

**2020-2021 Technology Lending Grant****COMPETITIVE GRANT Application Due 5:00 p.m. CT, January 9, 2020**

NOGA ID

Authorizing legislation

General Appropriations Act, Article III, Rider 8, 86th Texas Legislature; TEC 32.301

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

April 6, 2020 to August 31, 2021☒ Pre-award costs are not permitted.**Required Attachments***Applicants must submit a locally-approved technology plan that is valid for the 2020-2021 school year.*

Application stamp-in date and time

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Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization Fabens ISD CDN 071903 Vendor ID 746000829 ESC 19 DUNS 012555868

Address 821 NE 'G' Avenue City Fabens ZIP 79838 Phone 915-765-2600

Primary Contact Dr. Veronica Vijil Email vvijil@fabensisd.net Phone 915-765-2600

Secondary Contact Michelle Gonzalez Email mbgonzalez@fabensisd.net Phone 915-765-2600

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Veronica Vijil

Title Superintendent

Email vvijil@fabensisd.net

Phone 915-765-2600

Signature

Date

12/19/19

Grant Writer Name Michelle Gonzalez

Signature

Date

12/19/19

☒ Grant writer is an employee of the applicant organization.☐ Grant writer is not an employee of the applicant organization.

RFA # 701-20-110 SAS # 469-20

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701-20-110-045

2020-021137

Shared Services Arrangements

☒ SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|--|
| Over 200 FHS students are enrolled in dual credit online or blended learning courses each semester. Surveys conducted by the district indicate approx. 40% of homes do not have internet access. 90.2% of Fabens students are economically disadvantaged. | Purchase mobile hotspots to ensure students taking dual credit courses have home access to the internet. Ensure all busses are equipped with internet for long rides to and from school. |
| | |
| | |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Increase internet accessibility outside of school from 60 percent to 100 percent for Fabens High School students taking dual credit courses by August 2020 to improve student success in dual credit.

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Compare rosters for dual credit courses against devices checked out to ensure all students who claimed a need for home internet access have the appropriate device.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Match grades from first semester dual credit courses to devices checked out and compare to previous year's passing rates to assess the impact of the grant.

Third-Quarter Benchmark

Repeat the survey of home internet access to assess the need for additional hot spots. Ensure all in need have access to internet at home by comparing rosters to surveys and checked out devices. Monitor weekly reports on damages, repairs, and lost hot spots.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

If students are unable to use the mobile hotspots effectively, include counselors and district social worker to assess the needs of the household to ensure the students have all the needed resources and infrastructure to complete online coursework. Rule out other factors that may impede progress through the course. The district may need to supplement the grant funds as enrollment in dual credit courses increases.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

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 provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2021 Technology Lending Grant Program Guidelines.
☒
4. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2021 Technology Lending Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
☒
5. The applicant provides assurance 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.
☒
6. The applicant provides assurance 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.
☒
7. 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).
☒
8. The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
☒
9. 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.
☒
10. 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.
☒
11. The applicant assures that it will show evidence of a current local technology plan on participating campuses by submitting an attachment of the LEA's locally-approved technology plan.
☒
12. The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
☒

Statutory Requirements

1. Describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices.

In addition to the technology available in the classrooms, library and computer labs, Fabens High School has laptops available for student checkout, but currently does not have mobile wifi hotspots for check out. Chromebooks are available for students to check out from the library. Additionally, the migrant program has Chromebooks for students identified as migrant to check out and use at home. Currently over 200 students take dual credit courses in a blended learning or online format. Labs are available during the school day for students to use for these courses. Fabens ISD is currently working to expand access to Chromebooks and internet hotspots for student use at home. Funding sources include local funds, state, and federal (Title I Parts A and C) funds which have been designated for this purpose. The goal of the district is to phase in one-to-one devices that students can use at school and at home. A four year plan for that initiative is included with this application.

Program Requirements

1. Describe a plan for providing internet access to student residences, residential center, and/or on buses that transport students for whom a single ride lasts, on average, at least an hour for students with the highest need for off-campus internet access.

We are planning on contracting with Kajeet for SmartSpot 900 which provides 4G LTE mobile broadband access across multiple frequency bands and supports the latest, most advanced security. Kajeet SmartSpot provide up to 10 hours of battery life. The SmartSpot utilizes industry-standard Wi-Fi (802.11 b/g/n) and is compatible with all industry-standard Wi-Fi capable devices across all operating systems and all known browsers.

In addition, to provide our students with wifi access during lengthy bus rides we will contract with Kajeet for SmartBus filtered mobile hotspots.

Both of these devices are designed with the added protection of Google SafeSearch and YouTube Restricted Mode.

Google® SafeSearch™ blocks "Adult Content" in which search results, images, and videos that have been deemed as adult content will not show up in the browser. With SafeSearch on, sexually explicit video and images will be filtered from Google Search result pages, along with results that might link to explicit content.

YouTube® Restricted Mode™ is an opt-in setting that helps screen out potentially objectionable content that we do not want our students to stumble across while enjoying YouTube. You can think of this as a parental control setting for YouTube. While it's not 100% accurate, YouTube uses community flagging, age-restrictions, and other signals to identify and filter out inappropriate content.

Program Requirements

2. Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es).

The computer lending program will be expanded at Fabens High School. Fabens is located along the southern border in a community that is one of the poorest in Texas and nationwide. The area's low incomes are reflected in its property values. The typical home in Fabens is worth \$61,600, less than half the median home value in Texas of \$142,700 and about a third of the national median home value of \$184,700. Low property values mean the district collects less funding from those valuations. According to TEA, the district collects less than \$3 million in property taxes, which accounts for only 10 percent of all district expenditures. We are intentional about how we spend our financial resources. Additionally, over 92% of our students are identified as economically disadvantaged. Due to poverty issues and lack of community centers and opportunities for enrichment, many of our students do not engage in the same stimulating activities that their more financially stable peers engage in. Furthermore, due to close proximity to the border, we have students with dual citizenship that are separated from their nuclear family for weeks while in school, are limited in their English-speaking and academic skills, and lack background knowledge. In spite of these obstacles, we do not make excuses for our students. It's up to us to fill the void, to build their schemas, to form their crystallized intelligence. Our students may be poor in income but are very rich in potential and heart. In fact, our state accountability rating from TEA (our report card) is an 88, and we compete with and often outperform other schools across Texas with similar demographics. None of our schools are below a "B" nor are any of our campuses identified as Requiring Improvement or Targeted Support. Our ultimate measure of success is the College, Career, Military Readiness outcome measure, and our rate far exceeds the regional and state rate by 20%. Fabens High School currently has computer labs and laptops to check out to students to support dual credit online instruction. With no public library in Fabens, the school district has become the primary source for students to access the internet and technology. Fabens ISD plans to purchase mobile hotspots for student use on buses and in their homes. Priority will be given to students who are taking dual credit online or blended learning courses who do not have access to the internet in their homes or who spend more than an hour commuting to and from school by bus.

3. Describe how the district is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s).

Dual credit instructors provide blended learning experienced and on-line classes to students at Fabens High School through their dual credit and early college programs described below. Fabens High School and Early College Dual Credit Classes: In order to promote college readiness and encourage students to continue on to post-secondary education, Fabens ISD provides for dual credit classes in which students earn their high school and college credits simultaneously. These classes are offered at Fabens High School and Cotton Valley Early College High School. Some dual credit courses are taught by teachers with high school teaching certification as well as college credentials. Others are offered off-site at EPPC and UTEP or online taught by college and university professors.

Cotton Valley Early College Program: Cotton Valley Early College is a program within Fabens High School that has been in operation since 2010 through a partnership with El Paso Community College serving as the Institution of Higher Education (IHE) Partner. Through this partnership, students enrolled at the Early College Program have the opportunity to complete an Associate's Degree through dual credit coursework while they complete high school. In order to operate as an early college high school, the campus must receive an annual renewal of the Early College High School Designation through the Texas Education Agency. In order to be considered for ECHS designation, a campus must demonstrate an effective partnership with an IHE as well as an operational structure and recruiting process which targets students from underrepresented groups to include economically disadvantaged, at-risk, and first-generation college students. Through the ECHS scholarship, UTEP offers Fabens High School students up to 18 additional college hours towards their Bachelor's degree while still enrolled in high school. The college and university partnerships are critical for the success of the Early College Program as students are dual-enrolled. The staff at Fabens High School work diligently to align schedules and calendars with the IHE partners as efficiently as possible to optimize student success. Students who graduate from high school with some college credits are more likely to continue on to obtain a bachelor's degree. Face-to-face dual credit courses are delivered in a blended learning format where students are expected to submit assignments through Blackboard as they would if they were on the college campus.

Program Requirements (Cont.)

4. Describe how infrastructure and technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es).

A computer technician is assigned to the high school to provide technical support. We also use the Google Admin console, which is a central place to manage G Suite services, user accounts, configure administrator settings, monitor G Suite usage in Fabens ISD domain, and create groups, on our current inventory of 362 Chromebooks.

The mobile wifi SmartSpots and SmartBus will be maintained under the Kajeet contract which will replace or repair any faulty device. The technician assigned to Fabens High School will coordinate with the library staff to replace defective devices at the centralized check out point. Extended library hours and a support line will ensure students have support after hours.

5. 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.

The equipment check-out and check-in process will be managed by using a program that will be developed in-house and maintained by Fabens ISD Technology Department. The system will be accessible online by campus librarians who will check-out and check-in equipment. The student will have to get a Check-Out Agreement Form signed by the teacher and their parents/guardians. Students must comply with and agree to the following conditions prior to checking out the equipment: - Abide by the Fisd Technology Acceptable Use Policy. - Use ordinary care and diligence in protecting, safeguarding, and supervising the use of the equipment and returning it to the District in the same condition it was in prior to checkout, excluding normal wear and tear. - Participate in training in the use and care of technical equipment, as provided by the appropriate school staff member prior to checking out the equipment. - Must NOT attempt to or install software, hardware or change the system configuration including network settings on any equipment assigned to the student member without prior consultation with the Fabens ISD Technology Department. - Students are expected to prevent damage and theft to the equipment assigned to them. - The student is held personally and monetarily responsible for any loss or damage caused by intentional vandalism or negligence. - The student will not be held responsible for manufacturing defects or technical problems resulting from regular school-related use. - The student must provide access to any equipment and/or accessories they have been assigned upon the District's request.

Weekly inspections of equipment will be conducted and logged by Fisd computer technicians to ensure equipment is working properly. Priority will be based on the following criteria for students whose parent/ guardian have indicated they do not have internet access at home and who are:

- Priority 1 - Taking a dual credit course in an online-only format.
- Priority 2 - Taking a dual credit course at UTEP or Community College.
- Priority 3 - Taking a dual credit course at Fabens High School in a blended learning format.
- Priority 4 - Taking a course in which the teacher has indicated a need for computer/internet access.

Campus Name and Identification Information (can change to another title)

Enter the Campus Name and Campus Identification Number (CID) of the participating campus(es). Please use the exact name and CID from the 2018-2019 Campus Report data from the Texas Student Data System Public Education Information Management System (TSDS PEIMS) accessible on the TEA website at <https://tea.texas.gov/2019accountability.aspx>. Use the downloadable overview of statewide ratings data available in Microsoft Excel. If the campus name has changed (but not the CID), include the new name in parenthesis. If both the campus name and the CID do not match the referenced eligibility list, the campus is not eligible.

| | | | |
|-----------------|---|---------------|---|
| 1. Campus Name | <input type="text" value="Fabens High School"/> | Campus Number | <input type="text" value="71,903,001"/> |
| 2. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 3. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 4. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 5. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 6. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 7. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 8. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 9. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 10. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|--|---------------------|
| Kajeet Data Plan for all devices 160 x \$ 199.40 | 31,904 |
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SUPPLIES AND MATERIALS (6300)

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|---|---------------------|
| Kajeet SmartBus 10 x \$1,034 = \$10,346 Kajeet SmartSpot - 150 x \$50.6 = \$7,590 | 17,936 |
|---|---------------------|

OTHER OPERATING COSTS (6400)

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CAPITAL OUTLAY COSTS (6600)

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Total Direct Costs 49,840

Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 49,840