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	2018 FEB -5 PM 2:20 RECEIVED 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 #
Katy ISD	101-914		
Vendor ID #	ESC Region #		
1746001484	4		

Mailing address		City	State	ZIP Code
6301 S. Stadium Lane		Katy	TX	77494

Primary Contact

First name	M.I.	Last name	Title
Nakia	R	Coy	Director of Federal Programs
Telephone #	Email address		FAX #
281-237-2605	nakiarcoy@katyisd.org		281-644-1832

Secondary Contact

First name	M.I.	Last name	Title
Darlene	B	Rankin	Director, Instructional Technology
Telephone #	Email address		FAX #
281-396-2274	DarleneBRankin@KATYISD.ORG		N/A

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
Anne	M	Faichtinger	Business Manager
Telephone #	Email address		FAX #
281-396-2320	AnneMFaichtinger@KATYISD.ORG		(281)396-6073

Signature (blue ink preferred)   Date signed

Anne Faichtinger   2/2/18

Only the legally responsible party may sign this application.

701-18-103-122

Schedule #1—General Information	
County-district number or vendor ID: 101-914	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-914	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: 101-914	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: 101-914	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

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

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	Schedule #4—Request for Amendment (cont.)		

County-district number or vendor ID: 101-914	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: 101-914	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.

Mayde Creek High School, Morton Ranch High School, Raines High School, Paetow High School, Katy Junior High, West Memorial Junior High School, Mayde Creek Junior High School, McDonald Junior High School, Morton Ranch Junior High School, Cardiff Junior High School, Stockdick Junior High School

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

The goal of the 2018-2019 Technology Lending Grant for the Katy Independent School District (Katy ISD) is to supplement the amount of devices, specifically chromebooks, to focus on English-Language Arts writing for students at the eleven campuses sited above. The campuses sited above all have a population of economically disadvantaged students greater than 40%.

Our current "Bridging the Digital Divide" program has been in Katy ISD for the past 4 years. The Technology Lending Grant (TLG) will allow us to expand and implement devices in a different way. Many districts have implemented a 1:1 initiative; however, Katy ISD has focused efforts more on a bring your own device and supplement with a 2 week device check-out program. With the TLG funds, the Instructional Technology Department along with the campus will create a new program called, "*Device To-Go*". Many times our students have a smart phone that they are able to do a great deal of work on but with "Device To-Go", students will be loaned a device that has a full-size keyboard and screen to focus on writing in the classroom. Major points for "Device To-Go" are as follows:

- Students will be identified as a "student needing a device" at each of the eleven campuses
- Students will be identified by teacher, counselor and/or principal
- Student will complete an application
    - The application will serve as the process by which a student will respond to questions in order to be loaned this device; if a student takes the time to read the information and complete the application, we feel the student will take care of the device and feel ownership
- Students will be issued a device for the entire school-year; feeling ownership of this loaned device will benefit our students greatly
- Student "Device To-Go" checks will occur at three-week intervals
- Students will be expected to bring the device and use during the school-day; as well as at home

In our classrooms today, students and teachers rely heavily on access to technology. Students in Katy ISD have access to a Learning Management System where teachers post a variety of assignments and resources. Our Learning Management System is integrated with a variety of tools such as e-textbooks, encyclopedias, Office 365, Google Apps for Education, ProQuest, Gale Resources and Discovery Education to name a few. Although the device will be utilized in each of the student's classes, a focus will be writing. Writing is key to all disciplines; therefore improving the amount of time students have to write will be the key driver to "Device To-Go". Katy ISD teachers who have the adequate amount of devices for the writing process have:

- Increased the amount of writing samples students have completed
- Provided twice as much feedback to students during the writing process in less time
- Given personalized instruction and assistance to each student

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 101-914	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.

The budget will be based on ordering chromebooks for students. The Technology Lending Grant (TLG) is a supplement to our current program, Bridging the Digital Divide. Katy ISD can reach 527 students across 11 campuses with the "Device To-Go" program by receiving the Technology Lending Grant.

"Device To-Go" will be managed in the following steps:

1. Students on the 11 campuses will be identified and sent an informational guide about the device and will be given the opportunity to complete a form of why they would like to be loaned a device for an entire year
2. 527 students will be chosen based on their need
3. Devices will be ordered, delivered and tagged to Katy ISD Technology Warehouse
4. The specific number of devices will be delivered to each of the 11 campuses
5. Students will receive a device after an informational meeting
6. Support will be given to students through our Katy ISD Tech Support Center and Library Media Specialists
7. Principal's designee will have 3-week checks of device

A committee will be created to determine what students will receive the devices. That list will be given to the principal's designee to ensure the checks are completed.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-914		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	$	$	$
Schedule #9	Supplies and Materials (6300)	6300	$147,965	$	$147,965
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$	$	$
Percentage% indirect costs (see note):			N/A	$2,035	$2,035
Grand total of budgeted costs (add all entries in each column):			$	$	**$150,000**

Administrative Cost Calculation

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

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

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

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101-914	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	$

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: 101-914	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:	$147,965
	Grand total:	**$147,965**

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: 101-914	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 <u>Administering a Grant</u> page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 101-914		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:	$

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: 101-914	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	7458	57.24%	Data based on 16-17 PEIMS Fall Resubmission
Limited English proficient (LEP)	1290	9.9%	Data based on 16-17 PEIMS Fall Resubmission
Disciplinary placements	139	1.0%	Data based on 16-17 PEIMS Summer Submission
Attendance rate	NA	95.96%	15-16 Data based on 16-17 TAPR Report
Annual dropout rate (Gr 9-12)	NA	1.02%	15-16 Data based on 16-17 TAPR Report

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
0	0	0	0	0	0	0	2178	2195	2174	1751	1708	1610	1413	13029

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101-914

Schedule #13—Needs Assessment	
County-district number or vendor ID: 101-914	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.

The following campuses will be served: Mayde Creek High School, Morton Ranch High School, Raines High School, Paetow High School, Katy Junior High, West Memorial Junior High School, Mayde Creek Junior High School, McDonald Junior High School, Morton Ranch Junior High School, Cardiff Junior High School, Stockdick Junior High School. These campuses were selected because they have an economically disadvantaged population of 40% or greater.

Teachers and students are given the Bright Bytes survey annually. This survey uses four domains to prioritize and target the most beneficial opportunities for student achievement. These four domains include classroom, access, skills, and environment.

The classroom domain explores how teachers and students use technology for learning. Based on Katy ISD's Bright Bytes Data students do not have enough opportunities to write online. Below are a few of the areas we would like to improve:

- 62% of students are never asked to write online
- 55% of students are never asked to receive online feedback

End of Course assessment scores illustrate the need for improved writing skills. While all other content EOCs enjoy scores above the 90th percentile, English I and English II were both at 82% in 2017. This drastic difference in scores from ELA to other contents has been an issue since 2012 when the state of Texas changed the English I and English II assessments to include extensive writing tasks. Additionally, a longitudinal study comparing student scores from the 7th grade writing assessment to the English I writing assessment reveals that students scoring at the "basic" level in 7th grade are largely remaining at the "basic" level in English I. Research indicates that the key to growth in writing as a whole is dependent on consistent and ongoing practice.

Based on the access domain the survey, students who attend campuses with a high economically disadvantaged population also have to share laptops, computers, and mobile devices at home. The Technology Lending Grant would enable students to have a device with a larger screen and a keyboard allowing them to type efficiently.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-914	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.	Increase student access to technology devices	Technology Lending Grant fund will allow us to implement the "Device To-Go" program by allowing students to check-out a device for a full year
2.	Increase percentage of students who meet grade level expectations on state assessments	Additional devices would allow students more opportunities for authentic writing and feedback
3.	Increased access to District online learning systems and programs	Additional devices would increase access to online systems and programs
4.		
5.		

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Schedule #14—Management Plan	
County-district number or vendor ID: 101-914	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.	Director, Instructional Technology	B.S. in Elementary Education and M.Ed. in Educational Technology; over 25 years of experience in education; over 15 years implementing curriculum technology initiatives
2.	Director, Federal Programs and External Funding	B.S. in Interdisciplinary Studies and M.Ed. in Education; over 10 years of experience in federal, state and local grant management
3.		
4.		
5.		

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.	Increased access to MyKaty (single sign-on to digital resources)	1.	Identify eligible students on designated campuses	8/13/2018	5/25/2019
		2.	Communicate program to eligible students	9/01/2018	5/25/2019
		3.	Check out devices to eligible students	10/01/2018	5/25/2019
		4.	Monitor MyKaty usage	10/01/2018	5/25/2019
		5.	Evaluate program effectiveness in meeting objective	1/15/2019	5/25/2019
2.	Increased Learning Management System usage	1.	Identify eligible students on designated campuses	8/13/2018	5/25/2019
		2.	Communicate program to eligible students	9/01/2018	5/25/2019
		3.	Check out devices to eligible students	10/01/2018	5/25/2019
		4.	Monitor Learning Management System usage	10/01/2018	5/25/2019
		5.	Evaluate program effectiveness in meeting objective	1/15/2019	5/25/2019
3.	Increased Communication	1.	Identify eligible students on designated campuses	8/13/2018	5/25/2019
		2.	Student Meeting to Discuss Program	9/01/2018	12/22/2018
		3.	Implement 3 week interval checks of device	10/01/2018	5/25/2019
		4.		XX/XX/XXXX	XX/XX/XXXX
4.	Increase of Writing Samples	1.	Create English Language Arts teachers focus group	9/01/2018	10/01/2018
		2.	Create and implement plan to increase writing online	10/01/2018	5/25/2019
		3.	Monitor the number of writing activities done online	10/01/2018	5/25/2019
		4.		XX/XX/XXXX	XX/XX/XXXX
5.	Evaluate Program	1.	Create Survey/ Plan Student Round Table Agenda	1/15/2019	2/28/2019
		2.	Gather Student Feedback	3/1/2019	3/31/2019
		3.	Analyze Survey and Focus Group Data	4/1/2019	4/30/2019
		4.	Plan and Implement Feedback Recommendations	5/1/2019	5/25/2019

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101-914	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.

Katy ISD uses a variety of methods to ensure goals and objectives are being met. The following list addresses how we communicate:

- Parent Response Surveys- Parents can complete a form to give us feedback on technology
- e-News is emailed to parents
- District Communications email
- Principal – Thursday Communication Portal
- Tech Tip Page for students and teachers

The following addresses how we evaluate our programs:

- BrightBytes Survey has been given to our students and teachers for 4 years and we provide training based on the results as well as identify key components for our Campus and District Improvement plans
- Student Round Table – several are conducted throughout the year and in fact our students gave us the idea of checking out the device to students for the entire year and allow the student to put a sticker on the device so they could feel that it was their own
- Teacher Round Table
- Canvas usage rates and the number of active courses
- MyKaty – Single Sign on for the number of students and staff who are utilizing software

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.

Katy Independent School District has sustained Bridging the Digital Divide for four years and this program has been successful because Katy ISD allows a student to simply go by the library and check-out a device to use either in the classroom and/or at home. The student can check out a hotspot if they do not have Internet access at home. We have recognized that students really want to feel ownership in their device and will be more apt to checking out a device if they can keep it for longer periods of time and customize it to fit their own needs (i.e.: arranging and downloading applications based on their need). Katy ISD has found this to be true with staff members as well. If you can't rely on the technology item daily then you most likely not use it.

Katy ISD and the eleven campuses will feel fortunate if given the opportunity to receive the funds to assist our students. Our principals and teachers are committed to providing the best learning experience.

The Classroom Technology Designers (CTD) will regularly check-in with the Principal's designee to ensure devices are being checked and are in working order. The CTD will also receive feedback from the English-Language Arts teachers to ensure students are able to continue the writing process online and if the writing samples have increased.

The 527 students who receive the device will be given opportunities to give feedback on what the program has meant for them.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 101-914	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.	Bright Bytes Survey	1.	Increased online composition
		2.	Increased access to devices
		3.	Increase in number of times students are asked to write online
2.	State and Local Test Results	1.	Increased student achievement on state and local exams
		2.	
		3.	
3.	English Language Arts teachers	1.	Increased number of writing samples
		2.	Increased feedback to students
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

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

We currently monitor the Bridging the Digital Divide program by viewing the number of check-outs we have for devices on each campus. We will continue to collect data for the Technology Lending Grant for the "Devices To-Go" by placing them in a group on their own and see how often they check-in and are utilized. The Classroom Technology Designers and the Library Media Specialists will play an integral part of this roll-out and understand when a problem arises. One of the problems that we had with the Bridging the Digital Divide funds that we had to address was ensuring the students did not have a device checked-out over the week or longer holidays. Students go out of the country during the longer breaks and we wanted to ensure the devices would not be lost, stolen or broken. Therefore that will be a requirement for these devices as well. Monitoring the usage stats on our Learning Management System and our Single Sign-On portal is easily completed at the District level. As the needs may arise a communication will be sent to involved stakeholders as well as a memo to "Device To-Go" principals.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101-914	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.

Currently, Katy Independent School District uses bond funds to provide funds to all campuses based on the campus socio-economic status. Each campus has students that may not be able to afford a device. Currently students are allowed to go by their campus library and check-out a device for a 2 week period. Each campus has a different amount of devices available as the rate of economically disadvantaged students dictated the amount of funding.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-914	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.

Katy Independent School District has seven belief statements. Below are three beliefs that outline what the Technology Lending Grant will allow us to do:

Belief 1: We believe that all learners are unique and thrive through personalized learning experiences.

Technology in the hands of students provides them the opportunity of a unique, personalized learning experience. Through technology-rich instruction, students can learn in the method that best suits their learning style and pace. Students who do not have access to technology of their own are unable to access online resources. Granting technology to economically disadvantaged students will ensure that all learners have access.

Belief 3: We believe that collaboration which honors all voices, creates ownership that drives personal accountability.

Technology creates unparalleled collaboration among students, especially considering cloud-based sharing of resources. In 2018, student group work does not need to be limited to what can accomplish in a single class period but rather over the span of multiple days, and multiple class periods. The Technology Lending Grant can provide opportunities for students to collaborate with peers beyond the four classroom walls.

Belief 7: We believe that our success is not determined by a single, standardized assessment.

Technology used by students can lend itself to the creation of unique product by which the student demonstrates mastery of TEKS. While of course STAAR testing is important, it is the belief of Katy ISD that students should have the opportunity to create and make; students who do have access to technology are able to build and express their knowledge through a product of their own.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-914	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.

Through our Bridging the Digital Divide, students may check-out a hotspot to ensure they have Internet access for their device. Often times, we are also able to package content in our Learning Management System for off-line use. Students can respond to what has been downloaded that that particular time and then sync when they have reached the Wi-Fi access.

Katy Independent School District has wireless access points in each classroom to ensure a robust Wi-Fi connection from each device. In addition, Wi-Fi is installed outdoors and access is enabled throughout the parameters of the school yard.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-914	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.

We have had "Bring Your Own Device" in Katy ISD since the 2011 – 2012 school year. Therefore our students and teachers are well aware of students either using their own device or checking out a Katy ISD owned device for use. Teachers have the classroom management and the needed accessories for the use of technology within the classroom. Some teachers refer to a red, yellow, green light for use on devices while others just post if students are allowed to use devices on that particular day. The red light means students can't use devices, yellow light indicates students can use at teacher direction and green indicates that students can use devices at any time.

Each content and grade level has a unit plan of study. These unit plans of study have the vetted digital resources associated with the lesson. Teachers are asked to use the digital resources that are embedded within each unit of study. Students are also asked to complete an enduring understanding which allows them to connect the work with a life experience. The life experiences many times and especially at the secondary level requires technology to complete.

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.

Using our Learning Management System, students ask students to respond to discussion questions, turn in assignment digitally, create recordings, quizzes/tests, and view online textbooks and resources. However there are a multitude of tools that our students have access to. Each student from our single sign-on portal can log in on any device wherever they have an Internet connection and access the resources that we have provided for them. Our junior high and high school teachers require our students to log in to the Learning Management System (LMS) daily in order to see the list of tasks due.

Sample assignments include:
- A Physics class had to create a 2 –5 minute video that demonstrated understanding of Newton's 3 laws of motion.
- English Language Arts class wrote a book review online via Google Docs and the teacher gave audio feedback.
- Social Studies course students respond to multiple discussion questions online.

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

County-district number or vendor ID: 101-914	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.

Katy ISD's infrastructure is able to support the amount of devices added to our network each year. Katy ISD grows by about 2,000 to 3,000 students per year, therefore we know that we have to keep up with the growth on our infrastructure. We use a professional resource to assist in the evaluation of our network ensuring we have adequate hardware and an Internet pipe. Currently, we have access points in each classroom at each campus with a 10 gigabyte connection and multiple network paths for resiliency. Our 14 gigabyte pipe to the Internet and 20 gigabyte access ports allow our users a quick and consistent connection.

We have Field Engineers who oversee a specific set of campuses and assist with the hardware on each. We ensure each issue is addressed through our monitored help desk system, Footprints. Our Katy ISD knowledge base is also kept up to date and students and staff can access information to assist in troubleshooting.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-914	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.

Each campus will check-out the device via our library system with a due date at the end of the school year unless the student un-enrolls from school. The principal's designee will be given a list of students to check in with every 3 weeks to ensure the device is being properly cared for. The teachers of these students will also know who has a "Device-To-Go" and will ensure the student is utilizing it properly.

The student and his parent will sign a contract stating that the device will be properly cared for based on our informational packet. All devices will be checked-in at Christmas and summer.

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

All devices that we receive will be accounted for in our fixed asset system. The Katy ISD Fixed Assets program allows the District to purchase, record, track, and report on items such as land, buildings, vehicles, and equipment. This enables the District to meet the State and Federal Cost Accounting requirements. Items that are more susceptible to theft and are recorded and tracked, regardless of price. Trackable items include; Computers, Televisions, Cameras/Camcorders, Projectors, SmartBoards, iPads/Tablets, Document Cameras and any item over $5000. All of these items must be tagged with a Katy ISD barcoded tag. The Fixed Assets System master file contains all of the individual fixed assets records. The system provides links between purchase orders, warehouse requisitions, and the general ledger.

When campus librarians receive equipment, the district cataloger adds a record to the library catalog detailing the type of equipment and model number. The campus librarian then assigns a barcode number to the item to allow the item to circulate to students. The campus librarian also adds serial numbers, fixed asset tag #s and funding source to help track equipment. Parents and students must sign a use agreement form before technology is checked-out to the student. This form explains the expected student code of conduct, responsible use and care, and damage or replacement costs.

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