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	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED 2018 FEB -6 PM 1: 57 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Jacksboro ISD	119902		original
Vendor ID #	ESC Region #		
1-756001857	9		

Mailing address		City	State	ZIP Code
750 W Belknap		Jacksboro	TX	76458

Primary Contact

First name	M.I.	Last name	Title
Wade		Wesley	Assistant Superintendent
Telephone #	Email address		FAX #
940-567-7203	wesleydw@jacksboroisd.net		(940) 567-2214

Secondary Contact

First name	M.I.	Last name	Title
Christy		Thomas	Business Manager
Telephone #	Email address		FAX #
940-567-7203	thomasgc@jacksboroisd.net		(940) 567-2214

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
Dwain		Milam	Superintendent
Telephone #	Email address		FAX #
940-567-7203	milamd@jacksboroisd.net		(940) 567-2214

Signature (blue ink preferred)

Date signed

Dwain Milam

January 31, 2018

Only the legally responsible party may sign this application

Schedule #1—General Information

County-district number or vendor ID: 119902	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)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 119902	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: 119902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 119902	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.

Jacksboro ISD is applying for the Technology Lending Grant to be utilized by the High School campus. There will be an indirect effect on the Elementary as the grant will allow the district to continue implementing the 1:1 initiative by purchasing touch screen Chromebooks for the lower Elementary children.

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.

Jacksboro ISD is requesting $54,360 from the Technology Lending Grant fund in order to continue to further our goal of a 1:1 device initiative while supplying Internet access to students in need at the High School, see Appendix A. The school district realizes that this is slightly over the eligible amount according to our enrollment, and will make up the difference with local funds if necessary. The amount is the minimum amount according to estimates that the district has researched.

The grant funds will be utilized to purchase "hot spot" devices with an Internet service data plan. Funds will also be used to purchase Chromebooks for 9th and 10th grade students. The district currently checks out Chromebooks for High School students for educational purposes that are returned at the end of each school year with the same Chromebook being checked out to the same student for subsequent years.

Over the past 6 years, Jacksboro ISD has been committed to the idea of a 1:1 student device program in order to equip every student with the technology needed to perform classroom activities and enhance learning outside of the school day. The district started with iPad implementation for all students at the middle school and high school during the 2012-13 school year. In the Summer 2015, HP G4 Chromebooks were purchased for the Middle School and High School and the existing iPads were redistributed to the Elementary to begin the 2015-16 school year. With this purchase the district officially became a 1:1 district.

In the Spring of 2017, Chromebooks were purchased and distributed to the 4th and 5th grade in order to again redistribute iPads to lower grade levels because of a shortfall of devices due to failing iPads. During the Fall of 2017, the district purchased Dell 3180 Chromebooks for the 7th and 8th in order to redistribute the HP G4 to the High School because of a growing student population and devices that had began to fail at the High School. Because of the loss of ASATR funding, a loss over the past two years of $360 million in property tax values, and the purchase of Chromebooks for the 7th and 8th grade, the district was able to purchase Lenovo 23 Chromebooks for the 3rd grade only at the Elementary.

Although the plan is to purchase touch screen Chromebooks for K-2nd grade students at a rate of two grades per year, this plan is now in jeopardy due to a growing need at the High School to replace their aging technology devices. The iPads being utilized for K-2nd grade are over 6 years old. This year will end a three year cycle at the High School for the Chromebooks that are used and taken home on a daily basis.

If the district is able to receive the Technology Lending Grant, the school will be able to replace the aging Chromebooks at the High School and allow over 85% of students to have access to the internet outside of the school day. This will also allow the school to purchase with local funds touchscreen Chromebooks for 1st and 2nd grade for the 2018-2019 school year. Otherwise, the school will begin purchasing needed Chromebooks at the hHigh School and put the lower Elementary on hold.

In January of 2018, the school conducted a Technology Survey in order to obtain information about the number of teachers using online resources, number of teachers that utilize Chromebooks or student technology in their classrooms, and to determine the number of students that had access to the internet after school hours, the methods that students received internet access, and the number of days per week students used internet for schoolwork.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 119902	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.

Survey Summary Results

Teachers: Appendix B

In a January 2018 survey of Middle School and High School teachers, 61.2% of the teachers stated that Chromebooks are utilized at least 3 times a week with half of these teachers reporting everyday use. When referencing classroom materials, 18.9% of the teachers reported that textbook/resource materials are available online only with 84.2% of the remaining teachers reporting both online and hard copy textbook/resource materials. When surveyed about trends, 89.5% of the teachers are utilizing more online materials than in previous years, and 86.8% of the teachers responding that course materials are moving toward online only. *The most disturbing result of the survey was 76.3% of teachers report limiting homework/activities outside of the school day due to the lack of student access to internet/wifi.*

Students: Appendix C

In a January 2018 survey of Middle School and High School students, 24% of the students surveyed stated that they had no Internet access after school. Student having access stated that Bluetooth (52%), mobile hot spots (20%), public wifi (32%), and residential service (93%) were methods used to receive Internet. When surveyed about usage outside of the school day, 37.2% of the students reported using Internet for SCHOOLWORK more than 3 days a week.

When considering the purpose of the Lending Technology program, Jacksboro ISD is a model school for the grant. The school has:

- local policies in place for personal devices and devices that are checked out for student use
- has instructional strategies that are being utilized that include student devices, and
- has over 18% of the material resources being utilized by online access only

As can be seen through the history of the purchasing of technology and the survey results, there is a tremendous need to provide Chromebooks to students and internet access to a greater amount of students. *The school needs to change the teacher perception that students do not have access after school, and therefore, provide homework activities to enrich learning outside of the school day.* The goal of the program is to supply an additional 10% of all high school students with the capability of having Internet access at home. The school will purchase 30 devices with Internet service plans to be checked out by students.

To ensure the accountability of the program, the school will develop a committee to meet every six weeks. The Technology Lending Committee (TLC) will be comprised of campus administration, teachers, parents, librarian, and students in the program. The primary purpose of the committee will be to determine progress of goals and objectives and evaluate the overall program.

I cannot describe the Jacksboro technology use any better than TEA Director of Educator Evaluation, Tim Regal, that stated in a visit to Jacksboro in the Spring 2017, "Overall, this is the best use of technology that I have seen while travelling around Texas."

Please keep this 1:1 initiative process and the Internet availability for our students with an award of this grant!

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 119902		Amendment # (for amendments only):		

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

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

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0
Schedule #9	Supplies and Materials (6300)	6300	$54,360	$0	$54,360
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
Total direct costs:			$0	$0	$0
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$54,360**	**$0**	**$54,360**

Administrative Cost Calculation

Enter the total grant amount requested:	$
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:	$

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: 119902	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		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) Grand total	$0

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 119902	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: Appendix A	$54,360
	Grand total:	$54,360

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: 119902	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$
	Grand total:	**$0**

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 119902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	**$0**

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 119902	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	157	55.3%	Current figures. District is 65.7% EcoDis
Limited English proficient (LEP)	28	9.9%	Current figures. District is 14.23% LEP
Disciplinary placements	8 incidents	2.1%	District had 16 incidents that resulted in DAEP
Attendance rate	NA	95.3%	District has 96.1% attendance rate, last year
Annual dropout rate (Gr 9-12)	NA	.7%	According to 2016-17 TAPR

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
										73	70	74	67	284

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Schedule #13—Needs Assessment

County-district number or vendor ID: 119902	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.

In order to better understand the needs of the district, Jacksboro ISD held a two day Summer Planning Event in June 2017 to evaluate the effectiveness of programs being utilized. The district administration grouped some programs together to form a total of 19 programs or areas to be evaluated. Programs for evaluation included: Reading, Writing, Math, Science, Social Studies, State Testing, Discipline, 504/Dyslexia, Special Education, At-Risk/Homeless, ESL, Gifted/Talented, Digital Learning, Fine Arts, Wellness/Health/PE, Community/Parent Involvement, 21st Century Workforce/CTE/College Readiness, Dropout Prevention, and Extracurricular activities. See Appendix D

The district selected a lead person, campus personnel, parents, community members, and district improvement team (DIT) members for each of the 19 programs to be evaluated. The district selected people to evaluate particular programs that had expertise, had a working relation, or had a passionate interest in the program to gather relevant data. The district suggested gathering information to include: number of participants, demographics, factors leading to growth or decline, state testing results by subgroups, services provided, parent involvement, activities/competitions, and exhibitionsp/projects completed. Each district lead was asked to appear before the DIT during the Summer Planning Event to give data results, strengths, concerns, plans to address needs, suggestions for improvements, and program goals for the upcoming school year. Others that contributed to gathering the data were encouraged to attend the DIT meeting, but were not required to attend.

In order for the DIT to develop the District Plan, an understanding of what has been a program's strengths and weaknesses that has led to successful outcomes, failures, and/or has inhibited the program from reaching its full potential had to be established. Each of the district leads were given a 20 minute time period to present information to the DIT. The first day of the Summer Planning Event was used exclusively for program presentations and question/answers. The second day of the Event was used to discuss and develop a summary sheet of perceptions and needs heard by the DIT from the presentations. At the conclusion of the summary, each DIT member was asked to prioritize the top three programs that were of the greatest need or concern with the number 3 having the highest priority. A sum for each program was determined with the top 5 programs being prioritized by the DIT being: 1) Reading, 2) Writing, 3) Special Education and ESL, 4) CTE, and 5) Community Involvement.

Although the High School is being selected by the district to receive the grant funds, the funding will allow the district to continue to purchase devices with the goal of equipping all Elementary students with Chromebooks. The district purchased Chromebooks in 2016-17 for the 4th and 5th grade. Because of cuts in funding due to the loss of ASATR and over $360 million in local values, the district only purchased Chromebooks in November for the 3rd grade. The Elementary has been utilizing iPads that were used for 3 years at the middle school and high school before being sent to the Elementary 3 years ago (iPads in continuous use for 6 years). Kindergarten through 2nd grade are still using the iPads. The district would like to continue to purchase touch screen Chromebooks for the lower elementary students as apps continue to enrich the learning of these children. However, the High School is in greater need of new, updated Chromebooks. The high school is being selected as the lower Elementary students are not allowed to take devices home at this time. Through theTechnology Lending Grant, the district can continue to **lend** devices to students in need at the high school while continuing the goal of equipping all students in the district (currently with an EcoDis population greater than 65%) with needed technology that they cannot obtain at home.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 119902	Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	The top prioritized need determined by the DIT for Jacksboro ISD was: Reading	Reading is a lifelong learning process that can be developed and lead to a greater knowledge and understanding of many life skills for many students. Reading can also be a difficult process for some students that require reading assistance. There are many books and materials that are available for reading assistance that Chromebooks and the Internet can provide for students in a confidential manner.
2.	The second prioritized need determined by the DIT for Jacksboro ISD was: Writing	Whether writing for ideas, solutions, or keeping up with information, skills necessary for writing is a must. I am not speaking of the traditional handwriting skills that are almost obsolete, I am speaking of a person's ability to put on paper their thoughts, feeling, and plans. Chromebooks allow students to use learning platforms such as Google to keep up with notes and assignments that are essential for the success of students in and out of school.
3.	The third prioritized need determined by the DIT for Jacksboro ISD was: Special Education and English as Second Language	Reading, Writing, and all core curriculum subjects have seen an increase in the amount of apps and materials online that enrich and help students learn. These subgroups benefit the most from online resources that can speak or walk you through questions and problems at any grade level. The school anticipates increased internet use that will increase attendance, grades, and ultimately graduation.
4.	The fourth prioritized need determined by the DIT for Jacksboro ISD was: 21st Century Workforce and CTE	One of the areas in which material resources are available exclusively online is in some of the district's CTE classes. Textbooks are harder to move around as you are working on projects. Images portrayed on Chromebooks can be three dimensional.
5.	The fifth prioritized need determined by the DIT for Jacksboro ISD was: Community and Parent Involvement	As can be seen in the District's Acceptable Use Policy, parent supervision is a must. With the Lending Technology Grant, a parent/guardian will be required to attend the orientation and be responsible for monitoring their child's internet use. When providing input on the District Improvement Plan, community members wanted technology as a goal in itself.

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Schedule #14—Management Plan

County-district number or vendor ID: 119902	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.	Technology Director,	Knowledgeable of network administration, 15 years of experience serving as technology director, willingness and desire to continue learning and keeping abreast of current trends, Cisco certification recommended
2.	Business Manager	Knowledge of grant administration, knowledge of purchasing procedures, 20 years serving as business manager, degree in Business Administration or CPA recommended
3.	HS Librarian	Knowledge and organization skills to check-in and check-out resources, Librarian must have at least 5 years of experience. Knowledge of Follett Systems or other check-in/out software.
4.	Digital Coach	Knowledge of Instructional Technology for classroom support, knowledge of trends and apps used for learning, no experience, great people skills, creativity, knowledge of classroom procedures, Google Certified Trainer, Teacher Certification.
5.	PEIMS/Testing Coordinator	Knowledge identifying students in a variety of subgroups, organizational skills, and evaluating testing results. 20 years of experience.

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

#	Objective		Milestone	Begin Activity	End Activity
1.	Planning for grant implementation	1.	Develop policies and procedures	05/01/2018	08/31/2019
		2.	Develop Technology Lending Committee (TLC)	05/01/2018	05/31/2018
		3.	Prepare secure location for equipment	05/01/2018	05/31/2018
		4.	Establish student eligibility	05/01/2018	08/31/2019
		5.	Develop specification and receive bids	05/01/2018	05/31/2018
2.	Prepare equipment and check out	1.	Purchase and receive devices	05/01/2018	07/31/2018
		2.	Image devices as needed	06/01/2018	08/31/2019
		3.	Barcode equipment	06/01/2018	08/31/2019
		4.	Speak with eligible student parents, agreements	08/15/2018	08/31/2019
		5.	Inventory and Check out at Library	08/15/2018	08/31/2019
3.	Grant Objective and monitoring	1.	Collect data: Principal, teachers, students	05/01/2018	08/31/2019
		2.	Hold TLC meetings	05/01/2018	08/31/2019
		3.	Random checks on devices	08/15/2018	08/31/2019
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Check in and store equipment	1.	Student check in devices	05/06/2019	05/31/2019
		2.	Conduct Inventory	06/01/2018	08/31/2019
		3.	Check for damage and repair	06/01/2018	08/31/2019
		4.	Re-image devices for next school year	06/01/2018	08/31/2019
		5.	Secure and store equipment	06/01/2018	08/31/2019
5.	Evaluation of program effectiveness	1.	Evaluate STAAR/EOC data	05/06/2019	08/31/2019
		2.	Survey teachers/students for usage	01/07/2019	08/31/2019
		3.	Determine number of hours committed to homework	08/15/2018	08/31/2019
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

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: 119902	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.

Jacksboro school district utilizes a systemic process for monitoring progress toward meeting goals/objectives while identifying inhibiting factors. This process includes but is not limited to the implementation of the High Reliability Schools framework developed by Robert Marzano Research. The framework requires the collection of quick data which includes data that has been predetermined to be vital to the success for obtaining the goals of the program, called leading indicators. Examples of quick data include classroom observations, analysis of interim assessments, frequent teacher evaluations, instructional coaching, as well as data related to factors outside the classroom. Quick data collected outside the classroom would include community surveys, business partner opportunities, parent surveys, and market analysis of available jobs. This systemic process also includes a comprehensive monitoring procedure to ensure progress toward goals. This monitoring process begins with student tracking their own learning. Students evaluate their own understanding of material, concepts, goals, and objectives on a 4-point scale. Teachers monitor student learning, self-evaluate instruction, and conduct teacher instructional rounds to investigate efficient and effective strategies. Campus administration monitors all stakeholders through attendance, restorative discipline techniques, student focus groups, teacher walkthroughs and observations, teacher input, parent and community surveys, and school climate surveys. Administrative staff monitors personnel resources and development while tracking and auditing the fiscal responsibilities of the district including adhering to financial policies and procedures. The goals and objectives of the Campus and District Improvement Plans are developed through the program evaluation process, prioritizing the needs of students and programs. Through the HRS framework these goals and objectives are focused and aligned with the School Board goals for the District. Although goals are monitored, goals are rarely changed as to create an aligned and focused environment as goals are not moving targets. Objectives are monitored with checkpoints for achievement, with successes being celebrated, and failures being addressed to identify inhibiting factors that need to be eliminated.

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.

The use of technology is not a new concept at Jacksboro ISD. As can be seen in the amount of devices that the district currently has, the administration and school board have been committed to placing in the hands of our most needy students a device to use as a tool to enhance learning that is readily available. The High School has been lending devices through a comprehensive checkout system with accountability for the past 6 years (3 years with iPads and 3 years with Chromebooks). The district technology staff keeps devices in working condition by replacing screens, batteries, and other parts, but there is a point in which updating with new devices in more effective than keeping older equipment functioning.

The district believes that we can maximize the effectiveness of funds by updating the High School technology that is faltering and increase the number of students that have internet access after school while continuing to purchase technology through local funds for the lower elementary where a tremendous amount of tech apps/software enriches learning. The high school students are the first of a digital generation; the elementary is well into that generation learning at an even lower age/level.

Setting up a Technology Lending Committee (TLC) will help ensure the success of the goals and objectives of the grant. The school understands that when you help people realize the personal benefits they can get from participating in a project, you increase their commitment to the project. Buy-in must be obtained from teachers and students. All staff members will be encouraged to provide feedback to our Technology Lending Committee so that concerns are addressed in a timely manner. Organization, teacher commitment, and proper usage will ensure the success of this project. Looking at the overall picture of technology, the commitment of the administration and school board is evident and is not going away.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 119902	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.	Percentage increase on survey data	1.	Increase of 5% of teachers utilizing Chromebooks in the classroom
		2.	Increase of 5% of course materials that are available online only
		3.	Increase of 10% of students indicating Internet access at home.
2.	Number of students successfully completing classwork/homework	1.	Increase in report card grades for EcoDis and LEP students
		2.	Reduction of 3% of students requiring summer school
		3.	Increase of 5% of students scores on TEKS Technology Assessment
3.	Number of students using supplemental technology at home	1.	Data of students checking out devices for Internet at home
		2.	Increase in % of teachers on survey indicating student access to Internet
		3.	
4.	STAAR/EOC results	1.	Increase of 3% of EcoDis and LEP students on EOC results
		2.	Increase of 3% of all students achieving "Masters" on EOC results
		3.	Increase of 5% of all students meeting the state standard of "Approaches"
5.	Increase in Reading results at K-2 on Fountas and Pinnell	1.	Purchasing of technology at the Elementary due to grant funds
		2.	Increase of 10% of students achieving district required number of levels
		3.	

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

In order to evaluate the project, our goal is to reach 27 students or utilize 90% of the hot spots on a daily basis. This will require teachers assigning homework or class activities that utilize online capabilities. Data will be collected on the students that check out the devices, with priority given to subpopulations. With this number of students, the school will easily be able to collect data and compare the results with the overall student population as well as subgroups. The school will collect data on the number of students being served, including each student's gender, ethnicity, and subgroups (EcoDis, LEP, SpecED). The school will also collect the activities and opportunities that the program students receive, grades for each student before and during the program, state testing results, and attendance rate of each student before and during the program. Surveys will be given to teachers and students at the end of next year to compare results and check the associated indicator of accomplishment. The school will also administer a TEKS based technology assessment to High School students at the beginning of the year and at the end of the year to check student progress towards the TEKS standards for Technology Applications.

As stated above, knowing the goals and objectives of the project as well as the checkpoints or milestones will enable the Technology Lending Committee to monitor and evaluate the completion or achievements of the project to ensure that the project is on schedule and that grant funds are being maximized. Problems can be discovered by failure of a checkpoint or milestone to be completed. A data inquiry as described above will be performed as to the reasons for the delay or failure to determine circumstances that resulted in the failure. Documentation of the results and/or changes made by this committee will be communicated to all stakeholders. Strategies will be put in place that accommodate flexible implementation and will include time for collaboration, adjustments, and feedback during the project. There are uncontrollable situations that can cause delays, such as delays in shipping or warranty issues, and there are school system failures that can be controlled or corrected, such as not ordering equipment in a timely manner. Through the HRS system, reliability is established by communicating beforehand and to correct inconsistencies before system wide failures occur.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 119902	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.

Jacksboro ISD has been implementing the equipment, infrastructure, and staff development necessary to become a school that utilizes the latest technology to instruct students in the 21st century. As we approach almost 20 years in this century, we have seen a dramatic increase in the technology available to students not only in hardware, but in programs and apps that can enrich and make learning discoverable. Just a few decades ago, schools used computer labs to teach students the use of a computer. These skills included typing, basic programming, and ability to organize and store information. This quickly turned just a few years ago to teaching students to surf the web, write research papers, and begin to create presentations and adjust/create digital images with Photoshop. Now information, "how to" videos, and innovative teaching techniques are just a few quick clicks away.

The district does have 7 computer labs available to students, but the trend is to put the computer in the palm of your hand. These labs are quickly becoming obsolete or used for testing only as Chromebooks/tablets are being widely utilized. The school currently has 837 Chromebooks and 284 functioning iPads. The school currently checks out a Chromebook for every 6th through 12th grade student. Chromebooks are currently being utilized by 3rd through 5th grade students at school. In rare occasions, these Chromebooks are available to check out to take home with priority given to SpecEd and ESL students. The school also provides, iPads for PK-2nd grade. Although the iPads are over 6 years old, students utilize this technology on a daily basis at school.

The school also has 267 computer workstations in the 102 classrooms throughout the district that are utilized by students in small group settings as learning centers.

The school district believes that utilizing technology whether in the form of network infrastructure, hardware, software programs, internet programs, apps, online material resources, flipped classrooms, or online testing, the need to supply students with these capabilities is not an option, but a MUST. The school coordinates local funds, state funds, and federal funds to maximize the efforts to keep technology available to our students. The school has local 199 11 funds, state funds from the Instructional Materials Allotment, and Title IV funds this year from Federal funding. Although the school does not use IMAT funds for devices, the school is purchasing material resources that are online only or online/hard copy materials for students. The purchasing of online materials forces the district to buy devices out of local funds that are updated and current to support the programs and materials being used.

The issue is updating and keeping technology available. The technology director states that the life of a Chromebook is about five years as companies do not supply updates for the device after five years. Chromebooks have come down in price making them more affordable than iPads at a depreciated rate of about $50 a year. But when considering 1,000 students that becomes a large amount of money per year.

With recent funding cuts by the state and a loss of property values, the school is exploring other funding opportunities. The Technology Lending Grant supplements our existing program. The grant funds would coordinate with our local funds to help keep the initiative of placing "information and education" in the palm of your hand a continued effort. The funds would also expand the possibility of every child eventually having internet access at home.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 119902	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.

The mission statement at Jacksboro ISD states, "In partnership with the community, parents, teachers, and students, the mission of the Jacksboro ISD is to ensure a safe, positive, supportive, nurturing environment in which to educate all students through a commitment to highly reliable standards to **develop knowledgeable thinkers integrated in technology** in order to be prepared to succeed in any forum they may choose. Technologically-skilled lifelong learners is essential in our highly competitive global technological society. Society continues to be affected significantly by technology and its application in every aspect of our lives. Regardless of our graduates' career or college aspirations, technology is and will be a dominant part of their work. See Appendix E, District Improvement Plan

The Jacksboro's Core Beliefs that are aligned with the Technology Lending Grant are listed below:

- Learning can take place anywhere by anyone,
- Students learn best when a variety of learning methods are provided,
- All students should be given the tools to excel to their greatest potential, and
- Students should be prepared for their future,

These belief statements are effected by the district's lending technology initiative. The lending grant takes the first belief statement that, "Learning can take place anywhere by anyone" to the extreme. The ability to purchase Internet access for a Economically Disadvantaged student is a tremendous opportunity for the district. The lending grant also coincides with the district's belief that students "should be given the tools" to be successful. Devices are the tools that allow students to pull up information, watch other techniques that are online for learning, and explore on their own becoming responsible for their own learning.

When considering the Goals of the District: Goal 1: Academic Achievement, Goal 2: State Certified Teachers, HQ Paraprofessionals, and Professional Development, Goal 3: Finances, Facilities, and Grounds, Goal 4: Communication, Community Engagement, and Parental Involvement., Goal 5: Safety, Security, and Climate, and Goal 6: Technology, EVERY goal is affected and aligned with the Technology Lending Grant.

Goal 1: Academics are affected directly by the grant to help support learning and increase rigor while supporting intervention techniques for struggling students. Professional Development for teachers in Goal 2 is essential to explore innovative ways of maximizing technology for the benefit of learning. Goal 3 states the responsibility of the district to be fiscally responsible for the care and maintenance of equipment. Parental Involvement in Goal 4 is at the core of student learning and the requirement of at least one parent to attend an orientation session before Internet access is provided at the home aligns perfectly with this goal. The district takes the safety and security of our students in Goal 5 with diligence. Providing a safe network is a must while teaching digital citizenship for safety. Can you imagine the climate of a school today for students and staff without the integration of technology? In Goal 6: Technology, "Jacksboro ISD will strategically plan for the creation, implementation, and support of future technologies that will enhance teaching and learning..." The Technology Lending Grant is a strategic plan to create a method to help the district financially to continue to provide the necessary technology to our students. The Grant also is the implementation of a plan to provide internet access to our most needed students.

All staff members understand that this grant will result in increased technology utilization which increases opportunities for individualized learning.

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

County-district number or vendor ID: 119902	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.

The public library has availability only at set times and no school district buses currently have a route that lasts for an hour, so our plan includes providing internet access to student residences only. The following is a rough draft of our current plan to provide internet access to student residences as the final plan will come from the Technology Lending Committee's decision after their first meeting if awarded the grant.

The plan is a multi-step process that allows the district to provide access to a majority of our students while being cognizant of our most needy students. The first step will be to survey our students upon their return to school in August 2018. In January of 2018, the middle school and high school students participated in a survey to better understand the need for internet access by our students after school. To our surprise, 76% of the students indicated that they had internet access after school with 93% of the students receiving internet through residential service. This percentage may change over the next few months, so a current survey will be performed. The survey allows for student identification of responses, so the high school will have a list of students in need of Internet access.

The second step of the plan is to provide a safe online experience to students in need. The school presently utilizes GoGuardian for content filtering. If awarded this grant, this software will be installed on each device and will filter content even on the devices utilized from the students' homes, keeping them CIPA (Children's Internet Protection Act) compliant. But, parental involvement is a MUST. In order to become approved for device checkout, a meeting with the student and parent(s)/guardian to provide information, objectives, and rules of the program will be required. Upon the school receiving the signed parental permission of the Residential Internet Access Agreement, the student will receive a personalized Hot Spot Card. The card will be used to check out the hot spot devices through the HS Library system. The personalized information on the card will help keep record of who has checked out the "hot spot" device.

The third step is to become specific about the target group of the grant program. Our focus is on roughly ¼ of the student body that does not have internet access. Jacksboro ISD currently has a 65.7% economically disadvantaged population. Knowing that 76% of the student body currently has Internet access, testifies that some of the EcoDis students have Internet access at home. There will be some students not categorized at EcoDis that do not have internet access, but our concern will be for our EcoDis population first. Upon completing the survey in August, the district will go through the list of names to identify students that are EcoDis. As described above, the personalized "Hot Spot" Card will have confidential identifiers that will prioritize students. The student of highest need will be an EcoDis student that has multiple siblings in order for the district to maximize the amount of students that have Internet access. (Pending review from the TLC, families of need with 4 or more children may receive the "hot spot" for the year.) The next student group will be EcoDis students with 1 or no siblings. The third group will be students that are not EcoDis with multiple siblings for the reason stated above. The last group will be students that are not EcoDis with 1 or no siblings. The librarian will check these cards before distributing the hot spots, ensuring that students with the greatest need have internet access.

As with many rules and regulations, there will be exceptions that are allowed from time to time. As stated above, one of the goals is to increase academic performance. On occasion when a core curriculum teacher is having a test or research project, the teacher can notify the librarian of the need for internet access and students in that particular class can obtain prioritized access. There will be athletic travel time and organizations such as Ag that will be gone for multiple days with multiple students, the sponsor/coach can obtain a hot spot for the time away.

The committee will have other options to consider such as there are public places in Jacksboro that have wifi versus the need for some of the remote areas of the school district. Do those in rural area receive access before the students living in Jacksboro? The school is committed to the technology requested in this grant to become the force that equalizes the educational opportunities of ALL students regardless of location and economic circumstance.

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

County-district number or vendor ID: 119902	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.

Jacksboro ISD is involved with the Highly Reliable Schools (HRS) model through the Marzano Research team. The school understands the importance of having high academic standards, but the shortcoming that can occur without implementing powerful instructional methods. Throughout the district you can find examples of each of the following instructional practices being utilized by the teaching staff that would not be available without the technology requested.

Blended Learning - The strategy of blending online learning with school-based instruction to accommodate students' diverse learning styles and to enable them to work from anywhere at any time accelerates the rate of learning over the traditional full-time conventional classroom instruction.

Collaborative Learning - Collaborative learning is a method of teaching and learning in which students work together to explore a significant question or create a meaningful project. With the Google suite, students can discuss a lecture or work together over the Internet on a shared assignment.

Project-Based Learning – Proponents of project-based learning cite numerous benefits to the implementation of these strategies in the classroom including a greater depth of concept comprehension, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills.

Flipped Classroom – The flipped classroom is a form of blended learning in which students learn new content online by watching video lectures, usually at home. What used to be homework is now done in class with teachers offering more personalized guidance and interaction with students instead of lecturing.

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.

Jacksboro ISD is utilizing digital instructional materials in many if not all subject areas at all grade levels. In a January 2018 survey of MS and HS teachers, 92.2% of the teachers utilize online materials in their classroom. The school district utilizes the Google suite and many teachers use Google classroom to set up their classroom for messages, homework announcements, tests, and collecting assignments. At the Elementary, the school utilizes the online Pearson Math and Science material as well as online materials form Teacher Created Material for Social Studies. The campus uses IStation for Reading while using Accelerated Reader and Accelerated Math from Renaissance Learning.

At the Middle School, online Math and Science are used through Holt McDougal. The campus also uses Study Island for struggling students and tutorial sessions. At the High School, the school uses Big Ideas for the through Houghton, Mifflin, and Harcourt. Science and Social Studies also uses online material from Houghton, Mifflin, and Harcourt. The campus uses online Edgenuity for credit recovery for student that are behind credit requirements. All of the homework, quizzes, and testing for dual credit classes from Weatherford College are strictly online. The CTE courses utilize online material from ICEV. The campus also uses online materials for Spanish.

As can be seen, and as the results from the teacher survey indicate, more online materials are being used than ever before with the trend to go strictly online becoming more prevalent.

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

County-district number or vendor ID: 119902	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.

Jacksboro ISD has the capacity, infrastructure, and support system in place to effectively and efficiently implement the planned program. When speaking with the Technology Director, Jacksboro maintains a 6 VMware hosts containing 47 virtual servers. These hosts connect to a 27TB storage SAN for district data. There is 40G of backbone between campuses through a private network fiber. All switches are Meraki port interconnects with 1 gig or greater capability.

When speaking about network infrastructure as it pertains to the delivery of Internet, Jacksboro ISD exceeds the FCC Broadband targets of at least 100kbps per user in the short term and 1Mbps Internet access per user in the long term The district has 600MB over a 1GB connection with the ability to pool the allocated internet as per an algorithm for all JISD. The system has built in variance to allow the full 1GB allotment if the need is greater than the allocation. All classrooms in the district are equipped with wireless access that can handle all traffic in the classroom. The Technology director has 24/7 access to our Internet service provider through cell phone service for direct contact with the Director of Network Operations. First hand knowledge of why the service is not working such as someone has dug into/cut the fiber cable, or assisting with our own troubleshooting for the network is just a phone call away.

Technical support for staff and students will come from the district's competent and highly motivated technology staff. The district employees a full time technology director for network administration, a digital coach that supports teachers in the use of technology, a half-time technology assistant at the Elementary to provide immediate support needed by teachers, and a webmaster at the high school to enter website information. The technology director provides on-site and after-hours technical support in configuring, troubleshooting, and handling repairs. He has received extensive training on GoGuardian (our content filter), server installation and setup, as well as V-lans and Meraki switches.

The district believes in a hands-on, professionally-developed staff that is knowledgeable about the application of the technology given to staff members. The district does NOT give technology to teachers and students and say, "go forth". The district's digital coach is charged with supporting instruction by giving instruction through professional development of trends and apps that are new for teacher use that are compatible with district goals. She is also a Google certified trainer. She also provides on-site and after-hours technical support in configuring, troubleshooting, and handling repairs.

The Elementary technology asstistant handles first-responder needs that include first level troubleshooting for hardware devices (computers, printers, etc), and keeping up with highly used software programs such as Renaissance Learning/AR and IStation). Although the webmaster at the High School has the primary role of keeping the website current, she also is able to perform first level troubleshooting at the High School campus.

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

County-district number or vendor ID: 119902	Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the district being familiar with technology devices, the district technology staff provides training to staff members before any roll out of new devices or updates are issued. The technology staff will then provide a student orientation before the rollout of devices on proper usage. The district technology staff currently participates in the Freshman Bootcamp where Google Applications, Chrome, Chromebooks, and Digital Citizenship is taught. Topics include searching the Internet, online safety, cyberbullying, and privacy rules.

For the hot spot devices, Jacksboro ISD would implement a multi-step process when providing internet access to our students' homes. The first step would be to have our students (with one of their parents) attend an appropriate technology usage program where the school would outline the appropriate computer usage, responsible use of the district's digital resources and the Internet, and the proper care of the hot spot device. After this step, the students and their parents would be required to sign the district's acceptable use agreement along with a newly developed Technology Lending Agreement in accordance with local policy. The agreement will outline the expectations and rules for the hot spot device. This agreement would state the purpose, proper usage, consequences, return dates, late fees, liability for loss, and procedures for damaged devices. The technology staff will maintain lending equipment in proper working condition. After this paperwork is signed and on file, the student will receive a hot spot registration card to be eligible to check out a hot spot device.

The librarian would follow the policies which specifically state that she is to check out hot spots only to the students who possess this card. For new or transfer students who enter our district after the initial orientation program, the Technology staff will conduct after-school sessions to cover the "hot spot". After successful completion of this after-school class, the student will be issued a "hot spot" registration card.

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.

In the Jacksboro ISD Policy manual, under CQ (Local), "access to the District's technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District."

Although district procedure states that all equipment purchases over $500 will be inventoried and barcoded, it is the standard practice of the technology department to maintain and update the district's technology equipment inventory. These records include the model number, serial number, and Wi-Fi/ Bluetooth addresses for **ALL** technology devices and workstations. The Chromebook devices are added to the district's inventory list in a shared Google spreadsheet available to the librarian and technology staff.

In the Jacksboro ISD HP-Chromebook Acceptable Use Agreement, provisions are stated for the responsibility of the borrower for lost, damaged, or stolen technology. Provision for the care, usage, and consequences are also given in the agreement that is signed by the student and parent/guardian.

It is not the standard practice or procedure of the school district to purchase insurance for devices. The district will absorb any costs due to the loss, damage, or stolen technology devices that are purchased with the Technology Lending Grant funds.

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