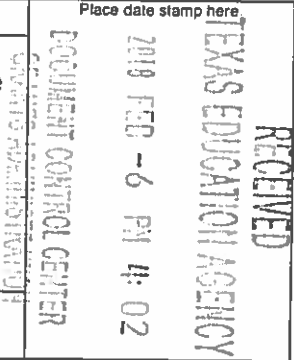


**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here
<b>Submittal information:</b>	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	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

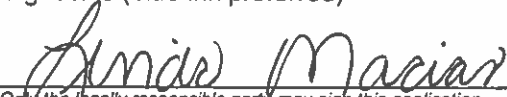
**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
Cypress-Fairbanks ISD	101907		N/A	
Vendor ID #	ESC Region #			
1746000654	04			
Mailing address	City	State	ZIP Code	
10300 Jones Rd	Houston	TX	77065-4208	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Kathryn	H	Sanders	Dir Federal Pgms & Grants	
Telephone #	Email address		FAX #	
281-517-2644	Kathryn.Sanders@CFISD.net		281-517-2126	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Becky	J	Cook	Dir Instructional Technology	
Telephone #	Email address		FAX #	
281-897-3804	Becky.Cook@CFISD.net		281-897-4744	
<b>Part 2: Certification and Incorporation</b>				

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
Linda	A	Macias	Assoc Supt Curr & Inst
Telephone #	Email address		FAX #
281-897-4118	Linda.Macias@CFISD.net		281-807-8639
Signature (blue ink preferred)			Date signed

  
Only the legally responsible party may sign this application.

2/2/2018

**Schedule #1—General Information**

County-district number or vendor ID: 101907

Amendment # (for amendments only): N/A

**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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*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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On this date:

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101907      Amendment # (for amendments only): N/A

**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
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101907

Amendment # (for amendments only): N/A

**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 #4—Request for Amendment**

County-district number or vendor ID: 101907 | Amendment # (for amendments only): N/A

**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**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	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: 101907

Amendment # (for amendments only): N/A

**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: 101907

Amendment # (for amendments only): N/A

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.

"Lending to Learn" will serve selected students from four campuses in Cypress-Fairbanks Independent School District (CFISD): Cypress Falls High School (49.4%), Labay Middle School (58.8%), Hairgrove Elementary (81.5%), and Owens Elementary (66.9%). Parenthetical figures indicate each school's proportion of economically disadvantaged students as reported on campus profiles for the 2016-17 TAPR. All are greater than 40%, as is required for grant eligibility.

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.

**Program Overview**

For its "Lending to Learn" initiative, Cypress-Fairbanks ISD seeks funding in the 2018-19 Technology Lending Grant program for the purpose of bridging the "digital divide"—the gap in knowledge and skills observed between students who have access to modern information and communications technology, and those who don't. In the district's broad plan to accomplish this feat throughout its considerable geographic area, the next locations identified to receive this added program (two mobile home communities) can, with funding from this grant, receive installation of the infrastructure required for providing a high-speed Wi-Fi signal, along with devices for check-out so that students who reside in these communities can login to the CFISD network from home, accessing the same Internet-based educational resources that are provided on campus. To promote academic excellence, CFISD must provide its learners with access to relevant technologies, tools, resources, and services for personalized learning. "Lending to Learn" will benefit the target population of impoverished students by extending their learning time, accomplished by providing them with the same technological connectivity and safety at home that they experience at school. These students will gain confidence as they improve proficiency and fluency with the web-based tasks required of today's learners and as they reach equality with their tech-savvy peers. Ultimately, addressing the digital divide will have the effect of closing the achievement gap. Today's students need to engage in meaningful learning, supported by digital materials through robust connectivity. This project's goal of providing equal access aligns tightly with the "Opportunity for ALL" emphasis embraced by CFISD's leadership, Board, and community. Deeply ingrained in district culture is the expectation that allocation of resources will be strategically determined so that all CFISD campuses offer comparable learning environments and experiences. With the district's rapid growth—prompting yearly attendance-zone boundary adjustments and resulting in frequent mobility of both students and staff—achieving this equity is accomplished with centrally determined expectations being established for many areas, including staffing profiles, curriculum implementation, building-renovation schedules, safety-related improvements, and certainly technology deployment and integration. Funding from this grant will enable CFISD to make progress in gaining this instructional equity for the students identified.

- **Budget development:** The team developed its budget for "Lending to Learn" by following a successful model recently used for a similar project. Having already determined best practices, consulted with providers, and identified durable equipment and hardware, the team has considered the components and services to be provided through "Lending to Learn" and has tailored them to fit the next sites and the target population of children to be served. Budget development for this project has taken into account the "supplement not supplant" provisions, along with the allowable/unallowable specifications provided in grant guidance.

- **Demographics relating to grant purposes:** CFISD, having among its 116,000 enrollees a population of roughly 50% economically disadvantaged and over 15% English learners, has a history of successfully supporting the academic progress of these groups of learners. Teachers are sensitive to student needs, and they differentiate instruction accordingly. Filling this gap—Internet connectivity at home and a device to access it—will provide students with tools they've been missing, allowing them to engage fully in a way that was not possible before. Students will be enabled not only to complete homework assignments, view academic videos and simulations, read online textbooks, continue research, work on projects, and collaborate with peers, teachers, and experts, but also to explore possibilities for enrichment and extension of their learning.

- **Needs assessment process:** The needs assessment process that CFISD uses is based on the Texas Continuous Improvement Framework, specifically the process outlined in the Texas Accountability Intervention System, which is provided to districts by the Texas Education Agency. CFISD uses this needs assessment process to develop its District Improvement Plan and its 91 Campus Improvement Plans. To oversee and facilitate procedural efficacy and reliable implementation, CFISD's Student Improvement and Accountability Department collaborates extensively with campus

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101907

Amendment # (for amendments only): N/A

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.

staff, district-level teams, Campus Performance Objectives Council members, and key community stakeholders. These participants review processes, examine data, evaluate outcomes, reflect on results, and recommend adjustments.

• **Plan for consistent, high-quality management:** "Lending to Learn" will receive high-quality management from both the district and campus levels. Because CFISD has only recently been able to implement plans addressing mobile home communities, these early projects will serve as models for future multi-family projects as the roll-out continues for years across the area. Seeking to learn from the initiatives and refine best practices, CFISD will keep "Lending to Learn" under watchful eyes, monitoring, adjusting, and documenting, so that it can optimize programming and procedures going forward. District-level leaders for "Lending to Learn" include the Chief Technology Officer, the Director of Instructional Technology, the Technology Services Department, the Assistant Superintendent for Curriculum & Instruction, and the Assistant Superintendent for School Improvement and Accountability. Campus-level personnel ensuring high quality of the project at the four schools include Principals, Directors of Instruction, Academic Achievement Specialists, Instructional Specialists, and librarians. Schedule 14 of this application provides additional information on this topic.

• **Evaluation and measurement:** CFISD will evaluate "Lending to Learn" using the indicators detailed in Part 1 of Schedule 15 of this application. Where possible, and where the data would be valuable (for improving programs, training teachers, refining procedures, etc.) the results will be examined by subgroups and/or by campus.

**Statutory Requirements**

"Lending to Learn" satisfies the following stipulations.

- CFISD remains diligent in its implementation of the fingerprinting requirement outlined in TEC §22.0834.
- Within this application, Schedule 16 describes (1) the availability of existing equipment to students in the LEA and (2) other funding available for the purchase of student technology devices.
- The proposal adheres to the "supplement, not supplant" mandate.
- The application submission includes CFISD's Technology Plan Approval Certificate from TEA.

**TEA Program Requirements**

CFISD's "Lending to Learn" proposal addresses all seven TEA requirements listed on pages 12-13 of grant guidance.

1. "Lending to Learn" aligns tightly with CFISD's vision, mission, District Improvement Plan, and marketing slogan, as described in detail on page 21 of this application.
2. The essay on page 22 of this application explains how "Lending to Learn" will provide Internet access to residences of students demonstrating the highest need for off-campus internet access.
3. Numerous ways that "Lending to Learn" aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es) are discussed on page 23.
4. On page 23, the essay describes—providing two specific examples in detail—how CFISD is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s).
5. Page 24's essay describes how CFISD's infrastructure and technical support are adequate to support students' anticipated use of devices provided through "Lending to Learn."
6. The description on page 25 covers how "Lending to Learn" 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.
7. On page 25, the final essay describes how CFISD will account for the "Lending to Learn" technology lending equipment per local policy.

CFISD has an ongoing commitment to the goals of "Lending to Learn" for the initiative's value as an academic enhancement to these students in need—one that provides an innovative high-speed Wi-Fi design that is cost-effective and sustainable long-term. The major hurdle for this project is the initial expense of purchasing the high-speed Wi-Fi signal equipment, installing it, and procuring the check-out devices. Once this setup phase has been implemented, future expense is relatively minimal. Because of these mobile home communities' proximity to CFISD property—such that CFISD can tap into its own network's high-speed Wi-Fi signal rather than paying a separate Internet service provider—after grant funding terminates, the district is well-positioned to absorb this small additional load of equipment and usage into its existing operations for network traffic, customer care, and repair/maintenance.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101907	Amendment # (for amendments only): N/A
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 411

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$66,845	\$0	\$66,845
Schedule #9	Supplies and Materials (6300)	6300	\$81,087	\$0	\$81,087
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$147,932	\$0	\$147,932
Percentage% indirect costs (see note):			N/A	\$2,068	\$2,068
Grand total of budgeted costs (add all entries in each column):			\$147,932	\$2,068	<b>\$150,000</b>

**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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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 101907		Amendment # (for amendments only): N/A
<b>NOTE:</b> 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.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	N/A	\$0
2	N/A	\$0
3	N/A	\$0
4	N/A	\$0
5	N/A	\$0
6	N/A	\$0
7	N/A	\$0
8	N/A	\$0
9	N/A	\$0
10	N/A	\$0
11	N/A	\$0
12	N/A	\$0
13	N/A	\$0
14	N/A	\$0
<b>a. Subtotal of professional and contracted services:</b>		\$0
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$66,845
<b>(Sum of lines a and b) Grand total</b>		<b>\$66,845</b>

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101907		Amendment number (for amendments only): N/A
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$81,087
<b>Grand total:</b>		<b>\$81,087</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101907		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
<b>Grand total:</b>		<b>\$0</b>

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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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 101907			Amendment number (for amendments only): N/A	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1	N/A	0	\$0	\$0
2	N/A	0	\$0	\$0
3	N/A	0	\$0	\$0
4	N/A	0	\$0	\$0
5	N/A	0	\$0	\$0
6	N/A	0	\$0	\$0
7	N/A	0	\$0	\$0
8	N/A	0	\$0	\$0
9	N/A	0	\$0	\$0
10	N/A	0	\$0	\$0
<b>66XX—Software, capitalized</b>				
11	N/A	0	\$0	\$0
12	N/A	0	\$0	\$0
13	N/A	0	\$0	\$0
14	N/A	0	\$0	\$0
15	N/A	0	\$0	\$0
16	N/A	0	\$0	\$0
17	N/A	0	\$0	\$0
<b>66XX—Equipment, furniture, or vehicles</b>				
18	N/A	0	\$0	\$0
19	N/A	0	\$0	\$0
20	N/A	0	\$0	\$0
21	N/A	0	\$0	\$0
22	N/A	0	\$0	\$0
23	N/A	0	\$0	\$0
24	N/A	0	\$0	\$0
25	N/A	0	\$0	\$0
26	N/A	0	\$0	\$0
27	N/A	0	\$0	\$0
<b>Grand total:</b>				<b>\$0</b>

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: 101907 Amendment # (for amendments only): N/A

**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	399	94%	—
Limited English proficient (LEP)	293	69%	Students counted are those currently receiving services and those in years 1-2 of monitoring (i.e., codes LEP, M1, and M2).
Disciplinary placements	41	10%	A student was counted if records show that he or she has one or more disciplinary placements.
Attendance rate	NA	96%	—
Annual dropout rate (Gr 9-12)	NA	0%	—

**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
19	36	31	35	48	40	36	36	23	23	32	22	28	16	425

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 101907

Amendment # (for amendments only): N/A

**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.

The "Lending to Learn" project will serve students enrolled at four CFISD campuses: Cypress Falls High School, Labay Middle School, Hairgrove Elementary, and Owens Elementary. The planning team selected these campuses because they serve two of the largest mobile home parks in CFISD. According to the Harris County Appraisal District:

- **West Houston Mobile Home Community** is a 23.9-acre property having 165 units.
- **Weiman's Mobile Home Park** is an 11.2-acre property with 92 units.

The combined population of 425 CFISD-enrolled PK-12 students living in these two mobile home parks is 94% economically disadvantaged and 69% limited English proficient. See additional student data in Schedule 12.

CFISD's needs assessment process advances through the following steps to identify and prioritize needs:

- **Step 1: Collect Data:** Collect all the relevant data needed to inform the needs assessment process. For "Lending to Learn," data collected included demographics, STAAR achievement data, and anecdotal data known about the mobile home parks.
- **Step 2: Review Data:** Examine the data gathered in Step 1, and write down "facts" that can be drawn from the data. For "Lending to Learn," some of these facts include the mobile home communities' high proportion of economically disadvantaged students, their rate of limited English proficiency, their lack of Internet access, and achievement gaps compared to peer groups.
- **Step 3: Determine a Problem Statement:** Review all the data and determine a problem statement based on the factual information presented in the data. The problem statement noted for "Lending to Learn" is that a high concentration of economically disadvantaged and English language learners are performing below the district average on reading and math STAAR.
- **Step 4: Perform a "10-5-5" Process:** Begin by listing 10 reasons why the problem may be occurring. Then list 5 more reasons and then five more reasons. Once 20 reasons are listed, draw a line through the ones that cannot be controlled at the district level. Then identify which "reason(s)" are the biggest contributing factor to the problem. These "reasons" were identified as "lack of access to educational materials at home and the fact that students need more time to learn."
- **Step 5: Conduct a "5 Whys" Process:** Using the reasons identified in step 4, ask "why" the reason may be occurring and what the adults can do to address the issue. This process is followed up to 5 times to get down to the "root cause." Our root cause determined that "we have not had the funding to provide internet access at the students' homes and provide additional devices for the students to use at home on CFISD instructional materials."

Upon completing this process for "Lending to Learn," CFISD prioritized reading and math achievement in all grade levels served by the four campuses. These indicators were selected because they are the strategic priority areas in CFISD's consolidated grant application and, therefore, are strategic priority areas in district and campus improvement plans.

CFISD has a need for loaned technology because the secondary schools noted above lack a technology loaning program. The elementary schools have a limited number of e-readers that students may take home to read an e-book that has been downloaded to the device while on campus. These devices do not allow Internet connectivity. The district does not have access to data revealing what types, if any, of devices or Internet services exist in the students' homes. CFISD has confirmed that students do not have Internet access provided free of charge to their homes.

While CFISD's technology program is not 1:1, students do have access to ample equipment to use on campus during the school day (see Schedule 16 of this application). With the district's recent rollout of a BYOT network, students may bring their own devices, connect to district Wi-Fi, and access the resources there. This option is used at teacher discretion for instructional purposes; however, it has been widely observed that impoverished students are likely to bring outdated devices that lack a data plan (the device is viable while in the school building and connected to CF-BYOT, but obsolete at home, leaving students unable to access needed CFISD instructional resources).

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<b>Schedule #13—Needs Assessment (cont.)</b>		
County-district number or vendor ID: 101907		Amendment # (for amendments only): N/A
<b>Part 2: Alignment with Grant Goals and Objectives.</b> 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.	Students need to improve their academic achievement, such that performance gaps are eliminated for economically disadvantaged students (ED, 95% of the targeted population) and English learners (EL, 95% of the targeted population).	Students' academic achievement is directly related to their independence and ability to navigate and self-direct their learning. Students need to know when they should study, read, or practice more. CFISD's "Lending to Learn" grant initiative enables students to self-direct their requests for support by providing resources to complete assignments, prepare for tests, and work on projects at home.
2.	Students need to increase the amount of time they spend on learning activities.	Students in the ED and EL groups typically need more time on task to combat the lack of experiences and/or the language deficiencies. More focused and prescriptive time on task supports increased achievement. CFISD's "Lending to Learn" grant initiative enables students to study at home in the same manner as they do at school.
3.	Students need access to CFISD instructional materials, resources, and collaborators outside of school that are equivalent to the resources they use in the classroom.	CFISD students have many rich online instructional materials and resources available to them in the classroom. CFISD's "Lending to Learn" grant initiative will enable students to access all those resources from home, allowing them to do online activities such as viewing academic videos and simulations, reading online textbooks, completing homework, continuing research, working on projects, and collaborating with peers, teachers, and experts.
4.	Students need access to Internet services (high-speed Wi-Fi signal) outside of school, delivered in a way that extends their learning beyond the classroom and that ensures their safety.	These students do not have Wi-Fi connectivity at home, resulting in an inability to access many rich resources and instructional materials available to CFISD students. CFISD's "Lending to Learn" grant initiative provides access to the Internet and the many associated resources. Service will be configured such that students use their school login to sign on, have the benefit of CFISD firewall and anti-virus protection, and benefit from standard district content filtering.
5.	Students need devices that enable them to access the Internet outside of school.	These students do not have Internet-connected devices at home, resulting in an inability to access many rich resources and instructional materials available to other CFISD students. CFISD's "Lending to Learn" grant initiative provides devices to students on a short-term, check-out basis.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101907      Amendment # (for amendments only): N/A

**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.	CFISD Director of Instructional Technology	B.S. in K-8 Elementary Education, Masters in Educational Leadership and Admin, 37 years in public education (10 years classroom teacher, 2 years Asst Principal, 25 years department leader in Instructional Technology at CFISD). Currently supporting PK-12 at 91 campuses.
2.	CFISD Chief Technology Officer	B.A. in Computer Information Systems, M.S. in Instructional Technology, Certified Education Technology Leader (CETL), Registered Texas School Business Administrator (RTSBA), 35 years of technology leadership with 23 years dedicated to K-12 leadership and 5 years with CFISD.
3.	CFISD Asst Dir, Curriculum & Instruction	B.A. in Elementary Education, Master's in Library Science, Administration and Supervision Certification, 40 years in public education as teacher, librarian, Assistant Principal, Director of Instruction, and current role (which includes oversight of 87 campus librarians).
4.	Outside Consultant: Layer 3	Project leader holds industry credentials including Ubiquiti airMAX Certified Administrator (UACA), Aruba Certified Mobility Professional, and Juniper Networks Certified Associate (JNCIA-Junos), and multiple Microsoft certificates.
5.	CFISD Device, Imaging and Integration Mgr	Associates Degree in Electronics, Airwatch Certified, Ivanti trained, 25 years of technology experience with 17 years in K-12.

**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.	Establish at-home Internet access for targeted students.	1. Issue purchase order to Layer 3	05/01/2018	05/14/2018
		2. Issue purchase orders to vendors	05/01/2018	05/14/2018
		3. Receive deliveries of equipment	05/14/2018	06/04/2018
		4. Arrange installations with property owners	06/04/2018	06/21/2018
		5. Implement installations	06/25/2018	07/26/2018
2.	Purchase, prepare, and distribute Chromebooks to campuses.	1. Purchase devices	06/04/2018	07/16/2018
		2. Prepare devices for deployment by tagging	07/17/2018	07/20/2018
		3. Enroll devices in Chrome Console mgmt. system	07/23/2018	07/27/2018
		4. Deliver to campuses	07/30/2018	08/10/2018
		5. Distribute devices to librarians at the four campuses	08/13/2018	08/17/2018
3.	Provide access to CFISD online learning materials and resources.	1. Develop, refine, and implement a check-out plan	05/01/2018	07/31/2018
		2. Train all teachers, librarians, and leaders involved	08/13/2018	08/24/2018
		3. Communicate with parents involved	08/27/2018	09/28/2018
		4. Train all students involved	08/27/2018	09/28/2018
		5. Monitor and support that students access resources	09/04/2018	05/24/2019
4.	Extend learning time beyond the school day.	1. Track device check-outs per grading period	08/27/2018	05/30/2019
		2. Track duration of Wi-Fi usage (student login/logout)	08/27/2018	05/30/2019
		3. Gather usage data from specific applications	08/27/2018	05/30/2019
		4. —	—	—
		5. —	—	—
5.	Improve academic achievement in the ED and EL groups.	1. Adjust per District Performance Monitoring results	10/01/2018	05/30/2019
		2. Adjust instruction based on report-card grades	10/19/2018	03/08/2019
		3. Adjust instruction based on STAAR performance	06/03/2019	06/31/2019
		4. —	—	—
		5. —	—	—

**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: 101907	Amendment # (for amendments only): N/A
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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.

In addition to the continuously cycling formal needs assessment process detailed in Schedule 13 of this application, CFISD capitalizes upon its culture of collaboration in the effort so monitor progress toward goal attainment, determine needed changes, and communicate implementation steps clearly to all parties involved. CFISD's "Lending to Learn" grant initiative will ensure project success by accomplishing the following steps.

- **Training:** Ensure that all stakeholders know the goals, objectives, timelines, and responsibilities for attaining the objectives and the overall goals of "Lending to Learn." Opportunities for training will be tailored to the various audiences—campus leaders (including administrators and librarians), teachers, Instructional Technology Specialists, Customer Care Center (help-desk) agents, students eligible to use the services, teachers of these students, and parents of these students.
- **Discussing:** Set quarterly meetings to review the goals and objectives for each participating campus and their progress made toward meeting project milestones. Look at the steps needed to meet the objectives and classify each as either accomplished, considerable progress, some progress, no progress, or discontinue.
- **Modifying:** Decide when to adjust plans by reviewing new data, obtaining feedback from stakeholders, and reviewing the overall scope of the project.
- **Sharing:** Communicate plan changes and new expectations via face-to-face meetings, electronic communications, and revisions to project documents.
- **Celebrating:** CFISD's culture values recognition of success as a motivation to continue efforts toward a goal.

**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.

CFISD's current initiative at Tanner Road Mobile Home Park ("Tanner") serves 111 students from three schools. These disadvantaged students have Internet access that is either limited or nonexistent due to family budget constraints. Tanner's objective is to replicate students' on-campus Internet experience off-campus by providing high-speed remote Wi-Fi connectivity at home, enabling students to access textbooks, the Internet, and other district web-based academic resources during times outside the regular school day. Parallel to the campus experience, users benefit from the same network security and content filtering they have at school while they enjoy the added flexibility of using these resources at home. The schools involved have Chromebooks for students to check out for at-home use. CFISD monitors students' online activity such as frequency of visits and time users spend idle versus active. For each grading period, the district analyzes data to determine success, making reflective adjustments and modifying the plan as needed. In a coordinated effort by multiple CFISD departments (technology, curriculum, research and grants) the district has identified similar needs elsewhere. The team has assessed students' needs and planned a tiered rollout to serve additional multifamily sites in future years. For the "Lending to Learn" grant initiative supported with Technology Lending funds, CFISD seeks to serve two additional mobile home communities. Implementation and coordination for this project will follow a framework similar to Tanner's, while it takes into account the specific needs at each site. Again, academic data and stakeholder surveys will be used to monitor the success and alignment of the program. In both cases—Tanner and "Lending to Learn"—the bulk of the expense is for purchasing and installing the equipment (utility poles, to which are permanently mounted solar-powered, high-speed Wi-Fi remote access points that provide wireless connectivity back to the school's high-accessibility technology infrastructure). For "Lending to Learn," sustainability is assured as the ongoing expense of paying monthly fees to Internet service providers is not needed. External consultant Layer 3 identified that both communities are near enough to a school building with existing high-speed Wi-Fi signal that an outside Internet service provider (ISP) will not be needed—a great advantage for sustainability. Instead, the aforementioned equipment for "Lending to Learn" will be able to extend the high-speed Wi-Fi signal from a nearby school, making it available to these homes. Equipment selection took this feature into account; therefore, the grant budget allocates no funds toward monthly ISP subscriptions.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 101907		Amendment # (for amendments only): N/A
<p><b>Part 1: Evaluation Design.</b> 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.</p>		
#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	At-home Internet access	1. #/% Student households served (total, by school, by community)
		2. #/% Signed user agreements
		3. #/% Parents responding to end-of-year feedback surveys
2.	Device usage	1. #/% Eligible students checking out Chromebooks
		2. # Check-outs (total, by school, by grade-level)
		3. Availability data (requests met vs wait-list)
3.	Use of CFISD online instructional resources	1. Personalized learning data gathered by resources that offer such a feature
		2. Teachers' anecdotal records (example: lesson plans)
		3. Teacher-created playlists of activities personalized for each student
4.	Extended learning time	1. Duration of time for at-home use of network (login/logout data, quarterly)
		2. Usage reports from specific programs/apps that offer such a feature
		3. Records showing student completion of playlist tasks
5.	Academic achievement	1. District Progress Monitoring (DPM) assessment results
		2. Report-card grades
		3. STAAR performance data
<p><b>Part 2: Data Collection and Problem Correction.</b> 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.</p>		
<p>For the indicators described in Part 1 of this prompt, the processes are described below.</p>		
<p><b>Data Collection</b>                      Students will check out Chromebooks through the library. Librarians will collect data that show which of the eligible students utilize the devices, the frequency and duration of each checkout, and the grade levels of the students accessing the equipment. Librarians will also provide data on what percentage of students in the eligible group utilized the devices. Data will also be collected on the number of eligible students who were not able to check out a device due to lack of availability.                      For each nine-weeks grading period, data will be collected on the students who utilize the checkout service. Data collected will include the duration of time students access Internet resources, Internet sites accessed including CFISD online instructional services, programs/apps accessed, and playlist completion. Data will be analyzed by campus staff to determine next steps in promoting device checkout.                      CFISD has a very robust data warehouse and advanced data management software that allows district administrators to easily access a myriad of student data. Specific data related to academic achievement, such as student-level academic data from District Progress Monitoring assessments, report-card grades, and STAAR performance as well as attendance data will be electronically collected through CFISD's data management software. The data will be pulled by campus for each student participating in the project. Data will then be summarized by school and at the district level.</p>		
<p><b>Problem Correction</b>                      Immediate project delivery problems related to home access of the Wi-Fi will be addressed through CFISD's existing Customer Care Center. Students and/or their parents will be able to call the Customer Care Center to notify the district that their access or Wi-Fi is not working properly. At that point, the issue will be addressed by CFISD technicians. At the campus level, problems with project delivery will be identified through the campus library media specialists. Students will be directed to inform the librarians of any issues with an electronic device they checked-out. The librarians will then utilize the district's existing iSupport system to initiate a request for service on the piece of equipment.</p>		

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101907	Amendment # (for amendments only): N/A
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**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.

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

**Existing Equipment Available to Students in CFISD**

In CFISD, the strategy—which has been in operation successfully for many “generations” of devices—is to deploy technology resources (both new and replacement) by level and by content area. For instance, if it’s middle school science’s “turn” in the rotation, then all science teachers in grades 6-7-8 at all 18 CFISD middle school campuses will receive updated technology within a given time frame, with relevant training occurring before, during, and after deployment as needed. This ongoing renewing and adding includes all aspects—hardware, applications, accessories, subscriptions, licenses, etc. Simultaneous deployment of technology resources to all teachers in a level and content area enables district curriculum coordinators to embed new applications into the curriculum, adjust instructional strategies to match, train teachers, and provide on-site coaching so that implementation is maximized.

The CFISD community remains supportive of the district’s efforts, as evidenced by percentages voting in favor of bond elections. The package passed in 2014 called for a substantial investment in technology, and the district continues rolling out that initiative (including significant infrastructure upgrades). Deployment is 67% complete at this time. Upon full implementation, the district will reach its target ratio of 2:1 by 2020. With these bond funds, the following items are being provided for each traditional classroom.

**Elementary classroom setup**

- 7 Chromebooks – Lenovo Yoga 11e with pen and touch
- 1 HoverCam Document Camera
- 1 Lightspeed Sound Enhancement System (1 Topcat ceiling speaker, 2 microphones with lanyards, 4 Flexcat pods)
- 1 Teacher laptop
- 1 Promethean ActivPanel

**Secondary classroom setup**

- 8 Chromebooks or Laptops depending on curriculum needs – Lenovo 11e with pen and touch
- 1 HoverCam Document Camera
- 1 Lightspeed Sound Enhancement System (1 Topcat ceiling speaker, 2 microphones with lanyards, 4 Flexcat pods)
- 1 Teacher Laptop
- 1 Promethean ActivPanel

**Devices for lending**

As part of the bond-funded technology initiative, CFISD has distributed 2,620 setups (Chromebook with Kajeet Wi-Fi hot-spot device) for student check-out, including 60 per high school, 40 per middle school, and 20 per elementary school.

**Other Funding Available for Purchasing Student Devices**

In addition to the bond funding mentioned above, CFISD has the following sources to consider.

- **Title IV:** Of its newly received flexible block grant funding (Student Support and Academic Enrichment Grant, under Title IV, Part A), CFISD chose to devote a proportion to instructional technology, including the Tanner project.
- **Title I:** CFISD campuses receiving these funds have the option to focus priorities on technology initiatives. Often they choose to enhance the district’s basic setup by adding supplemental devices such as e-readers and tablets.
- **State Compensatory Education funding:** For its Blended Learning Initiative, CFISD purchased devices (Kindles and Chromebooks) to provide a summer check-out program for identified students at three elementary campuses.
- **Grants:** CFISD also facilitates competitive grant-making at the district, campus, and classroom levels, and many teachers have expressed their desire for additional and innovative technology enhancements.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101907 | Amendment # (for amendments only): N/A

**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.

CFISD’s “Lending to Learn” grant initiative aligns with the district’s existing missions and goals in several ways. Italicized text is the item noted; below each is a description making connections to this grant project.

**CFISD Vision Statement**

- *Learn. Empower. Achieve. Dream. LEAD*

Students benefitting from “Lending to Learn” will be able to enhance all five of these facets. Their learning will be amplified. They will have additional tools that bring them up to par with non-disadvantaged peers and that expand their capacity for self-directedness. With the additional time and practice, they will improve academically. These improvements will boost their confidence and outlook for the future. The collaborative aspect will provide them with opportunities to exhibit leadership.

**CFISD Mission Statement**

- *We will maximize every student’s potential through rigorous and relevant learning experiences preparing students to be 21st-century global leaders.*

The word “potential” is a powerful one for students in disadvantaged circumstances. Many times, they just need the infrastructure and support in place to provide the impetus for success. At-home learning that features student choice is a prime circumstance for relevance in learning activities, and the technology-enabled tasks in “Lending to Learn” will be carefully structured to prepare students for success in future endeavors.

**CFISD District Improvement Plan (DIP)**

The following items are selected components of the DIP that illustrate the district’s ongoing commitment to improving student achievement with the support of technology tools.

- *Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.*

Through the opportunity provided by “Lending to Learn,” students will gain access to needed tools and additional time to enhance their learning. Just as Goal 1 for Academic Achievement comprises the bulk of CFISD’s goals, the main focus of “Lending to Learn” is improving academic outcomes for students. This DIP section’s many strategies provide improvement strategies for all foundation curriculum areas, all of which involve technology tools, teacher training, and addressing the needs of special populations. “Lending to Learn” represents an outgrowth and expansion of CFISD’s existing approach, not a disconnected afterthought.

- *Goal 4: Communications and Community Relations: The district will foster a culture of trust ... by encouraging parents and the community at-large to be involved in our schools.*

Although not its primary purpose, it is a positive side-effect that with “Lending to Learn” instructional activities taking place in the home, the project has inherent benefits as an enhancement to parent involvement in students’ schooling.

- *Goal 5: Financial, Technology, and Operations Management: The district will exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.*

In this goal’s Performance Objective 2 for Technology, CFISD enumerates several strategies regarding network operations, customer care, and reliability and security for all network users. “Lending to Learn” equipment and usage will be incorporated into the larger scheme of CFISD’s existing infrastructure and not set aside as a separate project left to fend for itself.

**Marketing Slogan**

- *CFISD: Opportunity for All*

In the past couple of years, the district has implemented a marketing campaign to increase parent and community awareness of the importance of having a strong public school district. In these efforts (billboards, videos, commercials, social media posts) the “for all” emphasizes CFISD’s many kinds of diversity—demographics, talents, interests, etc. The idea of “Opportunity for All” aligns perfectly with the desired outcomes of “Lending to Learn,” as providing needy students with at-home Wi-Fi and devices does provide them with learning opportunities they have previously not experienced.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101907	Amendment # (for amendments only): N/A
<p><b>TEA Program Requirement 2:</b> 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.</p> <p>CFISD's "Lending to Learn" grant initiative will increase technology access for students by providing off-campus Internet access, focusing the efforts on at-home access at two mobile home communities (rather than at centers or on buses). Of the 425 students identified to benefit from this grant project, 94% of them meet federal criteria to receive free or reduced-priced meals. Enrollment of these students spans four schools.</p> <p>In a nearby area, the district's Tanner plan serves another needs-identified multifamily community. Among these disadvantaged students, Internet access is limited or nonexistent due to family budget constraints. Of the 111 students in the project, 99 qualify for free meals and the remaining five qualify for reduced-price meals. It has been observed that economic need correlates highly with Internet-connectivity need.</p> <p>In the scope of assessing students' lack of at-home technology connectivity, a collaborative team of leaders from multiple district-level departments (technology, curriculum, research and grants) has identified additional locations with similar needs—students having very limited or nonexistent Internet access—and is prioritizing the sites, taking into account the campus-level proficiency with instructional technology implementation. With its "Lending to Learn" proposal, CFISD seeks to set up two additional sites through support from the Technology Lending Grant. Implementation and coordination for "Lending to Learn" will follow a framework similar to that of the Tanner project, while it takes into account the specific needs at each community and campus.</p> <p>An objective of "Lending to Learn" is to replicate students' on-campus Internet experience off-campus by providing high-speed remote Wi-Fi connectivity at home, which enables the students to access textbooks, the Internet, and other district web-based academic resources during times outside the regular school day. Parallel to the campus experience, users benefit from the same network security (for example, anti-virus protection) and content filtering (for example, blocking inappropriate sites) as they have at school, while they enjoy the added flexibility of using these resources at home. As with the Tanner project, the schools involved will be allocated Chromebook devices for students to check out as needed for at-home use.</p> <p>In specific terms, the portion of the project focused on providing at-home Internet for students at these sites will include the following components:</p> <ul style="list-style-type: none"> <li>• <b>Planning:</b> Consult with external consultant Layer 3 regarding CFISD's needs and expectations, including site evaluations conducted by Layer 3 to determine equipment needed. Layer 3 identified that the locations of the sites (both West Houston Mobile Home Community and Weiman's Mobile Home Park) have proximity near enough to a school building with existing high-speed Wi-Fi signal that an outside Internet service provider (ISP) will not be needed. Instead, equipment for the "Lending to Learn" project will be able to extend the high-speed Wi-Fi signal from a nearby school, making it available to these homes. Equipment selection took this feature into account, and the grant budget allocates no funds toward monthly ISP subscriptions.</li> <li>• <b>Infrastructure:</b> Order and receive the equipment per Layer 3 specifications. Coordinate with each site's community manager to schedule tasks related to Layer 3 being on the property and installing the equipment. Test the system to ensure that it works reliably as expected.</li> <li>• <b>Training:</b> Communicate expectations, provide how-to lessons, and ensure understanding for all involved. <ul style="list-style-type: none"> <li>○ Campus—administrators, librarians, teachers, and students</li> <li>○ District—purchasing and make-ready, Customer Care Center, Curriculum coordinators and coaches, Instructional Technology Department</li> <li>○ Community—parents of students receiving services</li> </ul> </li> <li>• <b>Deployment:</b> Implement the device check-out program, as described in detail for Requirement 6 of Schedule 17 of this application.</li> </ul>	

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- **Infrastructure:** Order and receive the equipment per Layer 3 specifications. Coordinate with each site's community manager to schedule tasks related to Layer 3 being on the property and installing the equipment. Test the system to ensure that it works reliably as expected.
- **Training:** Communicate expectations, provide how-to lessons, and ensure understanding for all involved.
  - Campus—administrators, librarians, teachers, and students
  - District—purchasing and make-ready, Customer Care Center, Curriculum coordinators and coaches, Instructional Technology Department
  - Community—parents of students receiving services
- **Deployment:** Implement the device check-out program, as described in detail for Requirement 6 of Schedule 17 of this application.

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

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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.

To acquaint the proposal reviewer with CFISD culture, it must be explained that CFISD would not have a “by campus” description of its curriculum and instruction; instead, the district’s philosophy is to maintain a strong, centralized curriculum that pervades all classrooms. To this end, CFISD’s central office includes a strong team of educators having demonstrated expertise with the teaching and learning process. Each content area is led by a coordinator.

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

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

CFISD is piloting multiple blended learning initiatives to increase student engagement, choice, and agency. “Lending to Learn” aligns with and enriches these blended learning tenets.

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

**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.

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

- **Elementary science:** Teachers are using instructional technology materials in many ways. First, all students in grades 2-6 classrooms access their science textbook resources online from Science Fusion and National Geographic. Many teachers embed these textbook resources and other online content into Google Classroom so that students can use the classroom Chromebooks to access their assignments. In addition, students in grades 3-6 use online science simulations through Explore Learning Gizmos. CFISD’s elementary science curriculum staff maintains a districtwide website where various online resources are compiled for student and parent use at home. “Lending to Learn” will help facilitate access to all of these science resources for students’ at-home use.
- **Mathematics, all levels:** Each classroom is equipped with an interactive Promethean panel, eight laptops or Chromebooks, an instructional audio system with two-way audio pods, and a Hovercam document camera. Lessons are infused into the curriculum with these components in mind, promoting student discourse and discussion for a student-led classroom. Teachers have the ability to record their instruction through the use of their Hovercams. These videos are published on teacher websites, allowing students to revisit lessons taught throughout the year. Students are able to mimic their classroom learning environment by visiting the videos to learn, practice, and collaborate with others without the limitations of time or location. Learning shifts from a teacher-controlled environment to an on-demand, student-led learning environment that can be accessed 24 hours a day, 7 days a week. Teachers use the eight laptops to support a collaborative and student-led approach to learning, where students are encouraged to analyze, evaluate, and form conclusions with their team members. The use of ClassFlow, Desmos, and other collaboration tools encourages students to express their own methods of solving problems anonymously. Teachers are able to instantly and formatively assess students’ learning as the collaborative groups are working.

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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.

"Lending to Learn" will provide the infrastructure and technical support needed for success.

**Infrastructure**

In general, educational networks have evolved from addressing district operational and administrative needs to serving both students and teachers in and beyond the classroom. In 2017, CFISD completed a significant network refresh based on the Consortium for School Networking (COSN) smart network design for transformation and innovation. In recent years CFISD has experienced rapid enrollment increases, adding nearly 19,000 students over the past decade. Accompanying this growth is the intensified demand on technology systems. CFISD has been able to address the increased demand for network capacity and reliability by including the following characteristics in its network design.

- The district's first goal was to deliver increased reliability and reduce single points of failure in the district-wide area network design, thus reducing the impact of any network outages for students. This was accomplished by installing high-speed, network electronic switching gear providing secured, high-performance communications from core to edge from the network to each campus.
- CFISD's second goal was to increase core network reliability by taking advantage of two data centers, plus cloud-based services. The district's on-premise network data center was upgraded to a Tier III data center, while CFISD moved the majority of core network services to Cyrus One, a co-location, Tier IV service provider.
- With many services migrating to the cloud, the third goal was to provide multiple paths to the Internet. CFISD now offers multiple connection points and increased bandwidth, through multiple internet service providers (ISP). The primary ISP is at CFISD's co-location facility, while the secondary ISP is on-premise at the district's local data center.
- The district's fourth goal was targeted to support students' bringing their own devices. CFISD installed an additional high-speed wireless access infrastructure allowing up to three wireless device connections for each student and staff user. In addition, this infrastructure allows for outdoor wireless coverage and visitor wireless access.

With these broadly implemented capacity enhancements, the robust and secure system has ample capacity to take on additional segments such as those described for "Lending to Learn." Outside consultant Layer3 has done extensive site evaluation of the two mobile home communities to plan and recommend the equipment and deployment that will provide sufficient and reliable infrastructure needed for students' at-home use of the system and resources.

**Technical Support**

At the district level, CFISD has a strong team of employees providing tech support—both those who focus on technical aspects of the system and those who have instructional experience. Listed below are some of the roles and teams in CFISD, along with the personnel counts.

- Customer Care Center (i.e., help desk)—Seven people answer users' live phone calls to provide support, answer questions, give advice, troubleshoot, etc.
- Device Imaging and Integration—CFISD has seven employees providing 2nd- and 3rd-level support for edge devices.
- Networks Infrastructure and Communications—In this area, 21 people provide support for servers and connectivity.
- Information Services and Application—These 19 employees maintain student and teacher information.
- Acquisitions, Assets and Sustainability—These 13 staff members are responsible for acquiring devices and inventory.
- Instructional Technology Specialists—On this team, nine educators fulfill dual assignments, supporting both (1) the content area of their expertise, and (2) a list of campuses. As they provide both instructional support and technical support, specialists' duties include training all staff for their subjects/schools, helping teachers to optimize use of classroom technology (including facilitation of blended learning, personalized learning, adaptive technology, etc.), acquainting administrators with current expectations, and assisting with equipment as needed. In addition, a Technology Training Coordinator oversees CFISD's abundant opportunities for staff to enhance skills by participating in a wide variety of events, workshops, webinars, etc.

The district also uses an online request/report system called iSupport. Users not needing real-time help via phone can use this interface to notify Technology Services about issues, to request device repairs, to initiate purchases, to report websites that need to be blocked/unblocked, etc. Entries into this system are routed to the appropriate support area.

CFISD is committed to identifying needs and implementing best practices for providing after-hours customer care so that students in the "Lending to Learn" project are supported fully.

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<p><b>TEA Program Requirement 6:</b> 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.</p> <p>On campuses selected to participate, CFISD's "Lending to Learn" grant initiative will be administered as follows.</p> <p><b>Operation of check-in/check-out</b></p> <p>This process will operate through each school's library media center, which already has equipment and systems for this purpose, along with staff who are experienced with such practices. Specific to this project, schools will implement the following procedures.</p> <ul style="list-style-type: none"> <li>• Before school starts, the four campuses will ensure that teachers and librarians have received training regarding grant expectations, that equipment and supplies are ready for check-out, and that students have been identified.</li> <li>• Campuses will communicate with parents involved and obtain signatures on user-agreement documents.</li> <li>• In a class having grant-involved students, when a learning assignment requires after-school time the teacher will write a pass for eligible students, specifying a number of days that will vary depending on the assignment.</li> <li>• A student needing a Chromebook will visit the library and use the pass to check out the device, at which time the librarian will make sure that the student thoroughly understands how to use it from home.</li> </ul> <p><b>Oversight of the process</b></p> <ul style="list-style-type: none"> <li>• Librarians will oversee check-outs, issue devices, follow up on returns, and track related statistics. Campus administrators and classroom teachers will collaborate and support, as warranted.</li> <li>• At each campus, a collaborative team (administrators, teachers, et al) will work to build a schedule that considers projects, test dates, and student academic need. By continually monitoring and remaining mindful of students' needs, supply/demand for these devices can be balanced. If needed, prioritization of check-outs would differentiate by academic need, potential collaboration among siblings, and knowledge of students' personal devices.</li> </ul> <p><b>Maintenance of lending equipment</b></p> <ul style="list-style-type: none"> <li>• Any grant-purchased device found to be needing attention will be considered an equal part of CFISD's pool of assets, eligible for whatever repairs or adjustments may be needed. Librarians have experience with procedures for submitting such requests to the district's extensive system of Technology Services personnel and resources.</li> <li>• The grant budget does not include a line-item for Chromebook cases because CFISD will continue purchasing a "ruggedized" version that has proven to be successful in minimizing wear and tear of devices.</li> </ul>	
<p><b>TEA Program Requirement 7:</b> 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.</p> <p>CFISD has at least two Board policies that relate to the idea of managing equipment that is loaned to students.</p> <ul style="list-style-type: none"> <li>• <b>EFA (LEGAL): Instructional Resources: Instructional Materials</b> describes "technological equipment" in a way that references TEC §31.002(4) and categorizes devices such as Chromebooks as being instructional materials.</li> <li>• <b>CMD (LEGAL): Equipment and Supplies Management: Instructional Materials Care and Accounting</b> has a section named "Responsibility for Instructional Materials and Equipment" that describes expectations for students' returning checked-out items in acceptable condition. Parents are expected to reimburse the district for loss or damage, and the district may withhold student records until the debt is satisfied. The policy allows waiving or reducing such payment if the family is low-income.</li> </ul> <p>With its existing operations and staff, CFISD has systems in place to account for its technology assets. Managed through its Technology Services Department, items are ordered centrally, prepared for use, and then deployed to campuses. As part of the receiving phase, each item is placed into inventory and issued a barcode number, including a label that is affixed to the item. Devices purchased as part of the "Lending to Learn" initiative will include purchases that will be handled using these same procedures and expectations, overseen by the personnel in place who are experienced with this system of processing and documenting.</p> <p>CFISD's proposed grant budget does not request funds for insurance because the district itself does not maintain an insurance policy for the purpose of covering lost, stolen, or damaged technology devices. Instead, CFISD is self-insured in this regard, budgeting a reasonable amount of funds, based on historical data, to repair and replace items as needed.</p>	










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