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 TEXAS EDUCATION AGENCY 2018 FEB -6 PM 2: 43 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 #
Aquilla ISD	109-912			

Vendor ID #	ESC Region #			
741603839	12			

Mailing address		City	State	ZIP Code
404 North Richards		Aquilla	TX	76622

Primary Contact

First name	M.I.	Last name	Title
Andrew	B	Christian	Principal

Telephone #	Email address	FAX #
254-694-3770	Andrew.christian@aquillaisd.net	254-694-6237

Secondary Contact

First name	M.I.	Last name	Title
Kenneth		Langdale	Technology Director

Telephone #	Email address	FAX #
254-694-3770	Kenneth.langdale@aquillaisd.net	254-694-6237

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
David		Edison	Superintendent

Telephone #	Email address	FAX #
254-694-3770	David.edison@aquillaisd.net	254-694-6237

Signature (blue ink preferred)   Date signed

2·6·18

Only the legally responsible party may sign this application.

701-18-103-238

Schedule #1—General Information	
County-district number or vendor ID:	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: 109-912	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 109-912	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 109-912	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: 109-912			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: 109-912	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.

Aquilla ISD is a Pre-K through 12th grade campus. The funds will be used to serve Aquilla ISD's only campus for students in middle school and elementary grades.

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.

Aquilla Independent School District (AISD) is applying for the Technology Lending Program Grant (TLPG) because the district began a limited student technology lending program funded from local funds and IMA funds to address needs of students in grades prekindergarten through eighth grade (Prek-8). AISD's District Technology Committee (DTC) has analyzed the impact that the district's technology program has made by examining teacher surveys, holding focus groups with students and parents, and analyzing student achievement. Although many benefits have been documented, the single most important benefit is that technology has provided Kindles to students who were reluctant readers. AISD teachers have noticed an increased interest in reading as documented by the number of books students have downloaded on the Kindles. A second benefit has been that students who have been involved in this lending program have shown an increased success rate in finishing projects. Student writing assignments have increased by more than 75% *(AISD Teacher Surveys)*. **Development of Budget:** In the spring of 2017, the Superintendent began soliciting feedback from stakeholders in the school district and the community regarding a School Improvement Plan. The DTC, composed of the Superintendent, representatives from the district level, campuses, community members, business leaders and parents developed a comprehensive community and district needs assessment. The budget committee, led by the District Technology Director, developed a comprehensive budget to provide: 1) technology devices that will provide access to digital content for students; 2) maintenance of equipment; 3) insurance for equipment; 4) residential Internet access. Once this tentative budget was developed, it was presented to the entire DTC for input and approval. **Demographics of campuses related to the defined goals and purposes of the grant.** AISD is located in rural central Texas with Waco, Texas, being the nearest large city. According to enrollment data, AISD has 323 students in the district of which approximately 237 will be enrolled in Prek-8th grade during the 2018-2019 school year. Over 4% of the students in the district are Hispanic. 10% of the population of Aquilla does not speak English at home. The median income is $38,036, as compared to $52,576 for the State of Texas. Furthermore, 19% of the population lives below the poverty level. The unemployment rate for this area is 11.5% which is higher than the state at 4.9%. Approximately 27% of the county's working age population does not have a high school diploma, and only 3% have completed a bachelor's degree. Although these demographics look bleak, AISD has focused on the goals and purposes of the TLPG by using every dollar possible to engage students in meaningful learning supported by modern digital tools, relevant technologies, tools, and resources for personalized learning 24/7. As evidence of the impact of technology has made on the academic achievement of students at AISD, students in grades 9-12 maintained a 79% passing rate on STAAR EOC exams in the years prior to 1 to 1 laptop implementation but increased the pass rate to 89% over the past 3 years in the time since 1 to 1 device implementation. Currently our academic performance in grades 3-8 has remained stagnant and trailing our high school performance as evidenced by the 78% pass rate for STAAR exams during the past three years. Additional technology needs to be purchased to extend learning opportunities for students at Aquilla School (grades PK-8th) beyond the walls of the classrooms and allow these grades to experience the same success and opportunities that high school students have received. **Who Determines Needs Assessment Process:** The District Technology Committee (DTC) composed of the Superintendent, representatives from the district level, campuses, community members, business leaders and parents use needs assessment instruments, teacher, parent, and student feedback and the Texas STaR Chart to determine technology integration needs in relation to the District's Strategic Goals and Objectives. Specifically, the results obtained from the DTC's survey and data are used: 1) to track and measure progress in meeting the district's strategic goals; 2) to plan the implementation o fnew programs or services needed to meet goals; 3) to increase the efficiency of existing programs and to adjust programs to meet current needs; 4) to obtain feedback from all key stakeholders regarding needs. **Management Plan:** The DTC recognizes that the effective administration and management of this program requires strong leadership skills, management experience, academic training and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes, and abilities, the TLPG district administration will be provided by the TLPG Project Director (20%). This position provides the overall technology

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integration leadership for the district. This consistent, high-quality management on a day-to-day basis will be done by the Technology Director for this grant. **Program Evaluation:** Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders (campus principal, technology coordinators, curriculum coordinator, and librarian), teachers, project staff, and students and parents utilizing their experiences and suggestions to improve the effectiveness of the TLPG. In particular, the Project Director will utilize formal validated evaluation instruments to assess the following indicators: **(1)** To what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met and leading towards Target Tech Status (STaR Chart)? **(3)** To what degree has the TLPG stimulated systemic changes in the teachers' and students' knowledge, skills **4)** To what degree has this 24/7 technology integration impacted student academic performance and achievement? **(5)** To what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? **(6)** To what degree has the professional learning of administrators and principals motivated systemic alterations to practices as relates to teacher, student, and parent support towards integration technology? **(7)** To what extent has parent participation increased? This imformation will be collected on-going by the Project Director and reported monthly to the DTC. In addition, the DTC will meet quarterly to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery, and content of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis to determine which continuous improvement mechanisms will be implemented, if needed. **Statutory Requirements:** Texas Education Code 32.201 authorizes the Texas Education Agency to implement the Technology Lending Program Grant. AISD has completely and accurately answered the requirements in the application. 1) AISD has described how it will use funds to enhance AISD's technology lending program that loans AISD's students equipment necessary to access and use electronic instructional materials. 2) AISD has purchased lending equipment through Instructional Materials Allotment and local funds for the last two years and has addressed in the TLPG application how the equipment from all funding sources has been and will continue to be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device {TEC 32.201 (b) (1-2)}. **TEA Requirements:** AISD has addresses he eleven (11) TEA Program Requirements in the TLPG in a thorough manner. AISD has described how the program aligns with AISD's existing mission and goals; how campuses were prioritized; how the program aligns with the current curriculum and policies; the electronic instructional materials in one or more foundation curriculum subjects in one or more grade levels; a description of professional development for twachers in the use of electronic materials that has already occurred; a description of the adequate district infrastructure; description of providing for Internet access to homes of students as needed; AISD's adequate technical support; the description of the check-out and check-in process; how AISD accounts for the technology lending equipment; and the development and implementation of a Techcnology Lending Agreement signed by parents or guardians of students and by the student addressing the responsible use and care of equipment. **Commitment to Goals of TLPG:** There is a huge commitment to the goals of the TLPG as evidenced by AISD's limited technology lending project and the fact in that local funds have been dedicated to the project. 100% technology immersion has been a goal for AISD for over 5 years and the district's technology goals align perfectly with the TLPG Project – 24/7 technoly access for all students. The district simply has not had the funds to implement the level of technology immersion that the staff, students, and community want. Grant activities and funding is coordinated with state technology funds, Title III, State Comp Ed, Migrant, ESL, Rider 55 and e-rate funds. E-Rate pays 90% of all land and cell phone bills (local and long distance), T-1 maintenance on the network hardware and internet access bills. Any additional staff development will be paid through local funds.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 109912	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 109-912				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 #9	Supplies and Materials (6300)	6300	$	$	$
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$49,643	$	$49,643
Total direct costs:			$49,643	$	$49,643
Percentage% indirect costs (see note):			N/A		
Grand total of budgeted costs (add all entries in each column):			**$49,643**		**$49,643**

Administrative Cost Calculation

Enter the total grant amount requested:	
Percentage limit on administrative costs established for the program (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:	

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: 109-912		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	Hot Spot technololgy to check out to parents for Internet Connectivity	$898
2	at home (icense)	$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$898
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a and b) Grand total	**$898**

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 109-912	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:	$
	Grand total:	$

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: 109-912	Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	$
	Grand total:	$

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: 109-912		Amendment number (for amendments only):	
**66XX—Computing Devices, capitalized**			
1	Acer Chromebooks R 11 C738-TC5R6	230	$196.08	$45,100
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	Luxor Black 30 Computer/Tablet Charging Cart	7	$649.00	$4,543
19	LLTM30-B		$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
		**Grand total:**	$49,643 AISD	

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: 109-912	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	186	52.76%	
Limited English proficient (LEP)	13	4.04	
Disciplinary placements	0	0%	
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
11	20	20	24	26	25	24	29	25	26					230

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 109-912	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.

AISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders the DTC is composed of the Superintendent, representatives from the district level, campuses, community members, business leaders, and parents. This needs-assessment process systematically reviews current practices, processes, and systems within AISD as well as examines and analyzes the state of current student achievement and sets goals for student achievement. The DTC is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment became the tool that guided meaningful district and campus planning.

Process to identify and prioritize the needs of the campuses:

A School Profile at each campus was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and needs of each campus. A full scan of each campus' technology environment provided information to be collected and analyzed for the needs assessment via the following activities:
- Individual and group interviews with the principal, assistant principal, counselor, teachers, parents, and students (when age-appropriate) regarding technology information
- Pre-assessment survey feedback from stakeholders that included teachers, parents, and students
- The number of students who have access to technology devices at their campus.
- The percent of economically disadvantaged students at each campus who have access to technology devices
- STAAR test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Technology instruction issues were examined, including alignment with TEKS and STAAR
- Professional development needs of teachers were examined to determine teacher readiness for devices
- Ratio of technology devices to students needing devices on each campus

The DTC performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. Another committee determined the current state of technology skills, knowledge, and abilities of teachers and staff members as well as organizational goals of teachers. By using multiple data sources to compare data, priority needs emerged. These priority needs assisted the DTC to make informed decisions that ensure that all students meet challenging academic standards, meet district and campus goals, and are prepared for post secondary education.

- The "GAP" Analysis produced a large list of needs for staff training and development, organizational development, and student interventions. Next, the committee determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed.

- Causes for student performance problems were identified based on reoccurring trends

- Growth opportunities for staff were identified based on interviews with staff, surverys, and data collection

- The recommendations from the DTC committees were communicated to the entire DTC and the task of prioritizing the needs was done by the entire STC over numerous meetings.

- It was determined that the students at Aquilla School (grades PK-8th) would benefit most from the TLPG. A timeline that included the description of the general prioritized steps and activities to be implemented were developed and disseminated to the campuses.

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1.	There is a need to provide AISD students at the PK-8th grade level with mobile tablets so that these studens will have access 24/7.	Student mobile devices will allow teachers to differentiate boh in terms of how they teach and how the students are expected to demonstrate their learning.
2.	There is a need for students to acquire a range of skills to express themselves not only through paper and pencil, but through audio, video, animation, and design software, as well as a host of new environments (e-mail, Web sites, message boards, blogs, streaming media, etc.).	Increased access to the latest technology will provide students with the devices they need to develop skills in technology audio, video, animation, software design and other technology environments that lead to higher paying jobs.
3.	There is a need for teachers to increase flexible teaching methods and curriculum materials that can reach diverse learners and improve student access to the general education curriculum, including learners with disabilities and English Language Learners.	Individual technology devices allow teachers the ability to present information to students in multiple formats and multiple media. Students with disabilities and ELL students now have multiple ways to express and demonstrate what they have learned thus providing multiple entry points to engag student interest.
4.	There is a need for teachers' assignments to become differentiated and individualized through the use of adaptive technology on a daily basis.	The individual technology devices for students provides teachers the ability to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, and students' work products, and to develop strategies for improvement based on this data. Technology makes this data become meaningful to teachers so they can use the data for accelerated learning for students.
5.	There is a need to increase parental involovement at grades PK-8 for all groups of students.	The Technology Lending Program has the ability to focus parents' attention on communicating with teachers by e-mail, voice messaes, web sites, and blogs all used to communicate ith parents. Student information systems that parents can access to see their child's attendance, grades, and missing assignments will increase parental involvement. A Parent Personal Learning Network will share resources with parents and connect them to other parents who can help them. The AISD website will have information, resources, and links for parents.

Schedule #14—Management Plan				
County-district number or vendor ID: 109-912			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.	TLPG Technology Director	Bachelor's Degree in Educaiton or education-related field; at least five years' experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams; experience in discal/budget management, and data reporting.		
2.	Campus Technology Coordinators	Each campus has teachers who have been trained to troubleshoot and assist classroom teachers with technical issues in their classrooms. Bachelor's Degree in Education or education-related field; at least three years of teaching experience; attended technology integration of mobile devices training offered by the district.		

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.	Increase access to digital courses, tools, and support services to increase academic performance in core subjects through wireless laptops.	1.	Project Director will meet with staff to explain the project, expectations, procedures, and timelines.	04/01/18	09/01/18
		2.	Purchase Chromebooks & Hot Spots for residential Internet Connectivity.	04/15/18	05/01/18
		3.	The DTC will establish a checkout & in procedure	04/15/18	05/01/18
		4.	Issue laptops to students; hold orientation	04/15/18	05/01/18
		5.	Project Director will continuously monitor project	04/01/18	08/31/19
2.	100% of teachers in grades PK-8 will utilize digital textbooks and other digital materials in course content	1.	Technology Integration Specialists will visit classrooms to assist teachers with digital textbooks	05/01/18	08/31/19
		2.	Core content teachers will work in PLCs to address digital textbook issues/concerns	04/01/18	08/31/19
		3.	Teachers will work in PLCs to develop strategies for other online instructional materials	04/01/18	08/31/19
		4.			
		5.			
3.	STAAR scores will increase by 10% for economically disadvantaged and learning disabled students	1.	Monitor Economically Disadvantaged and learning disabled students' progress	05/01/18	08/31/19
		2.	Hold after-school technology workshops	05/01/18	08/31/19
		3.	Hold tutorials for students needing assistance	05/01/18	08/31/19
		4.			
		5.			
4.	The number of eligible EC students who have Internet access at their residence will increase	1.	Publicize all facilities in Aquilla and surrounding communities that provide free wi-fi	05/01/18	08/31/19
		2.	Hold Thursday Study Nights so students can use school district wi-fi connections	05/01/18	08/31/19
		3.	Work with families on a case-by-case basis to provide Internet home access.\	05/01/18	08/31/19
		4.			
		5.			
5.	Parent involvement will increase by 20% for parents PK-8th grade stud.	1.	Hold after school technology parent workshops	05/01/18	08/31/19
		2.	Communicate with parents through emails, blogs, and websites	05/01/18	08/31/19
		3.	Survey parents to gather information	05/01/18	08/31/19

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 109-912	Amendment # (for amendments only):

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

Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders, partners, collaborators, administrators (superintendent, technology coordinator, campus principal, librarian, and counselor), teachers, project staff, students, and parents utilizing their experiences and suggestions to improve the effectiveness of the proposed **TLP**. In particular, the Project Director, in coordination with the District Technology Committee, will utilize evaluation instruments to access the following indicators: **(1)** To what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met? **(3)** What is the quality and responsiveness of the digital textbooks, tools, and resources to meet the needs of the participants? **(4)** To what degree has the proposed program stimulated systemic changes in the teachers' knowledge, skills and practice as it relates to utilizing technology to improve the quality of education? **(5)** To what degree has this behavior impacted student achievement? **(6)** To what extent are online assessment tools effective in assisting teaachers and students to gauge their own progress? and **(8)** To what extent has parent participation increased? Information will be collected on-going by the Project Director and reported monthly to project staff. In addition, the District Technology Committee will meet monthly to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery, content, and performance measures of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms will be implemented.

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.

For the last several years, AISD has been on a journey to immerse the students and teachers in technology by providing all teachers and as many students as possible a wireless mobile computing device to ensure on-demand technology access at home and at school. Students in grades Prek-8 currently have a limited technology immersion project funded through local funds which are similar to the TLGP. The lending program has begun by loaning Kindles and refurbished IPADs to Limited English Language students. These devices were used at school and at home. In addition, both campuses provide students with computer labs. Both campuses currently have a computer lab and provide all teachers with laptops. To prepare teachers for an increased student technology lending program, training has already been done on productivity, communication, and presentation software. A plan for ongoing technical and pedagogical support has already been developed.

AISD will continue to coordinate efforts to maximize effectiveness of grant funds by using the extensive staff development that has previously been done and AISD will continue to coordinate Gear Up Grant Funds, IMA funds, and local funds.

Over the last several years, each AISD staff member has attended over 40 hours of technology training designed to assist staff in integrating technology effectively into classroom instruction. Implementing an effective Technology Lending Program (TLP) as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and leaders at the district as well as the campus level. By participating in the TLP, administrators at both the district and campus levels have agreed and committed to AISD **by signing a Letter of Commitment** stating that administrators including the <u>district level administrator</u> and <u>the principal</u> will commit to the project's success.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 109-912	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.	Number of students who received a wireless mobile computing device through TLP	1.	Chromebook check-in/check-out log
		2.	Increased STAAR scores
		3.	Increase in the number of students using digital textbooks
2.	10% increase in courses and/or classrooms using digital content in lieu of textbooks	1.	Laptop check-in/check-out log
		2.	Increase in STAAR scores
		3.	Increase in the number of students using digital textbooks
3.	Percentage of students who have mastered grade-appropriate technical applications TEKS (STaR Chart TL5)	1.	Campus technology use rating results increase from 3 to 4
		2.	Increased enrollment in STEM electives
		3.	Increase in student attendance rate by 1%
4.	10% increase in electronic communication between parents and teachers/administrators as evidence by email	1.	Reports of website visits
		2.	Reports of user login
		3.	Parent involvement report
5.	Increase STaR Chart from Developing Tech to Target Tech	1.	Campus STaR Chart Report for 2017-18 (from 21-22)
		2.	Increase TL3 (most students apply technology across all subject areas) from a 3 to a 4
		3.	Increase the number of digital couses by 10% (TL4)

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.

The process for collecting data included in the evaluation design is an ongoing process and began with AISD developing a Needs Assessment Summary and Improvement Plan as part of the DTC. It is our goal to conduct the needs assessment to identify strengths, needs, and priority areas of focus but extend beyond reviewing student acheivement data to assessing the needs of the entire campus. The DTC has worked together to identify specific goals for grades PK-8 based on Texas Academic Report (TAPR) The following data is collected at the campus level: 1) pre-post tests; 2) standardized open-ended interview/surveys of teachers and administrators; 3) classroom observations by principal, MT, Mentors; 4) professional development surveys (after each session and self-assessment of educator (annually); 5) percentage of participating students who achieve significant gains on assessments; 6) number of students with improved performance in assessments; 7) percentage of participating 3rd-8th grade students who meet or exceed proficiency on the STAAR in the areas of reading and writing. Any problems uncovered with project delivery will be identified and corrected through the Root Cause Analysis method. As a part of goal identification, the campus is able to identify the number and names of students they need to help reach proficiency. Root-cause analysis assists the campuses in identifying all possible interactions that could be contributing to the area of concern. This data will be used to inform decisions and improve implementation of the program by: 1) Analyzing data at different levels: all personnel will receive training through the program in accurately interpreting data and utilizing data to inform instructional decisions for each child. 2) Extensive professional development: data collection and analysis will be conducted. 3) Teacher Effectiveness: Principals and administrators will collect and monitor teacher performance data through Eduphoria and teacher observations from multiple evaluators. With access to clear progress data and reports, administrators will be able to identify improvement targets and personalize professional development to help teachers deliver instruction that

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 109-912	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.

Grades 6-12 have a limited established technology lending program that has been funded through **local funds** for the last 2 years (8 points). With the 2018-2019 TLPG each student at school and at home will be immerses in technology by being provided the chance to chceck out mobile tablets. TLPG funds will purchase 230 Chromebook devices so that students grades PK-8 will have an established one-to-one technology lending program. Students in grades PK-8 will be totally immersed in a 24/7 individualized technology-lending program. These devices will move through the grades as students move towards high school. Using lessons learned from AISD's limited technology immersion project, a timeline for technology integration has been established and will be fully implemented and will offer a rigorous curriculum by September 1, 2018. The same policies and procedures for the TLPG will be implemented at both campuses (4 points). AISD's <u>TLPG 2018-19 loan program will be implemented in the elementary and middle school program in the following manner:</u>

1) Beginning in May 2018, the AISD Technology Director and teacher technology coordinators will deliver professional development training in integrating technology into teaching, learning, and the curriculum for <u>teachers new to the campus or district.</u> Professional development grounded in sound learning theory and emphasizing technology integration into the teaching and learning process allows educators to visualize, internalize, and create technology-enhanced learning environments. 99% of the teaching staff has already attended more than <u>40 hours per teacher</u> for training. 2) Each core teacher currently has a laptop computer; students will receive their device by 05/01/18. The wireless mobile computing device allows teachers and students to have on-demand access to teaching and learning tools regardless of location. 3) Students will have access to digital textbooks. Currently, grades Prek-8 use electronic instructional materials in all foundation curriculum subject areas (ELA, mathematics, science and social studies). Digital resources will provide engaged, relevant, personalized learning. Interacting with these resources allows students to build new knowledge and visualize difficult-to-understand concepts. 4) Online formative assessment tools provide teachers and students a means for informed learning by delivering instant, meaningful data about proficiency. During staff development teachers have already learned to integrate online, formative assessment into their daily teaching practice and will learn how to utilize this data-drive decision making to support instruction. Teachers have also been trained to customize instruction and implement appropriate intervention strategies based on this data. 5) Campus-based ongoing technical support is critical to the comfort level of teachers and students as they embark on technology immersion and sustaining the effort over time will be available over the project timeline. The immersion of technology will transform the learning environment to allow students daily access to technology to become more self-determined learners through the acquisition of information and communication skills, thinking and problem solving skills, and interpersonal and self-directional skills.

Schedule #17—Responses to TEA Program Requirements
County-district number or vendor ID: 109-912   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.

In deciding whether to apply for the TLPG, the DTC first examined the existing mission statement as well as the goals of the district to make sure that the two aligned. AISD's mission of preparing graduates for productive citizenship and life-long success and the district's goals of "graduates wil be academically prepared to complete a post-secondary educational program or enter the workforce in a highly-skilled occupation and the district will increase educational delivery systems through the use of technology" aligned perfectly with the intent of the TLPG program. The DTC also examined the Aquilla ISD Technology Plan (on file with the TEA) and the campus STaR Charts. The technology plan specifically supports the broader provision of digital access to content as well as human resources, and these goals align well with the district plan and the Technology Application TEKS proficiency. AISD's technology plan emphasizes the vital importance of learners using technology to make curriculum connections inside and outside the traditional classroom. The TLPG concentrates on providing 24/7 access to technology to students as well as instructional-technological lesson extension activities relating to core content areas. By expanding student and teacher access to TEKS-aligned curriculum content as well as emphasizing instructional tasks which require the creation of new synthesized knowledge products, students can be better engaged to realize high levels of student achievement. It is evident through the district and technology plans for the district that AISD recognizes that we are living in a rapidly changing, advanced technological society and it is the district's responsibility to support all staff and prepare all students with the technology skills necessary to be a successful, life-long learner.

- Each student will be competent in using information technology to be a successful, life-long learner.
- Information technology will be incorporated broadly into curricula and instructional practices to improve the educational program for all students.
- All school community learners, students, and staff will have access to information technology and support.
- Setting Technology goals, monitoring and evaluationg our Technology plan on an ongoing basis is vital to our success.

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

County-district number or vendor ID: 109-912	Amendment # (for amendments only):

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

District stakeholders from the DTC (teachers, students, parents, community members and administartors) prioritized data to determine the campus with the greatest ned for the lending program. First, the DTC examined campus, subject area, and grade level needs by looking at a campus technology profile for each campus that was submitted to the DTC. This campus technology profile addressed the following areas: 1) detailed individual student access to personal technology devices that are currently available at the campus; 2) the prior staff development and training of the teachers at the campus; 3) access to digital programming from TEA and the district; 4) AIES information such as dropout rates, attendance, and college readiness; 5) Campus STaR Chart information to determine campus comcmitment to technology integration. Campus representatives were asked to rank their need for this project at their campus on a scale of 0-5, with 0 being "no need" and 5 being "exteme need'. Next the DTC researched the current literature and found compelling research stating that high school is a critical point in a student's life and graduation launches the journey of pursuing higher education goals and future career paths determining the course his or her life will take. If an interest for STEM-related curricula has not materialized by the time a student complees high school, the odds are high that they never will. Finally, the DTC decided that the MES had the largest population of Limited English Proficient (LEP) and At –Risk students and research points out that these students' achievements have increased due to the individualization that technology can accomplish. After analyzing all the data, the DTC determined that studnets in grades PK-8th have the greatest need for a technology lending program. Currently there are 235 students in grades PK-8. AISD will purchase 230Chromebooks and 7, 30-computer charging carts through TLPG Funds. This will allow for students to have access to a technology lending program as well as providing an updated, individual chromebook to PK-8th grade for anywhere/anytime access and learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 109-912	Amendment # (for amendments only):

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

The TLPG aligns perfectly with the currnt curriculum, instruction, and classroom management policies on the campuses at AISD. At the beginning of the TLPG, AISD's District Improvement Team developed a local curriculum framework. This committee was composed of administrators, teachers and school staff, parents, students, and community members with members of the District Technology Committee (DTC) on the committee. The goal of the committee was to develop a standards based curriculum that would increase student learning and promote higher student achievement. During 2017-2018, AISD has revised the curriculum to embrace project based learning strategies as well as methods for ongoing, authentic assessment. The purpose of the curriculum rediesign was to utilize one to one technology to expand opportunities for students and teachers. The curriculum redesign integrated the use of technology as a regular part of daily classroom instruction and aligned the TEKS so that students will be engaged in project based, collaborative activities through software tools such as online learning environments, Google classroom, and learning management systems as well as WIKIS. Technology tools are consistently used by teachers and students not only to access and consume inforrmations, but to permit students to create, communicate, and collaborate with others as they create a digital portfolio of online work that represents their knowledge, skills, abilities, and dispositions. The revised curriculum provided course pacing so individual students may work as qickly or as sowly as they need. Some students work independently; others need to work directly with the teacher. Through collaboration and coaching from the technology specialists, our students have become more self-directed independent learners. Where instruction previously was primarily didactic and textbook focused, instruction has become more interactive with students taking a more engaged, proactive role in their learning. Effective teaching for all students is supported by access to a wide range of relevant, high quality educational content. Furthermore, appropriate tools suchs as online learning environments and learning managements systems, has enabled teachers and students to access, manage, use, created, and distribute content easily and efficiently. The effective use of well designed digital content across a broad range of learning activities has been integrated into the curriculum redesign for the purpose of student engagement and student learning outcomes. Technology integration by teachers has been encouraged and sustained as evidenced by administrator expectations during teacher evaluations and walk throughs as well as an increase in STAAR scores.

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.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 109-912	Amendment # (for amendments only):

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

Analysis of the STAR Chart reveal that teachers and administrators are ready to continue the technology intitiative. Each of these campuses has a robust infrastructure in place. Procedures for replacement and for repositioning equipment has been established. Computer hardware is typically repositioned every three years while older hardware is discared every 6 years. Avaried staff development program is on going. All classrooms on these two campuses are equipped with Internet. Local funds have been designated to technology infrastructure. All switches are 10/100/1000. The entire campus has direct fiber connection to the maind MDR which consists of two 24 port and three 48 port Cisco managed network switches with four 24 prot HP Procurve unmanaged switches; on HCP server, one DNS server, and one content filter. Internet comes into our MDF through our high bandwitdth wireless connection to EdLin through Windstream. Specificallly each building on campus has direct fiber connection to the MDF. Connected to the MDF are three intermediate distribution frames and from the building each with a 24 port managed Cisco switch. Additionally, there are 9 Aruba wireless access points spread throught the campus.

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

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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.

As AISD administrators and technollagy staff were initially investigating the TLPG, the concern for providing interenet access to homes of students was a concern. School issued wireless hotspots will be issued to students from the campus librarian. Students will present evidence of their academic need for the hotspot as well as parental consent to use the device at home. Students will then be issued the device for up to three consecutive days before they must turn the device back in or renew their checkout with the librarian. The librarian will work with teachers, the technology staff, and administration to ensure that students have access to the devices as needed. In times of competing need, the devices may be limited to to checkout of only one consecutive day. The librarian will keep a detailed log of checkouts and the DTC will review periodically to make recommendations about acquiring future hotspots in the future.

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.

Every device can be identified through its MAC network ID. They will also be barcoded and labeled with a unique number. Students will be issued a specific device to be used uniquely by them for the school year and the identifying information for each device will be logged with the technology director. Students in grades 6-8 will be afforded the opportunity to take their device home at the discretion of the parents with their consent or checked out on a case by case basis for at home use. Elementary students will be able to take their device home for use when their parents arrange for checkout with the technology director. Network and device user agreements must be signed and insurance forms for each device must be signed to take devices home. The local insurance policy will be funded through local funds and student use fee's of $10 per student with hardship waivers available for students qualifying for free and reduced lunches. Quarterly device audits will ensure all devices are properly issued and accounted for.

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