how to use their new devices while learning about digital citizenship, Office 365, and portable WIFI hotspot availability.

Laptops are checked out in the TIPWeb-IT fixed asset management system. Laptops will be distributed by the campus librarian after students and parents have attended the orientation session held at the beginning of the year. Students are responsible for the general care of the laptop they have been issued. Students will be provided with a DNA 1:1 Laptop Initiative Handbook which outlines the care, general precautions, and expectations for daily use at school. Students are expected to charge their laptops at home in the evening. Each student will receive a protective carrying case for their laptops.

While laptops are being repaired, loaner laptops may be issued to students when they leave their school issued laptop for repair. A student borrowing a laptop must sign a loaner agreement and will be responsible for any damage to or loss of the loaned device. The Tech Aide will log the laptop into TIPWeb-IT system for repair and will log that a loaner was issued. Laptops on loan to students having their devices repaired may be taken home. A member of Tech Support will contact students when their devices are repaired and available to be picked up.

Librarians will develop a schedule with the day and time for classes to return devices at the end of the school year. The same laptop will be reissued to the same student the following year The devices are labeled with student's name and ID. Missing items such as the power cord must be documented in TIPWeb-IT. A list of missing parts must be generated for order. Devices are then updated and re-imaged by Technology Services. Once reimaged, they are returned to the library for storage under lock and key following the established organizational system.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The DNA 1:1 Handbook details the care of student laptops, campus personnel involved in the check-in, check-out, and usage, and maintenance of equipment procedures, and additional resources (Socorro ISD Acceptable Use Policy, Digital Citizenship Resources, Standards and norms for using WIFI, Troubleshooting Solutions, Mobile Device-Loan and Damage/Loss Agreement, Procedures for Collecting Laptops, etc.)

Fees

Parents/guardians are responsible for fees linked to the use, care and maintenance of the laptop. There is a $25 annual usage fee. Payment arrangements may be made, if necessary. In the event the student transfers to another campus within the first 9 weeks, and the assigned laptop is in good condition and no repair history, the usage fee will be returned. There is a repair fee of $40 for any damages to laptops not covered under the warranty. All damages must be reported to teachers and administrators. Students will receive a loaner device while repairs are completed. In the event that a device is lost or stolen, students must file a report with SISD Security and/or Police Services and pay a replacement fee of $100. All fees collected are deposited into the account to be used for repairs and replacements. Any exceptions to these fees are considered on individual basis and require written administrative approval. Payments are made in the school office and deposited into the Usage Fee account. Students must present the payment receipt to the librarian for distribution. The librarian adds the transaction into TIPWeb-IT. Any student with their own device capable of running digitial learning applications may decline a DNA laptop and forego a usage fee. Technology Services will support these devices, when possible. No charge is required for hotspot checkout.

Socorro ISD asset tags are attached to every device during initial inventory. Asset tags may not be modified or tampered with in any way.

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