Texas Education Agency
Standard Application System (SAS)

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	Place date stamp here.
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	RECEIVED 2018 FEB -6 PM 2:20 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Paris ISD	139-909		
Vendor ID #	ESC Region #		
756002204	8		

Mailing address	City	State	ZIP Code
1920 Clarksville St.	Paris	TX	75460

Primary Contact

First name	M.I.	Last name	Title
Missi		Downs	Instructional Technology Spc.
Telephone #	Email address		FAX #
903-737-7400	missi.downs@parisisd.net		903-737-7515

Secondary Contact

First name	M.I.	Last name	Title
Dale		Loughmiller	Director of Technology
Telephone #	Email address		FAX #
903-737-7472	dale.loughmiller@parisisd.net		903-737-7484

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
Paul		Jones	Superintendent
Telephone #	Email address		FAX #
903-737-7473	paul.jones@parisisd.net		903-737-7484

Signature (blue ink preferred)　　　　　　　Date signed

Only the legally responsible party may sign this application.

701-18-103-222

Schedule #1—General Information	
County-district number or vendor ID: 139-909	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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 139-909	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
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	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: 139-909	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   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 #4—Request for Amendment	
County-district number or vendor ID: 139-909	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #8: Contracted Services	6200	$	$	$	$
2.	Schedule #9: Supplies and Materials	6300	$	$	$	$
3.	Schedule #10: Other Operating Costs	6400	$	$	$	$
4.	Schedule #11: Capital Outlay	6600	$	$	$	$
5.	Total direct costs:		$	$	$	$
6.	Indirect cost (%):		$	$	$	$
7.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 139-909	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 139-909	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.

Paris High School, Paris, TX

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.

Paris High School has 67% economically disadvantaged students. Only 48% of the economically disadvantaged students passed the End of Course STAAR English I test with only 37% of the students designated as ELL passing. (2016-2017 Texas Academic Performance Report). Providing students taking the English I and II EOC assessments with technology resources that allow them to research, collaborate, and communicate at home will increase motivation, engagement, and improve student achievement. The students will have 24/7 access to on-line data bases, productivity tools, creativity applications, electronic instructional materials, and learning management systems, along with access to text to speech and translation accessible software. This will allow students to reach our campus and district goals of making real world connections, promoting self-directed learning, and becoming life-long learners.

In order to provide our students with the most comprehensive digital resources to access electronic instructional materials at school and at home, we have found through research and experience that Chromebooks with the Google Apps for Education management suite give our students the best tools for increasing student achievement in all core areas, especially reading and writing. Using registration data from the 2017-2018 school year, we estimate that there will be 450 students enrolled in English I and II at Paris High School for the 2018-2019 school year. Of those 450 students, we would like to provide our economically disadvantaged and ELL students, estimated to be 300 students, a Chromebook with the Google Apps for Education package, a White Glove configuration service, and a 2 year laptop replacement warranty. A protective sleeve also will be provided for each Chromebook. This is a total cost of $79,716. In keeping with the goals of the grant to provide access to digital content and electronic instructional materials 24/7 to all students, those students who cannot afford wireless Internet access at home, will be given the opportunity to check out wireless access devices to collaborate, communicate, and research to increase student achievement. It is estimated from student surveys that 10% of the 300 students will need access to these devices. Sprint will provide the devices free of charge through the DIR program. A yearly charge of $8,397 will be paid for a group data sharing plan.

A comprehensive needs assessment is designed, monitored, and evaluated by a committee which includes the high school Principal, Librarian/Media Specialist, Instructional Technology Specialist, Director of Technology, and teacher representatives. This team meets to determine if goals are being reached and if any changes or revisions are needed. The Instructional Technology Specialist and Librarian/Media Specialist will manage all facets of the lending program. They will coordinate the assignment and disbursement of the Chromebooks and wireless access devices. They will monitor student use of the devices with web based filtering and monitoring applications, surveying all stakeholders, and meeting with teachers in weekly grade level planning meetings to help facilitate the program.

Evaluation of the program will be continuous. Grade reports of all students participating in the program will be disaggregated every three weeks to ensure that academic gains are being made. Benchmark results will be reviewed in all tested areas with special emphasis on the reading and writing scores in each TEK objective.

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All statutory requirements are met and addressed in this application. Funds will be used to purchase Chromebook computers with the Google Apps for Education management system installed for all devices. Wireless Internet devices will be available for check out to students who qualify in order to access digital resources and all electronic instructional materials at home. Chromebook computers purchased as lending equipment for students through the 2014-2016 Technology Lending Grant will continue to be available for students who do not fall under the economically disadvantaged or ELL designation to check out for home use.

All TEA requirements are answered completely and accurately in this application. The program described in this application aligns with the mission of Paris High School to equip each student with the knowledge and skills to be a life-long learner and productive citizen in an ever-changing world. The program described in this application provides students opportunities to build problem solving, critical thinking, and digital citizenship skills. A description of the process in choosing Paris High School as the campus with the greatest need of this grant program is detailed. Paris High School has a high number of economically disadvantaged students and requires devices to access electronic instructional materials in all core content areas. The lending program described aligns with the current curriculum by providing project based learning experiences for the students, as well as giving them access to required electronic instructional materials. Electronic instructional materials are used in all core content areas as main components of instruction and supplemental resources. A schedule of professional development for teachers in the use of electronic instructional materials is included in this application, along with the implementation of professional learning communities to provide continued assistance. A plan for providing home Internet access to students in need has been described. Working with Sprint, hot spot devices will be provided to these students. An application and check out system has been developed. Technical support will be provided to students by a campus technology technician employed by the school district. Support will also be available through the district technology department technicians. The check-out and check-in process will be administered through the school library. A digital scanning program will be used to account for all devices. The school Librarian/Media Specialist and Instructional Technology Specialist will set up and manage this process. The opportunity to check out a Chromebook and mobile hot spot for home Internet access will be given to students who have been identified as economically disadvantaged by the Texas Academic Performance Report for the 2016-17 school year and through the Free and Reduced Price Meal application process for the 2018-19 school year. Students will be required to complete an application and present a parent or legal guardian signed form giving permission and attesting to follow the guidelines set. All technology lending equipment will be tagged with district asset tags as per local policy. A corresponding library identification label will also be placed on each device. A Technology Lending Agreement has been developed and implemented by the Instructional Technology Specialist, Director of Technology, Principal, and Librarian/Media Specialist. The present policy includes provisions for care of the devices and acceptable use of the districts resources and the Internet. This agreement will be studied and improvements and necessary changes will be made to include in the deployment of the Chromebooks and mobile hot spots

The Paris High School leadership team is committed to the goals of the Technology Lending Program Grant. They will take the experience gained through the 2014-2016 Technology Lending Grant program to implement another quality technology lending program. They will collect and analyze implementation data, regularly observe integration lessons, view and evaluate integration projects and products, monitor all activities, and hold leaders and teachers accountable for a high level of use of the digital resources, electronic instructional materials and devices. They will meet monthly and analyze implementation data, provide feedback, training, tech support, and time and resources needed by campus based leaders, teachers, and students. They will equally support learning environments for students to use their digital devices and resources 24/7 in high school and at home. Paris High school will work diligently to procure funds to continue this program after the grant period has ended.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 139-909				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	$ 8,397	$0	$ 8,397
Schedule #9	Supplies and Materials (6300)	6300	$79,716	$0	$79,716
Schedule #10	Other Operating Costs (6400)	6400	$N/A	$N/A	$N/A
Schedule #11	Capital Outlay (6600)	6600	$N/A	$N/A	$N/A
Total direct costs:			$88,113	$0	$88,113
Percentage% indirect costs (see note):			N/A	$13,216	$13,216
Grand total of budgeted costs (add all entries in each column):			**$88,113**	**$13,216**	**$101,329**

Administrative Cost Calculation

Enter the total grant amount requested:	$88,113
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:	$13,216

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: 139-909	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	1 year data plan for mobile wireless internet hot spots	$8,397
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$8,397
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) Grand total	**$8,397**

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

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 139-909	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:	$79,716
	Grand total:	**$79,716**

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 #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 139-909	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$0
	Grand total:	$0

In-state travel for employees does not require specific approval.

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

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 139-909		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	**$0**

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: 139-909	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	300	67%	
Limited English proficient (LEP)	33	7.3%	
Disciplinary placements	36	.08%	
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:	X 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
										225	225			450

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 139-909	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.

Comprehensive district and campus needs assessments were used to determine the academic needs of Paris High School. This included collecting and analyzing student achievement data from all indicators on the Texas Academic Performance Report, local benchmark test results, and passing rates of students in all courses and grades. Attendance and student motivation to learn using technology was reviewed and analyzed during planning meetings and student, teacher, and parent surveys. A district technology need survey identified a greater interest in home lending devices for the students taking EOC assessments. Technology committees used surveys, interviews, focus groups and classroom observations to collect data on the patterns of classroom use of technology by both teachers and students. From this data, it was determined that the high school teachers and students were using technology at a higher degree than other district campuses. The surveys also showed that 80% of the teachers and 90% of the students felt that additional devices for students would increase student achievement. The data showed that 10% of the students did not have Internet access in their homes. Only 48% of the economically disadvantaged students passed the End of Course STAAR English I test with only 37% of the students designated as ELL passing. (2016-2017 Texas Academic Performance Report). 58% of the economically disadvantaged students passed the End of Course STAAR English II test. These tests are given primarily to 9th and 10th grade students. These students must take more End of Course state testing than any other grade level group and are consistently scoring lower than other grade level groups on benchmark testing and in core subjects. By providing these students with the opportunity to have 24/7 access to a digital device and Internet, they will have equity with other student groups.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 139-909	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.	The percentage of economically disadvantaged and ELL students on EOC English I and II State testing is well below State average.	Students would have the opportunity to use technology to access resources, collaborate, and communicate with teachers and peers through a robust suite of online applications at school and at home. They would have 24/7 access to electronic instructional materials for all courses. This would give them greater opportunities to engage in critical thinking and problem solving activities to build skills for higher student achievement.
2.	80% of the teachers and 90% of the students surveyed felt that the opportunity for students to have devices available for home use would increase student achievement.	Students would be given training and hands on experience with using 21st century technology skills to help prepare them for higher education and/or the work place. They will have an opportunity to complete research and assignments at home.
3.	Surveys, interviews, and planning meetings with teachers and staff determined that students were lacking skills to become life-long learners.	Students will develop skills to help them connect and collaborate with others. Through social media, collaborative writing products such as Google Docs, Google Slides, Hangouts, and G-mail students will be able to build learning and social networks.
4.	Students do not have devices needed to access electronic instructional materials for activities in all core content areas.	Materials adopted for all content areas require access to electronic instructional materials. Students will have 24/7 access to these materials through Internet ready devices. Mobile hot spots will be available for check out for qualifying students who do not have Internet access in their homes.
5.	A survey of students needs indicated that 10% of Economically Disadvantaged students do not have access to wireless Internet at home.	Students identified as economically disadvantaged and that do not have wireless Internet access at home will be given the opportunity to check out wireless access devices to collaborate, communicate, and research to increase student achievement.

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Schedule #14—Management Plan	
County-district number or vendor ID: 139-909	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.	Project Manager/Instructional Technology Specialist	The Instructional Technology Specialist will be the primary project manager. The Instructional Technology Specialist has held this position for the district for the past eight years. Educational background: BBA Marketing; MS Educational Technology; Principal's Certification. Experience as project manager for the 1:1 laptop implementation for the high school beginning in 2010. Project Manager for Tech Lending Grant 2014-2016. Instrumental in developing the policies for this program. Coordinates and facilitates all technology professional development activities for the district, as well as planning and coordinating the district's annual Technology Fair. Developed and presented numerous technology professional development classes. Experience in developing and facilitating technology rich lessons across the curriculum and grade levels to engage students in critical thinking, problem solving, and real world applications. 50% of time will be dedicated to the Technology Lending Grant.
2.	Director of Technology	The district's Technology Director has a Masters Degree in both Educational Computing (2001) and Physics (2008) from Texas A&M Commerce, and is presently working on his Doctorate in Curriculum and Instruction. He previously served as a science teacher, Technology Integration Specialist, Science and Technology Facilitator, Area 8 Director of TCEA, and Distance Learning Coordinator at Region 8 ESC. The latter position he oversaw the operation of a large Wide Area Network that consisted of 46 Northeast Texas districts linked together to share classroom resources through video conferencing and Internet services as members of the local NTRETN consortium. He has provided and presented professional development for teachers, managed several large science grants, created science units for a state-wide curriculum project in the areas of! PC and Physics. 25% of his time will be dedicated to the Technology Lending Grant.

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.	All teachers and staff participating in the Chromebook lending program help develop and understand the goals, objectives, and policies of the program.	1.	Developed timeline to meet with all teachers and staff as grade level and by department.	05/2018	06/2018
		2.	Met with project committee	05/2018	06/2018
		3.	Met with teachers in department meetings to go over curriculum specific objectives and answer questions.	05/2018	06/2018
		4.	Determined teacher representative to work with program committee.	05/2018	06/2018
2.	Gain student and parent support for Chromebook Lending program.	1.	Presented program to students and parents during orientation meeting to gain buy in.	08/2018	08/2018
		2.	Google Site is created and linked to school website to provide program information.	05/2018	05/2018
		3.	Promotional and informational program announcements are made through the school's closed circuit cable system.	08/2018	09/2018

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Schedule #14—Management Plan (cont.)	
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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.

Goals and objectives are monitored through data disaggregation of benchmark results, daily observations, surveys, interviews, and feedback from all stakeholders. Student achievement data reports are reviewed by campus teams, and school administration in weekly and monthly meetings. A wide variety of communication tools are utilized to communicate needed changes; face to face faculty meetings are held monthly, the district and school employ an automated messenger system to phone, text, an e-mail notifications, a robust web site for the district and each campus is maintained, local newspapers and media are kept informed through a public relations specialist; parent and community members are involved in informational meetings throughout the school year.

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.

Chromebooks purchased in the 2014-2016 Technology Lending Grant will continue to be available for checkout to students not included in the 2018-2019 lending program. All will be available for checkout through a library database. Students and their parents must sign the Student/Parent Agreement policy and show they have complete training on best practices and online safety and citizenship prior to checking out a Chromebook. The Chromebooks will continue to be maintained by the school technology technician. The same systems will be in place for both programs. Teachers receive ongoing technology integration training through professional development classes. This will help us meet the needs of all of our students. Additional Chromebooks and carts purchased with local funds for classroom use will help students participating in the 2018-2019 lending program build best practices for digital use.

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Schedule #15—Project Evaluation		

County-district number or vendor ID: 139-909		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.	Grade Reports/Benchmark Scores/EOC Testing Scores	1.	Student progress reports will reflect an average 5 point increase in grades in all core areas.
		2.	Benchmark results will increase by 10%.
		3.	EOC English 1 scores will improve to 75% and by 10% in all other tested areas.
2.	Classroom Observation	1.	Students are actively using the digital resources in Project Based Learning activities.
		2.	Teachers are facilitating the use of the digital resources to customize instruction to meet individual student needs.
		3.	
3.	Focus Groups	1.	Student and teacher groups verbalize ways that the digital resources are having 100% positive effects on student engagement and achievement.
		2.	
		3.	
4.	Surveys-Parent, Student, Teacher		Surveys reflect 95% positive feedback on benefits of program.
		2.	
		3.	
5.		1.	
		2.	
		3.	

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.

Student progress reports and attendance data will be collected every three weeks throughout the school year through the TxEIS student information system for all students participating in the lending program. Data will be disaggregated by core content area. Student benchmark and EOC assessment data will be collected through the DMAC solutions system and analyzed by skills and objectives after each assessment administration. Online surveys will be developed, administered, and data analyzed by the project team each 9 weeks in the 2018-2019 school year As problems are identified the project team will develop and administer interventions in the form of individual tutoring, peer tutoring, and student-parent conferences.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID:	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.

Chromebooks purchased in the 2014-2016 Technology Lending Grant will continue to be available for checkout to students in 11th -12th grades. Chromebooks and classroom carts purchased with local funds for classroom use only are available for teachers to share. Limited local funds are available for the purchase of student technology devices.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 139-909	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.

Paris High School's mission is to equip each student with the knowledge and skills to be a life-long learner and productive citizen in an ever-changing world. The program described in this application provides students opportunities to access electronic instructional materials, build problem solving, critical thinking, and citizenship skills. Students would be given training and hands on experience with using 21st century technology skills to help prepare them for higher education and/or the work place. They would have the opportunity to use technology to access resources, collaborate, and communicate to build a strong foundation for the future.

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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.

Mobile Hot Spots will be available to students in need through a DIR plan with Sprint. Devices will be provided and a monthly data usage plan has been agreed. Students who qualify as economically disadvantaged through the Free and Reduced Price Lunch program application process and then complete an application showing their need of a home Internet access device will be given the opportunity to check out a hot spot device. Students will check out the devices through the library check out system on an as needed basis for an agreed upon number of days. Chromebooks will allow for filtering of content while at home.

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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.

The Chromebook lending program aligns with the current curriculum by providing project based learning experiences for the students, as well as giving them access to required electronic instructional materials. The current classroom management policies include procedures and practices that specifically address student responsibilities and behaviors in relation to digital devices. Successful policies and procedures are in place from the previous netbook 1:1 program and lending program.

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.

Electronic instructional materials are used in all core curriculum areas. As a Google Apps campus, teachers use Google Classroom as a communication tool and assignment repository with their ELAR students. Students are expected to use the Google Apps suite for many assignments. Schoology LMS is used with English I students for collaboration, writing assignments, and formative assessments. A number of online databases are used for research, as well as ebooks for digital checkout. Algebra I and II, World History, World Geography, Biology, and Foreign Language students use Connect Ed to access online textbooks and learning tools. Biology and Chemistry use STEMScopes from Rice University. The main components are totally electronic/online.

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

Paris High School employs a full time Campus Technology Technician, Library/Media specialist, and Instructional Technology Specialist. The campus technology technician will be responsible for maintaining, repairing, and troubleshooting the digital devices. The district technology staff maintains the Local Area Network and wireless network for the building.

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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.

All English I and II economically disadvantaged and ELL students will be given the opportunity to participate in the program. After extensive training of students and staff, and informational meetings with parents are held, Chromebooks will be checked out through the school library using the Destiny Quest library database system. Students will come to the library during their English classes, and using their school issued library identification cards will check out a Chromebook that has been labeled for their use. The librarian/media specialist and instructional technology specialist will be responsible for these procedures. A campus technology technician will be available to troubleshoot and maintain the devices throughout the time of the grant.

The opportunity to check out a mobile hot spot for home Internet access will be given to students who have been identified as not having internet access availability. Students who meet this qualification will be required to complete an application and present a parent or legal guardian signed form attesting to their lack of means to rent or buy home Internet access.

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.

All technology lending equipment will be tagged with district asset tags as per local policy. A corresponding library identification label will also be placed on each device. The label will include the student's name, student identification number, home-room teacher, and assigned library identification number. Mobile Hot Spots will also be tagged with district asset tags and library identification numbers. All devices will be checked in and out to students through the Destiny Quest library database system. Reports will be run and devices will be checked each month to ensure the proper handling of the devices. A laptop replacement warranty will be included with the purchase of each Chromebook.

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