DIGITAL SIGN-IN FOR FAMILY EVENTS AT ELEMENTARY SCHOOLS IN BEAVERTON SCHOOL DISTRICT: A GRANT APPLICATION TO INCREASE HOME-SCHOOL CONNECTIONS

by

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A DISSERTATION

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DISSERTATION ABSTRACT

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Title: Digital Sign-In for Family Events at Elementary Schools in Beaverton School District: A Grant Application to Increase Home-School Connections

This grant application proposes the creation and implementation of a digital sign-in to gather family attendance data during school events at all 34 elementary schools in the Beaverton School District. The sample ranges from high impact Title 1 Spanish Immersion schools, K-8 inclusive, and high socio-economic non Title 1 schools. The goal of using digital sign is for school site staff, district administration, and state agencies to have access to a common database to then sort and gather information as needed for multiple reporting purposes as well as targeted school outreach. This proposed study includes an evaluation plan for an external evaluator, Inflexion, to conduct a usability study. The total budget requested is $3,157,301.01. The project will have implications for practice at the school, district, and state levels as well as areas for future research.

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Families, students, schools, districts, and the state: I dedicate this dissertation to perpetual change, creation of efficient processes, and use of precious resources.

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CHAPTER I

PROJECT SIGNIFICANCE

Organizations outside of education, such as the medical field, have a history of using technology to gather, sort, and track client data in databases (Black & Mohr 2004; Masters 2015). Medical databases help staff monitor and share patient information among personnel (Cardon, 2018). In addition, digital data input can have greater efficiency and accuracy than handwritten data (Wu et al., 2018). Ali et al. (2010) found that technology can also be used in non-technical situations to support a variety of needs. In schools, for example, a systematic data management plan and online data tracking can help manage and sort data to identify and communicate needs (Anderson & Dexter, 2000; Viega & Eloff, 2007).

Building from research on the use of online data systems to track client data outside of education,[1] this project proposes to create and implement a digital sign-in for parents attending school events in the Beaverton School District (BSD). The creation of a digital sign-in system addresses three key needs: (a) providing a way for school district staff to better track their efforts to involve parents in school events, (b) improving the efficiency of collecting data about parent and student attendance at events, and (c) enhancing the accuracy and usability of the annual state-mandated parent-involvement reports.

[1] See Appendix A for a description of the literature search and selection process that formed the basis for my review of prior research on transitions from paper to digital processes outside of education

Beaverton School District (BSD) is the third largest school district in the state of Oregon with a total enrollment of 40,860 K-12 students in 2019. Over 4,000 employees work in the district, serving 34 elementary schools, eight middle schools, six high schools, and six option schools (middle and/or high schools that offer specialized programs for students beyond general grade-level curriculum). Over 10% of the total student population is classified as English Language Learners (ELLs). Ethnicity within the district is 13% Asian, 3% Black, 24% Hispanic or Latino, 1% Native American/Alaskan Native, 1% Native Hawaiian/Pacific Islander, 52% White, 7% Other (includes those identifying with more than one category or not identifying with any of the categories). There are 101 languages on record for being spoken in 2019. In 2019, 36% of students across the district qualified for the free and reduced-price lunch program.

This grant application[2] proposes the creation and implementation of digital sign-in for family events at the 34 elementary schools in BSD. The aim of the project is to better understand how to gather parent involvement data effectively and how to use the gathered data efficiently to meet the needs of various school site groups (e.g., targeting family outreach), district allocation of resources (e.g., parent liaisons), and statewide reporting needs (e.g., Oregon Department of Education binder requirements for Title 1 schools). Data collected via digital sign-in would will be available to teachers, school staff, district staff, and staff at the state level; currently only a select few district and state staff have access. Further, through compiling the data collected digitally, binders sent to ODE can be updated more easily, with clean and legible reports.

[2] I plan to submit this application to U.S. Department of Education's Educational Innovation and Research grant program (see Appendix B)

Because some of the low-income populations served in BSD do not have access to technology outside the school setting and may not be comfortable using technology, it is essential that any technology-based solution be designed to be user-friendly and accessible. Implementing a user-friendly digital sign-in for school events can help bridge the gap between technology use at school and the lack of technology at home. A digital sign-in will also build connections across school departments and schools in the district by creating an efficient way to gather and share parent involvement data. Creation of an online database to track parent involvement will help meet reporting requirements for the district and state as well as assist individual schools tailor parent outreach efforts for families who do not attend school events.

Case Argument

In my role as a school events coordinator and teacher, I have seen a clear need to better track parent involvement at school events. There are many problems with the current practice of having parents sign in on paper when they attend events at school. Illegible signatures cannot be tracked, nor can patterns of attendance across multiple handwritten sign in forms. Also, lines to gain access to parent events become long when only one or two sign-in sheets are available to families (while offering multiple sign-in sheets would further complicate tracking data over multiple events), thus setting the tone for a negative experience instead of a positive one. The Oregon Department of Education (ODE) requires that all Title 1 schools submit a binder of evidence from school events (Oregon Department of Education, n.d.), which includes parent sign-in. Digital sign-in at school events could be used kindergarten through high school to track family attendance and identify patterns of non-attendance, which could then be used for targeted family outreach. The purpose of creating a digital sign-in for school events is to enable greater efficiency and consistency in tracking parent involvement.

If successful, each event will provide consistent data with a time and date stamp to make it easy to sort and analyze. Sortable data is critical for tracking family attendance at events and conducting targeted family outreach to ultimately help improve home/school communication. Clear lines of communication can help bridge the gaps in learning, understanding of programs, and home and school expectations. These home/school connections are crucial pieces to building relationships needed for student success. For instance, when there is a need to contact parents about a behavior incident, an established communication base between home and school helps the student and family members feel supported.

Although some people might express concern about the mindset shift needed from parents of having schools collect their attendance at school events via a digital sign-in system, families likely have experienced digital sign-in at medical appointments, where their doctor may take chart notes on computers. Adding to the comfort and ease for parents, the digital sign-in system at school events could be completed by the parents with help from their child in terms of filling out the number of family members in attendance and their student ID onto a GoogleFORM. Students already use their ID number at school if they receive school lunch or milk as well as for checking-out library materials and a variety of classroom activities.

Possible challenges in moving to a digital sign-in.

Some parents may not trust what the digital data will be used for, and may be wary of entering their child's ID into a system over which they do not have control, making it important to provide clear information during the implementation of a digital sign-in. A shift from paper-pencil sign-in at school events in the Beaverton School District (BSD) to a digital sign-in will need to be user friendly for parents, especially our English Language Learner (ELL) families, to feel comfortable. If successful, a digital sign-in at school events may reduce the time it takes to enter an event, but a digital sign-in with technology glitches could cause longer lines and increased frustration. If technology glitches occur, databases may be unusable, data may not be stored, and there could be no usable record of attendance at the event. If technology glitches occur, BSD would need to find another way to collect parent sign-in data, or revert to pencil and paper sign-in.

Before turning to the grant project description, I first describe the Logic Model for this project, as required by the EIR grant program, and the conceptual framework guiding the project. Chapter 2 describes lessons learned from five pilots of the digital sign-in. This is followed by a project description in Chapter 3 where milestones, timelines, project implementation and procedures are discussed. Chapter 4 presents the evaluation plan for the project, describing the research plan for data collection and analysis, as well as identifying validity threats. Chapter 5 provides the budget for the project, including school site staff, district staff, evaluation staff, and miscellaneous expenses. Tables are included to guide the expenditures from year to year as well as totals for each year. Chapter 6 identifies project implications for building administrators, teachers and support staff, as well as for the district and state, and also describes ideas for dissemination of findings and areas for further research. Appendices follow, including Appendix C, which is a personal reflection on the process of preparing a federal grant.

Logic Model

Creation of this grant application includes a logic model (Figure 1) that describes the features of the proposed project, as required by the Education Innovation and Research (EIR) grant program. The logical model first identifies the priorities of implementing a digital sign-in: (a) legible signatures, (b) usage in Title 1 binders, and (c) targeted family outreach from the school site. Next, it lists inputs and investments. These include setting up the GoogleFORM for school events and printing a list of student names and ID numbers for staff to have on hand. The GoogleFORM will include a space to input student ID#, student first and last name, and number of family members attending the event. To help make the process as easy as possible for families, the GoogleFORM will have the event preselected. The school will need to print a list of student names and ID numbers to match the database.

The Logic Model also lists the outputs, which include activities and participation. The activities the schools need to prepare in advance are ensuring that the iPads are ready with the GoogleFORM loaded for all school events. Participation and who this program reaches includes: parents, school and district staff, community liaisons, and the Oregon Department of Education (ODE). Short-term outcomes are the data generated from the families who attend the school event, which also allows the school to identify the families who did not attend. Medium-term outcomes are the ability to target families for outreach who do not participate in school events. Long-term outcomes are the ability for Title 1 schools to better document family attendance at school events to meet state reporting requirements.

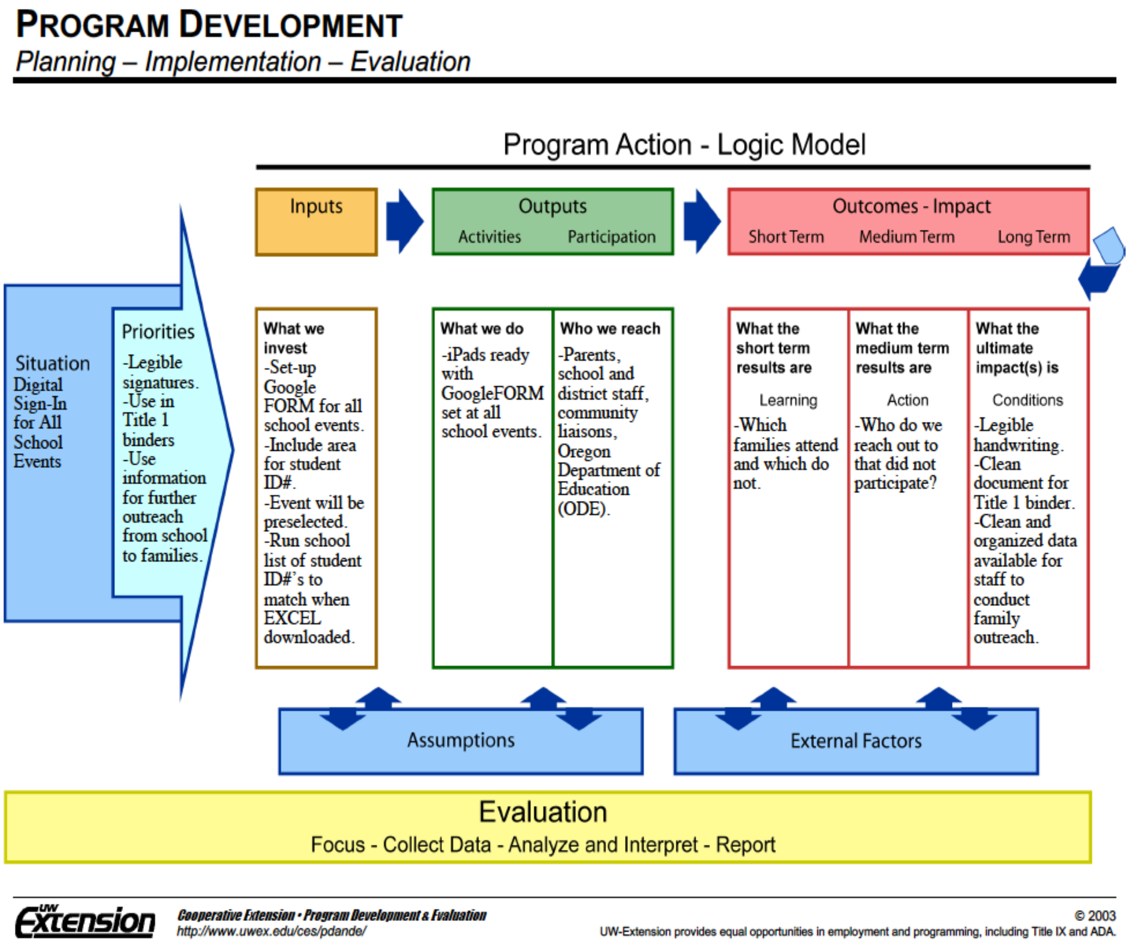


Figure 1. Logic Model for Digital Sign-in.

Conceptual Framework

Parent involvement theories (Bird, 2006; Epstein, 2001; Epstein et al., 2009) guided this proposed project. Enhancing schools' ability to track parent involvement at school events is intended to benefit students, parents, and school and district staff. Nelson et al. (2009) discussed the cultural proficiency educators need to effectively work with families of multiple cultures. Identifying families who have a pattern of not attending school events is the first step in enhancing the capacity of teachers and school staff to find avenues to reach all students' families.

Parent perceptions of appropriate involvement at the elementary and middle school level vary (Erdener & Knoeppel, 2018; Fantuzzo et al., 2000; Garbacz et al., 2018). Parent involvement tends to lag in the middle school and high school years. Students are growing up and gaining independence as well as exploring new territory. Parent involvement outside of elementary school has included texting between the school and families (Pakter & Chen, 2012). This alternative use of technology to communicate with schools about their child's progress has also been a recent shift in paradigm for educators. Involvement may look different for parents, but the need for home/school connections and communication is still a key for student success.

Epstein's parent involvement framework (Epstein 2001; Epstein et al., 2009) describes six types of parent involvement (Figure 2) that help educators in developing home/school connections. This framework serves as the connection for the proposed project. The proposed project incorporates several of these types of parent involvement by helping gather data about parent involvement at school events to facilitate targeted outreach to strengthen connections between families and schools. Online parent sign-ins at school events increase school-to-family communication (Type 2) by enabling the school to better track participation at school events (Type 3), tracking PTO participation (Type 5), and ultimately connecting resources with families (Type 6). Epstein's framework is incorporated into the Digital Sign-In Framework shown in Figure 3. In this framework, the components converge and depend on one another to fully function properly. Epstein's framework shapes school personnel actions, which support moving from paper sign in to digital sign-in.

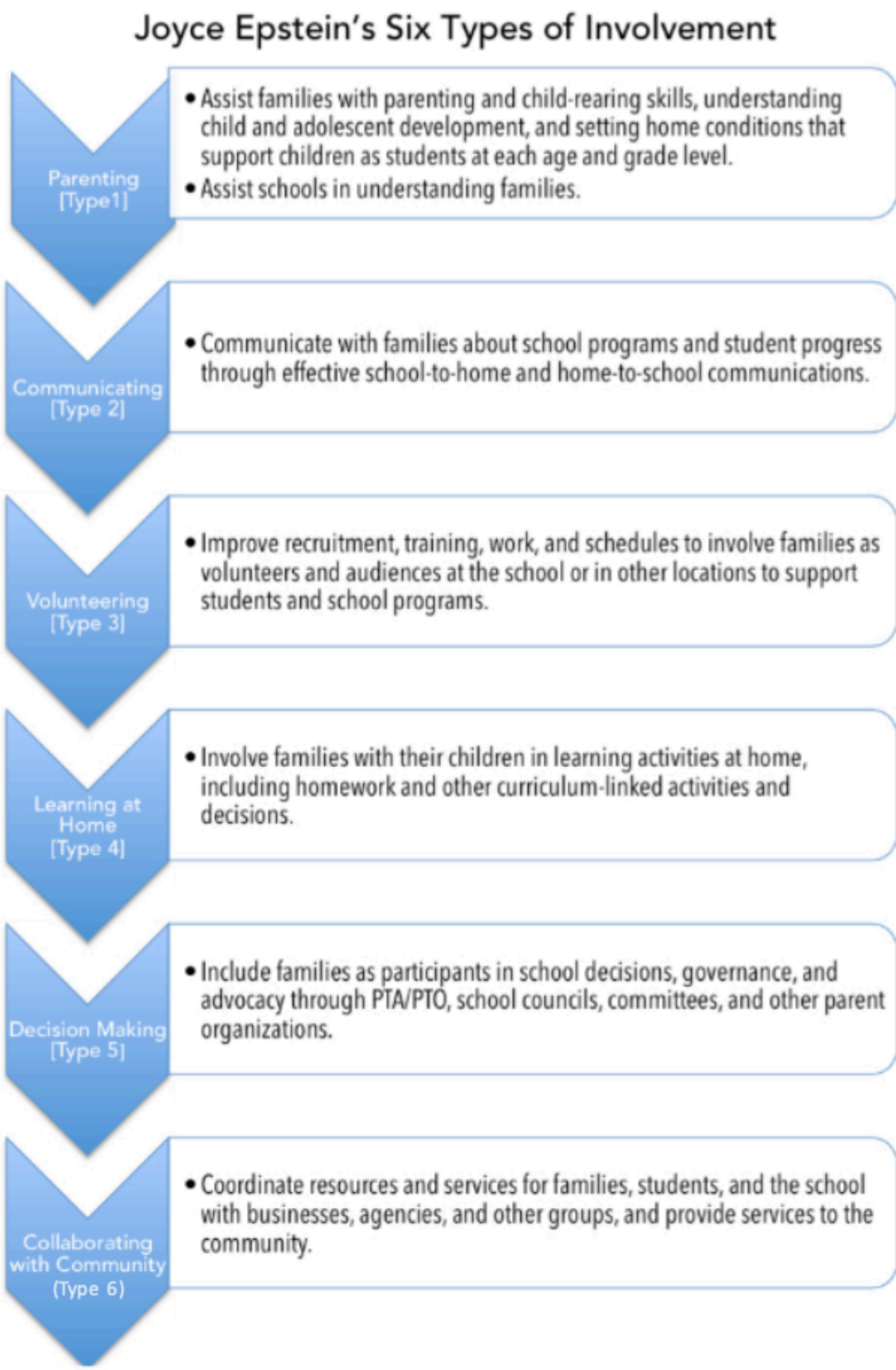


Figure 2. Epstein's Six Types of Parent Involvement

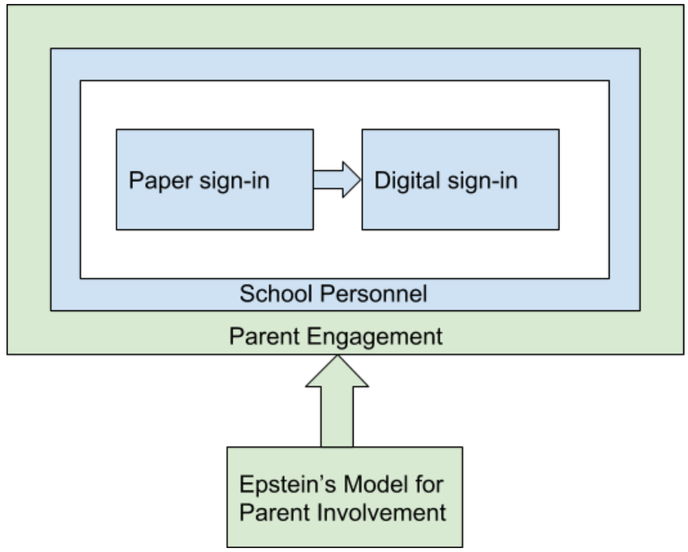


Figure 3. Digital Sign-In Framework.

This project aims to answer the following research questions:

RQ1: What are the perceptions of parents, school staff, school district staff, and state leaders about the usability of a digital sign-in at school events?

1a. How do school staff use digital sign-in data to target parent outreach?

1b. How do district staff use digital sign-in data in their reporting to the Oregon Department of Education?

1c. How does the Oregon Department of Education use the reports generated by digital sign-in?

RQ2: What are the component parts that need to be in place for a digital sign-in to work?

2a. What are the personnel needs?

2b. What are the procedural needs?

2c. What are the technological needs?

2d. In what ways do the needs vary among schools with different student demographics?

CHAPTER II

DEMONSTRATION OF PROMISING STRATEGIES - PILOTS

As a precursor to writing this grant proposal, I conducted five pilots of digital sign-in at two BSD schools in the last five years. The project being proposed here is intended to help BSD be more efficient with the data that we are gathering from our school events as well as to improve our use of the gathered data by sharing it with staff who will be able to make the most impact with families. The pilot studies provided lessons learned to inform the implementation of a digital sign-in at parent events district-wide.

Two research questions guided the pilots: (a) Did the experiences implementing digital sign-in model at school events differ in Title 1 and non-Title 1 schools in the Beaverton School District? and (b) Did the digital sign-in model influence parent outreach and district/state reporting procedures? Each of the pilot studies are described in greater detail, below. Appendix D shows the populations of the two schools included in the pilots, Chehalem Elementary and Scholls Heights Elementary, as well as the numbers of attendees at each event and the type of data gathered during the event.

Pilot 1

The initial trial of the digital sign-in was made at an evening pre-kindergarten school event at Chehalem Elementary School in 2015. Chehalem Elementary is a Title 1 school in BSD. In this initial trial, the digital sign-in for this event was modeled after the TeacherSource sign-in format that district staff use. In the TeacherSource program, teachers sign up for meetings and presentations through a web portal. The program keeps track of who has signed up for which event and creates an attendance list. Presenters can pull a sign-in form from this list and have attendees enter their ID number, which marks them as present on the roster at the event. The initial pilot surfaced numerous flaws with the procedure. First, families needed to have an email account to be able to sign in. However, the majority of the parents at this Title 1 school were English Language Learners (ELLs) who did not have technology at home and had not previously set up an email account. School staff helped them, and the parents signed in just for that event. Parents were asked to write down the sign-in and password information during that initial email set up, but retrieval during the next meeting was not possible because parents had not kept the notes, nor did they remember their email, password, or how to access any of information set up at the previous meeting. This pilot highlighted the need to revise the approach being used to increase its accessibility to parents, particularly those without email.

Pilot 2

The district's second pilot of a digital sign-in took place at Back-to-School Night at Scholls Heights Elementary School in 2017. Scholls Heights Elementary is classified as a non-Title 1 school in BSD. Discussions with administration about digital sign-in, the previous pilot, and possibilities of how digital sign-in data could be used led to enthusiastic support for the project. This pilot used GoogleFORMs, iPads were set up in the entryway, and five staff members helped facilitate the digital sign-in (see Appendix E). The five people facilitating the process for this event included building administration, instructional technology (IT) personnel support, building IT support, and myself as an English Language Development (ELD) teacher. It was a smooth process and resulted in usable parent attendance data to use as the year progressed.

Pilot 3

The third pilot took place again at Scholls Heights Elementary School in 2018; this time, for the school's International Festival (see Appendix F). The district research point person reviewed the revised GoogleFORM and granted permission for its use. The intent was to gather a small sample of data from multiple English Language Learner (ELL) families attending a large school event to evaluate the ease with which families could use the GoogleFORM. Unfortunately, due to insufficient help being available for the large school event, no data submissions were collected. The key lesson learned from this failed pilot was the importance of setting up a table with multiple point people assigned to help at the entrance of the event specifically to gather data.

Pilot 4

In 2019, I was granted permission to conduct another pilot of a digital sign-in at Scholls Heights Elementary School, this time at a Parent Teacher Organization (PTO) meeting (see Appendix G). I was unable to attend, so the school administrator offered to run the pilot. On the day of the event, the administrator was not able to attend. She suggested another teacher run the pilot at the last minute on the day of the event. This classroom teacher was very technology savvy, so I ran her through the process. We ran a sample test of the GoogleFORM for the event, and each component worked. Even though I did not physically attend the event, I was able to monitor the response rate on the computer near the start time. I watched as no responses were entered and knew right away that something had gone wrong. When I checked in with the teacher the next day, she said she could not figure it out. In the end, no data were collected in the GoogleFORM for the PTO event; when technology failed, they reverted to paper sign-in. This experience led to the drafting of a Roles and Responsibilities document (see Appendix H) to outline expectations and jobs for those involved with running digital sign-ins.

Pilot 5

In 2019, the administrator at Scholls Heights Elementary chose the second-grade music program, with the potential to draw up to 120 families, to pilot the digital sign-in again. This pilot's major challenge was the lack of buy-in and support from school staff. Classroom teachers made it clear that they were not willing to assist, the building administration was hands-off, and secretarial staff reported that nothing about the digital sign-in had been shared with them.

It was evident from previous pilots that one person could not run digital sign-in on their own for an entire event, so I reached out to my district Instructional Technology (IT) contact to get support for the event. Set up was easy using a GoogleFORM with the information linked to a GoogleSHEET to manipulate the data after the event (see Appendix I). We incorporated something new at this event, a Quick Response (QR) code (see Appendix J) for easy scanning and access to the GoogleFORM. Families had only minimal issues filling out the form and submitting the information. The QR code scanning was easily used and accessed by parents filling out the form. The QR code also made it easy for event staff to scan and then pass the preloaded GoogleFORM on the iPad to a family as they walked in the door.

Issues that did arise included lack of familiarity with digital devices for older attendees and parents and family members not knowing their student's ID number. A lack of time and the need for efficiency for sign in did not allow us to look up the student ID numbers and help families with that portion, which is why the failsafe of last name and first name of student is an integral piece to have included in the GoogleFORM. It became clear that multiple people needed to be available during the event to help family members with the digital sign-in technology. Despite these challenges, this pilot was able to collect data from 114 families of our total 120 registered students, which tallied 444 total attendance logged using digital sign-in.

Lessons Learned from Pilots

These five pilots conducted over five years at two BSD elementary schools uncovered several key lessons learned that inform the project proposed under this grant. First, not having a point person at the school site for initial data input should put the launch of the digital sign-in process for school events on hold; it is better to use paper sign-in than have a chaotic digital sign-in process. Second, all documents, files, and digital devices need to be properly set up and tested prior to scheduled events. If iPad devices are not available for the event, other technology needs to be ready for back-up such as QR codes for smart phone usage, desktops, and Chromebooks. Third, students and/or parents may not know their student ID number, which means that staff will need to have a list of student ID numbers available. Fourth, without an appropriate number of staff available to help at the school event (dependent on the size of the event), lines to sign in may be long. Fifth, data may be inaccurate if students or parents input information incorrectly, multiple times, or by-pass the sign-in table all together. Sixth, if the initial database is set up incorrectly, the data that are added to it could be unusable or labor-intensive to sort later on. Similarly, if the GoogleFORM is not linked to the correct EXCEL document, data could be hard to retrieve. Seventh, family events change throughout the school year for a multitude of reasons. If the EXCEL document and GoogleFORM are not updated and maintained, the data could be misplaced and end up in the wrong file. Finally, if school site administration does not support the process, the necessary buy-in for the digital sign-in might hinder its usability.

Support for new processes and clear expectations are keys to shifts in practice and effective change. Berger (2020) advises that those implementing change focus on reducing barriers. As the pilot studies have demonstrated, one of the biggest hurdles to implementing digital sign-on is gaining support from administration, staff, and parents.

Analyzing the pilot projects through my in response to Research Question 1 lens (Did the experiences implementing digital sign-in model at school events differ in Title 1 and non-Title 1 schools in the Beaverton School District?), the digital sign-in model was similar at both Title 1 and non-Title 1 schools when there was sufficient staff support available and willing to help, as in Pilot #2 and Pilot #5. Digital sign-in did not work in Pilot #1, Pilot #3, and Pilot #4. The lack of success in Pilot #1 can be attributed to parent unfamiliarity with the digital sign-in process at the Title 1 school. The lack of success in Pilot #3 and #4 can be attributed to lack of available trained personnel to support the event, rather than differences based on student demographics at the two schools.

Insufficient data from the pilots exist to address Research Question 2 (Did the digital sign-in model influence parent outreach and district/state reporting procedures?). No parent outreach information was collected during the pilots and there has not been any information collected about whether or not ODE accepted or rejected the digital Pre-Kindergarten parent event attendance submissions collected during the pilot from the Title 1 school that participated. This new proposed project would enable this research question to be answered.

CHAPTER III

PROJECT DESRIPTION

Milestones and Timelines

Milestones for the proposed four year digital sign-in project are designated below by year. Expectations and responsibilities are listed to provide a framework for staff guidance. Timelines provide a more detailed description of the grant activities. One person per grade level (K-5), one IT support person, and one school administrator will be recruited to serve on each school's Digital Sign-In Team. These teams will work together to implement the digital sign-in in stages. The first year, the expectation will be for monthly use of a digital sign-in. In subsequent years, the expectation will be that digital sign-in will be used for all parent events. Throughout the project, BSD staff will work with a contracted research team from Inflexion to evaluate the usability of the digital sign-in.

Year 1. During Year 1, all elementary schools will use digital sign-in for Back-to-School Night, Fall Conferences, and Spring Conferences, as well as for other events chosen by the individual school teams. All schools will be expected to use digital sign-in at least once a month. School teams will give feedback via GoogleFORM as well as through interviews and focus groups conducted by the Inflexion evaluation team. Each school team will designate a point person to provide family outreach. The family outreach point person will follow up with families using the following approaches: meeting notes, thank you notes, slides, pictures, and other types of outreach such as home visits (See Appendix K).

Year 2. During Year 2, all elementary schools will be encouraged to use digital sign-in at all school events, including all Parent Teacher Committee (PTC) meetings. School teams will give feedback at professional development meetings via GoogleFORM as well as through interviews and focus groups conducted by the Inflexion team. Each school team will once again designate a point person to provide family outreach.

Year 3. Year 3 will be a refinement of the implementation conducted during Year 2 based on lessons learned across the schools. The Roles and Responsibilities manual will be refined over the summer between Year 2 and 3, and Inflexion will share findings from their data collection from the first two years. Professional Development (PD) will be tailored to share what worked and what challenges surfaced across the district's elementary schools. Inflexion will continue to conduct focus groups and interviews with staff and families as well as school district and state personnel.

Year 4. The focus of Year 4 is Inflexion's creation and dissemination of a usability report. All data gathered from the district interviews, focus groups, and all of the GoogleFORMs will be analyzed by Inflexion's evaluation team, who will write up a usability report that will be shared with a range of Beaverton School District stakeholders at the end of Year 4.

Project Implementation

The following implementation timeline outlines specific tasks to be completed each year.

August. To account for attrition, initial meetings will be held in August of each year of the grant to ensure that all involved staff clearly understand the purpose of the grant, roles and responsibilities, and expected outcomes (see Appendix H). At the first meeting, each school group will finalize the composition of the school's Digital Sign-In Team, and each team will create a schedule of family events for the year, deciding which ones will use digital sign-in for the first year. Instructional technology (IT) staff members at each school site will inventory the technology (e.g., iPads, Chromebooks) that will be used for digital sign-in events. They will also set up the GoogleFORM and QR code for each event; print off and laminate the QR codes; obtain stands for the QR code for events, and create a presentable welcome table display for devices at each of the school events selected to use digital sign-in.

September-June. Each school's Digital Sign-In Team will hold monthly check-in meetings at the school site, facilitated by the school administrator. In addition, all members of the Digital Sign-In Teams will participate in professional development sessions, as outlined below, with all 34 elementary schools scheduled two additional times each year, in January and June, facilitated by the project manager each year. During these PDs, the Inflexion team will conduct interviews and focus groups to collect usability data about the project implementation.

Calendar for Professional Development Meetings

The Beaverton School District Calendar (See Appendix L) will be used to select specific dates for professional development meeting. The first Thursday of every month will be designated as a consistent day for monthly meetings. The first Professional Development session in August will take place the first Thursday of the first week of school. If a district designated day off is planned that first Thursday of the month, the day will be moved to Thursday of the next week. The Professional Development calendar will be sent out in print at the beginning of the school year as well as a

TeacherSource sign up to document attendance (digital sign-in for staff will be used at each meeting) and staff Outlook calendars will be linked for PD meeting reminders.

Professional Development Meetings

Professional development meetings (See Appendix M) will be held for all 34 school site project teams to collaborate and work on digital sign-in procedures. Each school has unique staff composition and school needs, and is at different entry points in learning how to create and implement successful procedures for their individual school site for parent events. Title 1 schools have had structures in place for parent sign-in at all school events for the Oregon Department of Education binders that need to be submitted for school funding. Non Title 1 schools have not had this ODE requirement for family attendance at school events, so this will be an added layer to the planning and preparation for these schools.

District Language Support for Families

The Multilingual Department in Beaverton School District will help with translations for digital sign-in prior to events as well as by providing interpreting services during school events.

Ongoing Tasks

Staff involved in the project will have ongoing tasks within the four-year timeline.

Grant manager. The grant manager will oversee the spending of grant funds and will check in monthly with the superintendent, technology staff, and district staff to make adjustments to the budget as needed. The grant manager will distribute a professional development schedule based on the approved district school calendar (See Appendix L and Appendix M) to each school site in August of each year of the grant. More details of the PD meetings are provided below.

Project manager. The project manager will check in monthly with the superintendent, school sites, and district technology staff to maintain communication and assess whether the school teams need additional resources and support. The project manager will also facilitate monthly PD meetings to enable schools to share lessons learned, brainstorm solutions to challenges, and learn from each other.

Regular check in with each school site. Based on the lessons learned from the five pilots described above, regular check ins at each school site by the project manager, district executives, and building administrator will be crucial to maintain consistency of data collection procedures. Data for monthly check-ins will include anecdotal evidence from digital-sign in events, as well as data from Inflexion's evaluation and GoogleFORMs.

Regular check in for technology with Synergy and Ed-Fi. Monthly meetings will be held for the grant manager and project manager to check in with technology staff about Synergy and Ed-Fi functionality. Synergy is the student database where all basic family information is stored. Ed-Fi is the program that connects multiple databases together to create streamlined reports. These Ed-Fi reports could then be submitted to ODE for Title 1 binders. Check-ins with technology staff will help answer the questions: What has gone well? What could be fixed?

Regular check in with elementary administrators. Executive administrators will check-in monthly with their region of administrators to gather information on process, procedure, and implementation at each school site. This data will be informal and will be used to guide conversations at professional development meetings.

Meetings with school district superintendent to give updates. The grant manager and project manager will schedule monthly meetings the second Thursday of each month with the superintendent. Timing for this meeting will be after the professional development, which will be held on the first Thursday of each month. Early communication of patterns and progress reports will provide informal data for further development of future grants to support digital sign-in roll-out district wide, in the district's middle schools and high schools.

School site tasks. The school site administrator will work with classroom teachers involved in this grant to secure substitutes for the professional development dates as soon as possible. Each school site team will be attending meetings once a month, for half-a-day district training and focus groups with Inflexion three times a year. Digital Sign-In Teams will be created at each school site which will include: one administrator, one school site IT, and K-5 teacher representation. Each school site Digital Sign-in Team will need to create a check-in schedule which will include upcoming events and set up. Site based check-ins will be completed virtually via Zoom, email, or face-to-face. Monthly reporting of digital sign-in usage at school events will take place during the monthly district PD meetings.

Procedures for Digital Sign-in Set Up for School Site Staff

The school site technology staff will be tasked with the following procedures to set up, download, and use the data gathered through the GoogleFORM during school events.

Data gathering set up. Trained staff and/or instructional technology specialists from the district will download all student identification numbers and student names from the district student information system into an EXCEL spreadsheet. This EXCEL spreadsheet will include tabs for all of the school events for the year. A GoogleFORM will be used to gather the following information at school events: student ID number; student last name; student first name; how many people are attending the event together from that family. The GoogleFORM will be linked to a GoogleSHEET with a tab specifically labeled for the event so that the data immediately feeds into the GoogleSHEET as it is entered. A timestamp marks the entry for that event, and the data can then be sorted for multiple purposes. This same spreadsheet can then be linked to future events using GoogleFORMs. As the year progresses and more data are input into the common spreadsheet, the school teams can sort the data to show patterns in family involvement as student ID number, last name, and first name entries sort together. Data can then be used to identify families who are not attending school events for further follow up with the family by school staff.

GoogleFORM data collection might take place on a variety of devices such as iPads, Chromebooks, desktop computers, laptop computers, and/or smart phones. QR codes for the GoogleFORM can also be created to scan for the event, as noted above. Prior to each event, devices will need to be charged and loaded with the proper apps and/or programs.

Staff helping attend to the devices and supporting the family sign-in process will need access to the student ID numbers through the district information system or via a printed form for quick reference. Parents may need to be provided the student ID number information. Sign-in questions will be provided in English, Spanish, and other languages as appropriate for each school site. Interpreters will be available for the event to translate as needed.

It will be important to plan for situations where student ID numbers are not known, however. If students do not use student ID numbers in any of the listed ways, staff at the event will have access to Synergy, the district's Student Information System, as well as a printed list to check on student numbers. And, if the student ID number cannot be located through any of the above methods, the system will be set up in such a way that staff will be able to enter the first and last name of the student so the data will not be lost.

Data download. Data will be downloaded from the GoogleSHEET into a pre-filled EXCEL document populated with student ID number, student last name, student first name, grade level, English Learner status (if applicable), and homeroom teacher last name. The number of family members in attendance will be a column left blank to be populated by the event data.

Data use. Family attendance at events can be sorted and monitored to find patterns, such as whether attendance is greater at certain events, whether some families only attend events at certain times of the day, and so on. These patterns can then be used for further development of future family events as well as targeted family outreach. Sorting for different events will enable attendance report submissions for the Oregon Department of Education Title 1 school binders.

CHAPTER IV

EVALUATION PLAN

Throughout the project, Inflexion will be contracted as an outside evaluator to conduct a usability study to identify needed refinements to the digital sign-in, and to enable the district and state to decide whether to scale-up further implementation in other districts or at middle or high school sites within BSD. The intent of a usability study is to capture patterns that arise to solve a problem of practice (Farrell, 2017). In this case, the usability study will be conducted with the goal of understanding the perceptions of families, school staff and district personnel about the implementation of a digital sign-in at school events. The Usability Test Plan template provided in Appendix N identifies roles for a usability study. Some of these roles have been incorporated into the evaluation plan for this grant. The following sections describe the research approach for the evaluation, including a description of the unit of analysis, timeframe, participants and setting, sampling logic, data collection instruments and procedures, data analysis and interpretation, and anticipated threats to validity.

Inflexion Project Team

Inflexion (formerly the Educational Policy Improvement Center, EPIC) "partners with districts and schools who are dissatisfied with the status quo and (are) motivated to find what really works in classrooms and across campuses" (https://www.inflexion.org/who-we-are/history/). This nonprofit has experience in grant evaluations of different sizes and scope, including experience with large federal grants. The evaluation will be formalized through a contract with Inflexion and will include two senior researchers and a research team of 20 people.

Units of Analysis

The *what* or *who* being studied is the unit of analysis (Babbie, 1998). Research Question 1 units of analysis are parents, school staff, district staff, and ODE. Grouping parent perceptions across all schools will enable findings to represent parent voice. School staff are also a unit of analysis for Inflexion's findings to be able to compare school staff perceptions across all 34 elementary schools with the perceptions of other groups. District staff will be the unit of analysis to isolate their perceptions from other stakeholder groups. ODE is the final unit of analysis for RQ1, to gauge whether ODE staff find digital sign-in data presented in the binders useful.

Research Question 2 units of analysis are Title 1 and non Title 1 schools so that differences in these schools can be identified (RQ2d) in terms of the component parts of personnel (2a), procedures (2b) and technology (2c). Grouping schools into these two designations (Title 1 and Non Title 1) allows for findings to be at the school level.

Setting

The evaluation will include data from each of the 34 elementary schools in BSD. Title 1 schools (see Table 1) are required by the state to measure and account for family attendance at school events and to submit these data in a binder to the Oregon Department of Education (ODE), while non-Title 1 schools (see Table 2) do not have this requirement, so it is important to include both Title I and non-Title I schools in the usability study. Examples of the demographic range in Beaverton schools include Vose Elementary, a Title 1 school with 615 students, 82.9% who qualify for the free and reduced lunch program and Scholls Heights Elementary, a non-Title 1 school with 550 students and 15% FRL. All of BSD's elementary schools will be included to gauge the usability of gathering digital sign-in data from the variety of school settings, with the ultimate goal of helping schools target parent outreach and build home/school connections.

Table 1

Beaverton School District Title 1 Elementary Schools in Oregon 2019-2020

School Name	Student Population	% Free and Reduced Lunch (FRL)
Aloha-Huber Park K-8	919	75
Barnes	630	64
Beaver Acres	650	52
Chehalem	509	58
Elmonica	704	47
Errol Hassell	485	36
Fir Grove	400	46
Greenway	354	68
Hazeldale	458	48
Kinnaman	688	61
McKay	311	52
McKinley	613	62
Raleigh Hills K-8	556	46
Vose	742	68
William Walker	466	71

Sources: https://www.publicschoolreview.com/ and https://beaverton.k12.or.us/

Table 2

Beaverton School District Non Title 1 Elementary Schools in Oregon 2019-2020

School Name	Student Population	% Free and Reduced Lunch (FRL)
Bethany	529	16
Bonny Slope	684	13
Cedar Mill	409	12
Cooper Mountain	480	16
Findley	701	6
Hiteon	664	26
Jacob Wismer	743	6
Montclair	323	19
Nancy Ryles	635	24
Oak Hills	567	17
Raleigh Park	374	42
Ridgewood	420	20
Rock Creek	522	18
Sato	700	14
Scholls Heights	550	14
Sexton Mountain	526	16
Springville K-8	822	13
Terra Linda	385	35
West Tualatin View	370	13

Sources: https://www.publicschoolreview.com/ and https://beaverton.k12.or.us/

Participants

Participants include school site staff, district staff, and staff from the Oregon Department of Education. School-based staff include instructional technology staff, teachers, and building administrators. District staff include instructional technology staff, a grant manager, a project manager, teachers on special assignment (TOSAs), district executives, and district communications staff. Multilingual department staff include staff for multiple language support. State staff includes a point person from the Oregon Department of Education Title 1 office.

Sampling Logic

The sampling logic for including all Beaverton School District elementary schools instead of a subset was determined by the range of types of schools within the district. The 34 elementary schools have diverse needs across Title 1 and non-Title 1 schools. Each school is at a different entry point in learning how to create and implement sign-in processes for their parent events. Title 1 schools have had pen and paper sign-in procedures in place for families at all school events for ODE reporting requirements. Non-Title 1 schools likely have varied approaches to school events since they are not required to submit binders to ODE: some may have parents sign in at some events (e.g., parent teacher conferences), others may only require volunteers to sign in, and some may not use sign-in procedures for any events.

Instrumentation

Inflexion's usability study will utilize interview protocols (see Appendix Q) created by the project manager. Instruments are described below and include a parent GoogleFORM survey instrument, administrator interview protocols, school team focus group protocols, district staff interview protocols, instructional technology department interview protocols, and an Oregon Department of Education interview protocol. Table 3 identifies which research questions each instrument is designed to answer.

Parent survey. Survey questions will be included on a GoogleFORM for parents to gauge usability of the sign in and gather information to improve the process for future events. These 5-point Likert scale questions will help answer RQ1.

Parent interview protocol. Parent interviews will be conducted by Inflexion to gather their perceptions about the digital sign-in process, and their comfort in providing information digitally which will answer RQ1.

Building administrator interview protocol. Interview questions will be included in the initial interview with building administrators that cover their experiences with and perceptions of digital sign-in set up, equipment, and staff buy-in. Mid-year check in questions will cover their perceptions about how the implementation is going, skill gaps, observations, and what they have heard from parent feedback. End of year questions will cover lessons learned from the year about implementation, the school site project team, family outreach, and whether they have seen any changes in practice. These questions will answer RQ1, RQ1a, RQ2, RQ2a, RQ2b, RQ2c, RQ2d.

School team focus group protocol. Initial questions for school teams include: roles, who to contact, prior usage with GoogleFORMs, and family outreach plan. Mid-year check in questions include: implementation of roles, usage of GoogleFORMs, and parent outreach opportunities. End of year questions include: team roles, workability during workday, usability of GoogleFORMs, and resource needs. These questions will answer RQ1, RQ1a, RQ2, RQ2a, RQ2b, RQ2c, RQ2d.

District executive interview protocol. Initial interview questions with district executives include their experiences with their roles and responsibilities for the project and their experience with GoogleFORMs. End of year questions include changes they would like to see the following year based on what worked well and what challenges there were and how they have supported implementation. These questions will answer the following research questions: RQ1, RQ1b, RQ2, RQ2a, RQ2b, and RQ2c.

District public communications department interview protocol. Initial questions for the district public communications department include how they have supported schools' implementation of the digital sign-in and what ongoing support they will provide. These questions will answer research questions: RQ1, RQ1b, RQ2, RQ2a, RQ2b, and RQ2c.

District instructional technology department interview protocol. Interview questions for the district instructional technology department include roles and responsibilities of the technology department and how they will support staff with technology resources, such as GoogleFORMs, before, during and after school events. Mid-year questions include revisiting the roles and responsibilities to find out if there need to be changes made. Inflexion will ask for specific examples of the digital sign-in implementations successes and challenges to help guide the fine tuning process during the 3 years of the grant and sustainability once the grant has ended. These questions will answer the following research question: RQ1, RQ1b, RQ2, RQ2a, RQ2b, and RQ2c.

Oregon department of education interview protocol. Interviews will be scheduled with key personnel who review Title 1 binders. These interviews will take place at the end of each year of the project (Years 1 to 3) to gauge the ODE's response to the inclusion of digital sign-in data in the binders. This data will help answer RQ1 and RQ1c.

Table 3

Research Question Alignment to Instrumentation

Research Questions	Parents	School	District	State
RQ1	X	X	X	X
RQ1a		X		
RQ1b			X	
RQ1c				X
RQ2		X	X	
RQ2a		X	X	
RQ2b		X	X	
RQ2c		X	X	
RQ2d		X		

Data Collection

As noted in the project implementation section above, the initial professional development meeting (See Appendix J and Appendix L) for the digital sign-in with all schools, school administrators, and district staff will occur in August of the first year of the grant. During this initial meeting, the Inflexion team will be introduced and the first round of focus groups with site teams and administrators will be completed. Inflexion will conduct additional focus groups and interviews at the January and June professional development meetings during the first three years of the project. These data collection activities are described below.

Recruitment. After completing IRB, Inflexion will recruit participants for their evaluation by sending the approved IRB research plan to the BSD superintendent and grant coordinator and complete the required BSD memorandum of understanding that will outline the evaluation and encourage digital sign-in project staff to participate. Inflexion will email staff who agree to participate with information on the timeline for data collection for the first three years of the grant and will communicate with staff via email to set up meetings.

Parent Interviews

Parent interviews will be held once a year at each school site in May and will be conducted by the Inflexion team. Interview calendar will be set up in four rounds (See Appendix O) for schedule of schools and dates. Recruitment of parents for interviews will be conducted at each school site by the digital sign-in team. Time during the professional development meetings will be given to contact translators and arrange availability as well as schedule meetings with parents. Interviews will be arranged with the Inflexion research team for an hour once a year in May during the first three years of the project (see Appendix O). Interviews will be recorded to then transcribe and use for data analysis in year 4.

School Site Staff and Administrator Focus Groups

As shown in Appendix P, Inflexion staff will conduct focus groups with individual school teams (administrator and teachers) during professional development sessions in August, January, and June. The focus groups will be limited to 30 minutes to enable separate focus groups with each school site team during the PD meetings. A GoogleFORM will be available for school site teams to provide additional comments to make sure all voices and ideas are captured. These data will be used to support school team implementation of digital sign-in at school events.

Individual administrator interviews will be scheduled during school professional development sessions and during the group professional development sessions in August, January and June to acquire school-specific feedback from each site administrator. These data will inform future efforts to support the individual school needs for a successful digital sign-in process.

District Executive Staff Interviews

District Executive Staff who oversee the 34 elementary schools in the district will be interviewed in August and June by the Inflexion evaluation team for 60 minutes over the phone after these Professional Development meetings. The interviews will be recorded and transcribed for Inflexion's data analysis so that findings can contribute to their usability report by helping understand building administrators' experiences with the digital sign-in rollout.

District Public Communication Department Interviews

District Public Communication department interviews will be conducted in August by the Inflexion team for 60 minutes over the phone after this Professional Development meeting. The interviews will be recorded and transcribed to understand the digital sign-in roles and responsibilities that come from the district level compared to the school sites.

District Instructional Technology Staff Interviews

District Instructional Technology Staff interviews will be conducted in August, January, and June by the Inflexion team for 60 minutes over the phone after each Professional Development meeting. The interviews will be recorded and transcribed to understand lessons learned about the successes and challenges of the digital sign-in from the district IT staff perspective.

Oregon Department of Education Interviews

Oregon Department of Education (ODE) interviews will be conducted once during each of the first three years of the project by the Inflexion team once the Title 1 school binders have been submitted and reviewed by ODE staff. The interview will take place over the phone for 60 minutes with the ODE grant and Title 1 binder review point person in order to answer research question 2c. The interviews will be recorded and transcribed to understand if digital sign-in is an improvement for school event parent sign-in evidence, or if the traditional pen and paper sign-in was sufficient evidence for school event and Title 1 funding.

Data Analysis

Tesch's eight steps in the coding process (Creswell, 2018, p. 195) provide an outline for Inflexion's qualitative analysis of the data they collect during the three years of digital sign-in implementation. The first step is to get a sense of the whole and take notes of ideas that come to mind. During this step, the Inflexion evaluators will gather all of the qualitative data from the interviews and focus groups and the parent survey data from the GoogleFORM together in the qualitative analysis software Dedoose. Tesch's second step is to pick one document, ask some guiding questions about what the source of data might tell you, and write notes in the margin. The Inflexion team will start with the first interview and instead of writing in the margins, will start to take note of the preliminary themes within Dedoose's *memo* function. These notes will accumulate and be used to sort main ideas as Inflexion continues to review the other documents.

Tesch's third step, after looking through a few documents, is to begin to cluster ideas together to form topics. The Inflexion team will begin to move from memos within Dedoose to an initial list of key topics, grouping ideas from the memos into themes to enable them to begin to sort through findings within the data. Tesch's fourth step is to take this initial list of topics and go back to the data and begin to abbreviate the topics as codes. New topics will emerge as Inflexion starts to review more of the data, which can be added to the code list.

Tesch's fifth step is to collapse codes back into categories. During this step, Inflexion will think about ways to reduce categories, finding interconnected relationships across the data sources. Tesch's sixth step is to finalize the code list and categories. During this step, the Inflexion team will create child and grandchild codes under the main codes to better organize the data. Tesch's seventh step is to assemble the coded material into each category and perform a preliminary analysis. During this step, the Inflexion team will run analysis in Dedoose to see if there are patterns within participants groups (e.g., parents, teachers, school administrators), or whether patterns emerge within each school or school type (e.g., Title I, high EL, etc.). The final step of Tesch's coding process, step eight, is to recode existing data if necessary. The analysis in the seventh step may prompt the Inflexion team to recode for certain similarities or differences across the data that they had not originally considered.

Data Interpretation

If Inflexion finds that digital sign-in was successful based on data collected and analyzed over the three years of project implementation in BSD, schools will be able to track student and family attendance at all school events, conduct family outreach based on attendance patterns found in digital sign-in data, and produce Title 1 school binders to the Oregon Department of Education (ODE) with a printed list of attendees at school events rather than handwritten signatures on forms. Data interpretation from the interviews as well as the GoogleFORMs will be telling of whether or not the digital sign-in is usable at a variety of school sites.

Validity Threats

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures (Creswell & Creswell, 2018). Potential threats to validity for this usability study are response bias and *surprises* not anticipated. Inflexion will use triangulation of data gathered from the range of participants involved in the implementation of the digital-sign in to increase the qualitative validity of their evaluation.

Response bias. Response bias is defined as the tendency in respondents to answer untruthfully or inaccurately (Creswell & Creswell, 2018; KwikSurveys, 2020). These biases are found in research involving self-reporting such as in surveys or structured interviews and focus groups. Response bias also includes the effect of nonresponses on survey estimates, and it means that if non-respondents had responded, their responses would have substantially changed the overall results of the survey (Creswell & Creswell, 2018). Several efforts will be made to mitigate response bias.

First, families will be more likely to fill out the GoogleFORM accurately given that there will be familiar school and district personnel standing at the tables handing out iPads to fill out the information versus people they have never seen before. Parents and students may feel comfortable completing the GoogleFORM knowing a familiar person is available to help facilitate the process. Comfort found in asking for help from a familiar person, versus making a best guess to save face in front of a stranger comes from the need for face time with school administration and familiar district staff which helps ease the anxiety of giving personal information at school events. Second, for the PD meeting focus groups conducted by Inflexion, response bias may be avoided by allowing multiple means to communicate: in small site-based groups and via the GoogleFORM using the same focus group questions.

Triangulation. Triangulation is when data is collected through multiple sources to include interviews, focus groups, observations, and document analysis. (Creswell & Creswell, 2018) Triangulation of data from parents, teachers, administration, and the Oregon Department of Education will further strengthen the conclusions made from Inflexion given the many data points from multiple sources.

Following up on *surprises*. "*Surprises* have more juice than outliers" (Miles & Huberman, 1994, p 270). *Surprises* for Inflexion may arise during the interviews and focus groups as well as when they code the data. Interviews and focus groups may take side roads from the questions asked which may provide more questions that need to be answered, resulting in inconsistent data across the interviews. *Surprises* in the coding may lead Inflexion to pose additional research questions to explore not anticipated at the outset of the evaluation. Miles and Huberman (1994) suggest three aspects to include when following up on surprises: reflect on the surprise to surface your violated theory, consider how to revise it, and look for evidence to support your revision.

CHAPTER V

BUDGET

The Educational Innovation and Research (EIR) grant program through the Department of Education (See Appendix B) has a possible total budget of $4,000,000 for up to five years of project activities. The total requested budget for this project is $3,157,301.01 for a four-year project: three years of project implementation, and a final year for data analysis and dissemination of findings (see Tables 4 and Table 5). Participants from BSD at the school sites, district office, and Multilingual Department are included in personnel. BSD will contract with an external evaluator, Inflexion, as required by the funding agency. Miscellaneous expenses such as food, materials, and supplies for meetings are included as allowed budget line items. Travel and food stipends are also included for Inflexion staff.

Table 4

Total Budget

Year	Personnel ($)	Miscellaneous ($)	Total Amount ($)
1	865,177.00	85,800.00	950,977.00
2	875,524.36	85,800.00	961,324.36
3	886,078.67	85,800.00	971,878.67
4	273,120.98	N/A	273,120.98
			Total
			3,157,301.01

Table 5

Year 4 Staffing

Description	# of Positions	FTE	Amount ($)
Grant Manager	1	0.25	37,142.28*
Project Manager	1	1.0	108,633.74*
Inflexion Staff	2	0.5	127,344.96*
			Sub Total
			273,120.98

*2% cost of living increase since previous year.

Beaverton School District staff are already paid for their assigned job positions through the district budget. Asking staff to add tasks, attend meetings, and participate in Inflexion's data collection is above and beyond the regular work day tasks. It is district policy that work completed beyond the work day hours or tasks needs to be compensated. Thus, stipends are proposed for work completed beyond contract hours, meetings attended specifically for the grant, and interviews and focus groups attended for grant evaluation. The budget includes paying classified staff stipends rather than having them submit a monthly pay form for tasks completed outside of their contract work hours to reduce bookkeeping overhead and ensure a consistent expectation for extra work throughout the academic year[3].

In creating the project budget, BSD's highest pay scale was used to estimate FTE costs for positions such as Grant Manager and Project Manager that needed a part time

[3] Further conversations need to be held with the Beaverton Education Association president, Beaverton School District Human Resources, and payroll to ensure appropriate compensation for project work is within proper contract guidelines prior to submitting this proposal to a funding agency.

(PT) or full time (FT) employee to ensure the budget would be sufficient for whatever tier the employees are in. Beaverton School District Administrative pay scales were unavailable, so estimates were made for the budget for district positions. A 2% cost of living scale was used to estimate year 2, 3, and 4 salaried positions.

School Site Staff

School site staff involved in this project include many levels of personnel: instructional technology support (IT), one teacher per K-5 grade level, and a building administrator at each of BSD's 34 elementary schools.

Instructional technology support (IT). School site staff include one instructional technology support (IT) staff from each school. This IT staff member will be responsible for attending to all IT issues at the school site during events using digital sign-in. Their work will include setting up technology and attending school events for technical support. IT staff members will receive a $1100 stipend for each year. The budget for all three years of the project implementation will be the same for these IT staff.

Instructional technology specialists and teachers. In addition to instructional technology support staff, each school in the Beaverton School District has one instructional technology specialist or media specialist who will participate on the school's project team. Each school will also select one teacher per grade level, kindergarten through fifth grade, who has been involved in a technology cadre or committee at the school site to participate on the Digital Sign-In Project Team. Each staff member on the project team will need to attend one professional development meeting per month (see Appendix J for schedule), arrange to have a substitute for each of the reoccurring monthly professional development meetings, and attend the school events using the digital sign-in each year. Trained staff and/or instructional technology specialists will receive a $275 stipend for their participation each year. The budget for all three years of the project implementation will be the same for these trained staff and/or instructional technology specialists.

Building administrator. The budget includes stipends for each of the 34 schools to send one building administrator to attend three professional development meetings (initial, mid, and end of year) per year and attend at least five scheduled school events to assist with the digital sign-in process. Each building administrator will receive a $275 annual stipend. The budget for all three years of the project implementation will be the same for each building administrator.

District Staff

District personnel includes district instructional technology (IT) staff, a grant manager, a project manager, teachers on special assignment (TOSAs), district executives, district communications department staff, substitutes, and Multilingual Department staff.

District instructional technology (IT) staff. BSD's Instructional Technology (IT) staff currently consists of 10 full time employees. They will have additional tasks with this grant to support technology issues from the district level such as compatibility with other district data gathering programs, creating and submitting reports to the Oregon Department of Education for Title 1 binder requirements, and attending the professional development events related to the project. Compensation for each district instructional technology staff member for time providing staff support, creating data reports, and attending professional development meetings and school events will be a $275 stipend for each year of the grant. Each year of the project implementation (years 1-3 of the grant) will involve all 10 district technology staff members in order to have district team input on problems that may arise. Consistency within conversations in order to problem solve issues from schools will be managed in monthly district IT team meetings.

Grant manager. A grant manager will be hired to oversee the grant management tasks including: budget meetings with project manager, payroll (e.g., communication with building principals regarding staff member stipends), creating and managing spreadsheets, meetings with the project manager, coordinating meetings, securing meeting locations, meeting set up including digital sign-in for all staff, miscellaneous purchases for meetings and managing reimbursement for Inflexion (personnel and travel expenses). The grant manager will be budgeted $35,000 for approximately 0.25 FTE including benefits for the first year of the grant in Table 6. A 2% cost of living wage increase for each year of the grant is reflected in Tables 7, 8, and 9.

Table 6
*Year 1 Staffing**

Description	# of Positions	FTE	Amount ($)
Grant Manager	1	0.25	35,000.00
Project Manager	1	1.0	102,368.00
Inflexion Staff	2	0.5	120,000.00
Inflexion Research Team	20	0.5	260,000.00
			Sub Total
			257,368.00

*Based on highest certified salary schedule. (See Appendix T)

Table 7

Year 2 Staffing

Description	# of Positions	FTE	Amount ($)
Grant Manager	1	0.25	35,700.00*
Project Manager	1	1.0	104,415.36*
Inflexion Staff	2	0.5	122,400.00*
Inflexion Research Team	20	0.5	265,200.00*
			Sub Total
			527,715.36

*2% cost of living increase since previous year.

Table 8

Year 3 Staffing

Description	# of Positions	FTE	Amount ($)
Grant Manager	1	0.25	36,414.00*
Project Manager	1	1.0	106,503.67*
Inflexion Staff	2	0.5	124,848.00*
Inflexion Research Team	20	0.5	270,504.00*
			Sub Total
			538,269.67

*2% cost of living increase since previous year.

Project manager. A project manager will be hired to oversee all aspects of the four-year grant. The project manager will be responsible for running meetings with district staff and structuring professional development meetings. Attendance at one digital sign-in event per school site per year of the grant would be part of this role to ensure the project manager has a global picture of the project's implementation across the district. The project manager will receive $102,368 including benefits based on an estimate of full time 1.0 FTE for the first year found in Table 4. Tables 7, 8, and 9 reflect a 2% cost of living wage increase for each year of the grant. Duties would remain the same each year for the project manager.

Teacher on special assignment (TOSA). Two teachers on special assignment (TOSAs) in BSD will be included in the budget to provide hands-on support at the school sites during parent events. Compensation for time attending to support staff at the buildings during school events at all 34 schools will be split between the two TOSAs, and both will attend all of the professional development meetings each year. TOSAs will receive a $275 stipend each year for the three years of project implementation, refer to Table 9.

District public communications department. The District Public Communications department will play a vital role in spreading the word across the district to all staff about grant activities and support. An appointed staff member will focus on grant communications, such as taking pictures at events to promote digital sign-in usage to staff and families on the district website, sending email to district staff at multiple levels to keep them up to date on school events and meetings, providing website updates to promote using digital sign-in at school events, holding meetings with the project manager, attending three professional development meetings (beginning, middle, and end of year) each year, and attending 34 school events. Year 1 of the grant will include the district public communications department advertising and spreading the word to district staff, students, and families about the shift in practices from paper and pencil sign-in to digital sign-in forms. Year 2 and Year 3 will include advertising districtwide, with more intensity given to involved staff through email and other forms of district communication such as the district website, flyers, and online messenger services.

One staff member who will be involved in the grant interview and completing duties listed above will be compensated with a stipend of $925 each year of the three-year grant as you will find in Table 4.

Table 9

Annual Budget for Year 1, 2, and 3 Stipend Staff

Level	Job Title	# of Positions	Stipend ($)	Amount ($)
School	School Instructional Technology (IT) Support	34	1110.00/person	37,400.00
	Trained Staff and/or IT Specialists (1 teacher/grade K-5)	34 schools x 6 staff = 204	275.00/person	56,100.00
	Building Administrators	34	275.00/person	9,350.00
District	District IT	10	275.00/person	2,750.00
	Teachers of Special Assignment (TOSAs)	2	775.00/person	1,550.00
	Executives	3	375.00/person	1125.00
	Communications	1	925.00/person	925.00
	Substitutes*	204	1033.50/person	210,834.00
	Multilingual Department Language Support*	101	275.00/person	27,775.00
				Sub Total
				347,809.00

*Based on highest certified salary schedule. (See Appendix T)

Substitutes. Substitutes for school staff at all 34 elementary schools are included in the budget to cover classes while teaching staff attend professional development meetings. Professional development will be once a month for 11 months for half day sessions, 12:00-4:00PM the first Thursday of each month beginning in August (See Appendix M). Substitute pay is a fixed amount per day (See Appendix T). A total of 204 substitutes will be used across the district which amounts to $210,834.00 each of the first three years of the grant in Table 4.

Multilingual department staff. Staff from the district's Multilingual Department for language interpretation services are included in the budget to translate GoogleFORMs content and attend events beyond their contract time. It is possible that schools will need language interpretation services that are not supported through the Multilingual Department. In such situations, these services will need to be outsourced to an outside agency such as Passport Services Company. With 101 languages represented in the Beaverton School District, some languages are less common and thus will have fewer demands for interpretation or translation needs. Attendance at professional development meetings may be necessary to clarify needs of our English Language Learner families to all schools and staff attending the monthly professional development meetings. A total of 101 staff attending 11 events across the district at $25 at each event/meeting would be $27,775 in stipends each year of the grant in Table 4.

Miscellaneous Expenses

Refreshments. I have budgeted $300 per meeting, for a total of $3300 each year of the project implementation to purchase light snacks (e.g., granola bars, mixed nuts, water, coffee, tea) for approximately 250 people who will attend the 11 afternoon professional development meetings in Table 10.

Table 10

Annual Budget for Year 1, 2, and 3 of Miscellaneous

Level	Description	# of Meetings	($)	Total ($)
Professional Development	Food for Meeting	11	300.00/meeting	3,300.00
	Materials and Supplies	11	300.00/meeting	3,300.00
Travel	Travel Expenses	45	2250.00/person	49,500.00
	Meal Expenses	45	1350.00/person	29,700.00
				Sub Total
				85,800.00

Materials and supplies. Materials and supplies for staff attending professional development meetings could include: pens, paper, binders, dividers, power cords, baskets, cart, chart paper, and the like. Participants will be asked to bring district technology, which could be an iPad, laptop, or both and are not included in the budget. Presenting staff will be asked to bring a projector, projection screen, laptop, and iPad for each professional development meeting which again are not supplied by the grant, but by the district. Materials needed for set up the first year will be different than year 2 and year 3 because of carryover each year of the grant. Year 2 and year 3 will be supporting the creative needs of each site and could include poster board, markers, stickie notes, etc. Input will be gathered at the last professional development meeting in June for material needs from schools for the following year. Budgeted materials and supplies for three years are set at $300 at each of the 11 meetings for a total of $3300 each year of the grant in Table 5.

Travel expenses. Inflexion staff will include two supervisors and an interview team of 20. The budget covers Inflexion's travel expenses for each of the three professional development meetings as well as for one visit at each of the 34 school sites each year to interview parents. No lodging will be included because professional development meetings will be held in the afternoons. Inflexion staff will be able to commute from Eugene to Beaverton and back for each meeting/event. Travel expenses will be accounted for using the Beaverton School District form and procedures (See Appendix R and Appendix S). Expense of $50 for mileage per meeting/event will be budgeted for three professional development meetings and 34 school site event meetings for 22 staff members for three years of the project implementation, for a total of $49,500 each year in Table 5. No travel will occur in the fourth year of the grant.

Food expenses. Inflexion staff will include two supervisors and an interview team of 20. A crew of 22 people will need food expenses covered for each of the 3 professional development meetings as well as one visit at each of the 34 school sites each year to interview parents. Inflexion staff will be able to commute from Eugene to Beaverton and back each trip for meetings, but one meal per person for each meeting date will be allotted. Food expenses will be accounted for using the Beaverton School District form and procedures (See Appendix R and Appendix S). The expense of $50 for food per meeting/event will be allotted for 3 professional development meetings and 34 school site event meetings for 22 staff members for three years of the grant would be $49,500 each year as shown in Table 5.

Evaluation Staff

The evaluation will be led by two Inflexion senior staff members. Each member will work approximately half time on the usability study for this four-year grant. Tasks for senior staff include overseeing the data collection and analysis of all evaluation study data. I have budgeted $120,000 to cover FTE for this evaluation work in Table 6 for year 1. Tables 7, 8, and 9 reflect a 2% cost of living wage increase for each year of the grant.

Inflexion research team. The Inflexion research team of 20 people will conduct 30-minute interviews at the three professional development meetings with multiple school site groups, as described above in the evaluation plan section. They will also conduct focus groups with families each year at each of the 34 school sites. Recruitment of Title 1, non Title 1, and English Language families will be necessary from each school site. GoogleFORMs will be used to gather data from school site staff members and district administration each of the three years. I have budgeted $260,000 to contract with Inflexion for the interview team to collect and analyze evaluation data as shown in Table 6. A 2% cost of living wage increase for years 2 and 3 of the grant is reflected in Tables 7 and 8.

CHAPTER VI

IMPLICATIONS

Implications for this project's findings have been divided into three sections: (a) district and state, (b) schools, and (c) teachers and support staff.

District and State

The shift from gathering data via paper and pencil to digital sign-in is a major change for parents, families, and staff to adjust to. However, in the medical field it is commonplace to gather information such as digital signatures and chart notes on computers. The move to digital sign-in would make data from family events available to teachers, school staff, district staff, and designated staff at the state level. This would represent a shift in data access because currently only a select few district and state staff have access. Binders that are submitted to the Oregon Department of Education (ODE) would be easier to update if the digital sign-in is successful. Reports would be clean and legible since they would be printed out rather than hand-written.

Another implication for the district and state would be aligning existing district databases with digital sign-in tools. I have had discussions with BSD personnel around the idea of incorporating Synergy, our district student database, as a sorting tool that aligns with the pilot studies. The possibility of creating a new system, Ed-Fi that links up to our student data management system, Synergy, might enable us to track student data across schools for families who change schools. In this scenario, attendance at school events could be readily available to the new school. This next level of implementation would require discussions with programmers to build the structures, links, and capacity for such a tool as well as with district corporate counsel to address issues related to

FERPA regulations. This project is definitely in the infancy stages and has the potential to grow much larger and reach more than just one school in one district in one state. Actually submitting the grant and having data from three years to move forward with districtwide implementation would be a major shift in our current practices.

Schools

Implications for the study's findings at the school level include access to a common database identifying which families attend school events to help schools conduct targeted home/school outreach of those families that do not attend. Tracking attendance and outreach efforts could be coordinated at each school site. This approach may help reduce the gap between families that are successful with home and school structures, schedules, programs, and systems to the families that need additional supports in order to attend school events. Caring relationships could be built with staff and families due to clear communication efforts. As Epstein (2010) argues, "Linking research and practice can improve programs of family and community involvement and lead to improved student success in school" (p.1).

Teachers and Support Staff

Implications for the study's findings for teachers and support staff include better connections, relationships, and trust with families after working with them during digital sign-in at school events. Data access would enable better vertical alignment between kindergarten through fifth grade teachers, and data from the sign-ins from families with children in multiple grade levels could aide in conversations during parent-teacher conferences. Team building and communication among staff may be strengthened as a result of the time and space provided during monthly professional development meetings, enabling school site teams to collaborate on parent outreach efforts. Finally, further experience with technology through this project could inform classroom practices of teachers who resist using technology in their teaching. Technology uses and problem-solving strategies could be distributed throughout grade level teams given that one person per grade level would be involved in the school-wide team at each of the district's elementary schools.

BSD serves many ELL students and their families. To ensure that the digital sign-in is accessible to families of all backgrounds, native language supports, such as translators, will need to be available at school events to make sure the sign-in process runs smoothly. The GoogleFORM was designed to be basic enough for all ages and abilities to access and complete successfully. Thinking about how best to serve our EL populations should be in the forefront of district thinking about how best to create sustainable structures and systems.

Dissemination of Findings and Further Research

Based on my five years of pilots at two elementary schools, digital sign-in is likely to take time to gain momentum in Beaverton School District. If BSD, the third-largest school district in Oregon, is able to implement digital sign-in effectively, it would provide important evidence to support the viability of using technological tools and digital sign-in to track parent and family attendance at school events in other districts. Copies of finalized GoogleFORMs could be distributed to small school districts to use once the three-year grant is completed as well as a revised Roles and Responsibilities document (See Appendix H) to assist other districts in implementing a digital sign-in.

ODE could also be a stakeholder in providing feedback for Title 1 binder requirements and future school submissions.

Inflexion's usability study will undoubtedly point to future research areas. One future research area will be to examine the implementation of a digital sign-in for parent events at middle and high schools. Future research should also take place outside of BSD to see if there are different needs in rural districts. Additional research should also be conducted to understand whether digital sign-in can function without a grant; if stipends are discontinued will staff be willing to spend time on school digital sign-in events? Will digital sign-in be sustainable after the grant is over? Longitudinal studies would be able to assess sustainability of digital-sign in.

APPENDIX A. LITERATURE SEARCH AND SELECTION

Search engines that I used to search for relevant prior research include: ERIC, SAGE, GoogleSCHOLAR, ResearchGate. Keywords included: digital sign-in, sign in, home school connection, databases, parent involvement, digital transformation, checklists, community involvement, digital signing, educational improvement, electronic signatures, elementary schools, family involvement, family school relationship, government role, information systems, multicultural education, parent attitudes, parent participation, parent school relationship, parenting, parents as teachers, partners in education, policy information, program development, questionnaires, school business relationship, school community relationship, school districts, school organization, social networks, social beliefs, student diversity, teacher attitudes, technical assistance, technology uses in education, volunteers, workshops, and young children.

Initial parameters for years were left open because technology has been evolving. After I started searching for resources outside of education, I found a more with each search. Searching through articles' reference lists also helped guide further connections, leads, and searches.

APPENDIX B. EDUCATIONAL INNOVATION AND RESEARCH (EIR) GRANT PROGRAM

1094 **Federal Register** / Vol. 84, No. 22 / Friday, February 1, 2019 / Notices

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The EIR program, established under section 4611 of the Elementary and Secondary Education Act, as amended (ESEA), provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations. The EIR program is designed to generate and validate solutions to persistent education challenges and to support the expansion of those solutions to serve substantially larger numbers of students.

The central design element of the EIR program is its multi-tier structure that links the amount of funding an applicant may receive to the quality of the evidence supporting the efficacy of the proposed project, with the expectation that projects that build this evidence will advance through EIR's grant tiers: "Early-phase," "Mid-phase," and "Expansion." Applicants proposing innovative projects that are supported by limited evidence can receive relatively small grants to support the development, implementation, and initial evaluation of the practices; applicants proposing projects supported by evidence from rigorous evaluations, such as an experimental study (as defined in this notice), can receive larger grant awards to support expansion across the country. This structure provides incentives for applicants to: (1) Explore new ways of addressing persistent challenges that other educators can build on and learn from; (2) build evidence of effectiveness of their practices; and (3) replicate and scale successful practices in new schools, districts, and States while addressing the barriers to scale, such as cost structures and implementation fidelity.

All EIR projects are expected to generate information regarding their effectiveness in order to inform EIR grantees' efforts to learn about and improve upon their efforts, and to help similar, non-EIR efforts across the country benefit from EIR grantees' knowledge. By requiring that all grantees conduct independent evaluations of their EIR projects, EIR ensures that its funded projects make a significant contribution to improving the quality and quantity of information available to practitioners and policymakers about which practices improve student achievement and attainment, for which types of students, and in what contexts.

The Department awards three types of grants under this program: "Early-phase" grants, "Mid-phase" grants, and "Expansion" grants. These grants differ in terms of the level of prior evidence of effectiveness required for consideration for funding, the expectations regarding the kind of evidence and information funded projects should produce, the level of scale funded projects should reach, and, consequently, the amount of funding available to support each type of project.

Early-phase grants provide funding to support the development, implementation, and feasibility testing of a program, which prior research suggests has promise, for the purpose of determining whether the program can successfully improve student achievement and attainment for high-need students. Early-phase grants must demonstrate a rationale. These Early-phase grants are not intended simply to implement established practices in additional locations or address needs that are unique to one particular context. The goal is to determine whether and in what ways relatively newer practices can improve student achievement and attainment for high-need students.

This notice invites applications for Early-phase grants only. The notices inviting applications for Mid-phase and Expansion grants are published elsewhere in this issue of the **Federal Register**.

Background: While this notice is for the Early-phase grants only, the premise of the EIR program is that new and innovative programs and practices can help to solve the persistent problems in education that prevent students, particularly high-need students, from succeeding. These innovations need to be evaluated, and if sufficient evidence of effectiveness can be demonstrated, the intent is for these innovations to be replicated and tested in new populations and settings. EIR is not intended to provide support for any practices which are already commonly implemented by educators, unless significant adaptations for such practices warrant testing to determine if they can accelerate achievement, or greatly increase the efficiency and likelihood that they can be widely implemented in a variety of new populations and settings effectively.

As an EIR project is implemented, grantees are encouraged to learn more about how the practices improve student achievement and attainment; and to develop increasingly rigorous evidence of effectiveness and new strategies to efficiently and cost-effectively scale to new school districts, regions, and States. In connection with selection criterion B.2., we encourage applicants to develop a logic model (as defined in this notice), theory of action, or another conceptual framework that includes the goals, objectives, outcomes and key project components (as defined in this notice) of the project.

Disseminating evaluation findings is a critical element of every project, even if a rigorous evaluation does not demonstrate positive results. Such results can influence the next stage of education practice and promote follow up studies that build upon the results. The EIR program considers all high-quality evaluations to be a valuable contribution to the field of education research and encourages the documentation and sharing of lessons learned.

For those innovations that have positive results and have the potential for continued development and implementation, the Department is interested in learning more about continued efforts regarding cost-effectiveness and feasibility when scaled to additional populations and settings. EIR projects at the Mid-phase and Expansion levels are encouraged to test new strategies for recruiting and supporting new project adoption, seek efficiencies where project implementation has been too costly or cumbersome to operate at scale, and test new ways of overcoming any other barriers in practice or policy that might inhibit project growth. Early-phase grantees that are not yet ready to scale are still encouraged to think about how their innovations might translate to other populations or settings in the long term and to select their partners and implementation sites accordingly.

Finally, all EIR applicants and grantees should consider how they need to develop their organizational capacity, project financing, or business plans to sustain their projects and continue implementation and adaptation after Federal funding ends. EIR encourages all grantees to engage in sustainability planning as part of a funded project. The Department intends to provide grantees with technical assistance in their dissemination, scaling, and sustainability efforts.

EIR is designed to offer opportunities for States, districts, schools, and educators to develop innovations and scale effective practices that address their most pressing challenges. Early-phase grantees are encouraged to make continuous improvements in project design and implementation before conducting a full-scale evaluation of effectiveness. Grantees should consider how easily others could implement the

FY 2019 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is a competitive preference priority. Under 34 CFR 75.105(c)(2)(i) we award up to an additional five points to an application, depending on how well the application addresses this priority.

This priority is:

Competitive Preference Priority (up to 5 Points).

Projects designed to improve student achievement or other educational outcomes in computer science (as defined in this notice). These projects must address the following priority area:

Expanding access to and participation in rigorous computer science (as defined in this notice) coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in this notice), children or students with disabilities (as defined in this notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Definitions: The definitions of "baseline," "experimental study," "logic model," "moderate evidence," "nonprofit," "performance measure," "performance target," "project component," "quasi-experimental design study," "relevant outcome," and "What Works Clearinghouse Handbook (WWC Handbook)" are from 34 CFR 77.1. The definitions of "children or students with disabilities," "computer science," and "rural local educational agency" are from the Supplemental Priorities. The definitions of "demonstrates a rationale," "local educational agency" and "State educational agency" are from section 8101 of the ESEA.

Baseline means the starting point from which performance is measured and targets are set.

Children or students with disabilities means children with disabilities as defined in the Individuals with Disabilities Education Act (IDEA) or individuals defined as having a disability under Section 504 of the Rehabilitation Act of 1973 (Section 504) (or children or students who are eligible under both laws).

Computer science means the study of computers and algorithmic processes and includes the study of computing principles and theories, computational thinking, computer hardware, software design, coding, analytics, and computer applications.

Computer science often includes computer programming or coding as a tool to create software, including applications, games, websites, and tools to manage or manipulate data; or development and management of computer hardware and the other electronics related to sharing, securing, and using digital information.

In addition to coding, the expanding field of computer science emphasizes computational thinking and interdisciplinary problem-solving to equip students with the skills and abilities necessary to apply computation in our digital world.

Computer science does not include using a computer for everyday activities, such as browsing the internet; use of tools like word processing, spreadsheets, or presentation software; or using computers in the study and exploration of unrelated subjects.

Demonstrates a rationale is based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

Experimental study means a study that is designed to compare outcomes between two groups of individuals (such as students) that are otherwise equivalent except for their assignment to either a treatment group receiving a project component or a control group that does not. Randomized controlled trials, regression discontinuity design studies, and single-case design studies are the specific types of experimental studies that, depending on their design and implementation (*e.g.*, sample attrition in randomized controlled trials and regression discontinuity design studies), can meet What Works Clearinghouse (WWC) standards without reservations as described in the WWC Handbook:

(i) A randomized controlled trial employs random assignment of, for example, students, teachers, classrooms, or schools to receive the project component being evaluated (the treatment group) or not to receive the project component (the control group).

(ii) A regression discontinuity design study assigns the project component being evaluated using a measured variable (*e.g.*, assigning students reading below a cutoff score to tutoring or developmental education classes) and controls for that variable in the analysis of outcomes.

(iii) A single-case design study uses observations of a single case (*e.g.*, a student eligible for a behavioral intervention) over time in the absence and presence of a controlled treatment manipulation to determine whether the outcome is systematically related to the treatment.

Local educational agency (LEA) means:

(a) In General. A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

(b) Administrative Control and Direction. The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

(c) Bureau of Indian Education Schools. The term includes an elementary school or secondary school funded by the Bureau of Indian Education but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under the ESEA with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency (as defined in this notice) other than the Bureau of Indian Education.

(d) Educational Service Agencies. The term includes educational service agencies and consortia of those agencies.

(e) State educational agency. The term includes the State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

Logic model (also referred to as a theory of action) means a framework that identifies key project components of the proposed project (*i.e.*, the active "ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

Moderate evidence means that there is evidence of effectiveness of a key project component in improving a relevant outcome for a sample that overlaps with the populations or settings proposed to receive that component, based on a relevant finding from one of the following:

(i) A practice guide prepared by the WWC using version 2.1 or 3.0 of the WWC Handbook reporting a "strong evidence base" or "moderate evidence base" for the corresponding practice guide recommendation;

(ii) An intervention report prepared by the WWC using version 2.1 or 3.0 of the WWC Handbook reporting a "positive effect" or "potentially positive effect" on a relevant outcome based on a "medium to large" extent of evidence, with no reporting of a "negative effect" or "potentially negative effect" on a relevant outcome; or

(iii) A single experimental study or quasi-experimental design study reviewed and reported by the WWC using version 2.1 or 3.0 of the WWC Handbook, or otherwise assessed by the Department using version 3.0 of the WWC Handbook, as appropriate, and that—

(A) Meets WWC standards with or without reservations;

(B) Includes at least one statistically significant and positive (*i.e.*, favorable) effect on a relevant outcome;

(C) Includes no overriding statistically significant and negative effects on relevant outcomes reported in the study or in a corresponding WWC intervention report prepared under version 2.1 or 3.0 of the WWC Handbook; and

(D) Is based on a sample from more than one site (*e.g.*, State, county, city, school district, or postsecondary campus) and includes at least 350 students or other individuals across sites. Multiple studies of the same project component that each meet requirements in paragraphs (iii)(A), (B), and (C) of this definition may together satisfy this requirement.

Nonprofit, as applied to an agency, organization, or institution, means that it is owned and operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity.

Performance measure means any quantitative indicator, statistic, or metric used to gauge program or project performance.

Performance target means a level of performance that an applicant would seek to meet during the course of a project or as a result of a project.

Project component means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (*e.g.*, training teachers on instructional practices for English learners and follow-on coaching for these teachers).

Quasi-experimental design study means a study using a design that attempts to approximate an experimental study by identifying a comparison group that is similar to the treatment group in important respects. This type of study, depending on design and implementation (*e.g.*, establishment of baseline equivalence of the groups being compared), can meet WWC standards with reservations, but cannot meet WWC standards without reservations, as described in the WWC Handbook.

Rural local educational agency means a local educational agency that is eligible under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program authorized under Title V, Part B of the Elementary and Secondary Education Act of 1965, as amended. Eligible applicants may determine whether a particular district is eligible for these programs by referring to information on the Department's website at *www2.ed.gov/nclb/freedom/local/reap.html*.

Relevant outcome means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

State educational agency (SEA) means the agency primarily responsible for the State supervision of public elementary schools and secondary schools.

What Works Clearinghouse Handbook (WWC Handbook) means the standards and procedures set forth in the WWC Procedures and Standards Handbook, Version 3.0 or Version 2.1 (incorporated by reference, see 34 CFR 77.2). Study findings eligible for review under WWC standards can meet WWC standards without reservations, meet WWC standards with reservations, or not meet WWC standards. WWC practice guides and intervention reports include findings from systematic reviews of evidence as described in the Handbook documentation.

Program Authority: Section 4611 of the ESEA, 20 U.S.C. 7261.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474. (d) The Supplemental Priorities.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian Tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: $125,000,000.

These estimated available funds are the total available for all three types of grants under the EIR program (Early-phase, Mid-phase, and Expansion grants). Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition.

Estimated Average Size of Awards: Up to $4,000,000.

Maximum Award: We will not make an award exceeding $4,000,000 for a project period of 60 months.

Estimated Number of Awards: 18–28.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 60 months. Applicants are to propose a budget that covers the entire project period of up to 60 months. We anticipate that initial awards under this competition will be made for a three-year (36 month) period.

Contingent upon the availability of funds and each grantee's substantial progress towards accomplishing the goals and objectives of the project as described in its approved application, we may make continuation awards to grantees for the remainder of the project period.

Note: Under section 4611(c) of the ESEA, the Department must use at least 25 percent of EIR funds for a fiscal year to make awards to applicants serving rural areas, contingent on receipt of a sufficient number of applications of sufficient quality. For purposes of this competition, we will consider an applicant as rural if the applicant meets the qualifications for rural applicants as described in the eligible applicants section and the applicant certifies that it meets those qualifications through the application.

In implementing this statutory provision and program requirement, the Department may fund high-quality applications from rural and STEM education applicants out of rank order in one or more of the EIR competitions.

proposed practice, and how its implementation could potentially be improved. Additionally, grantees should consider using data from early indicators to gauge initial impact and to consider possible changes in implementation that could increase student achievement and attainment.

By focusing on continuous improvement and iterative development, Early-phase grantees can make adaptations that are necessary to increase their practice's potential to be effective and ensure that the EIR-funded evaluation assesses the impact of a thoroughly conceived practice.

Early-phase applicants should develop, implement, and test the feasibility of their projects. In connection with selection criterion D.1., the evaluation of an Early-phase project should be an experimental or quasi-experimental design study (as defined in this notice) that can determine whether the program can successfully improve student achievement and attainment for high-need students. Early-phase grantees' evaluation designs are encouraged to have the potential to demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on moderate evidence (as defined in this notice) from at least one well-designed and well-implemented experimental study. The Department intends to provide grantees and their independent evaluators with evaluation technical assistance. This evaluation technical assistance could include grantees and their independent evaluators providing to the Department or its contractor updated comprehensive evaluation plans in a format as requested by the technical assistance provider and using such tools as the Department may request. Grantees will be encouraged to update this evaluation plan at least annually to reflect any changes to the evaluation, with updates consistent with the scope and objectives of the approved application.

The FY 2019 Early-phase competition includes three absolute priorities and one competitive preference priority. All Early-phase applicants must address Absolute Priority 1. Early-phase applicants are also required to address one of the other two absolute priorities. Applicants addressing Absolute Priority 3 also have the option to address the competitive preference priority. The absolute priorities and competitive preference priority align with the purpose of the program and the Administration's priorities.

Absolute Priority 1—Demonstrates a Rationale, establishes the evidence requirement for this tier of grants. All Early-phase applicants must submit prior evidence of effectiveness that demonstrates a rationale (as defined in this notice).

Absolute Priority 2—Field-Initiated Innovations—General, allows applicants to propose projects that align with the intent of the EIR program statute: To create and take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment.

Absolute Priority 3—Field-Initiated Innovations—Science, Technology, Engineering, and Math (STEM), invites applicants to invest in STEM education. This priority is intended to highlight the Administration's efforts to ensure our Nation's economic competitiveness by improving and expanding STEM learning and engagement, including computer science.

In Absolute Priority 3, the Department recognizes the importance of funding Pre-Kindergarten (Pre-K) through grade 12 STEM education that addresses the enrollment and achievement gap for underrepresented students in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws. The Department also encourages expanding access to STEM education in rural areas, especially through partnerships with rural school districts to utilize virtual and remote access to makerspace technologies, such as 3–D printers, to expand opportunities for students in rural areas where such tools are often cost prohibitive. Within Absolute Priority 3, the Department includes a competitive preference priority that specifically focuses on computer science, especially for underserved populations.

Through these priorities, the Department intends to advance innovation, build evidence, and address the learning and achievement of high-need students beginning in Pre-K through grade 12.

Priorities: This notice includes three absolute priorities and one competitive preference priority. In accordance with 34 CFR 75.105(b)(2)(iv), Absolute Priority 1 is from sections 4611(a)(1) and 8101(21)(a)(ii)(I) of the ESEA. Absolute Priority 2 is from section 4611(a)(1)(A) of the ESEA. Absolute Priority 3 is from section 4611(a)(1)(A) of the ESEA and the Secretary's Final Supplemental Priorities and Definitions for Discretionary Grant Programs, published in the **Federal Register** on March 2, 2018 (83 FR 9096) (Supplemental Priorities). The competitive preference priority is from the Secretary's Final Supplemental Priorities.

Under the Early-phase grant competition, Absolute Priorities 2 and 3 constitute their own funding categories. The Secretary intends to award grants under each of these absolute priorities for which applications of sufficient quality are submitted. Applications will be rank ordered separately for Absolute Priorities 2 and 3, therefore applicants must clearly identify the specific absolute priority that the proposed project addresses.

Absolute Priorities: For FY 2019 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3), we consider only applications that meet Absolute Priority 1—Demonstrates a Rationale, and one additional absolute priority.

These priorities are:

Absolute Priority 1—Demonstrates a Rationale.

Under this priority, we provide funding to projects that demonstrate a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (*i.e.,* complying with the requirement described in this notice to carry out an independent evaluation of the effectiveness of the project).

Absolute Priority 2—Field-Initiated Innovations—General.

Under the priority, we provide funding to projects that are designed to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students.

Absolute Priority 3—Field-Initiated Innovations—Promoting Science, Technology, Engineering, or Math (STEM) Education, With a Particular Focus on Computer Science.

Under the priority, we provide funding to projects that are designed to:

(1) Create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students, and;

(2) Improve student achievement or other educational outcomes in one or more of the following areas: Science, technology, engineering, math, or computer science (as defined in this notice).

Competitive Preference Priority: Within Absolute Priority 3, we give competitive preference to applications that address the following priority. For

In addition, for FY 2019 the EIR program intends to award at least $60 million in funds for STEM education projects, contingent on receipt of a sufficient number of applications of sufficient quality.

III. Eligibility Information

1. *Eligible Applicants:*

(a) An LEA;

(b) An SEA;

(c) The Bureau of Indian Education (BIE);

(d) A consortium of SEAs or LEAs;

(e) A nonprofit organization; and

(f) An SEA, an LEA, a consortium described in (d), or the Bureau of Indian Education, in partnership with—

(1) A nonprofit organization;

(2) A business;

(3) An educational service agency; or

(4) An IHE.

To qualify as a rural applicant under the EIR program, an applicant must meet both of the following requirements:

(a) The applicant is—

(1) An LEA with an urban-centric district locale code of 32, 33, 41, 42, or 43, as determined by the Secretary;

(2) A consortium of such LEAs;

(3) An educational service agency or a nonprofit organization in partnership with such an LEA; or

(4) A grantee described in clause (1) or (2) in partnership with an SEA; and

(b) A majority of the schools to be served by the program are designated with a locale code of 32, 33, 41, 42, or 43, or a combination of such codes, as determined by the Secretary.

Applicants are encouraged to retrieve locale codes from the National Center for Education Statistics School District search tool (*https://nces.ed.gov/ccd/districtsearch/*), where districts can be looked up individually to retrieve locale codes, and Public School search tool (*https://nces.ed.gov/ccd/schoolsearch/*), where individual schools can be looked up to retrieve locale codes. More information on rural applicant eligibility is in the application package.

Note: While the competitive preference priority includes a reference and an accompanying definition for rural LEA, for the purposes of meeting the statutory rural set aside, an applicant must meet the requirements as listed above and provide the necessary locale codes in their grant application.

Note: LEA, SEA, BIE, and nonprofits are eligible to apply and submit and receive an EIR grant. A private IHE that can document its nonprofit status, as provided for under 34 CFR 75.51(b), which includes recognition by the Internal Revenue Service (IRS) as having 501(c)(3) status, is eligible to apply for and receive an EIR grant as a lead applicant, applying as a nonprofit organization. In addition, any IHE is eligible to be a partner in an application where an LEA, SEA, BIE, consortium of SEAs or LEAs, or a nonprofit organization is the lead applicant that submits the application. A nonprofit organization, such as a development foundation, which is affiliated with a public IHE, can apply for a grant. A public IHE that has 501(c)(3) status would also qualify as a nonprofit organization and could be a lead applicant for an EIR grant. A public IHE without 501(c)(3) status, or that could not provide any other documentation described in 34 CFR 75.51(b), however, would not qualify as a nonprofit organization, and therefore could not apply for and receive an EIR grant but may serve as a partner on a grant awarded to an eligible applicant.

2. *Cost Sharing or Matching:* Under section 4611(d) of the ESEA, each grant recipient must provide, from Federal, State, local, or private sources, an amount equal to 10 percent of funds provided under the grant, which may be provided in cash or through in-kind contributions, to carry out activities supported by the grant. Grantees must include a budget showing their matching contributions to the budget amount of EIR grant funds and must provide evidence of their matching contributions for the first year of the grant in their grant applications. Section 4611(d) of the ESEA also authorizes the Secretary to waive this matching requirement on a case-by-case basis, upon a showing of exceptional circumstances, such as:

(a) The difficulty of raising matching funds for a program to serve a rural area;

(b) The difficulty of raising matching funds in areas with a concentration of LEAs or schools with a high percentage of students aged 5 through 17—

(1) Who are in poverty, as counted in the most recent census data approved by the Secretary;

(2) Who are eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 *et seq.*);

(3) Whose families receive assistance under the State program funded under part A of title IV of the Social Security Act (42 U.S.C. 601 *et seq.*); or

(4) Who are eligible to receive medical assistance under the Medicaid program; and

(c) The difficulty of raising funds on Tribal land.

Applicants that wish to apply for a waiver must include a request in their application that describes why the matching requirement would cause serious hardship or an inability to carry out project activities. Further information about applying for waivers can be found in the application package. However, given the importance of matching funds to the long-term success of the project, the Secretary expects eligible entities to identify appropriate matching funds.

3. *Subgrantees:* A grantee under this competition may not award subgrants to entities to directly carry out project activities described in its application.

4. *Other:* a. *Funding Categories:* An applicant will be considered for an award only for the type of EIR grant (*i.e.,* Early-phase, Mid-phase, and Expansion grant) for which it applies. An applicant may not submit an application for the same proposed project under more than one type of grant.

Note: Each application will be reviewed under the competition it was submitted under in the *Grants.gov* system, and only applications that are successfully submitted by the established deadline will be peer reviewed. Applicants should be careful that they download the intended EIR application package and that they submit their applications under the intended EIR competition.

b. *Evaluation:* The grantee must conduct an independent evaluation of the effectiveness of its project.

c. *High-need students:* The grantee must serve high-need students.

IV. Application and Submission Information

1. *Application Submission Instructions:* For information on how to submit an application please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on February 12, 2018 (83 FR 6003) and available at *www.govinfo.gov/content/pkg/FR-2018-02-12/pdf/2018-02558.pdf.*

2. *Submission of Proprietary Information:* Given the types of projects that may be proposed in applications for the Early-phase grant competition, your application may include business information that you consider proprietary. In 34 CFR 5.11 we define "business information" and describe the process we use in determining whether any of that information is proprietary and, thus, protected from disclosure under Exemption 4 of the Freedom of Information Act (5 U.S.C. 552, as amended).

Because we plan to make successful applications available to the public, you may wish to request confidentiality of business information.

Consistent with Executive Order 12600, please designate in your application any information that you believe is exempt from disclosure under Exemption 4. In the appropriate Appendix section of your application, under "Other Attachments Form," please list the page number or numbers on which we can find this information. For additional information please see 34 CFR 5.11(c).

3. *Intergovernmental Review:* This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

4. *Funding Restrictions:* We reference regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

5. *Recommended Page Limit:* The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative for an Early-phase grant application to no more than 25 pages and (2) use the following standards:

- A ''page'' is 8.5″ × 11″, on one side only, with 1″ margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to all of the application narrative.

6. *Notice of Intent to Apply:* We will be able to develop a more efficient process for reviewing grant applications if we know the approximate number of applicants that intend to apply for funding under this competition. Therefore, the Secretary strongly encourages each potential applicant to notify us of the applicant's intent to submit an application by completing a web-based form. When completing this form, applicants will provide (1) the applicant organization's name and address and (2) which absolute priorities the applicant intends to address. Applicants may access this form online at *www.surveymonkey.com/r/GXJTJ59*. Applicants that do not complete this form may still submit an application.

V. Application Review Information

1. *Selection Criteria:* The selection criteria for the Early-phase competition are from 34 CFR 75.210. The points assigned to each criterion are indicated in the parentheses next to the criterion. An applicant may earn up to a total of 100 points based on the selection criteria for the application.

A. *Significance (up to 25 points).*

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

B. *Quality of the Project Design (up to 35 points).*

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

C. *Adequacy of Resources and Quality of the Management Plan (up to 20 points).*

The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The qualifications, including relevant training and experience, of key project personnel.

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

D. *Quality of the Project Evaluation (up to 20 points).*

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice).

(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

(3) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(4) The extent to which the evaluation plan clearly articulates the key project components, mediators, and outcomes, as well as a measurable threshold for acceptable implementation.

Note: Applicants may wish to review the following technical assistance resources on evaluation: (1) WWC Procedures and Standards Handbooks: *https://ies.ed.gov/ncee/wwc/Handbooks*; (2) ''Technical Assistance Materials for Conducting Rigorous Impact Evaluations'': *http://ies.ed.gov/ncee/projects/evaluationTA.asp*; and (3) IES/NCEE Technical Methods papers: *http://ies.ed.gov/ncee/tech_methods/*. In addition, applicants may view two optional webinar recordings that were hosted by the Institute of Education Sciences. The first webinar discussed strategies for designing and executing well-designed quasi-experimental design studies and is available at: *http://ies.ed.gov/ncee/wwc/Multimedia.aspx?sid=23*. The second webinar focused on more rigorous evaluation designs, discussing strategies for designing and executing experimental studies that meet WWC evidence standards without reservations. This webinar is available at: *http://ies.ed.gov/ncee/wwc/Multimedia.aspx?sid=18*.

2. *Review and Selection Process:* We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

For Early-phase grant applications, the Department intends to conduct a two-tier review process to review and score all eligible applications. Reviewers will review and score all eligible Early-phase applications on the following three criteria: A. Significance, B. Quality of the Project Design, and C. Adequacy of Resources and Quality of the Management Plan. Applications that score highly on these three criteria will then have the remaining criterion, D. Quality of the Project Evaluation, reviewed and scored by a different panel of reviewers with evaluation expertise.

Before making awards, we will screen applications submitted in accordance with the requirements in this notice to determine whether applications have met eligibility and other requirements. This screening process may occur at various stages of the process; applicants that are determined to be ineligible will not receive a grant, regardless of peer reviewer scores or comments.

Peer reviewers will read, prepare a written evaluation of, and score the assigned applications, using the selection criteria provided in this notice.

3. *Risk Assessment and Specific Conditions:* Consistent with 2 CFR 200.205, before awarding grants under this competition the Department conducts a review of the risks posed by applicants. Under 2 CFR 3474.10, the Secretary may impose specific conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. *Integrity and Performance System:* If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently $250,000), under 2 CFR 200.205(a)(2), we must make a judgment about your integrity, business ethics, and record of performance under Federal awards—that is, the risk posed by you as an applicant—before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds $10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed $10,000,000.

VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. *Open Licensing Requirements:* Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements please refer to 2 CFR 3474.20(c).

Note: The evaluation report is a specific deliverable under an Early-phase grant that grantees must openly license to the public. Additionally, EIR grantees are encouraged to submit final studies resulting from research supported in whole or in part by EIR to the Educational Resources Information Center (*http://eric.ed.gov*).

4. *Reporting:* (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to *www.ed.gov/fund/grant/apply/appforms/appforms.html*.

(c) Under 34 CFR 75.250(b), the Secretary may provide a grantee with additional funding for data collection analysis and reporting. In this case the Secretary establishes a data collection period.

5. *Performance Measures:* The overall purpose of the EIR program is to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement and attainment for high-need students. We have established several performance measures (as defined in this notice) for the Early-phase grants. By reporting on these performance measures in Annual and Final Performance reports, grantees will satisfy the requirement in section 8101(21)(A)(ii)(II) of the ESEA for projects relying on the "demonstrates a rationale" evidence level to have "ongoing efforts to examine the effects" of the funded activity, strategy, or intervention.

Annual performance measures: (1) The percentage of grantees that reach their annual target number of students as specified in the application; (2) the percentage of grantees that reach their annual target number of high-need students as specified in the application; (3) the percentage of grantees with evaluations designed to provide performance feedback to inform project design; (4) the percentage of grantees with ongoing well-designed and independent evaluations that will provide evidence of their effectiveness at improving student outcomes; (5) the percentage of grantees that implement an evaluation that provides information about the key elements and the approach of the project so as to facilitate testing, development, or replication in other settings; and (6) the cost per student served by the grant.

Cumulative performance measures: (1) The percentage of grantees that reach the targeted number of students specified in the application; (2) the percentage of grantees that reached the target number of high-need students specified in the application; (3) the percentage of grantees that use evaluation data to make changes to their practice(s); (4) the percentage of grantees that implement a completed well-designed, well-implemented, and independent evaluation that provides evidence of their effectiveness at improving student outcomes; (5) the percentage of grantees with a completed evaluation that provides information about the key elements and the approach of the project so as to facilitate testing, development, or replication in other settings; and (6) the cost per student served by the grant.

Project-Specific Performance Measures: Applicants must propose project-specific performance measures and performance targets (as defined in this notice) consistent with the objectives of the proposed project. Applications must provide the following information as directed under 34 CFR 75.110(b) and (c):

(1) Performance measures. How each proposed performance measure would accurately measure the performance of the project and how the proposed performance measure would be consistent with the performance measures established for the program funding the competition.

(2) Baseline (as defined in this notice) data. (i) Why each proposed baseline is valid; or (ii) if the applicant has determined that there are no established baseline data for a particular performance measure, an explanation of why there is no established baseline and of how and when, during the project period, the applicant would establish a valid baseline for the performance measure.

(3) Performance targets. Why each proposed performance target is ambitious yet achievable compared to the baseline for the performance measure and when, during the project period, the applicant would meet the performance target(s).

(4) Data collection and reporting. (i) The data collection and reporting methods the applicant would use and why those methods are likely to yield reliable, valid, and meaningful performance data; and (ii) the applicant's capacity to collect and report reliable, valid, and meaningful performance data, as evidenced by high-quality data collection, analysis, and reporting in other projects or research.

All grantees must submit an annual performance report with information that is responsive to these performance measures.

6. *Continuation Awards:* In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: Whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, the performance targets in the grantee's approved application.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (*e.g.,* braille, large print, audiotape, or compact disc) on request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT.**

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register**. You may access the official edition of the **Federal Register** and the Code of Federal Regulations at: *www.govinfo.gov.* At this site you can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the **Federal Register** by using the article search feature at: *www.federalregister.gov.* Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated: January 29, 2019.

Frank Brogan,

Assistant Secretary for Elementary and Secondary Education.

[FR Doc. 2019–00708 Filed 1–31–19; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Education Innovation and Research (EIR) Program—Mid-Phase Grants

AGENCY: Office of Elementary and Secondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for fiscal year (FY) 2019 for the EIR program—Mid-phase Grants, Catalog of Federal Domestic Assistance (CFDA) number 84.411B (Mid-phase Grants).

DATES:

Applications Available: February 4, 2019.

Deadline for Notice of Intent to Apply: February 21, 2019.

Deadline for Transmittal of Applications: April 2, 2019.

Deadline for Intergovernmental Review: June 3, 2019.

Pre-Application Information: The Department will post additional competition information for prospective applicants on the EIR program website: *https://innovation.ed.gov/what-we-do/innovation/education-innovation-and-research-eir/.*

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on February 12, 2018 (83 FR 6003) and available at *www.govinfo.gov/content/pkg/FR-2018-02-12/pdf/2018-02558.pdf.*

FOR FURTHER INFORMATION CONTACT: Irene Montanti, U.S. Department of Education, 400 Maryland Avenue SW, Room 3E323, Washington, DC 20202–5900. Telephone: (202) 453–7122. Email: *eir@ed.gov.*

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll-free, at 1–800–877–8339.

Source: https://www.federalregister.gov/documents/2019/02/01/2019-00708/applications-for-new-awards-education-innovation-and-research-eir-program-early-phase-grants

APPENDIX C. REFLECTION OF FEDERAL GRANT WRITING

The experience of creating a grant application of this size has required me to hold many conversations with multiple departments and staff members across the district. Many staff have been very open to trying pilots at their school sites while others have helped me identify who to talk to or next steps in the process.

The table below lists names, number of meetings, and topics that were discussed in each meeting that I had with district and school staff. The majority of the meetings were face-to-face with a few over the phone or via email. I found that to properly launch a project of this size district wide, being able to pitch it as part of my dissertation helped capture the attention of school and district staff in order to begin conversations to start pilots in other departments across the school district.

Another lesson learned was that although I identified a grant with a similar submission deadline as my dissertation timeline, the posting of the grant was delayed. In reaching out to the contact that was listed on the U.S. Department of Education website to inquire about the delayed release of the RFP and possible due date adjustment, I was told that they had not yet determined the date by which the RFP would be released. This has taught me that despite all of the planning and conversations with district staff to build momentum for the grant submission in April 2020, plans change and grants disappear. The ground work that has been laid so far in the Beaverton School District has captured the attention of many departments and schools, so perhaps the idea of digital sign-in may continue to grow and progress, but on a much smaller scale if the federal grant is released and funding of this scale is not an option.

Beaverton School District Elementary Grant Discussion Meetings

Level	Job Title	# Meetings	Topic
School	Principal	5	Pilot at high impact Dual Language School
District	Chief Information Officer	1	How to roll out; technology support; Synergy connections
	Grant Contact	3	Processes in Beaverton School District
	District Executives	1	Discuss presenting to all administration
Teacher on Special Assignment (TOSAs)	Technology Support	50 (over 6 years)	How to pilot and rollout model at different schools.
	Technology Support	3	Support technology at pilots
	Technology Support	2	GoogleFORM support
Multilingual Department	Migrant Contacts	1	Interest in piloting during migrant meetings
Independent Company	Program Developer / Product Designer	1 (4 hour meeting)	Efficient build and use of resources
Oregon Department of Education	Grant Contact	1	Procedures for grants
Evaluation	Inflexion Staff	1	Interest in project and evaluation for grant

Several challenges related to this proposed grant submission should be mentioned. Originally, the Educational Innovation and Research (EIR) grant program posting date was projected to be February 28, 2020. However, the grant still had not been posted over two months later, when this manuscript was finished.

Finally, an unanticipated lesson learned is that we are currently in the middle of a pandemic with Coronavirus (COVID-19). Schools were closed on March 16, 2020 due to the pandemic. School closures and the challenge of serving students during the pandemic have affected the communication to district staff and reduced the momentum for 2020-2021 implementation of digital sign-in. Communications with district staff about the grant submission have also been put on hold due to additional time efforts and the change in priorities for supporting all district staff through this unprecedented crisis.

APPENDIX D. PILOT SCHOOL DEMOGRAPHICS

Demographics of Chehalem Elementary School 2019-2020

	Students	% School Population
Total School Population	509	-
Free and Reduced Lunch (FRL)	295	58
Active English Language Learners (ELs)	102	20
Families Needing Interpretation Services	74	15

Demographics of Scholls Heights Elementary School 2019-2020

	Students	% School Population
Total School Population	550	-
Free and Reduced Lunch (FRL)	77	14
Active English Language Learners (ELs)	39	7
Families Needing Interpretation Services	18	3

Data collected from Pilots

Pilot #	Digital sign-in Total	Pen and Paper Sign in Total
1	0	0
2	281	0
3	0	0
4	1	21
5	114	0

Pilot #1 = Spring 2015 PreKindergarten Parent Event
Pilot #2 = September 2017 Back to School Night
Pilot #3 = February 2019 International Festival
Pilot #4 = May 2019 Parent Teacher Meeting
Pilot #5 = May 2019 Second Grade Music Program

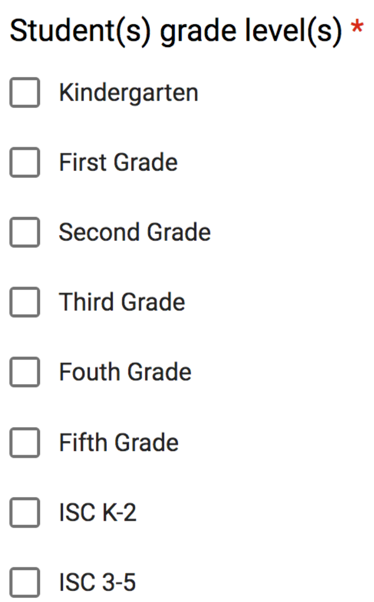
APPENDIX E. PILOT #2

Pilot #2. GoogleFORM Image Back-To-School Night 2017.


Back-To-School Night 2017

Opportunity to meet school staff and classmate families.

Pilot #2 Question 1.


Student(s) grade level(s) *

- [ ] Kindergarten
- [ ] First Grade
- [ ] Second Grade
- [ ] Third Grade
- [ ] Fouth Grade
- [ ] Fifth Grade
- [ ] ISC K-2
- [ ] ISC 3-5

Pilot #2 Question 2.

Student(s) Teacher(s) Name(s) *

- [ ] Mrs. Bates
- [ ] Ms. Harlow
- [ ] Mrs. Strobel
- [ ] Mrs. Martin
- [ ] Ms. Schmietenknop
- [ ] Mrs. Wold
- [ ] Ms. Wooldridge
- [ ] Mrs. Brous
- [ ] Mrs. Grant
- [ ] Ms. Oosterhof
- [ ] Mrs. Aaberg
- [ ] Ms. Crenshaw
- [ ] Mrs. Turman
- [ ] Mrs. Fuller
- [ ] Mr. Montague
- [ ] Mrs. Lee
- [ ] Mrs. Skunkdrick
- [ ] Mr. Guiley
- [ ] Mr. Jeffcott
- [ ] Mrs. Krueger
- [ ] Mr. Pontius
- [ ] Ms. Robledo
- [ ] Ms. Menegas
- [ ] Ms. Chase

Pilot #2 Question 3.

Is a language other than English spoken in your home? *

- ◯ Yes
- ◯ No

Pilot #2 Question 4.

If you speak another language at home, which language? *

- ☐ Arabic
- ☐ Japanese
- ☐ Korean
- ☐ Pashto
- ☐ Russian
- ☐ Spanish
- ☐ Somali
- ☐ Other
- ☐ English

Pilot #2 Question 5.

How many people are attending in your family this evening? *

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6

Pilot #2 Question 6. (Added by building administrator just before the event.)

How do you prefer to get information from the school and PTO? Please check all that apply

- [ ] Website
- [ ] Email updates
- [ ] Phone call updates
- [ ] Text Updates
- [ ] Electronic/emailed newsletters
- [ ] Facebook
- [ ] Other...

Pilot #2 Question 7.

Student last name. *

Your answer

Pilot #2 Question 8.

Student(s) first name(s). *

Your answer

APPENDIX F. PILOT #3

Pilot #3 GoogleFORM Image International Festival 2018.

Pilot #3 Question 1.

Student ID# (6 digits) *

Your answer

Pilot #3 Question 2.

Student Last Name *

Your answer

Pilot #3 Question 3.

Student First Name *

Your answer

Pilot #3 Question 4.

Total number of people in your group including you. *

Your answer

APPENDIX G. PILOT #4

Pilot #4. GoogleFORM Image Parent Teacher Committee Meeting May 2019.

Pilot #4 Question 1.

Student ID# (6 digits) *

Your answer

Pilot #4 Question 2.

Student Last Name *

Your answer

Pilot #4 Question 3.

Student First Name *

Your answer

Pilot #4 Question 4.

Total number of people in your group including you. *

Your answer

APPENDIX H. ROLES AND RESPONSIBILITIES DOCUMENT

Roles and Responsibilities
For GoogleFORM Set Up

GoogleFORM Site Based Contact

- Set up technology
  - iPads, Chromebooks, desktops, laptops, QR codes for smartphones
- Set up GoogleFORMs for data input during school events
- Set up GoogleSHEETs for data to be stored
- Download all student information from SYNERGY
  - Student ID#, student last name, student first name, grade level, English Language Status, homeroom teacher.
  - **NOTE**: Updates to the whole school download list would need to be made prior to each school event in order to capture all enrolled students.

Event Contacts

- One or two staff members who know how to run GoogleFORMs
- Collaborator access to GoogleFORMs
  - Should the need arise during data collection during each event
- Translators available for families if needed.
  - GoogleTRANSLATOR could be utilized if personnel not available.

Attendees

- Completely fill out digital sign-in
- Ask questions if clarification needed

APPENDIX I. PILOT #5

Pilot #5 GoogleFORM Image Scholls Heights 2nd Grade Program May 2019.

Pilot #5 Question 1.

Student ID# (6 digits) *

Your answer

Pilot #5 Question 2.

Student Last Name *

Your answer

Pilot #5 Question 3.

Student First Name *

Your answer

Pilot #5 Question 4.

Total number of people in your group including you. *

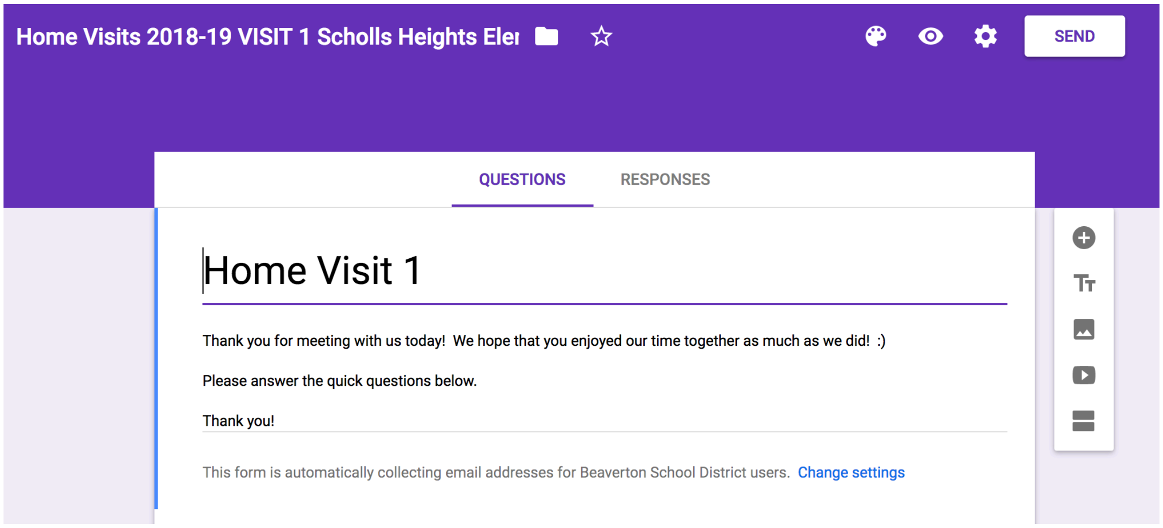
Your answer

APPENDIX J. QR CODE FOR PILOT #5 SECOND GRADE MUSIC PROGRAM

Source: https://www.qr-code-generator.com/

APPENDIX K. FAMILY OUTREACH GOOGLEFORMS – SCHOOL SITE FAMILY LIAISONS

Home Visit Form 1 Image.



Home Visit Form 1 Questions 1, 2, 3, 4.

Student last name. *

Short answer text

Student first name. *

Short answer text

Family members names we met with today. *

Short answer text

Family members names we did not met with today that also live here. *

Long answer text

Home Visit Form 1 Questions 5, 6, 7, 8.

Address. *

Long answer text

Telephone number *

Short answer text

Email *

Short answer text

Date of call. *

Month, day, year

Home Visit Form 1 Questions 9, 10, 11.

Date of visit. *

Month, day, year

Time of visit. *

Time

Translator needed? *

- Yes
- No

Home Visit Form 1 Question 12.

Translator language *

1. English
2. Arabic
3. Chinese
4. Japanese
5. Arabic
6. Vietnamese
7. Option 7
8. Option 2

Home Visit Form 1 Questions 13, 14, 15, 16.

First visit topics *

Long answer text

New knowledge *

Short answer text

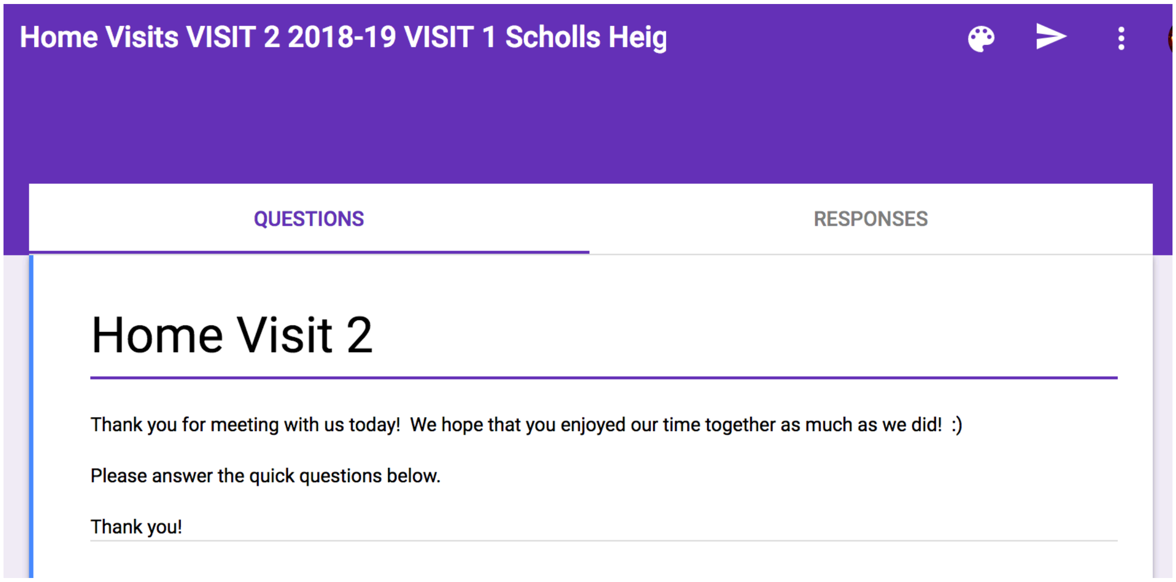
Follow up needed? *

- Yes
- No

Follow up. *

Short answer text

Home Visit 2 Image.


Home Visits VISIT 2 2018-19 VISIT 1 Scholls Heig

QUESTIONS

RESPONSES

Home Visit 2

Thank you for meeting with us today! We hope that you enjoyed our time together as much as we did! :)

Please answer the quick questions below.

Thank you!

Home Visit 2 Questions 1, 2, 3, 4.

Student last name. *

Short answer text

Student first name. *

Short answer text

Family members names we met with today. *

Short answer text

Family members names we did not met with today that also live here. *

Long answer text

Home Visit 2 Questions 5, 6, 7, 8.

Address. *

Long answer text

Telephone number *

Short answer text

Email *

Short answer text

Date of call. *

Month, day, year

Home Visit 2 Questions 9, 10, 11.

Date of visit. *

Month, day, year

Time of visit. *

Time

Translator needed? *

- Yes
- No

Home Visit 2 Question 12.

Translator language *

1. English
2. Arabic
3. Chinese
4. Japanese
5. Arabic
6. Vietnamese
7. Option 7
8. Option 2

Home Visit 2 Questions 13, 14, 15, 16.

Second visit topics *

Long answer text

Strategies and tools. *

Short answer text

End of year reflection. *

Short answer text

Increased academic or social success for student? Example? *

Long answer text

Home Visit 2 Questions 17, 18, 19, 20.

Family more engaged? How? *

Short answer text

New knowledge *

Short answer text

Follow up needed? *

- Yes
- No

Follow up. *

Short answer text

APPENDIX L. BEAVERTON SCHOOL DISTRICT CALENDAR 2020-2021

2020-2021 BEAVERTON SCHOOL DISTRICT CALENDAR

Revised May 13, 2019

Calendar is subject to change based on contract negotiations and resource availability.
In the event inclement weather or other emergency closures prevent the District from meeting required instructional hours set by ODE, the days will be made up in June.

JULY 2020

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST 2020

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
PS				

SEPTEMBER 2020

M	T	W	T	F
	PS	SDW	SDW	PS
SC	F/L	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
				(17)

OCTOBER 2020

M	T	W	T	F
			1	2
5	6	7	8	SDW
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
				(21)

NOVEMBER 2020

M	T	W	T	F
2	3	4	5	G
9	10	SC	12	13
16	17	18	19	20
23	24	SC	SC	SC
SDW				(15)

DECEMBER 2020

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
SC	SC	SC	SC	SC
SC	SC	SC	SC	
				(14)

JANUARY 2021

M	T	W	T	F
				SC
4	5	6	7	8
11	12	13	14	15
SC	19	20	21	22
25	26	27	28	29
				(19)

FEBRUARY 2021

M	T	W	T	F
G	2	3	4	5
8	9	10	11	12
SC	SDW	17	18	19
22	23	24	25	26
				(17)

MARCH 2021

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
SC	SC	SC	SC	SC
29	30	31		
				(18)

APRIL 2021

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	G
19	20	21	22	SDW
26	27	28	29	30
				(20)

MAY 2021

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
SC				(20)

JUNE 2021

M	T	W	T	F
	1	2	3	4
7	8	9	SLD	11
14	15	16	17	F/L
G	22	23	24	25
28	29	30		
				(14)

G Grading all schools/no students (4)
SC Schools closed due to holiday or break periods (23)
F/L First/last day for students. Note: First day dates may be modified for some grade levels (2)
SLD Seniors' last day (1)
SDW Staff dev/workday/no students (6)
PS Pre-service/no students (3)
( ) Total student contact days per month

Student days: Q 1: 42; Q2: 44, Q3: 46; Q4: 43

APPENDIX M. PROFESSIONAL DEVELOPMENT MEETING DATES

Calendar dates for Year 2 and Year 3 will need to be listed once Beaverton School District school calendars are available for 2021-2022 and 2022-2023.

Digital sign-in Meeting Dates (Year 1)
(First Thursday of every month.)

Time: 12:00-4:00 PM
Meeting Location: Multilingual Department Auditorium
Subs for teachers attending. (Teachers will need to fill out half day sub notes.)

Dates:
August 27, 2020: Everyone. Inflexion Interviews and Focus Groups.
September 3, 2020
October 1, 2020
November 5, 2020
December 3, 2020
January 7, 2021: Everyone. Inflexion Interviews and Focus Groups.
February 4, 2021
March 4, 2021
April 1, 2021
May 6, 2021
June 3, 2021: Everyone. Inflexion Interviews and Focus Groups.

APPENDIX N. USABILITY TEST PLAN TEMPLATE

Roles

The roles involved in a usability test are as follows. An individual may play multiple roles and tests may not require all roles.

Trainer

- Provide training overview prior to usability testing

Facilitator

- Provides overview of study to participants
- Defines usability and purpose of usability testing to participants
- Assists in conduct of participant and observer debriefing sessions
- Responds to participant's requests for assistance

Data Logger

- Records participant's actions and comments

Test Observers

- Silent observer
- Assists the data logger in identifying problems, concerns, coding bugs, and procedural errors
- Serve as note takers.

Test Participants

- Provides overview of study to participants
- Defines usability and purpose of usability testing to participants
- Assists in conduct of participant and observer debriefing sessions
- Responds to participant's requests for assistance

Ethics

All persons involved with the usability test are required to adhere to the following ethical guidelines:

- The performance of any test participant must not be individually attributable. Individual participant's name should not be used in reference outside the testing session.
- A description of the participant's performance should not be reported to his or her manager.

Source: https://www.usability.gov/

APPENDIX O. PARENT FOCUS GROUP SCHEDULE WITH INFLEXION

Year 1: May 2021, Inflexion team will visit two schools per day to conduct Parent Focus Groups.

Year 2 and Year 3: May calendar dates will need to be decided when the district calendar is available for 2021-2022 and 2022-2023.

Week 1: May 3, 4, 5, 6, 7

Round 1: 11 Title 1 Schools:

Beaver Acres, Chehalem, Elmonica, Errol Hassell, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, William Walker

Week 2: May 10, 11, 12, 13, 14

Round 2: 10 Non Title 1 Schools:

Bethany, Bonny Slope, Cedar Mill, Cooper Mountain, Findley, Hiteon, Jacob Wismer, Montclair, Nancy Ryles, Oak Hills

Week 3: May 17, 18, 19, 20, 21

Round 3: 8 Non Title 1 Schools:

Raleigh Park, Ridgewood, Rock Creek, Sato, Scholls Heights, Sexton Mountain, Terra Linda, West Tualatin View

Week 4: May 24, 25, 26, 27, 28

Round 4: 5 Charter, Option, Bilingual, Dual Immersion, and K-8 Schools:

Aloha-Huber Park K-8, Barnes, Raleigh Hills K-8, Springville K-8, Vose

APPENDIX P. EVALUATION DATA COLLECTION PROCEDURES – PROFESSIONAL DEVELOPMENT MEETINGS

Meeting Agenda
Date: August 27, 2020
Time: 12:00-4:00
Attendees: Everyone

12:00-12:15 Digital sign-in for Staff; find assigned table with materials; snacks and materials at back table, mingle

12:15-12:30 **Welcome**: Introductions; House Keeping (restroom and layout of room); run through agenda for the afternoon; materials available.

12:30-1:00 **Background**: Talk about digital sign-in process and experience for staff as they walked in; background of grant; why are we doing this; Inflexion as evaluators; Interview layout each month.

When not in interviews with Inflexion tasks include:

1) **Event calendar**: Set dates for the year in the school calendar in GoogleSHEETs. Follow protocol for Year 1, Year 2, and Year 3. Share GoogleSHEETs with project manager. Send out emails now if needed to appropriate groups who may need event calendar time, schedule appropriately. Dates should be very firm and not change as the year progresses since many people (executives, communications, Inflexion, project manager, etc.) are creating their attendance schedules around these digital event calendars. Could be whole group, or two point people.
2) **GoogleFORM**: Create for the year following basic procedures from outline given at beginning of meeting; create paper sign in as back up make sure to have column headings that match the GoogleSHEET you are creating.
3) **Interpreters/Translations**: Check in with interpreters for language needs if they are at the meeting. Send in HelpDesk tickets for translations and interpreting needs for upcoming digital sign-in events. Assign one person on the team to be the point person to manage.
4) **Share**: Be prepared to share how it went with other school sites in the room. Ask questions of others in the room. You may find a "like" school to work with to brainstorm and problem solve.
5) **Individually**: Complete the GoogleFORM from Inflexion before the end of today. This can be completed either before or after you meet with Inflexion for your interview.
6) **GoogleSHEET**: Complete with names of the point people for each section with the project manager. This GoogleSHEET was set to the administrator to share with the rest of the team.

7) **Sign up**: Executives, Inflexion, interpreters should begin to have conversations about signing up at digital sign-in events at each school. Wander and ask/answer questions while schools are working. Wait to sign up for anything until we have all schedules in from schools, then build schedules from there for the year.

1:00-1:30 **Round 1**: Administrator Interviews and Staff Focus Groups
(11 Title 1 schools)
Beaver Acres, Chehalem, Elmonica, Errol Hassell, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, William Walker

1:30-2:00 **Round 2**: Administrator Interviews and Staff Focus Groups
(10 Non Title 1 schools)
Bethany, Bonny Slope, Cedar Mill, Cooper Mountain, Findley, Hiteon, Jacob Wismer, Montclair, Nancy Ryles, Oak Hills

2:00-2:30 **Break**: Refreshed snacks and brain break video for all participants

2:30-3:00 **Round 3**: Administrator Interviews and Staff Focus Groups
(8 Non Title 1 schools)
Raleigh Park, Ridgewood, Rock Creek, Sato, Scholls Heights, Sexton Mountain, Terra Linda, West Tualatin View

3:00-3:30 **Round 4**: Administrator Interviews and Staff Focus Groups
(5 Charter, Option, Bilingual, Dual Immersion, and K-8 schools)
Aloha-Huber Park K-8, Barnes, Raleigh Hills K-8, Springville K-8, Vose

3:30-4:00 **Conclusion**: Thank you; agenda for next meeting; do-to for next meeting; agenda reminders

APPENDIX Q. DATA COLLECTION INSTRUMENTS

Parent Interview Questions

Date of Interview:
Location of Interview (School site name):
Title of School Event:
Name of Parent(s) Interviewed:
Name of Interviewer:

1) How did you decide to attend this school event?

2) How was the GoogleFORM sign in process at this event? Was there a line to get in the door?
   a. How did the wait compare with other events you have attended that used a pen and paper sign-in?

3) Were you comfortable giving sign in information? Why or why not?
   a. Do you have any privacy concerns about completing an online form compared to a pen and paper form?

4) Any other comments?

Parent GoogleFORM Survey Questions

(Need to be included at end of each GoogleFORM at each school event.)

1) How easy was the form overall? Scale of 1-5 1=easy, 5=difficult

2) Did you need assistance to complete this form? Yes/No

3) Did you know your student's ID#? Yes/No

4) How easy was it to fill out individual student information, especially if you had multiple students in multiple grade levels? Scale of 1-5. 1=easy 5=difficult

5) Comments? Questions?

Building Administrator Interview Questions

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name of Administrator Interviewed:
Name of Interviewer:

Initial Set Up Questions (August)

1) How did you set up for the digital sign-in?

2) Were you able to accomplish the digital sign-in set up at your school site, or did you reach out to district IT, district staff, other school administrators, etc.?

3) Did you need to make purchases, upgrades or repairs to equipment?

4) How did you communicate the process to school staff?

5) Any other comments?

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name of Administrator Interviewed:
Name of Interviewer:

Mid-Year Check-In Questions (January)

1) How did the digital sign-in go?
    a. What worked well?
    b. What challenges did you encounter?

2) Tell me about the successes and challenges of the team.
    a. Did you have the right "roles" for the sign in?

3) Were there skill gaps?

4) Any other observations?

5) Any feedback from parents that you have heard?

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name of Administrator Interviewed:
Name of Interviewer:

<u>End-of-Year Questions (June)</u>

1) How did the digital sign-in go? Are there additional lessons learned now that you've implemented it over the whole school year?
    a. Did any kinks get worked out?
    b. Any new challenges surface?

2) Did the team implementing the digital sign-in stay intact for the school year?

3) Are you planning to use a digital sign-in again next year? If so, is the same team scheduled to be in the building next year? If not, who will be taking their place?
    a. Will there need to be additional training?

4) How has the school used the data generated from the sign-ins?
    a. Has outreach changed? If so, in what ways?
    b. Has the reporting to the district/state changed? If so, how?

5) Anything else you would like to add?

School Team Focus Group Questions

These questions will be used in face-to-face focus group as well as GoogleFORM to provide time for more detailed answers from multiple people on the school team.

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name(s) of School Team Members Interviewed:
Name of Interviewer:

Initial Set Up Questions (August)

1) What is your role for the implementation of the digital sign-in? Who can you go to if you have questions?

2) Have you set up GoogleFORMs in the past for sign in at school events? If so, when and how many? How did it go? Any lessons learned that will guide your implementation this year?

3) What is your plan for having the parent outreach person use the data generated from the sign-in? Will the digital sign-in data be used differently than pen and paper sign-in data? If so, how?

4) Any other comments?

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name(s) of School Team Members Interviewed:
Name of Interviewer:

Monthly Check In Questions

1) Have the roles and responsibilities for the team implementing the digital sign-in worked? What has gone well and what the challenges been?

2) How have GoogleFORMs worked at school events so far? What has worked well? What did not go well?

3) How has parent outreach worked this month? Any news to report? Has the school outreach contact communicated any news to the staff?

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name(s) of School Team Members Interviewed:
Name of Interviewer:

Final Meeting Questions (June)

1) How did the team implementing the digital sign-ins work this year? Were the roles clear? Were the tasks doable beyond the workday? Can you give some examples?

2) How did GoogleFORMs work for the sign in process? Did you need to resort to paper and pencil? If so, why?

3) What additional resources (e.g., people, technology) would be helpful?

District Executive Interview Questions

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name of District Staff Interviewed:
Name of Interviewer:

Initial Set Up Questions (August)

1) Do you know your role and responsibilities for the digital sign-in grant? Do you know who to ask if you have questions?

2) Have you used GoogleFORMs before? If so, in what capacity? How did it serve your purpose?

3) Any other comments?

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name of District Staff Interviewed:
Name of Interviewer:

Final Meeting Questions (June)

1) How did the assigned roles and responsibilities work this year? Do you think there need to be changes? Can you give some examples of what worked well and what challenges there were?

2) In what ways have you supported the implementation of the digital sign-in at the schools during this school year?
    a. Do you feel the district role will be the same (reduced or increased) next year? Why?

3) Any other comments?

District Public Communication Department Interview Questions

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name of District Staff Interviewed:
Name of Interviewer:

Meeting Questions (August)

1) Have you ever helped with district communications for a grant that was districtwide? If so, please give examples of the district communication support.

2) Do you foresee the need for on-going communication with digital sign-in to district staff and families?

3) Any other comments?

District Instructional Technology Department Interview Questions

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name of District IT Staff Interviewed:
Name of Interviewer:

Initial Set Up Questions (August)

1) Tell me about your role and responsibilities for the implementation of the digital sign-in? Who will you go to if you have questions?

2) Have you ever supported schools using GoogleFORMs for school events? If so, when? What for? How did it go?
    a. What worked well? What challenges were there?

3) Any other comments?

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name of District IT Staff Interviewed:
Name of Interviewer:

Monthly Check In Questions

1) How has your role and responsibilities with the digital sign-in implementation worked so far? Have you needed to change anything (to be more efficient, effective, etc.)?

2) How have you supported schools with digital sign so far?

3) What's worked well and what challenges have there been?

4) Any other comments?

Date of Interview:
Location of Interview (Site name):
Title of Event:
Name of District IT Staff Interviewed:
Name of Interviewer:

Final Meeting Questions

1) How has the IT department supported digital sign-in with schools this year? Were there any surprises? If so, please explain.
    a. What has worked well? What challenges have there been?

2) Any other comments?

Oregon Department of Education Interview Questions

Date of Interview:
Location of Interview (Site name):
Name of Staff Interviewed:
Name of Interviewer:

1) Did you notice any difference in the Title 1 school binders submitted by Beaverton School District this school year? If so, what were they?
    a. Did the Title 1 binders look more consistent across the schools with family attended school events? If not, why?

2) The submissions for family sign ins were digitally signed by parents at the school events using GoogleFORMs. Is this practice appropriate for binder submissions? If not, do you have advice on what else to use?

3) Does ODE prefer for schools to use a paper and pencil sign in for school events? Why or why not?

APPENDIX R. BEAVERTON SCHOOL DISTRICT EMPLOYEE EXPENSE WORKSHEET

BEAVERTON SCHOOL DISTRICT

EMPLOYEE EXPENSE WORKSHEET

☐ REIMBURSEMENT ☐ ADVANCE **VENDOR #** (internal use only):

INSTRUCTIONS

Use this worksheet to determine the amount to be reimbursed or to obtain an advance for authorized District business.
1) Check one of the boxes above to indicate reimbursement or advance.
2) Complete this form, print, sign, and obtain necessary/appropriate Cost Center Authority signature(s).
3) For Reimbursement: attach all required receipts to this worksheet, then submit to the IFAS Originator at your School or Department.
4) For Advance: submit this worksheet to the IFAS Originator at your School or Department. A check and reconciliation instructions will be sent.
Note: Original receipts are required for all purchased items, except those for per diem. (**Non-travel limit** is $200 per transaction).

- Mileage (personal vehicle): Mileage Log (required for multiple trips). Mileage Log and Approved Mileage Chart are located on the Purchasing Intranet.
- Business Services issues the check in the name of the employee. The check will be sent to the address/location in the 'Send Check To' box.

Questions? Visit the Purchasing page on the Staff Intranet or contact purchasing@beaverton.k12.or.us

EMPLOYEE INFORMATION

NAME:		SEND CHECK TO: (School/Dept, or Address)	

GENERAL EXPENSES

SUMMARY OF GOODS PURCHASED:		GOODS TOTAL $

TRAVEL EXPENSES

BUSINESS PURPOSE:					
DESTINATION:		DEPARTURE DATE:		RETURN DATE:	
LODGING:				$	
TRANSPORTATION:				$	
TRAVEL RELATED:				$	

PER DIEM: Enter total number of meals based on number of days of travel. For example: a 3-day trip may include up to 3 breakfasts, 3 lunches, 3 dinners, and 3 misc. expenses. If conference/workshop includes meals, subtract that quantity. Misc. expenses are for out of state travel only.

BREAKFAST: ($18/day)		**LUNCH ($19/day)**		**DINNER ($34/day)**		**MISC EXP. ($5/day)**		$ 0.00

PERSONAL VEHICLE MILEAGE

		IN District Mileage (object code 0341)	**IN District Reimbursement**	**OUT of District Mileage** (object code 0342)	**OUT of District Reimbursement**
You are required to use the Approved Mileage Chart or attach a Mileage Log.	2018 Total miles: **$0.545/mile**		$ 0.00		$ 0.00
	2019 Total miles: **$0.58/mile**		$ 0.00		$ 0.00
				Total A:	$ 0.00

Employee, by signing and submitting this form, you agree:
- All funds will be spent appropriately, and for the purposes intended.
- If an Advance, funds received are District funds considered a cash loan, and all unused funds must be paid back within 10 days of return.

Employee Signature: **Date:**

The Cost Center signature must be the Cost Center Authority designee on file in Purchasing, or an Executive Administrator. Cost Center Administrators filing for a reimbursement or advance must have their Supervisor's signature on this form.

Cost Center Signature: **Date:**

Purchasing Signature: **Date:**

BUDGET DISTRIBUTION

Fund/Grant Cost Center Program	Object	Distribution Amounts
		$
		$
		$
		$

Note: Totals 'A' and 'B' must match **Total B:** $ 0.00

PR Number: **PO Number:**

08JAN19

APPENDIX S. BEAVERTON SCHOOL DISTRICT EMPLOYEE EXPENSE PROCEDURE

BEAVERTON
SCHOOL DISTRICT
THRIVE • CONTRIBUTE • EXCEL

Employee Expense Reimbursement Procedure

TIP:If you are in doubt about the "appropriateness" of an expenditure, consider whether it would be a defensible use of taxpayer money if it became the subject of a newspaper headline (i.e., would it stand the public test?).

For Goods

Purpose

To establish guidelines for allowable employee expenses and expense reimbursements for goods and meals, not related to travel.

Board Policy - DLC

- District employees who incur expenses in carrying out their authorized duties will be reimbursed upon submission of a properly completed and approved Employee Expense Statement and receipts as required by administrative regulation.
- Such expenses may be incurred and approved as budgetary allocations permit.
- Expenses for travel will be reimbursed when the travel has the approval of the superintendent (designee) in compliance with the district's administrative regulations.
- Persons who travel on district business will exercise prudent and economical expenditure of district funds and will differentiate between business expenditures and those for personal convenience.
- The Board authorizes the superintendent to establish regulations for reimbursement of all employee in-district and out-of-district travel expenses, as well as guidelines for special event expenses.

Extraordinary Circumstances

Reimbursement for any expenditure outside of these guidelines requires approval of the Superintendent or Superintendent's designee.

Allowable Expenses

<u>A. General</u>

A District employee may purchase goods for District purposes in accordance with the following rules:

- Purchases of $50.00 or less are subject to school and/or department procedures, and are reimbursable from Petty Cash. Original receipts are required.
- Purchases between $50 and $200: Employees may use their own funds and will be reimbursed. Original receipts are required.
- Purchases over $200 will normally require a purchase order.
- Reimbursement forms must be submitted within 60 days of the purchase.
- Expenses must be in the name of the employee claiming the reimbursement (**i.e. an employee cannot obtain reimbursement for another employee's expenses** [see Food Section for exceptions]).

B. Food

Community functions are those that include parents, volunteers, business partners, government representatives, and other community members as well as District staff who are attending in their official capacity.

Expenses for food should be able to stand the test of public scrutiny and should be conservative.

Refreshments

Refreshments include non-alcoholic beverages such as water, coffee or tea and healthy snack items.

District funds may be used to provide refreshments for the purposes or events listed below.

- Business meetings with industry representatives or the public.
- Meetings or training events involving District employees.
- Staff retreats held for the purpose of District-related planning.
- District-sponsored employee recognition or volunteer recognition programs.
- As a gesture of appreciation to volunteers during or after work is performed.

District funds must not be used to provide refreshments for:

- Regularly scheduled staff meetings.
- Social events such as celebrating holidays or birthdays.
- Voluntary social events such as retirement celebrations.

Meals

Meals are defined as food and beverages provided at breakfast, lunch, or dinner to attendees of District sponsored functions.

District funds may be used to provide meals for the purposes or events listed below.

- Meetings or training events at which the attendance of participants is required through a normal meal period and is designated as a work session that is documented in the meeting agenda.
- When a benefit to the District is gained by providing the meal as part of the agenda rather than dismissing attendees to obtain a meal. For example, providing a meal would maintain continuity, promote safety, or enable resumption of duties.
- Staff retreats held for the purpose of District-related planning.

District funds must not be used to provide meals for:

- Regularly scheduled staff meetings.
- Social events such as celebrating holidays or birthdays.
- Voluntary social events such as retirement celebrations.

Efforts should be made to plan meetings that do not conflict with employee meal times.

Related Items

Essential serving products such as paper goods and utensils may be purchased with District funds, as long as the purpose or event meets the guidelines for purchasing meals or refreshments outlined in this policy.

Other related items such as those listed below may not be purchased with District funds:

- Holiday decorations
- Indoor house plants or flower arrangements
- Invitations, cards, gifts, and party favors
- Specialty serving containers (chafing dish, punch bowl set)

Documentation and Payment

When food is provided for a given event, the following documentation must be provided to account for the use of District funds:

- Written agenda or other documentation of the event's purpose.
- An itemized invoice or receipt.
- Names of attendees.For example "Math coaches", "Budget Committee", or for small groups, individual names.

As with any expenditure, District employees with delegated expenditure decision authority are responsible to determine the appropriateness of purchases and to ensure that sufficient documentation exists to support the expenditure. The purchase must serve the business needs of the District, and authorization must be provided prior to obligation of funds. The cost of non-travel meals and refreshments should be reasonable and not excessive.

Special Recognition

District-wide recognition for staff professional accomplishments (nurses, classified/certified employees weeks, etc.) as well as get well/sympathy acknowledgements will originate from the Superintendent's Office. The Human Resources Office provides recognition for retiring staff members.

Cost Centers may purchase non-consumable items of de minimis value that serve as remembrances of professional achievement, such as a plaque or framed certificate.

C. Form

- Visit the AP/Purchasing "FindIt" section on the Staff Intranet for current forms.
- Complete the Employee Expense Worksheet and attach (staple) all original receipts.
- Send to Purchasing within 60 days of purchase date.

D. Timing

Completed Employee Expense Forms received at the Business Office in good order may take up to 14 working days to prepare for the check run. This is due to internal controls and audit requirements.

District checks are cut once per week on Tuesdays. Checks are sent to the employee's work site or home as indicated on the Form.

E. Other District Approved Activities

Reasonable expenses for other District approved activities/events, such as recruiting events, are reimbursable with proper documentation.

Use of Petty Cash and Student Body Funds

- **Cost Centers should normally reimburse employees from Petty Cash for purchases under $50.00.**
- **Student Body funds should never be used to reimburse employees for goods or meal expenses. See the Student Body Account Manual in the Finance section on the Staff Intranet for more Details**

Note about Receipts:

Original receipts must be in the name of the claimant and offer proof of payment. Examples include: original cash register receipts, copies of the front and back of a check, sales invoices indicating a zero balance, online receipts that confirm that the goods have already been charged to a specific account, or copies of credit statements that confirm payment has been made. Please black out the account numbers on credit statements for increased security.

Non- Allowable Expenses

The District will not reimburse any employee for:

- Alcoholic beverages
- Any tobacco product
- Firearms and ammunition
- Receipts must be in the name of the employee claiming reimbursement and must show proof of payment by the claimant
- Personal expenses (e.g. personal entertainment, etc.)
- Anything prohibited by State or local laws or regulations.

Gift cards are specifically prohibited for staff AND volunteer recognition. Gift cards are only allowed for student use.

For Travel Expenses including Mileage

Purpose

To establish guidelines for allowable employee expenses and expense reimbursements related to business travel.

Board Policy

- See Board Policy DLC

Extraordinary Circumstances

Reimbursement for any expenditure outside of these guidelines requires approval of the Superintendent or designee.

Travel Guidelines and Procedures

General Travel Expense Guidelines:

1) Necessary
2) Reasonable
3) Timely: Reimbursement requests and/or receipts for travel advances must be submitted to Business Services **within 60 calendar days** following the conclusion of travel.

A. Advance Approval: Out-of-State Travel

Out of state travel requires approval from the employee's supervisor, except if within a 100 mile radius of Beaverton School District's Administration Center.

B. Conference Registration

Whenever reasonable and possible, conference registration should be paid directly by Beaverton School District to the Vendor.

- Use a District PO to pay for Registration.

C. Lodging

- When arranging lodging, employees should exercise the same economy as a reasonable and prudent person traveling on personal business.
- Each employee is responsible for making their own lodging arrangements.
- The District will pay for **reasonable and prudent** lodging costs for District related travel.
- All lodging receipts must be submitted.

D. Meals

Expenses for meals in connection with District travel will be reimbursed at the current District Per Diem meal allowance rates, found on the Employee Expense Worksheet.

E. Miscellaneous Travel Expenses

- A miscellaneous District per diem is allowed for each night of overnight travel when traveling out of state. Receipts are not required for this expense. Telephone calls home and non-required e-mail line charges are covered by this allocation.
- Other, necessary business-related expenses are normally reimbursed separately (e.g. taxi fares, airport shuttle, parking fees) using the Employee Expense Reimbursement procedure (see Payment Procedures below). Original receipts or other proof of payment is required.

F. Personal Vehicle Mileage

- Employees may use their personal vehicle for business travel. The employee assumes all liability including:
  - loss or theft of personal property,
  - damage to themselves and/or their passengers, and
  - damage to the vehicle.
- Mileage expenses incurred for District business are not reimbursed if the employee is compensated for mileage through a District Mileage Allowance. Non-routine business mileage is reimbursable under these guidelines, with supervisory authorization see "Out of District" and "In District" for details.
- Mileage expenses are reimbursed at the current IRS rate. The Expense Reimbursement form is updated to reflect the current rate. When an employee uses an outdated form, the employee will be reimbursed at the rate shown or the current IRS rate, whichever is less.
- Mileage reimbursement is allowed for business travel, for those not receiving a District mileage allowance.
- Use the Approved Mileage Log to record your miles driven.

In District - When requested, mileage will be reimbursed from one worksite to another worksite.

Examples:

Mileage from home to work and back home is NOT reimbursed

Mileage from home to training and back home is NOT reimbursed.

Mileage from home to training and back to work. Mileage is reimbursed one way from training to work.

Mileage from home to work and then to training and home. Mileage is reimbursed one way from work to training.

Mileage from home to work, then to training and from training back to work. Mileage is reimbursed round trip from work to training and back to work.

Mileage from home to work then to a second work location and home, Mileage is reimbursed one way from first work location to second work location only.

Out of District- When requested mileage will be reimbursed from Home or Regular Worksite(whichever is less) to destination and return to Home or Regular worksite(whichever is less).

G. Combining Personal Travel with District Business Travel

Employees combining business and personal travel may claim only those expenses directly related to the travel on behalf of the District. Payment is based on least cost direct airfare when the trip includes other routing or stop-over to accommodate personal schedules. Any loss of deposits, non-refundable airfares, or other costs related to the employee's personal travel, are the employee's responsibility should the business event be canceled.

H. Fiscal Year

Travel must commence in the current fiscal year in order to use current year funds. Exception: When a District business travel event begins in July or August, registration, any required deposits, lodging, and airfare may be charged to the current year, if necessary, to ensure space availability and lowest rates for the following fiscal year.

I. Travel Advances

Travel advance payments will be issued no more than sixty (60) days prior to the start of travel. Original receipts are required (see Instructions for Travel Advance).

J. Air Travel

Air travel costs must be **reasonable and prudent**.

K. Car Rental

Commercial car rental may be obtained after Supervisor approval. Car rental costs must be **reasonable and prudent.**

- Rental: Car rental is allowed during out-of-state travel when travel to more than one location is required or when the combined cost of lodging and car rental can be demonstrated to save money over the cost of staying at the conference location and parking rates. Selection of rental car is limited to lower priced models or the size necessary to accommodate the number of business related passengers. Rental car expenses for personal use are not reimbursable.
- Insurance: The District does not pay for additional life or accident insurance. If a car rental is necessary the employee's personal insurance and the District's liability insurance policy cover rental vehicles while on District business. Therefore, rental car insurance coverage purchased by employee will not be reimbursed by the District.

L. Other District Approved Activities

Reasonable expenses for other District approved activities, such as recruiting events, are reimbursable.

M. Use of Petty Cash and Student Body Funds

- **Cost Centers may not reimburse employees for travel expenses with their Petty Cash Fund or Student Body Funds.**
- See the Student Body Funds Manual located in the Finance section of the Staff Intranet.

Non-Allowable Expenses

The District will not reimburse any employee for:

- Alcoholic beverages
- Any tobacco product
- Firearms and ammunition
- Anything prohibited by State or local laws or regulations
- District Per Diem meal allowances when the conference event offers meals as part of the registration fee. Exception: Meal(s) not consistent with the employee's doctor approved diet (e.g. diabetic, allergy, etc.)
- Other employee expenses: Receipts must be in the name of the employee claiming reimbursement and offer proof of payment by the claimant (employee A may not purchase items for employee B).
- Travel from home to an employees primary place of work
- Personal Expenses. Payment for personal expenses are not authorized or reimbursable. Examples include, but are not limited to the following:
    - **Home to employees' work site mileage**
    - **Personal Entertainment**
    - **Non-employee (e.g. spouse) expenses, including additional lodging costs.**
- Additional travel costs as a result of deviation from the most direct or usually traveled route
- Repairs or maintenance to personal vehicle or equipment
- Lost or stolen personal items.

Payment Procedure (Reimbursement or Travel Advance)

Please use the following forms when submitting employee expenses:

1. Employee Expense Worksheet - Reimbursement (mark appropriate box on form for Reimbursement): Employee pays all expense(s), and receives reimbursement after the event. See the Procedure Section below.
2. Employee Expense Worksheet - Advance (mark appropriate box on form for Advance): Employee receives a travel advance prior to the event and uses those funds to pay for all expenses.
3. District Mileage Log.

Reimbursement - How to get your money back when you return:

1. Fill out an Employee Expense Worksheet, mark the REIMBURSEMENT box
2. Follow the additional instructions on the form
3. Attach original receipts for all claimed expenses. Original receipts must be in the name of the claimant and offer proof of payment.
4. When applicable:
    - Personal Vehicle Mileage log - Use a District Mileage Log to keep track of miles driven.
    - Meals:
        - Show the number of breakfast, lunch, and dinner meals
        - Receipts are not required for meals

        - Remember: You can't claim per diem when meals are included with your conference registration
    - Miscellaneous Per Diem. Show the number days that you are traveling
    - All Other Expenses - Original sales receipts must be provided to support your claimed expenses.

5. Submit the completed form, all original receipts and supporting documents as required, to your Cost Center Secretary or Bookkeeper within 60 days after the conclusion of travel.

Advance – how to get money before your trip

1. Fill out an Employee Expense Worksheet, mark the ADVANCE box.
2. Follow the additional instructions on the form.
3. The travel advance request should be submitted to your Cost Center Secretary or Bookkeeper up to 60 days prior to the travel event, but at least 12 business days prior to the date the advance is requested. The travel advance check may not be processed in time for the travel if the request is submitted less than 12 days before the travel occurs.
4. You will receive the travel advance check via interschool mail along with a copy of instructions to follow upon your return.
5. **You are required to submit all of the original receipts and documents after the event**. You are required to repay an advance not supported by an original receipt.

Note about Receipts:

Original receipts must be in the name of the claimant and offer proof of payment. Examples include: original cash register receipts, copies of the front and back of a check, sales invoices indicating a zero balance, online receipts that confirm that the goods have already been charged to a specific account, or copies of credit statements that confirm payment has been made. Please black out the account numbers on credit statements for increased security.

APPENDIX T. SALARY SCHEDULES – CERTIFIED, CLASSIFIED, SUBSTITUTES

2019-2020 Certified Salary Schedule (All numbers Truncated)

Level	Experience	Annual	Bachelor's Degree Monthly	Hourly	Annual	Master's Degree Monthly	Hourly
18	17 yrs +	$85,100	$7,091	$55	$92,368	$7,697	$59
17	16 yrs	$81,201	$6,766	$52	$88,137	$7,344	$57
16	15 yrs	$78,079	$6,506	$50	$84,747	$7,062	$54
15	14 yrs	$75,076	$6,256	$48	$81,487	$6,790	$52
14	13 yrs	$72,189	$6,015	$46	$78,353	$6,529	$50
13	12 yrs	$69,413	$5,784	$44	$75,339	$6,278	$48
12	11 yrs	$66,742	$5,561	$43	$72,442	$6,036	$46
11	10 yrs	$64,176	$5,348	$41	$69,655	$5,804	$45
10	9 yrs	$61,707	$5,142	$39	$66,976	$5,581	$43
9	8 yrs	$59,333	$4,944	$38	$64,401	$5,366	$41
8	7 yrs	$57,052	$4,754	$36	$61,924	$5,160	$40
7	6 yrs	$54,856	$4,571	$35	$59,541	$4,961	$38
6	5 yrs	$52,747	$4,395	$34	$57,251	$4,770	$37
5	4 yrs	$50,717	$4,226	$32	$55,050	$4,587	$35
4	3 yrs	$49,128	$4,094	$31	$53,323	$4,443	$34
3	2 yrs	$47,585	$3,965	$30	$51,648	$4,304	$33
2	1 yrs	$46,101	$3,841	$29	$50,038	$4,169	$32
1	0 yrs	$45,011	$3,750	$29	$48,868	$4,072	$31
0	intern	$33,758	$2,813	$21	$36,650	$3,054	$23

Source: https://www.beaverton.k12.or.us/departments/human-resources/applicants/certified-salary-schedule

Classified Substitute Rates
2019-2020 Certified Salary Schedule (All numbers Truncated)

JOB TITLE	HOURLY RATE
ACCOUNTING ASSISTANT I	$16.98580
ATHLETIC TRAINER	$204.52408 DAILY RATE
	$102.26204 HALF-DAY RATE
BILINGUAL RESOURCE FACILITATOR	$21.84716
BUS DRIVER SUB	$17.94384
BUS DRIVER (RETIRED ONLY)	FORMER STEP
CAMPUS SUPERVISOR	$18.77985
CLASSROOM NURSE	$27.37403
CUSTODIAL I	$15.77046
PARA EDUCATOR I	$16.98580
PARA EDUCATOR II	$17.79603
LIBRARY MEDIA ASSISTANT	$16.98580
NS I	$12.87680
OFFICE ASSISTANT II	$16.03089
OFFICE ASSISTANT III	$17.79603
OFFICE ASSISTANT IV	$20.50160
SUPERVISORY ASSISTANT/CROSSING GUARD	$13.48446

Source: https://www.beaverton.k12.or.us/departments/human-resources/applicants/classified-substitute-pay-rates

Licensed Substitute Pay Rates
Beaverton School District 2019-2020

Base Rate (daily, up to 10 days) $187.91

Source: https://www.beaverton.k12.or.us/departments/human-resources/licensed-substitute-pay-rate

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