Texas Education Agency
Standard Application System (SAS)

<table>
<tr><td colspan="2" align="center">2018–2019 Technology Lending</td><td>FOR TEA USE ONLY
Write NOGA ID here:</td></tr>
<tr><td>Program authority:</td><td>General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301</td><td rowspan="5">Place date stamp here.

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DOCUMENT CONTROL CENTER</td></tr>
<tr><td>Grant Period:</td><td>May 1, 2018, to August 31, 2019</td></tr>
<tr><td>Application deadline:</td><td>5:00 p.m. Central Time, February 6, 2018</td></tr>
<tr><td>Submittal information:</td><td>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</td></tr>
<tr><td>Contact information:</td><td>Kathy Ferguson: techlending@tea.texas.gov;
(512) 463-9087</td></tr>
</table>

<div align="center"><u>Schedule #1—General Information</u></div>

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Lamar Consolidated ISD	079901		
Vendor ID #	ESC Region #		
	4		

Mailing address		City	State	ZIP Code
3911 Ave I		Rosenberg	TX	77471

Primary Contact

First name	M.I.	Last name	Title
Chad	M	Jones	Dir of Technology Development
Telephone #	Email address		FAX #
832-223-0208	cdjones@lcisd.org		832-223-0357

Secondary Contact

First name	M.I.	Last name	Title
David		Jacobson	Chief Tech Information Officer
Telephone #	Email address		FAX #
832-223-0200	djacobson@lcisd.org		832-223-0201

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
Thomas		Randle	Superintendent
Telephone #	Email address		FAX #
832-223-0100	terandle@lcisd.org		832-230-111

Signature (blue ink preferred)   Date signed

Thomas Randle   2/5/18

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 079901	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: 079901	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: 079901	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: 079901	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.

Lamar Consolidated High School
B.F. Terry 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.

Program Description: Starting in the 2015-16 school year, Lamar CISD began a relationship with Equal Opportunity Schools (EOS), an organization that partners with school districts to increase equitable enrollment in Advanced Placement (AP) classes. This relationship began at Lamar Consolidated High School and B.F. Terry High School with the goal of increasing AP class enrollment of low-income students and students of color. This collaboration has led to hundreds of previously unidentified students that could be successful in AP classes taking these courses. In the 2016-17 school year, rollover Title I funds were used to purchase 200 Kajeet wireless internet hotspot devices and Dell laptops for students in the EOS program to support them in their AP classes. The devices were divided equally between the two Title I high schools, with 100 laptops and wireless hotspots available to support our students. In addition to these devices, a full-time employee was hired to support students with using these tools and to work with staff regarding ways they can integrate these digital tools in their classroom. This program has continued in the 2017-18 school year with all 200 devices checked out to AP students identified through the EOS program. Our full-time staff member provides monthly training for students on ways they can use the laptop to be more successful in their classes, such as note taking skills, time management, research skills, etc. The Technology Lending Grant funds would be used to purchase an additional 200 laptops that can be checked out to additional students at each of these high schools. Both campuses currently have a waiting list of students that would like to check out equipment should any become available.

Instructional Materials Allotment Assurance: All district IMA funds have been earmarked for future textbook adoptions, specifically the ELA K-12 adoption coming in 2020. As a fast growth school district, IMA funds have historically not met the textbook adoption needs of our district and we do not foresee that changing with this coming adoption. In addition to the upcoming textbook adoption, funds have also been earmarked for online subscriptions paid out of IMA such as library databases. Due to these expected funding needs and earmarked designations, our current IMA funding is not sufficient to meet the needs addressed by the Technology Lending Grant.

Access for Students: The computers currently checked out to students and identified for purchase as part of this grant are our standard student laptop and therefore meet all of our classroom technical requirements. This ensures that all of our students' online textbooks, Canvas Learning Management System, online databases, etc. work properly. This also allows us to install a standard set of computer applications that students can use to support their learning experience, such as the Office 365 suite of applications and the Adobe application suite. This common tool across our entire infrastructure also allows our teachers to develop lessons and activities that richly integrate technology with a high level of confidence that all students will be able to participate in the learning experience successfully. LCISD also has a "Bring Your Own Device" policy that allows students to bring their personal technical tools to school to supplement our supply of student laptops and other computing devices.

Process for Student Check In and Check Out: We would use the same procedures for checking in and out equipment that we currently utilize. At the start of the school year, each campus provides a list of students identified by EOS who are enrolled in an AP class. Those students are invited to participate in a brief meeting in which they learn about the program and the tools that would be made available to them. Students then submit an online form requesting to check out equipment. Students are provided equipment on a first come, first served basis, with exceptions made based on campus recommendations regarding students of need. All equipment is inventoried in our Library Management System and checked in and out via that system. A midyear equipment check is also completed after the winter break to verify that students are still in possession of the checked-out equipment. Year 1 of this program resulted in 100% of equipment being returned.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 079901	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.	

Residential Internet Access for Students: After surveying students currently in our program, we know that approximately 25% of our student population has no access to the internet at home. To meet that need, we have purchased 200 Kajeet devices as part of the original implementation of our technology checkout program. Currently we limit all of our student laptops that are part of the technology check out program to only access our internal wireless network and the Kajeet internet hotspot devices. The Kajeet internet hotspot devices work on the Verizon wireless network and are filtered through the Kajeet, CIPA compliant, filter. For the 2018-19 school year, we will implement a device level change that will force all of our student laptops to run through our district internet filter when accessing online content, i.e. proxy filtering all check out devices through our LCISD internet filter. This will allow our students to utilize their at home broadband internet connection, freeing up our current cache of Kajeet internet hotspots to serve students that do not have internet access at home. This change will allow us to double our total number of checkout laptops from this grant, without increasing our current inventory of Kajeet hotspots since the majority of our students already have broadband internet at home.

All students in LCISD are required to have a parent signed Student Handbook that outlines the district's Technology Responsible Use Agreement. This agreement outlines the expectations that technical tools provided by the district are used for educational purposes only and details our standards regarding unacceptable use and content filtering. In addition to the required Student Handbook signature page, all students participating in our technology check out program sign an additional acceptable use agreement document that emphasizes the expectations outlined in our Student Handbook. All students in LCISD are taught the concepts covered in the Technology Application Digital Citizenship TEKS via their campus library annually. Student mastery of all Technology Application TEKS is verified through the core content areas in grades K-8.

Insurance and Care of the Equipment: For equipment purchased for this program, we will purchase an End Point Security 5 year license as well as a 5 year warranty. The End Point Security license allows for computer use reporting that can be used to analyze student use of the devices while also providing loss acquisition services. The license is enabled directly on the BIOS of the laptop and allows for location tracking of the device via WIFI if we ever identify a device as lost or stolen. The 5 year warranty is an accidental damage service on the machine that allows for the repair of the device should it be damaged for any reason.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 079901			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	$147,000	$0	$147,000
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
Total direct costs:			$147,000	$0	$147,000
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$147,000**	**$0**	**$147,000**
Administrative Cost Calculation					
Enter the total grant amount requested:					$147,000
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:					$22,050

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: 079901		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	N/A	$0
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
a.	Subtotal of professional and contracted services:	$0
b.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(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: 079901		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: • Dell Latitude 3380; $726 per unit; Quantity 200 • Laptop bag; $9 per unit; Quantity 200	$147,000
	Grand total:	**$147,000**

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: 079901	Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	$0
	Grand total:	$0

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 079901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	N/A	0	$0	$0
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11	N/A	0	$0	$0
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18	N/A	0	$0	$0
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: 079901	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	2150	59%	2016-17 Data
Limited English proficient (LEP)	325	9%	2016-17 Data
Disciplinary placements	96	3%	2015-16 Data
Attendance rate	NA	93.3%	2016-17 Data
Annual dropout rate (Gr 9-12)	NA	1.2%	2015-16 Data

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	0	0	0	1002	1027	861	873	3763

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 079901	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.

Needs Assessment and Identification: Our initial needs assessment came from surveys completed by students and staff at our Title I high schools. This survey is provided by the Equal Opportunities Schools (EOS) organization and queries participants regarding the AP program on their campus. This survey addresses a variety of items such as:

- barriers that students felt would keep them from being successful in AP classes;
- the rigor of AP coursework on campus;
- whether the campus AP classes are preparing students for college;

This survey is offered annually at all LCISD high schools. From this survey and additional verification sources we have identified a variety of needs to be addressed, including: (1) providing first time AP students with technology tools to aid them in their coursework and (2) providing teacher training on how to increase rigor of classroom instruction while also integrating technology. This information was the precipice for purchasing 200 laptops and internet hotspots, but we know from current waiting lists that we have not fully met that need.

An additional source for needs assessment and prioritization is the technology check out project manager. The project manager meets regularly with students in the program, offering office hours weekly to check in on student progress and identify any needs based on feedback from the students. The program manager also meets regularly with campus teachers and administrators to receive feedback on how effectively students are utilizing the technical tools in their classroom. The manager also works with campus and district administration regarding how teachers are integrating technology into their lessons. From these regular visits with students and teachers, we have identified two example needs: (1) training students on the variety of productivity solutions the laptop and internet access can provide them and (2) training teachers on ways they can make their classroom lessons more effective and powerful by integrating technical tools into their lessons.

Need Prioritization: Needs are prioritized by expected level of impact and locus of control. For example, the need to provide students devices for use in the classroom was a top priority since training teachers and students on those tools would not be as effective if the majority of students did not have access to devices. Beyond this, we look at impact and our ability to implement effective change with regards to our next addressed need. We have focused our efforts first on training students on productivity tools available to them while we begin to work with teachers on ways they can more effectively integrate technology into their classroom. This effort stems from an understanding that training all students on general technology tools that will aid them in being successful in all of their classes will have a larger, more immediate impact than the more difficult task of pedagogical change in each individual teacher's classroom. The need for pedagogical change of integrating more technology effectively in the classroom is still a high need, but is an effort that will take more time and individual support as compared to working with students on more broad concepts that have proven to be extremely valuable (ex: note taking skills, time management, etc.)

Campus Selection: Lamar CHS and Terry HS were selected for this grant and program for three primary reasons: (1) each of these campuses are low SES, Title I campuses with students that can be very successful, but need support beyond our normal district-wide initiatives, (2) the value seen in the EOS program on these campuses and it's impact on bringing more low economic students and students of color into AP classes, and (3) the success of the current technology checkout program and the expected value of increasing availability of devices to more students.

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	Schedule #13—Needs Assessment (cont.)	

County-district number or vendor ID: 079901	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.	Equiping first time AP students at our Title I campuses with a laptop and internet access.	The Technology Lending Grant would allow us to double the number of students at our Title I high schools being provided a student laptop, growing from 200 students to 400 students. Our current program will provide sufficient internet hotspot devices to meet the needs of the additional students added to the program.
2.	Training students on computer productivity tools to aid in their academic efforts.	By providing 200 additional laptops for student checkout, LCISD would be able to offer training to more students that all have guaranteed access to technology. Students participating in the technology checkout program understand there is an expectation that they attend trainings while they utilize the equipment, therefore guaranteeing student participation.
3.	Training teachers on effective ways to integrate technology into their classrooms.	As more and more students have regular access to technology in the classroom, it is easier for teachers to see ways in which technology can support their pedagogical efforts and emphasizes that access to technology is not a hurdle. By assuring that our neediest students have access to district standard laptops, it also allows teachers to feel more confident in using technology in their lessons since students will have access to the needed tools.
4.	Increasing rigor and quality of AP classes.	By providing more underserved students with technology equipment, our teachers will feel more comfortable integrating technology into their lessons and in turn can take advantage of new tools that can be more effective at engaging and reviewing information with students. This will allow for a more effective, rigorous learning environment in our AP classes.
5.	Helping our students be College, Career, or Military ready.	The tools we would provide for students through the Technology Lending Grant would allow us more opportunities for students to have access to technology that will aid them in future success in all areas of CCMR.

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Schedule #14—Management Plan

County-district number or vendor ID: 079901	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 of Technology Development	**Qualifications**: Master's Degree in Education; **Experience**: Minimum three years classroom experience, technical knowledge, project management, personnel management, training experience of both adults and students; **Certifications**: Secondary teacher certification
2.	Technology Development Specialist	**Qualifications**: Bachelor's Degree in Education; **Experience**: Minimum three years classroom experience, technical knowledge, training experience of both adults and students; **Certifications**: Secondary teacher certification
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.	Equipment acquisition, imaging, prep	1.	Purchase/Receive Dell laptops & bags	07/02/2018	07/19/2018
		2.	Image all computers to the district standard	07/23/2018	07/26/2018
		3.	Add computers to district inventory	07/30/2018	08/03/2018
		4.			
		5.			
2.	Student Identification & Course Selection	1.	EOS Students Identified	01/08/2018	05/07/2018
		2.	EOS Students AP Course Selection Encouraged	01/08/2018	08/20/2018
		3.	Identify EOS Students in AP Courses	08/20/2018	08/24/2018
		4.	Tech Checkout Information Meetings	08/27/2018	08/31/2018
		5.	Students Request Equipment	08/27/2018	08/31/2018
3.	Equipment Checkout/Mid Year Check/Return	1.	Student equipment checkout	09/03/2018	09/14/2018
		2.	Student mid-year equipment check	01/21/2019	02/01/2019
		3.	Student equipment return	05/20/2019	05/31/2019
		4.			
		5.			
4.	Student Training & Support	1.	Monthly technology tool training for students	09/03/2018	05/10/2019
		2.	Monthly open-lab / homework support	09/03/2018	05/10/2019
		3.			
		4.			
		5.			
5.	Teacher Training & Support	1.	Beginning of year teacher technology vision casting	08/13/2018	08/31/2018
		2.	Monthly teacher training on tech integration ideas	09/03/2018	05/10/2019
		3.			
		4.			
		5.			

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 079901	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.

The primary tool for defining district goals and objectives is through the District Improvement Plan (DIP). Each of the goals and objectives listed in the DIP include a specifc, attainable item that is measureable with regards to defining whether the goal was met. The goals and objectives are developed collaboratively with campus staff and district administration to focus on the most important focus items for that school year. Depending on the goal, there may be times annually, per semester, quarterly, or at each grading period in which progress toward meeting that goal is analyzed and evaluated. The project owner of that goal/objective is responsible for completing the appropriate evaluation and reporting progress to the appropriate stakeholders.

When reviewing the progress toward meeting the goal, if the data shows that a change in strategy is needed, we pride ourselves in being flexible and doing what is best for our students and making a change in course. Depending on the change needed, this may result in face-to-face meetings with stakeholders, focused email, or video communications being shared.

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.

As previously described in this application, Lamar CISD has a relationship with Equal Opportunity Schools (EOS) with the goal of increasing AP class enrollment of low-income students and students of color. This collaboration has led to hundreds of previously unidentified students that could be successful in AP classes taking these courses. In the 2016-17 school year, Title I funds were used to purchase 200 Kajeet wireless hotspot devices and Dell laptops for students in the EOS program to support them in their AP classes. The devices were divided equally between the two Title I high schools in LCISD, with 100 laptops and wireless internet hotspots available to support our students at each campus. In addition to these devices, a full time employee was hired to support students with using these tools and to work with staff regarding ways they can integrate these digital tools in their classroom. This program has continued in the 2017-18 school year with all 200 devices checked out to AP students identified through the EOS program. Our full time staff member provides monthly training for students on ways they can use the laptop to be more successful in their classes, covering topics such as note taking skills, time management, and more.

From a district perspective, the EOS program has been extended beyond our two Title I high schools, to include all 5 district high schools and continues to be a district priority

The Technology Lending Grant funds would be used to purchase 200 laptops that can be checked out to additional students at our two Title I high schools. Both campuses currently have a waiting list of students that would benefit from checking out equipment should any become available. Students checking out the additional devices provided by the grant would receive the same training and support from the project manager as students currently in the program.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 079901	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.	Student comfort with technology tools with regards to classroom success	1.	Students completing program assignments in Canvas
		2.	Teacher report of student usage
		3.	Student communication log with program manager
2.	Increase in classroom rigor: AP Exam scores increase by 5%	1.	Students AP exam scores will increase 5% from 2017-18 to 2018-19.
		2.	
		3.	
3.	Student survey data – AP program effectiveness and support	1.	Student self report of AP program rigor
		2.	Student self report of value of technology checkout items in AP classes
		3.	
4.	Student tool usage – reporting data from Endpoint Security application	1.	Student computer use reflects school related activity
		2.	
		3.	
5.	Student AP class enrollment increases from year to year	1.	AP class enrollment data shows increase from year to year
		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.

Data collection for this program is pulled from a variety of sources. One primary source is the annual student and staff EOS survey which provides feedback regarding the value of the technology checkout program as it relates to AP class success. While this data does not provide midyear course corrections, this does allow for a valuable annual evaluation of program efficacy.

AP exam scores will serve as a corollary data point for analyzing the increase in rigor and alignment of classroom instruction with College Board expectations. While this is not a direct indicator of the technology checkout program, we feel that it provides one view of how we are able support teachers in improving their classroom instruction.

For the day to day analysis of program effectiveness, the project manager maintains a communication log with all students enrolled in the checkout program, allowing real time evaluation and adjustment to meet student needs. The project manager also regularly conferences with AP teachers and campus administrators to evaluate program success and to identify any changes required to the program.

Total students served is reported via checkout statistics held within the library management system.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 079901	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 there are 200 laptops and internet hotspot devices available for checkout to students at our two Title I high schools. These devices were purchased with Title I funds in the 2015-16 school year. Annual data service for the internet hotspots has been paid out of Title I funds and has been earmarked as a continued expense in the future. In addition to the 200 laptops and internet hotspots purchased at the district level, each campus has also begun to evaluate the use of laptop carts. Campuses are gauging the possible value of pulling some of these laptops from the classroom checkout and making them available for short-term checkout to students as needs arise. While students are not able to use these computers the entire school year, these short-term loans do allow students to check out these devices in high need situations, such as completing major projects or writing research papers. The Title I high schools are also evaluating their current Title I funds in an effort to add more dedicated laptops to the yearlong checkout program. At the district level, we are looking into the possibility of using Title I rollover funds to add additional laptops for checkout as well.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 079901	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2015-16, Lamar CISD identified the need to "empower all students to have access to a capable device and equitable access to Internet at home and at school," (page 31 of the LCISD Technology Plan). From that time, we have worked to implement our current technology lending program with our two Title I high school campuses. In the 2017-18 District Improvement Plan (DIP), District Priority 1, Objective 4.2 re-emphasizes this initiative, stating that the district is working to "develop a robust technology lending program including devices and internet access for every student that lacks the basic essential access at home." Performance Objective 5.1 in the DIP specifically addresses the technology lending program we currently have in place, supporting the long-term efforts of meeting the needs of our Title I first time AP students by providing them technical equipment and training on technology skills that will help them be successful in their coursework. Currently we have 200 student laptops and Kajeet wireless internet hotspots checked out to students in our two Title I high schools. DIP Performance Objective 5.2 also aligns with the Technology Lending Grant goal, stating that we will "increase [the] number of first time AP students at Title I campuses checking out a laptop and internet hotspot." The grant would allow us to increase our program enrollment, aiding us in meeting that goal.

In addition to the goals of providing students access to devices and the internet, the technology lending program allows us to support the DIP Performance Objective 5.3 which states that we will "support AP teachers at Title I campuses on effective ways to integrate technology in their classrooms and increase success on AP exams by 5%." By providing more devices to students, this allows teachers more opportunities to effectively integrate technology into their classrooms, providing a richer learning experience for students, which we expect will manifest itself in increased AP exam scores.

The funding from this grant would allow us to increase the impact of our lending program and allow us to meet the needs of more students. Our current infrastructure is ready to take on this increase of devices since we already have a process in place for checking out equipment as well as the personnel to train and support these students in the use of these tools in their classes.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 079901	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.

After surveying students currently in our technology checkout program, we know that approximately 25% of our student population has no access to broadband internet at home. To meet that need, we have purchased 200 Kajeet devices as part of the original implementation of our technology checkout program. The Kajeet internet hotspot devices work on the Verizon wireless network and are filtered through the Kajeet, CIPA compliant, filter. Verizon wireless service fully saturates the LCISD area, allowing internet access for all students with a device at home or while on a bus.

Currently we limit all student laptops that are part of the technology check out program to only access our internal wireless network and the Kajeet hotspot devices. Because of this setting, all 200 Kajeet internet hotspots are checked out and used with our current checkout laptops. For the 2018-19 school year, we will implement a device level change that will force all student laptops to run through our district internet filter when accessing online content even if they are not on one of our campuses. This will allow the majority of our students to utilize their at home broadband internet connection, freeing up our current cache of Kajeet internet hotspots to serve students that do not have internet access at home. This will also ensure that all students are on a CIPA compliant internet filter no matter what internet connection they are on. This change will allow us to double our total number of checkout laptops through this grant, without increasing our current inventory of Kajeet hotspots.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 079901	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.

In the 2017-18 school year, Lamar CISD began the implementation of the Canvas Learning Management System. Canvas has created a new opportunity for our teachers to provide online learning opportunities for students in a way not previously available. This includes online curation of learning materials such as notes, slide presentations, and videos, all in one location, allowing our teachers to move our student's opportunity for growth and learning outside the walls of our schools. Our teachers are also beginning to utilize online quizzes, discussion boards, and assignment submission via Canvas.

In addition to the Canvas LMS implementation, our district has invested in online tools such as Flocabulary, Nearpod, online textbooks, and a variety of online databases. Many of these tools are either linked directly inside of Canvas or are available in our single sign on application, Classlink. Classlink has allowed easy access to all of our online applications by bringing them all together in one single platform, making it easy for students and teachers to access the most important online tools.

The equipment purchased through the lending program grant will allow us to outfit our most needy students with equipment at home to take advantage of these new opportunities.

With regards to classroom management policies, all campuses allow and encourage technology devices to be used in the classroom per the teacher's discretion. As more devices are made available to students, we have seen more teachers take advantage of the online tools in the classroom environment.

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.

We began implementation of the Canvas Learning Management System in the 2017-18 school year. This tool allows teachers to greatly expand the reach of their classroom by providing learning experiences for our students well beyond the four walls of their classroom. Our core content teachers have begun housing valuable class notes, PowerPoints, assignments, quizzes and more online through Canvas. This has transitioned our classroom learning experiences to being short 50-minute opportunities during the day to now be available 24/7. We have seen teachers develop entire units online in Canvas, guiding their entire instructional focus through the online platform.

In addition to Canvas, many of our AP teachers heavily utilize online textbooks. This goes beyond simple reading assignments for our students, but rather digs deeper into media rich experiences provided by the textbook vendor. Students are able to read their online textbook material, while also watching a brief instructional video reviewing the concept, and then test their own acquisition of the information via an online practice experience. Many of these resources are used in conjunction with our Canvas LMS.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Infrastructure: Lamar CISD has worked diligently over the past decade to ensure all campuses meet the wireless infrastructure needs of our students and teachers. Currently, every classroom in LCISD has a wireless access point installed that can provide data for up to 30 devices at a time. In larger areas, such as libraries and cafeterias, more robust access points have been installed that can handle many more wireless devices. We continue to invest in our wireless infrastructure to meet the growing needs of more and more wireless devices in our schools. We believe that our current infrastructure is robust enough to meet the addition of 100 laptops per each of our Title I high schools.

Technical Support: Lamar CISD has 22,000 desktop computers and 12,000 laptops, 10,000 of which are student laptops. Over the course of single school year, over 17,000 support tickets are entered with the average resolution time being 2.4 days. For laptops, the resolution time is often much lower since a cache of "swap out" laptops are kept on hand. When a laptop has technical issues, the technician often will swap the computer with technical issues with a working machine of the same model so that minimal instructional time is lost while the technical issue is resolved. While adding 200 laptops to our environment through this grant creates a slightly higher load for our technical support team, we believe it is not significant enough addition to significantly change our practices or average resolution time.

In addition to our "break/fix" support options, LCISD also has a robust online resolution solution that allows us to resolve technical issues remotely or push out preventative fixes automatically to all machines. This may involve system updates, loading new software, adding printers, etc. without a technician needing to physically touch the machine.

Specific to our technology checkout program, the program manager has developed a series of technical troubleshooting resources that students can access at any time to address small technical issues themselves. We also have all participants join a "Remind" group where they can interact directly with the program manager should they have technical issues.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 079901	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.

Our staff member that currently oversees our technology checkout program will also facilitate the checkout of computers from this grant. All devices purchased through this program will be added to our library management system and checked out to students via that system. The selection of students for checkout will be a collaborative effort with the campus administration, ensuring that the students that have been identified with the most need are the first students to check out equipment.

After the start of the second semester, all students participating in our technology checkout program are required to "check-in" their equipment, showing they still have the device as well as giving our staff the opportunity to visually inspect the equipment. Students do not return the equipment at this "check-in", rather they briefly meet with our program facilitator to show they still have the equipment and that it is in good working order.

At the end of the school year, all students will return their equipment and our technical support team will do a thorough cleaning of all laptops and devices as well as prepare them for the start of the next school year. Any repairs that have not been previously reported are resolved over the summer, so the next year's students have a well-functioning, viable device.

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.

The practice in LCISD for checking out equipment to students is that all materials must be inventoried via our library management system and will be checked out to students through that system. Per Board Policy, CQ (Legal), students must return technical equipment checked out to them no later than: (1) five years after the date the student receives the equipment; (2) the date the student graduates; (3) the date the student transfers to another district; or (4) the date the student withdraws from school.

For the tools purchased through this grant, all devices will have an Endpoint Security application installed that serves as a monitoring application that allows us to find the location of a device should it go missing. This application is built into the BIOS of the device and can triangulate the location of a device via WIFI data. This data can then be used in conjunction with local police to recover a device should it ever go missing. In the event that a device is not able to be recovered, the subscription to the Endpoint Security application provides a device reimbursement that is on a sliding scale depending on the age of the device. LCISD would receive a fair market value for the cost of the device for up to five years should it be lost or stolen.

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