



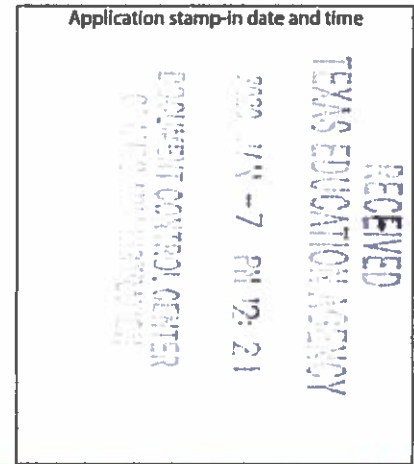
**2020-2021 Technology Lending Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, January 9, 2020**

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.

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

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):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

2020-021175

701-20-110-056

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
There is a need to improve academic achievement in the elementary grades of Gruver ISD.	Through the TLGP funds, all students, instead of just those in the secondary and high school, will have internet access 24/7 in order to utilize instructional material and up-to-date resources. Educators will also have the availability to modernize classroom instruction through lending of digital devices along with internet hotspots.
According to a student survey, it was found that almost 20% of students were without Internet access in their homes. This can provide a hindrance to academic achievement.	Students will have access to the internet, 24/7, due to the available hotspots, they will be able to check out from Gruver ISD. Economically disadvantaged and special education students that utilize the bus for transportation will be given priority.
There is a need for teachers to be able to increase flexible teaching methods (such as the flipped classroom) in order to provide inclusion to diverse learners such those with disabilities and ESL.	Individual technology devices and internet hotspots will provide educators the means to create an inclusive environment for diverse learners. Quantifiable needs have been identified and strategies to address those needs have been clearly described. (10 points)

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.

The summative SMART Goal that has been identified is as follows: Gruver ISD, mainly at the elementary level, will see an increase in word recognition and literacy fundamentals for both our English speaking and ELL students. This will be tracked through classroom formative assessments, classroom performance at 6 week marks, TPRI, and performance on STAAR tests throughout the 2020-2021 school year. This is a SMART Goal due to the elementary campus falling short of the mark in academic growth in ELA according to the TEA Accountability standards.
(This SMART Goal addresses mandatory Who, What, When, Where, Which, and Why)

Measurable Progress

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

Before the program begins, students will complete a TPRI benchmark to establish a starting point of merit. Students will utilize Waterford software to provide individualized, interactive practice on phonological awareness, vocabulary, spelling, and word comprehension. Improvements on these skills will be tracked using visual, verbal, and written comprehensive checks along the way. Students who complete their practice sessions at home will show improvement in these areas. The first 6 week grading period results will also be monitored.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Within the second quarter of the program, students will be given proficiency tests using Wonders ELA curriculum and other tools to demonstrate the students' progress. Each 6 week grading period result will also be monitored. Our goal is to demonstrate improved scores for every student utilizing the devices and software.

Third-Quarter Benchmark

By the end of the the third quarter, students will take a benchmark test to compare to their first scoring. It is expected that ALL students will show signs of improvement in reading and writing by the end of the program. Along with the benchmark tests, the 6 week grading period results, TPRI results, and STAAR results will be monitored as well. The benchmarks and the summative Specific Measurable Achievable Relevant Timely (SMART) goal are clearly described and related to either student outcomes or are consistent with the purpose of the grant program. (10 points)

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.

Presently, Gruver ISD does utilize a site monitoring team made up of Administrators, Educators, and Community Members. Since we are such a small district, continuous feedback is readily obtained concerning closing the achievement gap within the district along with fostering an environment that promotes core fundamental readiness. Along with continuous feedback, ongoing monitoring of benchmark, STAAR, and TPRI scores will be done. Both continuous feedback and monitoring of available assessments will be performed on a monthly basis. All staff members will be encouraged to solicit and provide feedback throughout the entire program in order to identify needs within the program. Modifications will be considered and administrated on a case by case basis.

Applicant clearly describes how project evaluation data will be used to determine when and how to modify the project plan, including if quarterly progress or summative SMART goals do not show progress. (5 points)

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.

Currently, Gruver ISD Chromebooks are assigned to each student grades 4th through 12th, which can be taken home with the students. In the elementary, many of the younger grades (1st through 3rd) have access to ipads but they do not leave the school. These ipads are very outdated and thus have been giving the district trouble for years. However, even though ipads do serve a purpose of providing educational material to an extent, it has been noticed that what is lacking is dependable access to up to date resources such as global news, cultural perspectives, and readily available sources for online curriculum access. The ipads are not compatible with STAAR testing nor are they compatible with online programs utilized by the district that correlate with the mandatory TEKS set by the Texas Education Agency. Outside of the ipads for the primary grades and Chromebooks for the secondary and high school students, Gruver ISD only possesses 2 traditional computer labs on each campus (one is unusable after January (all Windows 7 computers)). Gruver ISD also has a few loaner ipads (from bond in 2004) and laptops in their high school library that desperately need replaced. In the event this grant is funded, our plan is to create a personal buy in between the district and community members by educating them on the personal benefits of increased online instruction with the expansion of the campus grant lending program to the primary grades. This will be done by loaning the devices to the primary grades to take off campus along with internet hotspots to students without internet access in their homes. Erate funds will be used to purchase internet access for hotspots in correlation with potential funding of this grant. In addition, 160 devices are needed for the elementary program proposed. Gruver ISD is anticipating funding for only 120 devices and will purchase the rest needed to implement the tech lending program across the elementary grades. Gruver ISD realizes that in order for the program to realize its fullest impact, the recipients of the program need to participate in what the program is offering. All staff members will be encouraged to solicit and provide feedback throughout the entire program in order to identify needs within the program.

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.

Gruver ISD does acknowledge that priority needs to be given to students exhibiting the greatest need for off campus internet access. Due to the small size of our district, the Program Director will be able to easily access district data to see which student does exhibit a need. First priority of lending devices will be given to economically disadvantaged and special needs students without internet at their residence who commute the longest on school owned transportation. The student will be given an internet hotspot to go along with their digital device in order for the student to access the internet either on the bus ride or at their residence. It will be documented on our records (spreadsheet) with the assigned number from each hotspot device, that the student does possess the hotspot along with their device. Internet access will be performed through the ESC Service Center in order to ensure safe and reliable usage. While on campus, the student will be able to access the internet through the campus Wi-Fi. Gruver ISD will pay for the hotspot usage with erate funds. The Gruver ISD Leadership Team (GILT) made up of various staff members of the district, recognizes that all effective administration and management requires leadership skills, experience within education of underserved populations, educator and community buy in, and additional education of available resources is imperative to a program's success and long term sustainability. The Superintendent and Keith Mauldin of Gruver ISD will be oversee the TLGP program and will utilize educator, parental, and student feedback on a monthly basis. Students and parents will be educated on the program logistics as well as the benefits of technology in order to foster a community buy in. In addition, Educators will be given ample PD in order for them to become familiar with the program and also be encouraged to utilize the upgraded technology to its fullest extent. Elementary accountability scores along with STAAR, TPRI, and benchmark scores will also be monitored on a monthly basis. All additional required data for the TEA will be accounted for and reported.

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).

Gruver ISD has made implementing an entire 1:1 Technology Lending Program one of its main goals and has already taken the necessary steps to do so. This is evident with the districts Chromebook Lending Program in the secondary and high school grades along with utilization of online Dual Credits, CTE Courses, tutorial software, and supplemental instructional methods.

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).

The elementary campus utilizes IXL for math and ELA in 3rd and 4th, Waterford for Pre-K through 1st, iStation for Pre-K through 4th, ESGI for Pre-K, and Stemscope for Pre-k through 4th.

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).

As far as our technological infrastructure, we have 45 Meraki access points across the district. Latest test of online readiness using tx-bandwidth.caltesting.org gave us results of a network bandwidth of 95 Mbps. Download speeds are consistently around 100 Mbps and Upload speed run around 154 Mbs. This test was conducted over the wifi.

According to the system check, our network bandwidth can support a maximum of 3,183 simultaneous test takers, or 2,387 simultaneously using text-to-speech.

Our internet speed is achieved through Region 16 via fiber.

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.

Gruver ISD is committed to and expansion of our 1:1 Technology Lending Program. We have already adopted online curriculum as well as paid for our lending technology with local and erate funds. Our Technology Director will oversee the check in/check out process. Along with our Technology Director, our Administrators and Business Manager will assist with identifying the students exhibiting the most pressing need. Students that are classified as economically disadvantaged by USDA standards, SPED, possessing no internet access in the home, and utilizing bus transportation will be district priority. The process to keep the equipment in proper working condition will be as follows:

Upon checkout, students and parents will be educated about proper care and use of the devices along with signing a proper use agreement

Teachers and staff will be responsible for alerting the tech director to any malfunctions of student devices

Upon return of the devices, there will be a sign in form that indicates the device was turned in

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the grant program outlined in the Program Guidelines. (25 points)

Per to page 9, The costs reflected in the budget are appropriate for the results expected. (5 points) The budget, including personnel, materials, and other identified expenses, supports the activities outlined in the grant application. (5 points)

Also, please be advised that Gruver ISD has never been a recipient of a Technology Lending Award. (15 Points)

According to the General and Fiscal Guidelines, 60 points max can be earned. In addition, according to the Program Guidelines, 15 additional point can be earned if the entity has never received funding from this grant before.

In summary, this application has earned the maximum of 75 points total.

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="Gruver El"/>	Campus Number	<input type="text" value="98,901,101"/>
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)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

<input type="text"/>	<input type="text"/>
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OTHER OPERATING COSTS (6400)

Administrative Fee	6,450
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY COSTS (6600)

120 Digital Devices/Acer Chromebook Tab 10	43,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)