

MEETING NOTIFICATION

September 9, 2019

6:30 p.m.

**MetroEast Community Media
829 NE 8th St.
Gresham, OR 97030**

AGENDA

- Roll Call
(Commission Participation: One or more members of the Commission may attend and participate by electronic means. The public will be afforded an opportunity to listen to the participation at the meeting site.)
- Agenda Review
- Disclosures
- Public Comment (non-agenda items)

***CONSENT AGENDA – NO DISCUSSION**

All items listed below may be enacted by one motion and approved as consent agenda items. Any item may be removed from the consent agenda and considered separately if a member of the Commission so requests.

C1. June 24, 2019 Meeting Minutes

REGULAR AGENDA

- *R1. Community Technology Grant: Multnomah County Library – Central Library 3 min
- *R2. Community Technology Grant: Junior Achievement of Oregon & SW Washington 3 min
- *R3. Community Technology Grant: City of Fairview 3 min
- *R4. TechSmart Initiative Grant Agreement – Reynolds School District 15 min

- Staff Activity Reports and Updates
 - Frontier Transfer of Ownership
 - Other
- New Business; Commissioner Open Comment
Meeting Schedule:

September 23 – TBA
October 21 – MetroEast
November – recess
December 16 – Open Signal
January 27 – MetroEast
February – Annual Planning Retreat (TBD)
March 16 – Open Signal
April – recess

May 18 – MetroEast
June 15 – Open Signal

- Public Comment

EXECUTIVE SESSION

Pursuant to ORS 192.660(2)(f) to consider information or records that are exempt by law from public inspection.

- Adjourn

*Denotes possible action item

Please notify the MHCRC no less than five (5) business days prior to our event for ADA accommodations at 503-823-5385, by the City of Portland's TTY at 503-823-6868, or by the Oregon Relay Service at 1-800-735-2900.

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MEETING NOTIFICATION

TechSmart Grant Work Session

Sept. 9, 2019

7:30 p.m. – 9:00 p.m.

MetroEast Community Media

829 NE 8th Street

Gresham, OR 97030

The Work Session will begin immediately following adjournment of the MHCRC meeting.
No action or public comment will be taken at the Work Session.

Mt. Hood Cable Regulatory Commission
Location: Metro East Community Media
June 24, 2019, Meeting Minutes – **DRAFT**

Call to Order: 6:35 pm

- Roll Call
Commissioners present: Leif Hansen (Chair), Carol Studenmund, Scott Harden, Sue Dicile, Norm Thomas, Jacquenette McIntire, Jeff Dennerline

Commissioners absent: None

Staff Present: Elisabeth Perez, Interim Staff Director; Julie Omelchuck, Program Manager; Rebecca Gibbons, Program Coordinator; Bea Bedard, Program Coordinator; Cinthia Diaz Calvo, Administrative Specialist; Gail Karish, Best & Krieger, MHCRC Special Counsel; Mark Wolf, Local Government Law Group, MHCRC Legal Counsel

- Agenda Review: None
- Disclosures: None
- Public Comment (non-agenda items): None
- ***CONSENT AGENDA – NO DISCUSSION**

C1. April 22, 2019 Meeting Minutes

C2. June 3, 2019 Meeting Minutes

Motion: Harden moved to approve consent agenda. Studenmund seconded.

Vote: 7-0

- **REGULAR AGENDA**

*R1. Election of Chair and Vice-Chair

Hansen reminded the Commission that officer elections happen annually, and all Commissioners are eligible for election.

Motion: Dicile moved to elect Hansen another term as Chair. Dennerline seconded.

Vote: 7-0

Hansen nominated Studenmund as Vice Chair and Studenmund accepted the nomination.

Motion: Hansen moved to elect Studenmund to serve as Vice Chair. Dicile seconded.

Vote: 7-0

***R2. Preliminary Funding Decisions - 2019 Community Technology Grant Pre-Applications**

Gibbons said, according to the annual competitive grant timeline, pre-applications were received in December 2018. Staff initially reviewed the pre-applications and moved forward all that met baseline criteria for Commissioner evaluation. Commissioners have completed their reviews and are to select the pre-applications they are interested in funding. Selecting a pre-application during this meeting creates no obligation to fund an application, but moves it forward for staff to work with the applicant on a final grant agreement and project proposal. Once a project proposal is completed to staff's satisfaction, the final application will be considered for Commission approval.

Gibbons said there is approximately \$700,000 available in this funding round. Staff handed out a summary of initial selections by individual Commissioners. She said the initial selections indicate most Commissioners clearly support certain pre-applications. She also requested that Commissioners identify items they want staff to clarify further in a final project proposal.

Motion: Dicile moved to move forward in the grant-making process the following pre-applications: City of Fairview, Oregon; Multnomah County Library, Central Library; Multnomah County Library, Welcome to Computers; MetroEast Community Media; Outside the Frame; Portland Community Media, dba Open Signal; Junior Achievement of Oregon & SW Washington; and Northwest Alliance for Alternative Media and Education. Dennerline seconded.

In response to a question from Dennerline, Gibbons said that applicants are provided general feedback on their pre-application but not individual comments from Commissioners. Gibbons said staff reviews all comments from Commissioners included in the grants review online system.

In response to a question from McIntire, Gibbons said that the Commission does not fund a portion of a proposed project. Gibbons said that, if approved, staff works with the applicant to fund the project with more detail on the scope of work and budget.

Vote: 7-0

Commissioners discussed various aspects of the remaining two pre-applications. No motion was made to move forward these pre-applications.

***R3. Contingency Request: Consulting Services - Frontier Franchise Transfer**

Perez referred to the contingency request contained in the meeting packet. She said on May 29, 2019, MHCRC staff received communications from Frontier regarding its intent to sell its cable systems in the MHCRC areas to NW Fiber. Staff is now working within a transfer process timeline. Staff is requesting up to \$20,000 for professional consultants to evaluate the legal, financial, and technical qualifications of NW Fiber to fulfill the cable franchise obligations. This evaluation would inform the MHCRC about its recommendation about the franchise transfer to the effected jurisdictions (Fairview, Wood Village, Troutdale, and Gresham).

In response to a question from Hansen, staff confirmed that the current franchise is through December 2021.

Motion: Dicile moved to move \$20,000 from FY18-19 contingency to External Materials & Services for professional consulting associated with legal, financial, and technical services necessary to process the Frontier franchise ownership transfer. Dennerline seconded.

Vote: 7-0

*R4. Contingency Request: Alliance for Community Media Conference Sponsor

Omelchuck referred to the contingency request contained in the meeting packet for the MHCRC to be a sponsor of the Alliance for Community Media 2019 Conference 2019 to be held in Portland.

Hansen said the MHCRC has been a long-time supporter of the Alliance's work and would like to have the MHCRC recognized at the Portland conference.

In response to a question from Dicile, Omelchuck said she was still working through the specifics of a recognition at the \$5,000 level. She knew the deadline had passed for the MHCRC to be included in the printed materials; however there were other digital ways for recognition.

Motion: Dicile moved to move \$5,000 from contingency to External Materials & Services to support sponsorship of the Alliance for Community Media 2019 Conference to be held in Portland. Studenmund seconded.

Vote: 7-0

Staff Activity Reports and Updates

- FCC/Federal/State Public Policy

Coulter said that the US Supreme Court ruled in a case between a community media center (Manhattan Neighborhood Network) and a community video producer. The significant finding was that the center is not a "state actor" but a private corporation; and as such cannot be sued for infringement of the First Amendment by denying someone access to the public access channels under cable franchise agreements.

Coulter provided an update about the Federal Communications Commission rule-making about cable companies' ability to off-set market value of franchise obligations against the franchise fees. The potential impact of the ruling is either a reduction in the franchise fees paid to the MHCRC jurisdictions and/or in the franchise resources supporting community media services. She said the FCC is expected to address the new rule at its August 1 meeting. Coulter said there is a short timeframe for advocacy through July 31. MHCRC staff is working with colleagues across the country to support local elected officials to contact FCC members about concerns and negative impacts of the draft rule. Staff will communicate with Commissioners soon about contacting the jurisdictions on this matter.

- FY2019-20 Budget Process

Omelchuck said the MHCRC FY19-20 budget was approved by Portland, Fairview, and Gresham and the remaining jurisdictions are this upcoming week.

- MHCRC Annual Report

Omelchuck handed out the FY18-19 MHCRC Annual Report.

- TechSmart Initiative

Omelchuck said that Reynolds and Gresham-Barlow school districts are actively working on grants for their final TechSmart funding. She hopes to move them through the grant-making process by September. She also has interest from other school districts for final funding but has not had enough staff capacity to pursue these yet.

- Alliance for Community Media Conference – Portland, July 10-12

Omelchuck said three Commissioners and two staff were attending.

- OCT Staffing Update/ Priorities

Perez said that Office has three vacant positions currently. Omelchuck said that the Grant Compliance Analyst position is one of the positions open. She said staff has not had the capacity to move the hire forward yet due to end of fiscal year requirements.

- MetroEast Executive Director - Update

Omelchuck introduced Shannon Chism, president of the Board of Directors for MetroEast. She said that the Board is moving forward on a hiring process in light of the CEO's resignation. The Board has a job description and anticipates the application process to close July 30. The Board expects to have someone onboard by September 30. In the interim, the Board has appointed the, current Director of Production, John Lugton as the interim director.

Hansen thanked Chism for the update and said it was helpful to know who is leading the organization.

- Other

Omelchuck said that the Portland Council adopted a 3-year operational grant agreement with Open Signal on June 13.

Committee Reports

- Hansen said that the Finance, TechSmart, and Ascertainment committees had not met since the last MHCRC meeting.
- Open Signal Board Appointee: Dicile highlighted the presentation for Black Filmmakers project.

New Business; Commissioner Open Comments

Hansen noted that staff will confirm the next meeting that will, most likely, take place in August.

Franchisee Activity Reports

- Frontier: Jessica Epley said the 394 Form will be filed by the end of the week. She noted that this is the last opportunity for her to formally discuss the transaction. She said NW Fiber is a holding company and has no plans to change the video service offerings. She also said to anticipate an aggressive rollout of more broadband services.

In response to a question from McIntire, Epley said she is unsure what the name will be.

- Comcast: Sheri Acker said Comcast began an Internet Essentials package that allows non-profit organizations to qualify for up to 50% discounts on highspeed internet and phone services. She also reported on Comcast's community impact activities. In response to a question from Dicile, Acker said she would send Commissioners information about how Comcast selects the organizations it supports.

- CenturyLink: None

PEG Provide Activity Reports

- Open Signal: None

- MetroEast: John Lugton said several staff will be speaking at the Alliance conference. He provided updates about work with Gresham-Barlow schools on Pathways to Career Success; upgrades to the equipment room; move to an online system to book rooms; and a vocal booth in Rockwood. MetroEast is partnering with IRCO and Free Geek to provide Welcome to Computers at different locations. Lastly, the League of Women Voters is celebrating their 100th anniversary and MetroEast is producing videos.

Public comment: None

Adjourned: 7:50 pm

Respectfully submitted:

Cinthia Diaz Calvo, Administrative Specialist

COVER SHEET – AGENDA ITEM #R1

For Commission Meeting: September 9, 2019

“Community Technology Grant Agreements: Multnomah County Library”

Recommendation

Staff recommends that the Commission approve the Community Technology Grant agreement with Multnomah County Library for \$122,360.

Background

At its June meeting, the Commission selected 8 Pre-Applications to invite to apply for funding. Following the Commission’s decision, MHCRC staff engaged all 8 applicants in a process to complete full grant applications and contracts. One applicant, Open Signal, has since withdrawn its application due to changes in staff capacity.

MHCRC staff has reached agreement on a final grant application and contract with Multnomah County Library and recommends approval at the September 9 meeting.

In order to meet the needs of Central Library patrons who check out computers and to make more patrons aware of the availability of devices, the Library is piloting a self-service device check-out system. In addition to increasing patron independence to get online and allowing library staff to divert their time from device administration to digital literacy training, the project will address language barriers by creating multiple language interfaces on the device check-out kiosks. The Commission unanimously agreed to move this Pre-Application forward in the granting process.

There are no significant changes to the grant request.

| | Grant Request | Total Project Budget |
|-------------------|---------------|----------------------|
| Pre-Application | \$119,360 | \$241,218 |
| Final Application | \$122,360 | \$246,194 |

As part of the normal grantmaking process, Comcast is given the opportunity to review all final grant applications and contracts prior to staff moving the contracts forward for Commission consideration.

Attachment: Draft Community Technology Grant Agreement

Prepared By: Rebecca Gibbons
September 3, 2019

AGREEMENT FOR COMMUNITY TECHNOLOGY GRANT

This Agreement is between the Mt. Hood Cable Regulatory Commission (Commission), through the Office for Community Technology (OCT), and Multnomah County Library (Grantee) (together referred to as the "Parties").

RECITALS:

This Agreement is entered into for the purpose of providing the Commission's grant funds for the Grantee's Mobile Computing Device Library Self Checkout project.

AGREEMENT:

1. Grant Amount, Use of Grant

Grantee is awarded a total amount of \$122,360 for specific capital costs related to the Grant project. Grantee shall use the Grant funds exclusively for the purposes outlined in its Grant Application (the "Grant"). The Grant Application is attached to this Agreement as Attachment 1. Grantee shall not use the Grant funds for any purposes other than those set forth in Attachment 1.

2. Project Manager

The Commission's Project Manager shall be Rebecca Gibbons or such other person as shall be designated in writing by the OCT Community Technology Program Manager.

3. Payments

Grantee shall submit periodic invoices for reimbursement of actual capital costs incurred by Grantee related to the approved Grant budget.

Grantee shall use its best efforts to submit invoices for grant-funded expenses incurred in any July 1-June 30 period (the Commission's fiscal year) to the Commission according to the following timeline in each year of the grant in which expenses occur:

- In fiscal year Quarter 1 (July 1 – September 30), Quarter 2 (October 1 – December 30) and Quarter 3 (January 1 – March 31), submit invoices incurred during a quarter no later than 45 days after the close of each fiscal quarter.
- In fiscal year Quarter 4 (April 1-June 30), submit any invoices for grant-funded expenses incurring through May 30 by June 15, provide an estimate of anticipated grant-funded expenses incurred during the month of June by June 25, and an invoice for any grant-funded expenses incurred in the month of June by August 15.

Grantee shall submit invoices online through the Commission's online grants management system using the claims module. The invoice, uploaded as an attachment to the grants management system claims module, shall be on Grantee's letterhead, signed and dated by an authorized representative of Grantee, addressed to "MHCRC c/o City of Portland", and include the title of the grant project, the total amount requested for reimbursement and an invoice

number. Grantee must also complete an expense line item, an expense report and attach supporting documentation through the grants management system in order to complete and submit the invoice to the Project Manager for review. Supporting documentation shall include copies of receipts or other evidence of payment, for the capital cost amount claimed in the invoice. The Project Manager, at her/his sole discretion, may require additional financial documentation of Grant expenditures.

Upon submission by the Grantee of an invoice, and upon certification by the Project Manager that the invoice is in accordance with this Agreement and any restrictions upon use of the Grant funds, the Commission shall pay to the Grantee the amount as specified in the invoice, not to exceed the total Grant amount, within thirty (30) days from date of the invoice. If the Project Manager finds that the invoice is not in accordance with this Agreement, the Project Manager shall notify the Grantee of the reasons for the disallowance and non-payment.

All invoices for Grant project capital costs must be received by the Commission no later than March 31, 2022 in order to be paid under the Agreement terms. No invoices shall be accepted after this date.

4. Financial Records

Grantee agrees to keep accurate and complete financial records that will enable the Commission to easily determine the use of Grant funds and the allocation method of Matching Resources committed by Grantee and Project Partners for the Grant. Grantee shall maintain all financial records related to the Grant for one (1) year after the termination of this Agreement. Grantee shall provide the Commission prompt access to these records upon request and permit copying as the Commission may require.

5. Reports

Grantee shall submit Interim Status Reports and a Final Status Report (collectively referred to as 'Report(s)') to the Project Manager using the Commission's online grants management system. The Reports shall include both programmatic and financial information as established by the Commission. An example of the range of report information collected is attached to this Agreement as Attachment 2. For a Report to be acceptable to the Project Manager, the Grantee shall document and clearly describe the progress of the grant scope in accordance with the reporting schedule defined below.

Interim Status Reporting periods are September 1, 2019 through December 31, 2019; January 1, 2020 through June 30, 2020; July 1, 2020 through December 31, 2020; January 1, 2021 through June 30, 2021; July 1, 2021 through March 31, 2022. Interim Status Reports are due within thirty (30) days of the end of each reporting period.

Grantee shall submit a Final Status Report no later than August 31, 2022.

Grantee shall immediately provide notice in writing by electronic mail to the Project Manager when Grantee anticipates or realizes any deviation in the Grant project which may

result in Grantee's inability to fulfill the Grant project as originally submitted and approved by the Commission.

Grantee shall also provide other financial or program reports as the Commission deems reasonably necessary or appropriate. Grantee shall make its books, general organizational and administrative information, documents, papers and records that are related to this Agreement or Grantee's performance of services available for inspection by the Project Manager or other Commission representatives during reasonable business hours following five (5) business days advance written notification from the Project Manager.

6. Project and Fiscal Monitoring

The Commission and the Project Manager shall monitor the Grantee's performance on an as needed basis to assure compliance with this Agreement. Such monitoring may include, but are not limited to, on site visits at reasonable times, telephone interviews and review of required reports and will cover both programmatic and fiscal aspects of the Grant. The frequency and level of monitoring will be determined by the Project Manager. Grantee shall remain fully responsible at all times for performing the requirements of this Agreement.

7. Audit

Because Commission grant funds are derived from the cable services franchises in Multnomah County, the cable companies may conduct a financial review or audit of Grantee for the purpose of verifying whether use of capital grant funds is in accordance with the requirements of cable franchises related to use of capital grant funds. If the Commission receives notice from a cable company in accordance with the terms of the cable franchises of such audit or review, the Commission's Project Manager shall notify Grantee within 5 business days of receiving the notice, and shall identify to Grantee the relevant financial records of Grantee that the cable company seeks to review. The scope of such audit or review of Grantee shall be consistent with the terms of the applicable cable franchise. Grantee agrees to make such relevant financial records available to cable company's authorized representative for inspection and copying. Such records shall be reviewed during normal business hours at a time and place made available by Grantee. The Commission's Project Manager shall promptly provide Grantee with written notice of the audit or review's conclusions.

8. Publicity

Any publicity shall indicate that the project was made possible by a Grant from the Commission through funds provided by the cable companies. Grantee shall notify the Project Manager before releasing information about the Grant to the press or other news media. The Commission may include information regarding the Grant in periodic public reports.

9. No Other Obligations/Complete Agreement

Grantee acknowledges that, except for the Grant, the Commission has no obligation to provide, and the Commission has not led Grantee to believe in any way (whether expressly or by

implication) that the Commission will provide any additional or future assistance, financial or otherwise, either to Grantee or for the Grant project.

This Agreement contains the complete agreement of the parties. This Agreement may not be assigned, nor may any of the Commission's rights be waived, except in writing signed by a duly authorized representative of the Commission. The Commission may specifically enforce, or enjoin a breach of, the provisions of this Agreement, and such rights may be freely assigned or transferred to any other governmental entity by the Commission.

10. Representations

Grantee represents that it has full power and authority, and has obtained all necessary approvals, to accept the Grant, to carry out the terms of the Grant and this Agreement, and to conduct the Grant project in compliance with all applicable laws.

11. Indemnification

Subject to the limitations and conditions of the Oregon Constitution, Article XI, Sections 7 and 9, and the Oregon Tort Claims Act (ORS 30.260 through 30.300), the parties agree to indemnify and hold one another harmless from any loss, damage, injury, claim, or demand arising from their respective activities in connection with this Grant. Neither party shall be liable for any loss, damage, claim, or demand arising from the negligence of the other party or its agents or employees.

12. Compliance with Laws

The Commission and Grantee agree to comply with all applicable local, state and federal laws and regulations that apply to the subject matter of this Agreement.

13. Amendment

The Project Manager is authorized to amend the terms and conditions of this Agreement, provided such changes do not increase the Grant amount or the Commission's financial risks or change the purpose of the Grant. If approved such amendments shall only be effective if in writing, and signed by duly authorized representatives of both Parties. Any change in the amount of the Grant funds or the financial risks under this Agreement must be approved by vote of the Commission.

14. Term of the Agreement

This Agreement becomes effective on September 9, 2019, unless Grantee fails to sign and return the Agreement to the Commission within thirty (30) days of Commission action to approve the Agreement, in which event this Agreement shall be null and void. The term of this Agreement is through, and including, October 31, 2022.

15. Early Termination of Agreement

This Agreement may be terminated prior to the expiration of its term by:

- (a) Written notice provided to Grantee from the Commission before any obligations are incurred; or
- (b) Mutual written agreement of the Parties.

Termination of this Grant shall be without prejudice to any obligations or liabilities of either party already accrued prior to such termination. However, upon receiving a notice of termination, Grantee shall immediately cease all activities under this Grant, unless expressly directed otherwise in writing from the Commission in the notice of termination. Further, upon termination, the Commission and/or Grantee shall deliver to the other party all works-in progress and other property that are or would be deliverables had the Grant been completed. Grantee shall be entitled to receive reasonable compensation as provided for under this Agreement for any satisfactory work completed up until the time of notice of termination.

16. Material Failure to Perform

The Project Manager may terminate this Agreement after determining that Grantee has failed to comply with any material term or condition of this Agreement. It shall be a material breach and cause for termination of this Agreement if Grantee uses grant funds outside the scope of this Agreement.

Notice and Opportunity to Cure. The Project Manager shall give Grantee written notice of the intent to terminate this Agreement, identifying the reasons for such action. Grantee shall have thirty (30) days from the date of the written notice to cure the breach. If the breach is of such nature that it cannot be completely cured by Grantee within the thirty (30) day period, then Grantee shall submit a cure plan to the Project Manager no later than fifteen (15) days from the date of the written notice. Grantee's cure plan shall include actions, steps, and a time period to cure the breach. Grantee must obtain written consent from the Project Manager to proceed with a cure plan under an extended cure period.

No Payment During Cure Period. During the cure period or extended cure period, the Commission is under no obligation to accept or pay invoices submitted by Grantee under this Agreement. Grantee shall not perform services or take actions that would require the Commission to pay grant funds to Grantee without the written consent of the Project Manager. Grantee shall be solely responsible for any expenses associated with cure of its noncompliance or failure to perform.

Cause for Termination. If Grantee fails to cure the material breach within thirty (30) days of the written notice of termination, or if Grantee does not receive consent from the Project Manager to proceed with a cure plan and executes the cure plan satisfactory to the Project Manager, then the Commission may, at its sole discretion, require Grantee to refund to the Commission any amounts improperly expended, any unexpended amounts or the full amount of

Grant funds paid by the Commission to Grantee for the Grant project in compliance with the terms and conditions of this Agreement.

17. Suspension of Work

The Project Manager may at any time give notice in writing to Grantee to suspend work and expenditure of funds provided under this Agreement. The notice of suspension shall specify the date of suspension and the estimated duration of the suspension. Grantee shall immediately suspend work and expenditure of funds to the extent specified. During the period of the suspension Grantee shall properly care for and protect all projects in progress including materials, supplies, and equipment that are on hand for performance of the Grant. The Project Manager may, at any time, withdraw the suspension of work as to all or part of the suspension in written, by electronic mail, notice to Grantee specifying the effective date and scope of withdrawal. Grantee shall then resume diligent performance of the work. In no event shall Grantee be entitled to any incidental or consequential damages because of suspension.

The causes for suspension of work include, but are not be limited to, Project Manager's concerns about Grantee's ability to complete the Grant in accordance with this Agreement or any other non-compliance with the Agreement.

18. Non-Discrimination

In carrying out activities under this Agreement, Grantee shall not discriminate against any employee or applicant for employment on the basis of race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. Grantee shall take actions to insure that applicants for employment are employed, and that employees are treated during employment, without regard to their race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, or disability. Such action shall include but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Grantee shall state that all qualified applicants will receive consideration for employment without regard to race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. In regard to carrying out activities under this Agreement, Grantee shall further not arbitrarily refuse to provide services to any person and shall not discriminate in offering services on the basis of race, color, religion, age, sex, marital or economic status, national origin, sexual orientation, disability or source of income.

19. Severability

Commission and Grantee agree that if any term or provision of this Agreement is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the Parties shall be construed and enforced as if the Agreement did not contain the particular term or provision held to be invalid.

20. Choice of Law and Choice of Forum

This Agreement shall be construed according to the laws of the State of Oregon, without regard to its provisions regarding conflict of laws. Any litigation between the Commission and Grantee arising under this Agreement or out of work performed under this Agreement shall occur, if in the state courts, in the Multnomah County court having jurisdiction thereof, and if in the federal courts, in the United States District Court for the State of Oregon.

21. Survival

As of the date of termination of this Agreement, any pre-existing unresolved claim or dispute by either Party, including but not limited to, money owed, performance due, or any other obligations of the Parties, that is the result of the other Party's performance or non-performance, will, by their terms, survive termination of this Agreement and will be resolved in accordance with the terms and conditions of this Agreement. All indemnity and unperformed obligations will survive termination of this Agreement. The obligation under Section 5 to submit a Final Report shall also survive termination of this Agreement.

22. Assignment

This Agreement or any interest therein may not be assigned or subcontracted without the prior written consent of the Project Manager. In the event of transfer without prior written consent, the Commission may refuse to carry out this Agreement with either the transferor or the transferee and yet retain and reserve all rights of action for any breach of contract committed by Grantee.

Notwithstanding Grantee's use of any subcontractor for performance of this Agreement, Grantee shall remain obligated for full performance hereunder, and the Commission shall incur no obligation other than its obligations to Grantee under this Agreement. Grantee agrees that if subcontractors are employed in the performance of this Agreement, the Grantee and its subcontractors are subject to the requirements and sanctions of ORS Chapter 656, Workers' Compensation.

23. Electronic Means

The parties agree the Commission and Grantee may conduct this transaction, including any contract amendments, by electronic means, including the use of electronic signatures.

24. Notice

Any notice provided for under this Agreement shall be sufficient if in writing and (1) delivered personally to the following addressee, (2) deposited in the United States mail, postage prepaid, certified mail, return receipt requested, (3) sent by overnight or commercial air courier (such as Federal Express), or (4) email addressed as follows, or to such other address as the receiving party hereafter shall specify in writing:

If to the Commission:

Attn: Rebecca Gibbons, Project Manager:
Mt. Hood Cable Regulatory Commission
c/o City of Portland/ OCT
P.O. Box 745
Portland, OR 97207-0745
Email: rgibbons@mhcrc.org

If to Grantee:

Attn: Jon Worona, Director of Digital Strategies
Multnomah County Library
205 NE Russell St
Portland, OR 97212
Email: jonrw@multcolib.org

Any such notice, communication or delivery shall be deemed effective and delivered upon the earliest to occur of actual delivery, three (3) business days after depositing in the United States mail as aforesaid, one (1) business day after shipment by commercial air courier as aforesaid or the same day an email transmission is sent (or the first business day thereafter if sent on a Saturday, Sunday or legal holiday).

AGREEMENT FOR COMMUNITY TECHNOLOGY GRANT: Mobile Computing Device
Library Self Checkout

GRANTEE SIGNATURE:

GRANTEE: Multnomah County Library

BY: _____ Date: _____

Name: _____

Title: _____

MT. HOOD CABLE REGULATORY COMMISSION SIGNATURES:

By: _____ Date: _____
Mt. Hood Cable Regulatory Commission Chair

Approved as to Form:

By: _____ Date: _____
Mt. Hood Cable Regulatory Commission Attorney



Application

00959 - 2019 Community Technology Grants
01112 - Mobile Computing Device Library Self Checkout
Community Technology Grants

Status: Submitted
Original Submitted Date: 08/06/2019 11:21 PM
Last Submitted Date: 08/30/2019 3:57 PM

Primary Contact

| | | |
|----------------|--------------------------------|---|
| Name: | Jon | Worona |
| | <small>Salutation</small> | <small>First Name</small> <small>Middle Name</small> <small>Last Name</small> |
| Email: | jonrw@multcolib.org | |
| Phone:* | 503-988-0335 | |
| | <small>Phone</small> | <small>Ext.</small> |
| Title: | Director of Digital Strategies | |

Organization Information

| | | | |
|------------------------------|--------------------------|-------------------------------|--------------------------------|
| Organization Name: | Multnomah County Library | | |
| Organization Type: | Non-Profit Entity | | |
| Tax ID | | | |
| Organization Address: | 205 NE Russell St | | |
| City* | Portland | Oregon | 97212 |
| | <small>City</small> | <small>State/Province</small> | <small>Postal Code/Zip</small> |
| Phone: | 503-988-5496 | | |

Executive Summary

[Executive Summary](#)

The Executive Summary is your opportunity to introduce your project.

Multnomah County's Central Library patrons are greatly affected by the digital divide and less likely than other populations in the county to own their own computer or have internet access where they live.

Library WiFi use is on the rise (increasing by 43% over the last 3 years). We know that most patrons own a smartphone, but many use public library WiFi on their device, and many others still rely on library computers. We think this is because certain tasks benefit from a keyboard and a larger display (e.g. word processing for resumes and online job applications). This trend toward the use of wireless devices is especially apparent at Central library, where Chromebook checkouts are high (averaging 1,300 check outs per month, over 15,000 per year for the last 3 years). Since the introduction of Chromebooks in the library in 2011, usage has increased over time. As a result of this trend the library has been shifting resources to enable more wireless computing, increasing the number of Chromebooks available in most locations, and enabling wireless printing.

In order to meet the needs of patrons, the library will purchase two self-service mobile device stations and 48 Chromebook laptops for Central Library to lend to patrons. Chromebooks operate on public WiFi, which utilizes the Institutional Network (I-Net) to access online library resources and the Web in general.

Patrons will benefit from self check out of mobile devices to access the internet, with shorter wait times and no need to interact with a staff member for check out. They can choose where they use devices in the library, making internet access much more flexible, comfortable and accessible! Patrons will be able to get online quickly and make the best use of knowledgeable library staff to help them gain digital literacy, find information and resources they need online, write resumes and cover letters, apply for jobs, housing and benefits, or accomplish other goals that require online access.

The project will address language barriers by creating multiple language interfaces (Spanish, Vietnamese, Russian, & Chinese, in alignment with the library's We Speak Your Language program, collection guidelines and website) on the kiosks and will improve access and increase patron independence and self sufficiency to get online when and where they need to. Patrons can also set the Chromebook interface to other languages, automatically translate web pages, and change keyboard layout to their preferred language.

The kiosk connects with the integrated library system to ensure patrons using the kiosk are eligible to checkout materials. Patrons without library cards will be right across from Central Library's main information desk where staff register patrons for library cards to enable Chromebook usage and full access to all library resources (including technology guidance and training).

Self check out Chromebooks will give patrons direct access to devices and the internet and will free up staff time to support patron digital literacy needs. The kiosk will also eliminate Chromebook storage and charging issues, as the devices will be stored and charged in the public kiosk not behind a staff desk. Quick and easy access to an internet connected mobile device is supported by Multnomah County Library Priorities, including:

- The library mission: "Empowering our community to learn and create."
- Two pillars:
 - "Free access for all"
 - "A champion for equity and inclusion"
- Several priorities:
 - "Removing barriers: We invest in people who face the greatest barriers in life; We use public resources in ways that make the greatest impact."
 - "Honoring the past, embracing the future: We use research and community input to shape our services and spaces."

At the completion of the project, Multnomah County Library intends to continue offering this service at Central Library. It is our hope that the data collected and lessons learned will inform expansion of the service and modernization of all library spaces.

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Project Narrative

| | |
|------------------------------------|--|
| Total Grant Funds: | \$121,860.00 |
| Total Match Funds: | \$124,333.52 |
| Total Funds: | \$246,193.52 |
| Cable System Technology Use | I-Net |
| Proposed Technology | Mobile devices |
| Public Benefit Area | Reducing Disparities for Underserved Communities |
| Project Purpose | |

In defining the project purpose, applicants must:

Multnomah County Library's Central Library patron base has substantial communities that are greatly affected by the digital divide and are less likely than other populations in the county to own their own computer or have internet access where they live. 50%-60% of households in the area surrounding Central Library do not have home internet access and the area is qualified opportunity zone, with high risk of marginalization based on a composite index of 21 risk factors affecting the quality of life for these residents. (Factors included in the High Risk of Marginalization Index: 1) High Density of People of Color; 2) Lowest Household income; 3) Low Voter Registration; 4) Low Educational Attainment; 5) Low Birth Weight; 6) High Teen Births; 7) Density of Reported Violent Crime; 8) Density of Reported Assaults; 9) Density of Domestic Violence Assault; 10) Density of Reported Gang Activity; 11) Counts of Foster Care; 12) High % Unemployed; 13) High % Renter Occupied Housing; 14) % Below Poverty Level; 15) Language; % Age 5 and over Not Using English at Home; 16) Subsidy; % Receiving SNAP Benefits; 17) % of DCJ Active adult Offenders; 18) % of DCJ Juvenile Offenders; 19) % Receiving Multnomah Co. Mental Health Services; 20) Receiving Medicaid & WIC; 21) % Single Parent Households). We can reduce this disparity and promote digital inclusion by providing more awareness, visibility, availability, and quicker and easier access to the internet.

12% of the population in Central Library's downtown service area are 65 and older and 22% of the population in Central's service area are in poverty. These groups are less likely than younger patrons and patrons with higher incomes to own WiFi-enabled mobile devices.

With an average of more than 55,000 patrons entering the first floor Central Library lobby each month (664,416 patrons visited Central Library in Fiscal Year 2018), there is a significant opportunity to highlight the availability of internet connected laptops, lower barriers to check out and connect more patrons to the internet resources they need to accomplish their goals.

MCL's current internet access options for community members who do not own their own device are limited to:

- Use of the public access desktop computers, which requires staff to help, sometimes means waiting for a computer to become available, and offers little or no choice about where to sit, or
- Chromebook check out, which also requires staff check-out interaction and sometimes means waiting for a Chromebook to become available.

Many Central Library patrons struggle with the desktop computers being located in areas that are too crowded for their comfort, too loud, or too quiet, even.

Chromebooks need to be more visible and easier to access in order to provide the flexibility of movement for patrons to find conducive environments for their work. Currently Chromebooks are available on the 2nd floor of the library because this is where storage space is available behind a service desk and staff are positioned to facilitate access. There is limited signage and marketing of Chromebooks and the branded kiosk with graphics, text and devices in plain view will lead to greater awareness and access.

Library WiFi use is on the rise (increasing by 43% over the last 3 years). We know that most patrons own a smartphone, but many use public library WiFi on their device, and many still rely on equipment provided by the library. We think this is because certain tasks benefit from a keyboard and a larger display (e.g. word processing for resumes and online submittal of job applications). This trend toward the use of wireless devices is especially apparent at Central library, where Chromebook checkouts remain high (averaging 1,300 check outs per month, over 15,000 per year for the last 3 years). Since the introduction of Chromebooks for check out in the library in 2011, usage has steadily increased over time. As a result of this trend the library has been shifting resources to enable more wireless computing, including increasing the number of Chromebooks available in most locations (from 24 to 50 at Central Library), and enabling wireless printing.

In order to meet the needs of patrons, the library will purchase a self-service mobile device lending kiosk system and 48 Chromebook laptops for Central Library to lend to patrons. Chromebooks operate on public WiFi, which utilizes the Institutional Network (I-Net) services to access online library resources and the Web in general. The total amount of Chromebooks for use

at Central is slightly reduced -- from 50 to 48 -- due to the configuration limitations for the kiosk, but 48 is expected to meet demand based on current projections. The Chromebooks that will be replaced at Central will be repurposed to increase availability at other libraries (also I-Net) if there is sufficient demand or taken out of circulation and used as replacements when Chromebooks are lost or fail.

Patrons will benefit from self check out of mobile devices to access the internet, as there will be shorter wait times and no need to interact with a staff member for check out. Patrons will have the benefit of choosing where they use the device in the library, making internet access much more flexible and comfortable. Patrons will be able to get online quickly and then make the best use of knowledgeable library staff to help them gain digital literacy, find information and resources they need online, write resumes and cover letters, apply for jobs and housing, or accomplish other goals they have that online access can enable.

Chrome OS includes several rich accessibility tools out of the box to make it easier for patrons with disabilities to get up and running more quickly than on other platforms. For example, text-to-speech (screen reader and select-to-speak are helpful to the blind as well as to people with learning disabilities like dyslexia) and dictation; display: high contrast mode, screen magnifier, change screen resolution and text size; keyboard: sticky keys, on-screen keyboard, keyboard focus highlighting, keyboard repeat rate, word prediction, and type with your voice; mouse and touchpad: automatic clicking, tap dragging, cursor highlighting, and change the cursor's size; and more. These tools unlock the computing experiences and opportunities for patrons with diverse abilities. Some of these features such as automatic mouse clicking must be purchased separately for other platforms like Microsoft Windows.

These Chromebooks are also small and lightweight, which allows patrons with disabilities greater flexibility in choosing their environment for their computing needs compared to the fixed desktop stations. For example, they may select a quieter library space, a larger desk or mobility device work surface, or someplace with more or less light as needed for accommodations. Chromebook laptops are also easier than fixed desktops in rows for small groups to collaborate with each other and for patrons to work with a library staff member. The ease of self service checkout will make these devices with accessibility features easier to access and more widely known by patrons who need them most.

Initially, staff will talk to patrons about the new service and orient them to the interface. The marketing graphics on the kiosk cabinet itself, the interactive display, and patrons using the kiosk will increase awareness about Chromebook availability. The kiosk will be located on the first floor in the main lobby where it will be most visible to patrons. The kiosk will also be visible from the service desk where patrons ask staff for help on all topics. Once the self service kiosks are up and running, staff will be free to shift their time from administering device check-out to digital literacy training and support.

Peer libraries, including Los Angeles Public Library, report immediate user satisfaction and quick adoption of the self service technology. If the pilot is a success, the library will consider expansion of the service to more locations as a part of the design framework for the future of library spaces to increase the availability of internet accessible devices throughout the library's 19 public locations.

The project will address language barriers to access by creating multiple language interfaces (e.g. Spanish, Vietnamese, Russian, and Chinese, in alignment with the library's We Speak Your Language program, collection guidelines and library website) on the kiosks and look for ways to improve access and increase patron independence and self sufficiency in their ability to get online when and where they need to. Staff will also train patrons on how they can change the default language, automatic translation abilities, and keyboard layout options of the Chromebook.

materials. Patrons without library cards will be right across from Central Library's main information desk with staff available to register patrons for library cards to enable Chromebook usage and full access to all library resources (in addition to providing technology guidance and access to training).

While this pilot will include only Chromebooks for checkout, since this is where current demand has already been demonstrated, the kiosk could accommodate other devices (e.g. Windows laptops, tablets, or power chargers) in the future, should patron needs change.

Self check out Chromebooks will give patrons the independence and flexibility to directly access devices and the internet and will free up staff time to support their digital literacy needs. The kiosk will also eliminate Chromebook storage and charging issues, as the devices will be stored and charged in the kiosk, in the public area, not behind a staff desk.

Currently staff spend a few minutes per check in and check out if there are no issues with the devices. This time interrupts the ability of staff to focus on more involved questions with patrons who need individualized help with information needs. In addition, library staff spend time 2 hours per week on upkeep including making sure the devices are working properly, and 1 hour per month on inventory control. In the current year (2019) statistics for stolen chromebooks a trending towards 24 stolen and 33 technical issues. Each one of these instances can take an average 1 hour each for staff to resolve. Increased monitoring and remote controls, better library branding, and the brackets for integration with the kiosk will reduce theft, and reduce staff time because most of the above functions are automated in the new system. Currently staff will manually check charge levels and manage the recharging of devices. This step is fully automated with the LaptopsAnytime solution. Currently staff manually check the condition of the Chromebook for issues. The LaptopsAnytime kiosk can be programmed to ask patrons if anything is wrong with the device when they return it, which can then be automatically sent to IT for resolution. All of the above savings in staff time will allow staff to help more patrons and spend more time with patrons with advanced information needs, disabilities, language barriers, and digital literacy.

Quick and easy access to an internet connected mobile device is in line with Multnomah County Library Priorities, including:

- The library's mission: "Empowering our community to learn and create."
- Two of our pillars:
 - "Free access for all"
 - "A champion for equity and inclusion"
- And several of our stated priorities:
 - "Removing barriers: We invest in people who face the greatest barriers in life; We use public resources in ways that make the greatest impact."
 - "Honoring the past, embracing the future: We use research and community input to shape our services and spaces."

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Evaluation Plan

How will you evaluate progress toward and achievement of the projects anticipated outcomes?

The evaluation plan should include evaluation questions, strategies or methodologies to collect data in order to answer the questions and steps to document findings and lessons learned.

The library currently keeps statistics for Chromebook usage including number of checkouts per day and the new system will provide more detailed usage statistics including number of checkouts, but also including amount of time devices are in use. The library will look for a 10% increase in the number of checkouts and report on the amount of time devices are used. Usage statistics will also evaluate if the reduction from 50 available Chromebooks for checkout via staff to 48 Chromebooks for self-service checkout (a reduction of only two available devices) has any unintended negative impact.

On the kiosk user interface, an interactive survey will be presented at the time of return, allowing the library to gain valuable feedback on things like user interface, device feedback, overall kiosk experience, and more. We will explore the ability to gather information about the kinds of tasks performed in a general way, respecting patron privacy.

Patron surveys may include assessment of ease of access, visibility of the kiosk, needs and challenges associated with the kiosk and Chromebooks.

By observation, staff will be able to measure the time required for the existing manual process check out and compare to the new automated process to determine the amount of productivity time saved for patrons and staff to be used for more important tasks.

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Project Partners

A "Project Partner" is defined as an organization that supplies cash or in kind resources and/or plays an active role in the planning and implementation of the project. You should present who your Project Partners are, their respective roles in the project, and specific contribution each partner will make to the project in the form of financial support, equipment, personnel, or other resources.

Not Applicable

(This field has a character limit of 4000)

PROJECT FEASIBILITY SECTION includes: Technical Design, Implementation Plan, Organizational Capacity and Project Budget (see Final Application Budget form)

Technical Design

The Technical Design should specify in detail the proposed technology and equipment to be employed; the rationale in selecting the particular technology; how the technical design supports the projects use of the community access channels and/or the I-Net; and the plans for maintaining and upgrading the system or equipment in the future.

LaptopsAnytime is the premiere provider of proprietary all-in-one automated laptop self-checkout stations used by Public Libraries and Universities for patrons. The library intends to use the stations to loan 48 Chromebooks which operate on the Library's public guest WiFi, which relies upon the Institutional Network (I-Net) services to access online library resources and the Web in general. In addition, the kiosk stations connect to the wired staff enterprise network via ethernet in order to enable centralized server management, remote monitoring and troubleshooting, usage reporting, error notifications, patron authentication, system updates, and emailed receipts. All of these functions employ the I-Net for connections between Library buildings, County data centers, and to some extent for outbound emails to patrons.

The LaptopsAnytime technology can accommodate a wide variety of devices including the Chromebook models already provided for public use at the Library. In addition, should the library want to change service design models in the future, the self-checkout stations can accommodate most Windows PC, Mac, Chromebook, mobile devices, and even portable power banks for patrons' mobile devices. LaptopsAnytime kiosks are also able to offer multiple types of devices in the same kiosk at the same time.

LaptopsAnytime has been a leader in this kind of automated kiosk services since 2008. No other vendor offers their unique self-service hardware and back-end software dispensing and monitoring services.

Stations are specially designed to directly dock the above devices into power for recharging. Among other proprietary features, LaptopsAnytime's automated systems:

- Use centralized server management to network all installed systems – Laptop and Tablet Dispensing Kiosk Stations – and provide audit trails of checkout duration, software, and user authentication
- Enable County IT and Library administrators to use the system to set minimum battery life that needs to be reached in order for a device to be readied for checkout; Ensure proper inventory management by (a) monitoring and tracking status of mechanical locking mechanisms and devices themselves to notify facility of needed service and (b) authenticating users via our new Integrated Library System (ILS), SirsiDynix Symphony using SIP-2 (and/or LDAP or credit/debit card users) to ensure that checkout activity take place by authorized patron;
- Rapidly recharge devices, determine battery life (in real-time), wipe them clean of user data and restore them to pre-set state thereby readying devices for self-service checkout and self-monitor its systems with email notifications sent to administrators per predetermined protocol
- Have capability whereby end-user who returns device can indicate to the kiosk what (if anything) is wrong with a device and have that device/bay be blocked until service can be arranged

Hardware Features

- Custom built "secure" bays to accommodate any laptop/netbook/tablet brand, size, and shape, typically in multiples of 6 (Host Stations of 6- and 12-bays, and Companions of 12- and 18- bays). Should additional capacity be required, companion bays can be added to each of the two hosts in our design.
- Our proposed design calls for two (2) 12 Bay Host units, each paired with one 12-bay Companion (expandable with additional Companions).
- Two host units will allow for two patron queues during peak demand, redundancy in case of technical issues, and more potential for expansion and movement of one or both stations to better meet patrons where the service is needed most.
- Capability of mix-n-match different devices within same kiosk system
- Customized kiosk graphics and/or color scheme for the enclosures
- Automatic recharging of all devices within the kiosk
- Bar code reader for user authentication via library card
- Stations are mobile and easily moved from one location to another
- Systems can be placed in public spaces with access and security protocols to restrict usage to authenticated users
- Simple for patrons to physically remove device and to place it back in the bay - no handling of cables or doors required

Software Features

- Kiosk interface and controller runs in a secure Linux OS with the ability to manage kiosks by groups or individually.
- Ability to vend/control multiple device types, allowing the user to choose the device type, e.g. laptop or tablet (should we

decide this is desirable in the future)

- Ability to monitor the battery life of the device and give administrators the ability to choose the battery minimum at time of checkout
- Ability to authenticate users via ILS including guest user cards
- Ability to customize the user interface on demand remotely, in English and four other languages identified by the Library as significant in our community (i.e. Spanish, Vietnamese, Russian, and Chinese)
- Ability to remotely manage kiosk secure login
- Kiosk can send email receipt to users after each session
- Kiosk camera option that takes a picture of each user at time of checkout (Library to evaluate privacy considerations and determine whether or not to use this feature)
- Automatic remote monitoring, troubleshooting and basic system diagnostics
- Kiosk emails administrators with trouble codes, e.g. if laptop fails to eject, kiosk fails to check in, RFID reader fails etc. and kiosk proactively shuts down "troubled" bay or "bad" device until administrator can check on the issue
- Ability to record and email administrators with laptop issues. Kiosk gives user the ability to notify administrators of laptop issues (broken screen, keyboard etc) for their immediate attention
- Ability to pull reports on kiosk usage that include checkout/rental times, rental length, number of checkout/rentals, and dollar amounts
- Kiosk can present a customized on-screen surveys to the patron that the Library can use to measure patron satisfaction, equipment issues, and general feedback
- Safe and secure usage sessions

LaptopsAnytime kiosks are unique in that they use space efficiently, provide necessary accountability and systems integration, and provide a complete user-friendly solution. This solution will make available 48 Chromebook laptops in the Central Library to lend to patrons. Chromebooks operate on public WiFi, which relies upon the Institutional Network (I-Net) services to access online library resources and the Web in general.

At the completion of the project, Multnomah County Library intends to continue offering this self checkout service at Central Library. It is our hope that the data collected and lessons learned will inform potential expansion of the service as well as the redesign of other library spaces and staffing models in our system. The library will continue with the hardware and software services agreements with LaptopsAnytime which allow for device upgrades and retrofitting every three years. The library could refresh the Chromebook models with current devices and LaptopsAnytime will engineer their integration with the kiosks as part of ongoing hardware services agreement.

(This field has a character limit of 10000)

Proposed Project Start and End Date:

Projects may include timelines of up to 36 months.

Proposed Start Date (month/year) September 9, 2019

Proposed End Date (month/year) August 28, 2022

Implementation Plan

The Implementation Plan should include major tasks and milestones in addition to detailed tasks needed to successfully implement the project.

September 2019 - December 2019

The project begins with County IT Contracting (3-5 months). IT Contracting requires an Action Request Form (ARF) to review standard vendor Contracts, License Agreements, and any additional terms and will negotiate as necessary with LaptopsAnytime vendor. County IT will also perform a software/hardware review and an IT Security review. County IT will also begin gathering requirements, and providing definition to the concepts, workflows, and functionality required of the program. County IT and Library will develop and confirm project goals and roadmap. County IT and Library will place all equipment and service orders necessary for equipment and building modifications to support the project.

December 2019 - March 2020

County Facilities will install electrical circuits, outlets, and ethernet ports for the kiosk cabinets in Central library. Library will develop applicable outreach communications. Library Marketing and Online Engagement will design graphics and create signage and messaging. County IT and Library project staff will create and translate into several languages (i.e. Spanish, Vietnamese, Russian, and Chinese, in alignment with the library's We Speak Your Language program, collection guidelines and library website) all necessary forms, surveys, acceptable use policies and documentation for patrons who will use this service. The Library will work with an approved translation vendor that has expertise in software translations (e.g. Linguava) to translate content and navigation. County IT will work with LaptopsAnytime vendor to integrate checkouts with SirsiDynix Integrated Library System (ILS). County IT will build endpoint configuration settings for Chromebooks in Google Admin.

April 2020 - June 2020

Vendors ship and County IT receives delivery of Chromebooks and kiosk cabinets and bays. LaptopsAnytime vendor and County IT to install cabinets at Central Library. LaptopsAnytime vendor performs Chromebook hardware modification and installation/setup with County IT. County IT and Library develop and execute user acceptance testing, staff training, and ongoing support model. After sign-off from successful testing of equipment and processes the Library will deploy marketing and outreach materials to the community.

Project enters "Go Live" and our public community begins to use the kiosks to check out Chromebooks at Central Library.

June 2021

Library to conduct staff evaluation of project (e.g. surveys and/or interviews) to measure how well the system has performed, how easy it is to use and support, and general perceptions of the project, equipment, and service. Library to process and evaluate patron responses (submitted through kiosk at check-in) that have been collected by the LaptopsAnytime kiosks. Library and County IT propose and execute modifications based on staff and patron feedback.

June 2022 - August 2022

Library to conduct a follow-up staff evaluation of project (e.g. surveys and/or interviews) to measure how well the system has performed, how easy it is to use and support, and general perceptions of the project, equipment, and service. Library to process and evaluate patron responses (submitted through kiosk at check-in) that have been collected by the LaptopsAnytime kiosks. Library generates a final report on the project for internal review and for MHCRC.

(This field has a character limit of 21000)

Organization Capacity

The applicant should demonstrate the Organization's capacity to successfully integrate the project into the organization.

The library has offered Chromebooks in all locations since 2011 (thanks to a 2010 grant project funded by MHCRC called "Computers in Libraries"). Library patrons, staff, and IT staff are comfortable using and supporting Chromebooks and training needs should be minimal.

Self checkout of books and media has been commonplace in all library locations since 2011, with pilot projects beginning in 2002. Staff are comfortable transitioning patrons from manual to self service technology assisted processes. For patrons new to Chromebooks in the library (and those who are transitioning to the new process) the self-explanatory, self-guided graphical interface is expected to be easy to understand for the uninitiated and should require little if any patron support for most interactions.

The kiosk will integrate with the integrated library system (ILS). IT support for ILS integration is provided by the self-service kiosk vendor and IT is skilled at ILS integrations with 3rd party services.

(This field has a character limit of 5500)

Measurable Project Outcomes

What project outcomes do you hope to achieve for the identified community or targeted beneficiaries through the use of the proposed technology?

A self service Chromebook kiosk in the first floor lobby of Central Library will increase access to the internet and reduce barriers and disparities for disadvantaged and disconnected patrons in the County. By eliminating barriers to access (e.g. lack of awareness that these devices are available to library visitors, and the need to interact with a staff member who may be busy with other patrons), library users can jump right to the tasks they need to accomplish online and access staff for higher level digital literacy needs and online resource. When library staff time facilitating check out of Chromebooks decreases, staff will be able to increase time spent helping patrons accessing online library and wider Web resources, building resumes, applying for jobs and social services, and exploring ways to get a low or no cost computer and low cost internet where they live to expand their access to the internet beyond the library's open hours.

Peer libraries, including Los Angeles Public Library, report immediate user satisfaction and quick adoption of the self service technology. If the pilot is a success, the library will consider expansion of the service to more locations as a part of the design framework for the future of library spaces to increase the availability of internet accessible devices throughout the library's 19 locations.

Outcomes:

- Outcome 1: As a result of improved access to Chromebooks, Central Library will increase patron access to Chromebooks by at least 10% within the first year of implementation (e.g. more checkouts by more patrons). Where Central Library is located, in the city of Portland, more than 9% of residents have disabilities and more than 16% are living in poverty; this program will ensure that these residents have better access to the technology and internet access they need to succeed in life.
 - Outcome 2: Patrons will feel more confident, comfortable, and self sufficient in utilising Chromebooks at Central Library.
 - Outcome 3: Central Library staff will report spending less time on administering Chromebooks and more time assisting patrons with device and internet use.
-

Budget Narrative

Budget Narrative

PERSONNEL

Project Director. The Project Director will oversee all aspects of the grant project.

Responsibilities will include ensuring that budget and timeline targets are met, selecting contractors, putting together an advisory committee, preparing project reports, working with the evaluation consultant to develop the project evaluation, and supervising the project staff.

The Project Director will work 120 hours over the course of the project. Based on salary with fringe benefits equivalent to an hourly rate of \$ 92.36 the cost to the project will be \$11,083.20.

Grant Funds: \$0

Match: \$11,083.20

Library Project Manager. The Library Project Manager will oversee the tactical aspects of the project within the Central Library. Responsibilities will include coordination of library staff for training, coordination with Central Library managers and lead workers to coordinate timing and installation of the Equipment, follow up on evaluation, etc. The Library Project Manager will work 80 hours over the course of the project. Based on salary with fringe benefits equivalent to an hourly rate of \$53.21 the cost to the project will be \$4,256.80.

Grant Funds: \$0

Match: \$4,256.80

IT Contracting Staff. IT contracting will work with the project director and the vendor to understand and document the requirements for the system and ensure that a suitable contract is negotiated that meets all of the library's technical functional requirements and business requirements and provides adequate protections and remedies so that the library receives full value for the product and services provided by the vendor. IT contracting will work 60 hours over the course of the project. Based on salary with fringe benefits equivalent to an hourly rate of \$77.10 the cost to the project will be \$4,626.00.

Grant Funds: \$0

Match: \$4,626.00

IT Security Staff. IT Security will assess the type of data (i.e. patron and county data) used by the system where it is stored, who has access, what kind of data protection are in place and assess overall risk to patrons and the county in order to advise library project staff, IT contracting, etc. in order to ensure the system is secure and that the vendor contract provides adequate protections for patrons and the county. IT security will work 8 hours over the course of the project. Based on salary with fringe benefits equivalent to an hourly rate of \$84.80 the cost to the project will be \$678.40.

Grant Funds: \$0

Match: \$678.40

Library Marketing and Online Engagement Staff. Library marketing staff, especially graphic designers and online content and UX designers will work on graphic design for the kiosk "wrap" graphics, as well as on screen content for the user interface. This department will also coordinate translations of on screen content from English into four additional languages (Spanish, Vietnamese, Russian, and Chinese). Marketing and online engagement staff will work 16 hours over the course of the project. Based on average salary with fringe benefits equivalent to an hourly rate of \$77.00 the cost to the project will be \$1,232.00.

Grant Funds: \$0

Match: \$1,232.00

County IT Networking Staff. Responsibilities include setting up the kiosk device on the network. Some analysis will be needed to determine if the kiosk device should be on the enterprise network for access and security or if it should be on the public partition of the network to protect county data and allow IT staff, library staff, and the vendor to access the device for reporting, maintenance, troubleshooting, etc. Chromebooks will likely be provisioned on the public "guest" WiFi. The networking staff will work 48 hours over the course of the project. Based on average salary with fringe benefits equivalent to an hourly rate of \$86.64 the cost to the project will be \$4,158.72.

Grant Funds: \$0
Match: \$4,158.72

Library Computing Solutions Engineer. The computing solutions engineer will serve as a technical project manager. The Solutions Engineer will create, test, and manage the Chrome management configurations for the Chromebooks (e.g. user preferences, network, and security settings). They will work with the LaptopsAnytime vendor to configure and maintain the kiosk settings. They will work with project manager and vendor to coordinate design, installation, and management as required. The Solution Engineer is an escalation for support requests and can help with training and testing as required. The Library Computing Solutions Engineer will work 100 hours over the course of the project. Based on salary with fringe benefits equivalent to an hourly rate of \$84.80 the cost to the project will be \$8,480.00.

Grant Funds: \$0
Match: \$8,480.00

IT Desktop Support Staff. Desktop support will manage the Chromebooks in much the same way they manage Chromebooks and wired PCs today, from ordering through provisioning and deployment into the kiosks. They will ensure that the devices are operational and free from issue by responding to escalated support requests. Desktop support will work 160 hours over the course of the project. Based on salary with fringe benefits equivalent to an hourly rate of \$56.29 the cost to the project will be \$9,006.40.

Grant Funds: \$0
Match: \$9,006.40

Central Library Staff. Central Library Staff will learn in trainings from the library project manager how the kiosk works in order to direct patrons to the new access model for Chromebooks and support their transition from staff assisted check-out to self service. They will observe how the new system works for patrons, observe usage and patron flow in the lobby to and from the kiosk to access and return devices in order to help with evaluation and adjustments to the service model. Central Library staff will work a combined 380 hours over the course of the project. Based on average salary with fringe benefits equivalent to an hourly rate of \$50.00 the cost to the project will be \$19,000.00.

Grant Funds: \$0
Match: \$19,000.00

CONTRACTUAL

Equipment Maintenance. LaptopsAnytime vendor will provide 36 months (three years of project) of ongoing maintenance for the project's equipment. Based on a quote from the vendor, it is estimated that a maintenance contract costs \$13,184.00 per year.

Grant Funds: \$0
Match: \$39,552.00

Software Licensing. LaptopsAnytime vendor will provide 36 months (three years of project) of ongoing software licensing. Based on a quote from the vendor, it is estimated that the annual licensing agreement costs \$6,800.00 per year.

Grant Funds: \$0
Match: \$20,400.00

Equipment and Software Installation. LaptopsAnytime vendor will provide On Site Installation (2 days work). Based on a quote from the vendor, it is estimated that this is a one time cost of \$2,500.00

Grant Funds: \$2,500.00
Match: \$0

Library System Integration. LaptopsAnytime vendor will provide one time integration with the library system to allow patron authentication with their library card, allowing patrons with library cards access to the laptops. Based on a quote from the

vendor, it is estimated that this is a one time cost of \$3,500.00

Grant Funds: \$3,500.00

Match: \$0

LaptopsAnytime Kiosk Hosts (2 X 12-Bay Hosts). LaptopsAnytime vendor will provide two (2) kiosk "host" units which provide the user interface and control center. The host itself holds and dispenses 12 Chromebooks and it controls an attached "companion" unit which loans 12 additional Chromebooks (for a total of 24 Chromebooks per host+companion combinations -- the project includes two of these combinations for a total of 48 Chromebook bays). Based on a quote from the vendor, it is estimated that one (1) twelve(12)-bay host will cost \$23,950.00. Total cost for two (2) hosts is estimated at \$47,900.00.

Grant Funds: \$47,900.00

Match: \$0

LaptopsAnytime Companion Stations (2 X 12-Bay Companion Stations). LaptopsAnytime vendor will provide two (2) twelve(12)-bay compantion stations which connect to the user interface and control center "host" (see above). Based on a quote from the vendor, it is estimated that one (1) twelve(12)-bay companion station will cost \$20,000.00. Total cost for two (2) companion stations is estimated at \$40,000.00.

Grant Funds: \$40,000.00

Match: \$0

LaptopsAnytime extra Chromebook rails. The "hosts" and "companion stations above come with rails or brackets that attach to Chromebooks to allow them to slide into bays and lodge in the device securely. In the event of damage or loss, extra rails will allow the library to affix replacement rails to new Chromebooks and restore the kiosk to full service capacity. Based on a quote from the vendor, it is estimated that one (1) rail will cost \$150.00 and the library will purchase 5 extra rails. Total cost for five (5) extra rails is estimated at \$750.00.

Grant Funds: \$0

Match: \$750.00

EQUIPMENT

Chromebooks. The library will purchase forty-eight (48) Chromebooks for the 48 bays in the host and companion units described above. Based on a quote from County approved equipment supplier CDW-G, it is estimated that one (1) Chromebook will cost \$320.00. Total cost for forty-eight (48) Chromebooks is estimated at \$15,360.00.

Grant Funds: \$15,360.00

Match: \$0

Replacement Chromebooks. The library will purchase five (5) spare Chromebooks in case original Chromebooks are damaged, lost, or stoplen. Based on a quote from County approved equipment suppliers, it is estimated that one (1) Chromebook will cost \$320.00. Total cost for five (5) spare Chromebooks is estimated at \$1,600.00.

Grant Funds: \$1,600.00

Match: \$0

MISCELLANEOUS

Chrome Operating System Licensing. The library will license Chrome OS for each of the 48 Chromebooks in operation in the

kiosk. Based on a quote from County approved equipment suppliers, it is estimated that one (1) Chromebook OS license will cost \$26.25. Total cost for forty-eight (48) Chromebooks is estimated at \$1,260.00.

Grant Funds: \$0

Match: \$1,260.00

Translation Services. In order to translate the kiosk host on screen user interface from English into four additional languages (Spanish, Vietnamese, Russian, and Chinese), the library will use an approved County vendor for translation services. Based on a quote from an approved vendor, translation services are available at \$0.22 per word for written translation. Allowing for more than 550 words per each of the four of the additional languages (568 words per language), it is estimated that translation services will cost approximately \$500.00 in total.

Grant Funds: \$500.00

Match: \$0

INFRASTRUCTURE CONSTRUCTION / FACILITIES CONSTRUCTION

Ethernet Cabling and Outlet Installation in Central Library. The kiosk required networked data connectivity for communication with the integrated library system for patron authentication, with the IT administrators for device troubleshooting and monitoring, with library staff for statistics monitoring, and with the vendor for software updates and maintenance. The library will work with the Department of County Assets IT and Facilities staff to pull ethernet cables and install wall jack outlets to identified locations in the Central Library 1st floor lobby area, near the stairs and staff desks for maximum visibility and proximity to staff for assistance and library card registration and account service. Based on internal service rates for this kind of installation, the library has received an estimate of approximately \$5,000 for two data jack installations.

Grant Funds: \$5,000.00

Match: \$0

Electrical Power Outlet Installation in Central Library. The kiosk requires electric power. The library will work with the Department of County Assets Facilities staff to install wall power outlets to identified locations in the Central Library 1st floor lobby area, near the stairs and staff desks for maximum visibility and proximity to staff for assistance and library card registration and account service. Based on internal service rates for this kind of installation, the library has received an estimate of approximately \$3,000 for each of two (2) power outlet installations.

Grant Funds: \$6,000.00

Match: \$0

Statement of Matching Resources

A project will not be considered eligible for funding unless the applicant documents the capacity to supply matching resources of at least 50 percent (50%) of the total project cost.

The Statement of Matching Resources is essential to understanding which project costs identified in the Budget Narrative and the line Item Budget will be supported by the applicant organization and which project cost will be supported by Project Partners.

The library will supply matching resources of more than 50% of the total project cost.

Total project cost = \$245,611.52

Library matching resources = \$123,251.52

- Personnell: Library and County IT
 - Contractual: hardware services and license agreements
 - Miscellaneous
-

Line Item Budget

| Cost Category | Grant Funds | Match Amount | Project Total |
|---|---------------------|---------------------|---------------------|
| Personnel | \$0.00 | \$61,289.52 | \$61,289.52 |
| Education and Training | \$0.00 | \$0.00 | \$0.00 |
| Travel | \$0.00 | \$0.00 | \$0.00 |
| Contractual | \$6,000.00 | \$59,952.00 | \$65,952.00 |
| Equipment | \$104,860.00 | \$750.00 | \$105,610.00 |
| Infrastructure/Facilities Construction | \$11,000.00 | \$0.00 | \$11,000.00 |
| Miscellaneous | \$500.00 | \$1,260.00 | \$1,760.00 |
| Overhead | \$0.00 | \$0.00 | \$0.00 |
| Totals | \$122,360.00 | \$123,251.52 | \$245,611.52 |

Final Application Signature

Signature of Duly Authorized Representative

Vailey Oehlke

Date

08/06/2019

Title

Director of Libraries

Phone

503-988-5403

E-mail

vaileyo@multcolib.org

Supplemental Material Attachments

Partner Commitment Letter(s)

Grant Agreement -- Attachment 2

EXAMPLE OF INTERIM REPORT INFORMATION

ACTIVITIES AND PROGRESS

Describe project activities that focus on the intended outcomes and/or progress made toward the outcomes. Provide both quantitative and qualitative details as they relate to an activity.

VIDEO OUTPUT

If the grant intends to produce video programming for the community media channels, describe the programming produced.

EVALUATION AND LEARNINGS

Summarize the key evaluation steps completed or underway. What are the primary lessons learned thus far about the project? Have you had any course corrections or adjustments to your project based on learnings thus far? How might these learnings impact project implementation in the next Reporting Period?

IMPLEMENTATION SUCCESSES AND CHALLENGES

By using the project's original implementation plan/timeline (included in Attachment 2 to the Grant Agreement, The Implementation Plan), provide a mark-up of the plan indicating the status of your project in relation to the original plan/timeline by adding a "status" column to your activities list.

Describe any anticipated and unanticipated successes and challenges.

EXPENSE DETAIL

Provide a line item accounting, in context of the original grant budget, of the expenditures incurred during the Reporting Period; including both Grant fund and Matching fund expenditures.

Provide a clear narrative of the expenditures incurred for each line item identified above.

Provide a clear explanation of any expenditure that substantially differs from the original Grant budget.

WORK SAMPLES

Periodically, the MHCRC will use photos and videos (with permission) on our website to highlight the work of the organizations we support. Please send us photos or videos that illustrate the impact of the grant project in the community. (By sharing photos or videos, you acknowledge that any and all material you are providing has been obtained with appropriate signed media releases and may be shared with the MHCRC's stakeholders and broader audiences.)

EXAMPLE OF FINAL REPORT INFORMATION

RESULTS

Describe the significant project activities that took place throughout the life of your project and how these activities contributed to the realization of the original project purpose and outcomes. (As applicable, please quantify your results as they related to your original project outcomes, i.e. numbers of people served, the demographics of those served, the number and type of content created, the number/type of classes/programs offered, etc.)

Outline your evaluation process, including evaluation tools and methods. Detail the results of your evaluation.

Do you have a testimonial story to tell that captures the essence of the project's impact? (Where anonymity is required, please use pseudonyms.)

REFLECTIONS

What did you learn about the problem or issue you were trying to address?

What did you learn about the population served?

What factors contributed to your success?

What, if any, were the significant challenges encountered? How did you address both anticipated and unanticipated challenges in the course of the project?

SUSTAINABILITY

Will the project/program continue beyond the term of this Grant? If so, what are your next steps and plans for continuing or changing the project/program?

EXPENDITURE DETAIL

Provide a line item accounting, in context of the original grant budget, of the expenditures incurred during the Project term; including both Grant fund and Matching fund expenditures.

Provide a clear narrative of the expenditures incurred for each line item identified in Step 1.

Provide a clear explanation of any expenditure that substantially differs from the original Grant budget.

WORK SAMPLES

Periodically, the MHCRC will use photos and videos (with permission) on our website to highlight the work of the organizations we support. Please send us photos or videos that illustrate the impact of the grant project in the community. (By sharing photos or videos, you acknowledge that any and all material you are providing has been obtained with appropriate signed media releases and may be shared with the MHCRC's stakeholders and broader audiences.)

COVER SHEET – AGENDA ITEM #R2

For Commission Meeting: September 9, 2019

“Community Technology Grant Agreements: Junior Achievement of Oregon & SW Washington”

Recommendation

Staff recommends that the Commission approve the Community Technology Grant agreement with Junior Achievement of Oregon & SW Washington for \$31,286.

Background

At its June meeting, the Commission selected 8 Pre-Applications to invite to apply for funding. Following the Commission’s decision, MHCRC staff engaged all 8 applicants in a process to complete full grant applications and contracts. One applicant, Open Signal, has since withdrawn its application due to changes in staff capacity. MHCRC staff has reached agreement on a final grant application and contract with Junior Achievement of Oregon & SW Washington and recommends approval at the September 9 meeting.

The JA BizTown and BZTV Technology and Equipment Improvement Project aims to provide 400 Multnomah County low-income students in 4th through 6th grade with digital video production equipment training through its flagship elementary education program. With grant support, Junior Achievement will upgrade its aging video equipment in order to provide students with access to state-of-art technology (the production studio is currently still functioning in standard definition, having not yet made the leap to high definition).

In follow up to Commissioner comments at the June meeting, staff worked with Junior Achievement to more clearly define the project purpose - including clearly identifying the beneficiaries and the proposed solution and detailing outcomes specific to the impact of technology on the educational services provided to students (see Project Purpose and Outcomes sections). In addition, staff clarified elements of the project implementation plan to ensure enough time for the project to be developed, implemented and fully evaluated. During this due diligence on project plan details and the applicant’s deeper dive into the project design with technical consultants, it became clear that the pre-application estimated budget overlooked some equipment and facilities needed to successfully implement the project and make the student experience more enjoyable and closer to real-world experiences. Elements overlooked included a switcher, PIVOTCam camera, and facilities upgrades (see Technical Design and Budget sections). As a result, staff is recommending that the Commission consider funding the project at an increased level to ensure the success of the project. Due to the withdrawal of the Open Signal application (\$145,000) and built-in grant fund contingency, the Commission has the funding to accommodate this increase in the grant request. Matching funds increased significantly.

| | Grant Request | Total Project Budget |
|-------------------|---------------|----------------------|
| Pre-Application | \$15,537 | \$31,074 |
| Final Application | \$31,286 | \$90,630 |

As part of the normal grantmaking process, Comcast is given the opportunity to review all final grant applications and contracts prior to staff moving the contracts forward for Commission consideration.

Attachment: Draft Community Technology Grant Agreement

Prepared By: Rebecca Gibbons
September 3, 2019

AGREEMENT FOR COMMUNITY TECHNOLOGY GRANT

This Agreement is between the Mt. Hood Cable Regulatory Commission (Commission), through the Office for Community Technology (OCT), and Junior Achievement of Oregon & SW Washington (Grantee) (together referred to as the “Parties”).

RECITALS:

This Agreement is entered into for the purpose of providing the Commission's grant funds for the Grantee's JA BizTown and BZTV Technology and Equipment Improvement Project.

AGREEMENT:

1. Grant Amount, Use of Grant

Grantee is awarded a total amount of \$31,286 for specific capital costs related to the Grant project. Grantee shall use the Grant funds exclusively for the purposes outlined in its Grant Application (the "Grant"). The Grant Application is attached to this Agreement as Attachment 1. Grantee shall not use the Grant funds for any purposes other than those set forth in Attachment 1.

2. Project Manager

The Commission's Project Manager shall be Rebecca Gibbons or such other person as shall be designated in writing by the OCT Community Technology Program Manager.

3. Payments

Upon submission of an invoice from Grantee, and upon certification by the Project Manager that the invoice is in accordance with this Agreement, the Commission shall pay to the Grantee \$31,286 as specified in the invoice within thirty (30) days after receipt of the invoice.

Grantee shall submit the invoice online through the Commission's online grants management system using the claims module. The invoice, uploaded as an attachment to the grants management system claims module, shall be on Grantee's letterhead, signed and dated by an authorized representative of Grantee and addressed to “MHCRC c/o City of Portland.” The invoice shall include an invoice number, the title of the Grant project and the total grant amount authorized by the Grant. If the Project Manager finds that the invoice is not in accordance with this Agreement, the Project Manager shall notify the Grantee of the reason(s) for the disallowance and non-payment.

All expenditures made from Grant funds for Grant project capital costs must be made at least sixty (60) days prior to the expiration of this Agreement.

Grantee shall repay to the Commission, thirty (30) days prior to the expiration date of this Agreement, any Grant funds that have not been expended for Grant purposes.

4. Financial Records

Grantee shall account for the Grant funds separately in its books of accounts. Grantee shall

charge only Grant-related expenditures against Grant funds.

Grantee agrees to keep accurate and complete financial records that will enable the Commission to easily determine the use of Grant funds and the allocation method of Matching Funds committed by Grantee and Project Partners in the Grant for the project. Grantee shall maintain all financial records related to the Grant for one (1) year after the termination of this Agreement. Grantee shall provide the Commission prompt access to these records upon request and permit copying as the Commission may require.

5. Reports

Grantee shall submit Interim Status Reports and a Final Status Report (collectively referred to as 'Report(s)') to the Project Manager using the Commission's online grants management system. The Reports shall include both programmatic and financial information as established by the Commission. An example of the range of report information collected is attached to this Agreement as Attachment 2. For a Report to be acceptable to the Project Manager, the Grantee shall document and clearly describe the progress of the grant scope in accordance with the reporting schedule defined below.

Interim Status Reporting periods are October 1, 2019 to February 29, 2020; March 1, 2020 to June 30, 2020; July 1, 2020 to December 31, 2020; January 1, 2021 to June 30, 2021. Interim Status Reports are due within thirty (30) days of the end of each reporting period.

Grantee shall submit a Final Status Report no later than January 31, 2022.

Interim and Final Status Reports shall include an accurate and complete financial report of Grant fund and Matching fund expenditures. The Report shall include copies of receipts or other evidence of payment for actual grant funded capital costs incurred by Grantee related to the Grant.

The Project Manager, at her/his sole discretion, may require additional programmatic information or financial documentation of Grant project expenditures. Grantee shall make its books, general organizational and administrative information, documents, papers and records that are related to this Agreement or Grantee's performance of services related to this Agreement available for inspection by the Project Manager or other Commission representatives during reasonable business hours following five (5) business days advance written notification from the Project Manager.

Grantee shall immediately provide notice in writing by electronic mail to the Project Manager when Grantee anticipates or realizes any deviation in the Grant project which may result in Grantee's inability to complete the Grant project as originally submitted and approved by the Commission.

6. Project and Fiscal Monitoring

The Commission and the Project Manager shall monitor the Grantee's performance on an as needed basis to assure compliance with this Agreement. Such monitoring may include, but are not limited to, on site visits at reasonable times, telephone interviews and review of required reports. Monitoring will cover both programmatic and fiscal aspects of the Grant. The frequency and level of monitoring will be determined by the Project Manager. Grantee shall remain fully responsible at all times for performing the requirements of this Agreement.

7. Audit

Because grant funds are derived from the cable franchises, the cable companies may conduct a financial review or audit of Grantee for the purpose of verifying whether use of capital grant funds is in accordance with the requirements of cable franchises related to use of capital grant funds. If the Commission receives notice from a cable company in accordance with the terms of the cable franchises of such audit or review, the Commission's Project Manager shall notify Grantee within 5 business days of receiving the notice, and shall identify to Grantee the relevant financial records of Grantee that the cable company seeks to review. The scope of such audit or review of Grantee shall be consistent with the terms of the applicable cable franchise. Grantee agrees to make such relevant financial records available to cable company's authorized representative for inspection and copying. Such records shall be reviewed during normal business hours at a time and place made available by Grantee. The Commission's Project Manager shall promptly provide Grantee with written notice of the audit or review's conclusions.

8. Publicity

Any publicity regarding the project shall indicate that the project was made possible by a Grant from the Commission through funds provided by the cable companies. Grantee shall notify the Project Manager before releasing information about the Grant to the press or other news media. The Commission may include information regarding the Grant in periodic public reports.

9. No Other Obligations/Complete Agreement

Grantee acknowledges that, except for the Grant, the Commission has no obligation to provide, and the Commission has not led Grantee to believe in any way (whether expressly or by implication) that the Commission will provide any additional or future assistance, financial or otherwise, either to Grantee or for the Grant project.

This Agreement contains the complete agreement of the parties. This Agreement may not be assigned, nor may any of the Commission's rights be waived, except in writing signed by a duly authorized representative of the Commission. The Commission may specifically enforce, or enjoin a breach of, the provisions of this Agreement, and such rights may be freely assigned or transferred to any other governmental entity by the Commission.

10. Representations

Grantee represents that it has full power and authority, and has obtained all necessary approvals, to accept the Grant, to carry out the terms of the Grant and this Agreement, and to conduct the Grant project in compliance with all applicable laws.

11. Indemnification

Subject to the limitations and conditions of the Oregon Constitution, Article XI, Sections 7 and 9, and the Oregon Tort Claims Act (ORS 30.260 through 30.300), the parties agree to indemnify and hold one another harmless from any loss, damage, injury, claim, or demand arising from their respective activities in connection with this Grant. Neither party shall be liable for any loss, damage, claim, or demand arising from the negligence of the other party or its agents or employees.

12. Compliance with Laws

The Commission and Grantee agree to comply with all applicable local, state and federal laws and regulations that apply to the subject matter of this Agreement.

13. Amendment

The Project Manager is authorized to amend the terms and conditions of this Agreement, provided such changes do not increase the Grant amount or the Commission's financial risks or change the purpose of the Grant. If approved such amendments shall only be effective if in writing, and signed by duly authorized representatives of both Parties. Any change in the amount of the Grant funds or the financial risks under this Agreement must be approved by vote of the Commission.

14. Term of the Agreement

This Agreement becomes effective on September 16, 2019, unless Grantee fails to sign and return the Agreement to the Commission within thirty (30) days of Commission action to approve the Agreement, in which event this Agreement shall be null and void. The term of this Agreement is through, and including, March 31, 2022.

15. Early Termination of Agreement

This Agreement may be terminated prior to the expiration of its term by:

- (a) Written notice provided to Grantee from the Commission before any obligations are incurred; or
- (b) Mutual written agreement of the Parties.

Termination of this Grant shall be without prejudice to any obligations or liabilities of either party already accrued prior to such termination. However, upon receiving a notice of termination, Grantee shall immediately cease all activities under this Grant, unless expressly directed otherwise in writing from the Commission in the notice of termination. Further, upon termination, the Commission and/or Grantee shall deliver to the other party all works-in progress and other property that are or would be deliverables had the Grant been completed. Grantee shall be entitled to receive reasonable compensation as provided for under this Agreement for any satisfactory work completed up until the time of notice of termination.

16. Material Failure to Perform

The Project Manager may terminate this Agreement after determining that Grantee has failed to comply with any material term or condition of this Agreement. It shall be a material breach and cause for termination of this Agreement if Grantee uses grant funds outside the scope of this Agreement.

Notice and Opportunity to Cure. The Project Manager shall give Grantee written notice of the intent to terminate this Agreement, identifying the reasons for such action. Grantee shall have thirty (30) days from the date of the written notice to cure the breach. If the breach is of such nature

that it cannot be completely cured by Grantee within the thirty (30) day period, then Grantee shall submit a cure plan to the Project Manager no later than fifteen (15) days from the date of the written notice. Grantee's cure plan shall include actions, steps, and a time period to cure the breach. Grantee must obtain written consent from the Project Manager to proceed with a cure plan under an extended cure period.

No Payment During Cure Period. During the cure period or extended cure period, the Commission is under no obligation to accept or pay invoices submitted by Grantee under this Agreement. Grantee shall not perform services or take actions that would require the Commission to pay grant funds to Grantee without the written consent of the Project Manager. Grantee shall not spend unused grant funds and such unused funds shall be solely held in trust for the Commission. Grantee shall be solely responsible for any expenses associated with cure of its noncompliance or failure to perform.

Cause for Termination. If Grantee fails to cure the material breach within thirty (30) days of the written notice of termination, or if Grantee does not receive consent from the Project Manager to proceed with a cure plan and executes the cure plan satisfactory to the Project Manager, then the Commission may, at its sole discretion, require Grantee to refund to the Commission any amounts improperly expended, any unexpended amounts or the full amount of Grant funds paid by the Commission to Grantee for the Grant project in compliance with the terms and conditions of this Agreement.

17. Suspension of Work

The Project Manager may at any time give notice in writing to Grantee to suspend work and expenditure of funds provided under this Agreement. The notice of suspension shall specify the date of suspension and the estimated duration of the suspension. Grantee shall immediately suspend work and expenditure of funds to the extent specified. During the period of the suspension Grantee shall properly care for and protect all projects in progress including materials, supplies, and equipment that are on hand for performance of the Grant. The Project Manager may, at any time, withdraw the suspension of work as to all or part of the suspension in written, by electronic mail, notice to Grantee specifying the effective date and scope of withdrawal. Grantee shall then resume diligent performance of the work. In no event shall Grantee be entitled to any incidental or consequential damages because of suspension.

The causes for suspension of work include, but are not be limited to, Project Manager's concerns about Grantee's ability to complete the Grant in accordance with this Agreement or any other non-compliance with the Agreement.

18. Non-Discrimination

In carrying out activities under this Agreement, Grantee shall not discriminate against any employee or applicant for employment on the basis of race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. Grantee shall take actions to insure that applicants for employment are employed, and that employees are treated during employment, without regard to their race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, or disability. Such action shall include but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Grantee shall state that all

qualified applicants will receive consideration for employment without regard to race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. In regard to carrying out activities under this Agreement, Grantee shall further not arbitrarily refuse to provide services to any person and shall not discriminate in offering services on the basis of race, color, religion, age, sex, marital or economic status, national origin, sexual orientation, disability or source of income.

19. Severability

Commission and Grantee agree that if any term or provision of this Agreement is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the Parties shall be construed and enforced as if the Agreement did not contain the particular term or provision held to be invalid.

20. Choice of Law and Choice of Forum

This Agreement shall be construed according to the laws of the State of Oregon, without regard to its provisions regarding conflict of laws. Any litigation between the Commission and Grantee arising under this Agreement or out of work performed under this Agreement shall occur, if in the state courts, in the Multnomah County court having jurisdiction thereof, and if in the federal courts, in the United States District Court for the State of Oregon.

21. Survival

As of the date of termination of this Agreement, any pre-existing unresolved claim or dispute by either Party, including but not limited to, money owed, performance due, or any other obligations of the Parties, that is the result of the other Party's performance or non-performance, will, by their terms, survive termination of this Agreement and will be resolved in accordance with the terms and conditions of this Agreement. All indemnity and unperformed obligations will survive termination of this Agreement. The obligation under Section 5 to submit a Final Report shall also survive termination of this Agreement.

22. Assignment

This Agreement or any interest therein may not be assigned or subcontracted without the prior written consent of the Project Manager. In the event of transfer without prior written consent, the Commission may refuse to carry out this Agreement with either the transferor or the transferee and yet retain and reserve all rights of action for any breach of contract committed by Grantee.

Notwithstanding Grantee's use of any subcontractor for performance of this Agreement, Grantee shall remain obligated for full performance hereunder, and the Commission shall incur no obligation other than its obligations to Grantee under this Agreement. Grantee agrees that if subcontractors are employed in the performance of this Agreement, the Grantee and its subcontractors are subject to the requirements and sanctions of ORS Chapter 656, Workers' Compensation.

23. Electronic Means

The parties agree the Commission and Grantee may conduct this transaction, including any contract amendments, by electronic means, including the use of electronic signatures.

24. Notice

Any notice provided for under this Agreement shall be sufficient if in writing and (1) delivered personally to the following addressee, (2) deposited in the United States mail, postage prepaid, certified mail, return receipt requested, (3) sent by overnight or commercial air courier (such as Federal Express), or (4) email addressed as follows, or to such other address as the receiving party hereafter shall specify in writing:

If to the Commission:

Attn: Rebecca Gibbons, Project Manager:
Mt. Hood Cable Regulatory Commission
c/o City of Portland/ OCT
PO Box 745
Portland, OR 97207-0745
Email: rgibbons@mhcrc.org

If to Grantee:

Attn: Rachel Cline
Junior Achievement of Oregon & SW Washington
7830 SE Foster Road
Portland, OR 97206
Email: rcline@ja-pdx.org

Any such notice, communication or delivery shall be deemed effective and delivered upon the earliest to occur of actual delivery, three (3) business days after depositing in the United States mail as aforesaid, one (1) business day after shipment by commercial air courier as aforesaid or the same day an email transmission is sent (or the first business day thereafter if sent on a Saturday, Sunday or legal holiday).

AGREEMENT FOR COMMUNITY TECHNOLOGY GRANT: JA BizTown and BZTV
Technology and Equipment Improvement Project

GRANTEE: Junior Achievement of Oregon & SW Washington

BY: _____ Date: _____

Name: _____

Title: _____

MT. HOOD CABLE REGULATORY COMMISSION SIGNATURES:

By: _____ Date: _____
Mt. Hood Cable Regulatory Commission Chair

Approved as to Form:

By: _____ Date: _____
Mt. Hood Cable Regulatory Commission Attorney



Application

00959 - 2019 Community Technology Grants

01120 - JA BizTown and BZTV Technology and Equipment Improvement Project

Community Technology Grants

Status: Submitted

Original Submitted Date: 08/12/2019 10:51 AM

Last Submitted Date: 08/22/2019 3:08 PM

Primary Contact

| | | |
|----------------|-------------------|------------|
| Name: | Rachel | Cline |
| | Salutation | First Name |
| Email: | rcline@ja-pdx.org | |
| | Middle Name | Last Name |
| Phone:* | 503-238-6430 | 107 |
| | Phone | Ext. |
| Title: | | |

Organization Information

| | | | |
|------------------------------|--|----------------|-----------------|
| Organization Name: | Junior Achievement of Oregon & SW Washington | | |
| Organization Type: | Non-Profit Entity | | |
| Tax ID | 93-0384007 | | |
| Organization Address: | 7830 SE Foster Road | | |
| City* | Portland | Oregon | 97206 |
| | City | State/Province | Postal Code/Zip |
| Phone: | 503-238-6430 | | |

Executive Summary

Executive Summary

The Executive Summary is your opportunity to introduce your project.

The “JA BizTown and BZTV Technology and Equipment Improvement Project” aims to provide predominantly low-income Multnomah County students from 4th through 6th grade with real life skills and experiences around technology, communications and media as a part of JA BizTown, Junior Achievement’s flagship elementary program. Junior Achievement (JA) is a nonprofit youth organization whose core purpose is to inspire and prepare young people to succeed in the global economy. JA BizTown, our capstone elementary school program, blends in-class learning with a one-day economic simulation within an 8,500 square foot replica of an American city. This project seeks to improve JA BizTown service delivery for thousands of Multnomah County students, schools and community members through upgrading “BZTV”, JA BizTown’s broadcasting studio, which is one of the 19 JA BizTown “businesses”. This project seeks to upgrade the equipment and technology resources used within BZTV to improve student learning outcomes in the areas of technology, video production and knowledge of multimedia careers. Additionally, this project will replace the SDI system with HD, and enable JA to develop and share JA BizTown segments with community channels.

The highly-interactive simulation at JA BizTown allows students to bridge the connection between concepts learned in the classroom and the skills they need to succeed in a career. At JA BizTown, students become “adults for the day” and gain real world experiences around careers, personal finance and business. Students work together to manage businesses, market goods and services, hold elected office and manage their income. In BZTV, elementary students act as the On-Air Host, CEO, CFO, Meteorologist, or Camera Operator as they run the business during a 4.5-hour simulation. Through this project, JA will have the resources needed to teach students the technical side of broadcasting through hands-on experience with technology and equipment. These students will apply the skills they learned in the classroom to the real world, building valuable technology and video production skills, learning about communications careers, and experiencing roles as producers, audio and video editors. Specifically, this project includes 5,000 Multnomah County 4th through 6th grade students will participate in a 4.5-hour JA BizTown experience. At least 400 of these students will be heavily involved in utilizing the new technology as a part of BZTV as a result of this project.

JA BizTown was established locally in 2007 and has grown to serving nearly half of all Portland Metro area 5th grade students. While we have made significant updates to the program space over the years, including replacing all BZTV technology with used equipment nine years ago, the BZTV equipment and space are in need of significant upgrades. The equipment and space are out-of-date and JA is limited in ability to provide a modern “real world” experience that we aim to provide young people in our community. Specifically, students currently have limited ability to use BZTV equipment and the old equipment we have has some lagging issues and is not HD-compatible.

As we currently lack the equipment to produce HD video, we are not able to share videos with community access channels, schools or other community partners. This project would involve installing an HD-compatible system that will enable students to utilize modern equipment and ultimately improve learning outcomes. Thousands of families and community members will benefit from viewing our content on community access channels. Most importantly, this project will provide thousands of students with exposure to modern telecommunications equipment and multimedia careers, with hundreds of these students to benefit from direct, hands-on experiences learning video production skills and experiencing a day in the technology and communications industry.

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Project Narrative

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| Total Grant Funds: | \$31,286.00 |
| Total Match Funds: | \$59,344.00 |
| Total Funds: | \$90,630.00 |
| Cable System Technology Use | Community Access Channels |
| Proposed Technology | Video production equipment |
| Public Benefit Area | Improving Service Delivery |

Project Purpose

In defining the project purpose, applicants must:

This project addresses the need to bring the JA BizTown BZTV learning experience closer to real life and real jobs, expose young people to modern technology and increase community awareness. Technology is used as a part of the economic simulation within BZTV where students record interviews, advertise goods and services, mix audio, and stream video. We have taken great care of our equipment and have made some upgrades when possible and necessary, but it is now old and out-of-date. Students are unable to use some of the current equipment and we have a lack of ability to produce digital media files. This is a concern as there are several technology issues, such as with the current switcher. The project includes replacing the telecommunications equipment in BZTV in order to improve the JA BizTown experience for students. Modernizing the equipment and BZTV space will enable Junior Achievement to improve the quality of the student learning experience and improve education around how real television broadcasting technology works. This project will benefit the large population of low-to-moderate income upper elementary school students in Multnomah County that JA BizTown serves, with a lasting impact for years to come.

Education Improvement: The primary outcome of this project is to improve service delivery for Multnomah County students, schools and community members through upgrading the technology inside the BZTV station in JA BizTown. JA BizTown serves a large population of low-to-moderate income upper elementary school students in Multnomah County.

The JA BizTown program involves a combination of classroom-based, teacher-led lessons with a 4.5 hour simulation experience at JA BizTown where students work in teams to operate businesses. Junior Achievement provides every teacher with a three-hour training and all of the curriculum and materials needed to lead the 13 classroom lessons of the JA BizTown program. Many teachers return year after year and returning teachers can choose not to participate in training on an annual basis. Along with critical life lessons around financial literacy, careers, and work readiness, the classroom curriculum provides students learning opportunities around technology and STEM-related careers, with lessons and reflection opportunities prior to and after the simulation.

Prior to the simulation day, students apply for jobs, interview and are put into roles and business teams as assigned by their teachers. Teachers select students for roles based on their interest, interviews and academic behavior and performance. For example, CFOs are often organized and high-performing students who will be most adept at tracking the invoices and billings involved in JA BizTown CFO roles. In the case of BZTV positions, teachers select On-Air Hosts and On-Air Meteorologists who demonstrate they are comfortable with speaking in front of a camera. While JA has limited control over which students will be placed in the BZTV teams, we provide the information needed to mitigate bias in job placement and are confident in teachers' decisions.

Currently, the BZTV technology allows for some student interaction with broadcasting technology, but the main lessons are around copy editing, public speaking and simple video recording. The technology upgrades requested herein will enable us to expose students to the technical side of broadcasting, and provide them the opportunity to act as producers, audio and video editors. Students will produce a television program each JA BizTown simulation day to be streamed in each of the 19 businesses. At a given time, at least three to five students will be in the studio or actively capturing video throughout JA BizTown.

This project involves 400 students who will work directly within BZTV using the equipment on 80 different dates during this project. Each of these students will spend at two to three hours using the various video equipment. The equipment they use and how they use it will vary depending on which role they are assigned. Students will create content, interview students, create advertisements, report the weather. They will use the switcher to decide which camera is on during the recordings, and will be responsible for managing sound controls. Students will also have the opportunity to learn camera operations on two different types of cameras, which will give students experience using the switcher.

Students who participate in this project will have the opportunity to discuss what they learned as a part of a media production team at JA BizTown with their teachers, parents and classmates. Thousands of participating students and their families will benefit from the improved technology. The upgrades will increase engagement in communications as students will interview JA BizTown citizens "on the street" inside the simulation and through digital file-sharing with families and community access.

Video Quality and Distribution Capability: We currently lack the equipment to produce HD video and are not able to share the content students produce with Community Access or parents. This presents an issue as it does not provide equal opportunity for students to save and share this resource and their experience with their families, and there is no way to provide content to community access. This project would involve integrating new technology that will allow for high quality streaming and digital video content production. The equipment upgrades will enable us to produce and share digital video files, which would be accessed more easily and equitably shared with the community through Metro East and Open Signal and with

program beneficiaries at school, at home and on the go. In addition to expanding the program's learning offerings, adding new technology will enable us to use an HDMI system.

The current system relies on an SD recorder/DVD system, which makes it difficult to send the recordings to the schools, parents and community partners (such as the community access station). We currently burn DVDs to send back with the school, where they might be lost, damaged or even unusable due to lack access to DVD technology. This project will help bring more students and their families together through content they have produced during the JA BizTown simulation. Using updated technology would allow us to produce JA BizTown content for public access and content that can be shared through streaming services, which increases accessibility for low-to-moderate-income families and boosts awareness of our effective programs.

Content Production: As referenced above, this project involves producing content for community access channels, such as Metro East and Open Signal. Each segment will last 25 to 29 minutes. Segments will have a consistent, standard format and branding. Segments will consist of student interviews, clips from video taken around town and speeches given at town meetings. JA staff will be responsible for editing and finalizing segments and sharing with the community access channels, coordinating with our partners and community access teams to develop a segment outline and refine the production process. Following the initial segment design, editing will be done using Adobe Premiere Pro and will be performed in a consistent way to ensure each segment flows and are cohesive. JA BizTown content will have a consistent format and will use student-captured video content from different local schools with different student features and interviews, making each segment unique. As each JA BizTown simulation day has a consistent schedule, we anticipate the ongoing production and editing process to be simplified once the initial format is established.

Program and Mission Awareness: This project will increase the exposure to the programming Junior Achievement to families of students and provide educational programming for public access. The public will see the amazing work being done to prepare young people in our community for life and career. Community channel viewers can take away some of the lessons around personal finance and careers that the students learn at JA BizTown.

Outcomes

The primary outcome of this project is to improve service delivery for JA BizTown students, and specifically the predominantly low-income Multnomah County students that we serve. The upgrades will bring the simulation in BZTV closer to the real life skills that they would need in modern communications/broadcasting. Schools and community members will also benefit from the proposed program improvements. Specific outcomes of this project include:

- 400 Multnomah County upper-elementary students (4th through 6th grade) will gain video production skills. Students will understand concepts such as video production operations, how to use a camera and iPad to record video content, how to produce video content using a digital recording system, how to use a switcher, and how to embed and mix audio.
- 400 Multnomah County upper-elementary students (4th through 6th grade) will have a better understanding of multimedia careers.
- At least 60% of students served will be from low-to moderate-income families.

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Evaluation Plan

How will you evaluate progress toward and achievement of the projects anticipated outcomes?

The evaluation plan should include evaluation questions, strategies or methodologies to collect data in order to answer the questions and steps to document findings and lessons learned.

Junior Achievement is committed to ongoing, rigorous evaluation and quality assurance of all of our programs. Qualitative and quantitative results will be utilized to evaluate the project's impact on the student experience and the program's beneficiaries.

In terms of quantitative expected outcomes:

- 400 students will gain video production skills
- 400 students will have a better understanding of multimedia careers
- Students served will be predominantly low-income with at least 60% of participating students qualifying for the Federal Free/Reduced Lunch Program.

In terms of qualitative expected outcomes:

- Observations about the student learning experience
- Observations about student video production skills and interest in multimedia careers
- Feedback about the student engagement and equipment utilization
- Feedback about the facilities and equipment functionality

In terms of evaluation methods:

- Junior Achievement volunteers serving within BZTV will administer a pre- and post-test survey with all Multnomah County students who are involved in BZTV during this project timeline. The survey will include questions to assess students' video production skills and understanding of multimedia careers.
- Junior Achievement staff will conduct qualitative surveys of at least 12 volunteers, teachers and students to evaluate the student learning experience.
- Junior Achievement staff will record data and track how many students participate in BZTV. These records will include the date students came through the program, participating school information (including county) and available socio-economic information (race/ethnicity and rates of students who qualify for the Federal Free/Reduced Lunch Program).
- Junior Achievement staff will use BCRM database to record school and participation data and track evaluation outcomes.
- Junior Achievement staff will process survey results and track data on a regular basis and will meet all expected interim and final reporting deadlines.

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Project Partners

A "Project Partner" is defined as an organization that supplies cash or in kind resources and/or plays an active role in the planning and implementation of the project. You should present who your Project Partners are, their respective roles in the project, and specific contribution each partner will make to the project in the form of financial support, equipment, personnel, or other resources.

Ross Video - Jason Tait – Jason will provide significant time and expertise in the project start-up. Jason will be directly responsible for the technology installation and initial training of the program staff. His services will involve four (4) days, valued at \$1,500 a day.

Match: \$3,000

Grant: \$3,000

Total \$6,000

Open Signal – Open Signal associates will provide ongoing technology consultation and maintenance support over an 18-month period. This contribution will involve 30 hours valued at \$150 an hour. Open Signal will also donate two replacement cameras (JVC 700s) valued at \$3,750 each.

Match: \$12,000

Grant: \$0

Total: \$12,000

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PROJECT FEASIBILITY SECTION includes: Technical Design, Implementation Plan, Organizational Capacity and Project Budget (see Final Application Budget form)

Technical Design

The Technical Design should specify in detail the proposed technology and equipment to be employed; the rationale in selecting the particular technology; how the technical design supports the projects use of the community access channels and/or the I-Net; and the plans for maintaining and upgrading the system or equipment in the future.

EQUIPMENT

Matrox Monarch HD \$1,000

This recorder/streamer is a small, easy-to-use video streaming and recording appliance. This equipment will enable students to stream a live event (ie. Student interview) while simultaneously recording a higher, master quality version for post-event editing or archiving. This is needed to produce the high quality video that versatile for uploading and is needed in order to create a quality final product.

Grant: \$1,000

Contemporary Research Qmod HDMI2 \$2,200

This modulator could enable BZTV to show recordings live to all TVs throughout JA BizTown and show a recording of something else to another TV. Our current modulator is SDI.

Grant: \$2,200

Link Bridge/Kramer Audio Embedder \$400

This would enable access to the audio and embedding in the HDMI video. Our current audio embedder is SDI. This product will be fully-compatible with HDMI.

Grant: \$400

Black Magic Design Mini Converter SDI to HDMI \$400

Two decimators are needed to connect to SDI-based equipment and convert it to an HDMI output. This product will be fully-compatible with HDMI.

Grant: \$400

Microphone Kit for iPad \$250

For BZTV interviews; this equipment will enable students to record interviews outside of the BZTV studio, bringing communications equipment throughout the JA BizTown space. Currently interviews can only be conducted in one spot within the BZTV space, which limits the visuals that can be captured by the studio.

Grant: \$250

Shure BLX288/PG58 Dual-Transmitter Handheld Wireless System with 2 PG58 Mics \$549

For BZTV interviews – student to transmit interview from external interviews to station. Our current microphones are very old and not wireless. This equipment will enable students to be more mobile and ensure compatibility.

Grant: \$549

Yamaha TF1 Digital Mixing Console \$2,000

A new audio mixer is needed as the current one has been having intermittent issues and is very old. This mixing console will integrate seamlessly with the entire system and ensure we have a consistent mixing interface.

Grant: \$2,000

Equipment Case 19" \$2,000

An equipment case is needed to hold all the equipment in one central space. This will help ensure the equipment is secure, with a contemporary look that will provide a workspace closer to real world modern studios.

Grant: \$2,000

Two (2) iPads and cases \$708

The tablets will be used for taking interviews, processing media. They are also needed to provide instructions for students to use in each business as they approach each task. The cases are very durable with handles. We currently do not have tablets for this purpose and students are unable to conduct interviews outside of the studio.

Grant: \$708

Two (2) Cameras – JVC 700s \$7,500

Two JVC 700s cameras to replace the old cameras for main broadcast capture. These are needed to capture video within BZTV.

Match: \$7,500

Computer \$500

One computer, including basic program software; used by students to operate the BZTV business.

Grant: \$500

Broadcaster Director Monitor \$699

For improved recording viewing and system compatibility. Student operators to monitor recording by viewing screen.

Grant: \$699

Shure SRH840 Professional Monitoring Earphones \$160

Headphones to be used by students to check recording to be replaced to improve audio quality at important production checkpoint. Also for use with content production.

Grant: \$160

PIVOTCam-SE \$3,499

This camera would be positioned in the JA BizTown Town Square to be able to modernize the video capture of the simulation's opening and closing town hall meeting. These last approximately 10-15 minutes each with about 12 student speakers each. Currently, a student operator from BZTV will cart a camera out, having to set up runners to keep other students from tripping on cords, and operates a large camera to capture these meetings. This robotic camera would be fully integrated with the switcher and would enable students to use modern technology to film this important part of the JA BizTown experience.

Grant: \$3,499

Carbonite Solo 13 \$8,200

This video switcher will enable students to be able to fully produce and edit video. The old switcher we have occasionally malfunctions, does not have default setting capabilities, and is currently only able to be operated by volunteer facilitators. This would also help protect the recordings and output by enabling a default setting. As such, when students position or use the equipment incorrectly, staff or volunteer facilitators will be able to quickly correct for any errors and reset the equipment to a proper setting.

Grant: \$8,200

Video editing software \$1,271

Annual cost of Adobe Premiere Pro + Adobe Creative Apps; For editing and content production. Cost is for two years at 635.88 per year.

Grant: \$1,271

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Proposed Project Start and End Date:

Projects may include timelines of up to 36 months.

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| Proposed Start Date (month/year) | 9/2019 |
| Proposed End Date (month/year) | 12/2021 |

Implementation Plan

The Implementation Plan should include major tasks and milestones in addition to detailed tasks needed to successfully implement the project.

BZTV Project Implementation

Junior Achievement will employ a project implementation plan involving school equipment and facilities upgrades, staff training, registration, simulation preparation, volunteer engagement and training, program implementation, media production and distribution, and evaluation.

Equipment, Program and Facilities Updates

- Should funding be received, the project would begin as early as possible in September 2019. This would begin with the procurement, set-up for installation and survey design.
- Installation, facilities upgrades, video software and program material production will be completed according to the timeline below for launch of new equipment in the program. The four days of installation will involve testing and troubleshooting to take place prior to staff training.
- Creation of new program materials and instructions for staff, volunteer and student use. A sample of current staff instructions is attached.
- Refurbishing the BZTV space and facilities upgrades will take place according to the timeline to properly accommodate new equipment and technology spaces.

Staff Training and Program Management

- This project will involve training of six (6) program staff members on use of BZTV equipment. These staff members will each be involved in facilitating and managing JA BizTown. Each JA BizTown simulation day, there are two staff leads responsible for the simulation day operations, including volunteer onboarding and support, equipment and technology, and student guidance.
- Two program staff members will receive additional education and training around the use of Adobe Premier Pro.
- Program management and staff work with teachers to provide teacher training, coordinate visit schedules, send curriculum materials, provide ongoing support, and collect forms and follow-up materials.
- Staff will collect media release forms from teachers. The project director will be responsible for tracking media release forms for students to ensure privacy is protected. Typically, we have media releases for all students from the majority of schools.

School Registration and Simulation Preparation

- Student and school registration typically takes place on an annual basis with renewing school and on a rolling basis with new schools. JA BizTown is a popular program and most school renew each Spring for the following school year. With a maximum capacity of about 13,800 students, our program is nearly at capacity. Of the 13,200 students anticipated to participate in the upcoming 2019-20 school year, approximately 12,900 are already signed up to date (as of August 2019) with nearly 3,000 of these students from Multnomah County schools.
- Teachers are involved in registering their classes for the program and participate in a three-hour training to prepare to deliver the 13-lesson classroom portion of the program. Junior Achievement hosts two to three teacher trainings per school year, with one set for September and another tentatively set for January 2020. Junior Achievement provides all of the training and curriculum materials needed for teachers to prepare students for the simulation day. Teachers also travel with students and are present at JA BizTown during the simulation day, but are not directly involved in the simulation portion of the program.
- Teachers send informational material home with students to share more about the learning experience with parents. Parents are invited to participate as volunteers and sign permission slips and media forms.

Volunteer Engagement and Training

- Volunteer recruitment involves a combination of JA, school partners and our community partners. Typically, teachers send an email to parents who make up about 60% of our volunteer needs on average. The remaining volunteers are fulfilled through working with community partners who sign up to bring groups of 3-20 people within 2-6+ weeks in advance of a given JA BizTown simulation date. Given our long-standing history with schools and our extensive volunteer network, JA staff is aware of which schools have a difficult time recruiting parents and are prepared to recruit and fill volunteer needs regardless of a school's ability to recruit parent volunteers. Volunteer recruitment related to this project will take place between October 2019 and May 2021.
- JA BizTown volunteers participate in a 90-minute general JA BizTown volunteer training prior to a 6-hour on-site volunteer experience. During the assigned volunteer date, each volunteer is given additional orientation and training customized to the business team they are supporting. Then, volunteers will spend 4.5 hours working directly with students primarily spending their time within one of the 19 businesses.

Specifically, this project will involve training and onboarding of 100 volunteers who will spend five and a half (5.5) hours on this project, including receiving BZTV equipment training and guiding students through the JA BizTown experience at BZTV. Special training will be delivered by JA staff with BZTV volunteers the morning of the simulation. The orientation and materials provided will outline the resources and processes involved in the video production process and instructions on how to facilitate the students' learning experience.

Program Implementation

- 5,000 Multnomah County students will participate in an 18-hour JA BizTown experience, including approximately 13-hours of classroom lessons and a 4.5-hour JA BizTown simulation experience. 400 of these students will spend the majority of their time working with equipment as a part of a BZTV business team. The program will take place between September and June on a rolling basis during the 4-6 weeks prior to a school's simulation date.
- Junior Achievement prioritizes predominantly low-income schools. Of the Multnomah County students who will benefit from JA BizTown and BZTV as a part of this project, over 60% of the students will qualify for the Federal Free/Reduced Lunch Program.
- The 13-lesson classroom portion of JA BizTown has the following five units:
 1. Financial Literacy: This unit introduces students to bank services and practices that will help them be successful. Students begin to understand the basics of banking.
 2. Community and Economy: Students are introduced to the concept of the circular flow of money and goods in an economy. They will define basic economic concepts and discuss the impact of taxes and philanthropy.
 3. Work and Career Readiness: In this unit, students learn how their interests and skills can lead to exciting jobs—including higher paying STEM jobs—and careers. They will assess their interests and skills, and have an opportunity to fill out a job application and experience the job interview process. Students will select job preferences, interview and will be selected for specific jobs, such as those within BZTV.
 4. Business Management: This unit gives students time to work in their business teams and prepare for their JA BizTown visit. At this point, the BZTV student team will get together to learn about operating a successful business, setting prices to achieve a profit, and using advertising to bring in revenue.
 5. Debrief: Following the JA BizTown simulation, students reflect on their JA BizTown experience and further identify the relevance of classroom learning to their future plans and goals.
- 400 Multnomah County students will work with the new technology equipment for four and a half hours at JA BizTown as a part of this project. These 400 students will be a part of 80 different JA BizTown simulation days between 2/20 and 6/21. Each student will receive orientation to the BZTV business, learn to operate the technology and receive training and complete tasks to accomplish their work. Each student will be assigned one of six possible roles: 1) CEO, 2) CFO, 3) Advertising Executive (1-2 per day), 4) On-Air Host/Anchor (1-2 per day), 5) On-Air Meteorologist, 6) Camera Operator (1-3 per day). During their "work day," students will set up the cameras, perform audio and video tests, write copy for their segments, and perform their work on live closed circuit television. While each student has a designated role, several positions will support multiple job functions within BZTV.
- During the JA BizTown simulation in BZTV each student will be involved in video production, with the following specified roles:
 - Camera Operator(s) to run cameras, coordinate with production team, and communicate with lead on switcher as well as filling in as lead on switcher as needed.
 - CEO to lead team and produce content, including being the primary lead on the switcher.
 - CFO to support team members and business operations.
 - Advertising Executive(s) to coordinate interviews and guest ad spots to be recorded.
 - On-Air Host and Meteorologist to complete on-screen interviews, weather reporting, and support production team.
- The JA BizTown simulation day includes four-and-a-half-hours of program experiences and video production time for BZTV students. The day includes orientation, business team meetings, breaks and approximately three hours of recording time. The simulation is divided up into these categories per student:
 - 120 minutes of direct technology use and multimedia career simulation activities, during which interviews, weather spots and news segments are recorded.
 - 55 minutes on break, when students can deposit their paychecks, eat lunch, shop, vote, go to the health clinic and donate to charity. Each student is assigned one of three break schedules, such that at least three to five team members are working for

BZTV (not on break) at a time.

- 40 minutes of town meetings, during which two BZTV students will be involved in recording sessions, one BZTV student will be giving a short speech about the services BZTV provides to JA BizTown businesses. The other three to four students will be observing the town meetings to learn about all of the businesses and opportunities they have during their time at JA BizTown.
- An additional 4,600 Multnomah County students will benefit by experiencing improved technology as they are interviewed and watch the news segments during these JA BizTown days. Many of these students will be “on-air” as interviewees and speakers at town hall meetings. Students from each of the other businesses come to BZTV, where they are interviewed live on air and record on-air advertisements that are prepared by the business groups in the classroom. Approximately 900 students will participate in video production as interviewees and speakers.
- As included in the organizational capacity section below, JA BizTown has been successfully serving students in Portland since 2007. The program has proven outcomes in the areas of work readiness, entrepreneurship and financial literacy. Following participation in the program, students are able to:
 - Discuss the roles they play as citizens, workers, and consumers in their community and relate those roles to the free enterprise system.
 - Discuss the importance of citizen rights and responsibilities in a community.
 - Demonstrate a basic understanding of the free enterprise system.
 - Build money management skills through a practical knowledge of economic concepts and banking practices.
 - Develop an understanding of basic business practices and responsibilities.
 - Display the soft skills necessary for successful participation in the world of work.

Media Production and Distribution

- Video content will be primarily captured and produced by the 400 BZTV students. Junior Achievement staff will be responsible for finalizing and submitting segments to community channels. Staff will coordinate with volunteers and work with students to capture high quality video during each of the simulation days. During the editing process, JA staff will:
 - Export video files and save to a secure server.
 - Reference media release forms collected from school partners to ensure privacy.
 - Use Adobe Premiere Pro to cut video clips and insert into a JA BizTown-branded television segment.
 - Edit segments lasting approximately 25 to 29 minutes. Segments will have a consistent, standard format to include student interviews and town meetings.
 - Send community channels finished segments on a regular basis with milestones according to the timeline below.
 - Coordinate with community channel teams to process feedback on segments and adapt content as needed.
 - The new technology and HDMI system will allow for higher quality streaming and transfer of content to community partners. Junior Achievement will send community access channels (Metro East and Open Signal) content for distribution, helping boost awareness of JA BizTown. Content will be distributed regularly on a quarterly basis. A total of at least 15 segments will be produced and distributed during the project timeline.
 - Approximately 5,000 Multnomah County students and their families annually will have access to the BZTV recordings from their JA BizTown experience. Currently no families have access to these recordings.

Evaluation and Data Tracking

- Survey design will take place between September and December 2019 with data collection to begin by March 2020.
- Junior Achievement staff will record data and track how many students participate in BZTV. These records will include the date students came through the program, participating school information (including county) and socio-economic information (race/ethnicity and rates of students who qualify for the Federal Free/Reduced Lunch Program). Students will participate on various dates between 2/2020 and 6/2021.
- Junior Achievement collects regular program feedback through student pre- and post-test, and teacher and volunteer surveys.
- Junior Achievement will conduct a project evaluation through collecting surveys from students, volunteers whom have participated in the BZTV portion of JA BizTown to measure and track learning goals as stated in the project outcomes. Results will assess student participation, video production skills and understanding of multimedia careers.
- Junior Achievement will track project partner's contributions (e.g. hours, results) and conduct informal surveys regarding the success of their work and the upgrades.

- Junior Achievement staff will use a database system to keep track of what video content we provide to teachers, parents and community access stations as a result of this project.
- Junior Achievement expects the students going through the BZTV business to gain real world experience in television broadcasting, technology and communications skills. Junior Achievement will collect qualitative results through informal interviews conducted before and after the JA BizTown simulation. Junior Achievement utilizes feedback to improve on the volunteer and student experience.
- Junior Achievement will record quantitative and qualitative outcomes and compile a report for this project.

Project Timeline Summary

This project will take place between September 2019 and December 2021 with the following timeline and milestones:

Proposed Start Date 9/2019

Begin Procurement, Set-up for Installation and survey design 9/2019

School year simulations begin 10/19/20

Procurement by 1/2020

Implement Installation and Facilities Upgrades 1/20

Redevelopment of program materials by 2/20

Equipment Installation by 2/20

Staff training by 2/2020

Begin collecting surveys by 3/20

School year-end checkpoint 06/20

- 150 students directly participate in BZTV

School year begins/Begin sending content to community access

- Send 3 segments to community access channel by 10/20

Community access content checkpoint 1/21

- Send 3 segments to community access channel

Community access content checkpoint 4/21

- Send 3 segments to community access channel

School year end checkpoint 06/21

- 250 students directly participate in BZTV

Community access content checkpoint 7/21

- Send 3 segments to community access channel

School year begins/Community access content checkpoint 10/21

- Send 3 segments to community access channel

Evaluation and data collection completion by 9/21

- Finish and submit all report materials for completion by 12/21

Proposed End Date (month/year) 12/2021

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Organization Capacity

The applicant should demonstrate the Organization's capacity to successfully integrate the project into the organization.

Founded locally in 1950, Junior Achievement of Oregon and SW Washington is an affiliate of Junior Achievement USA which has been a national leader for nearly 100 years in preparing young people for their economic futures. Governed locally by a 47-person Board of Directors, JA is represented by a wide range of businesses and academic institutions from throughout the region. The 15-person staff is led by Ryan Deckert, a dedicated public servant and leader in the Portland community. Junior Achievement in Oregon has a strong track record in program development and implementation, with tenured leadership in programs and operations. Additionally, we are addressing continuing to build our staff capacity as a part of our long-term strategic plan that looks to further our mission and outreach. Current year goals look to grow funding and programs and we have boosted efforts around bringing more resources to the organization.

Junior Achievement has the tenure and expertise on our staff to successfully complete this project. The organization has a strong track record of launching, implementing and evaluating programs and special projects. JA BizTown has been successfully serving students in Portland since 2007. JA BizTown is led by Vice President of Programs Gina Huntington, who has been leading our mission work since 2012. Her responsibilities include oversight of all area JA programs, development and implementation of tools to provide information to teachers, volunteers and staff; assuring program quality and consistency; and board stewardship and committee work. Junior Achievement's Vice President of Operations, Barbara Smith, is a 13-year JA professional and one of the foremost experts on JA BizTown in the country. Barbara supervised all programs for the first ten years and now provides supervision and leadership for our district operations, events, fundraising, general operations of the organization, board stewardship and committee work. The JA BizTown Staff is also composed of four part-time associates who implement the program with two needed each simulation day. Additionally, a Capstone Program Manager will be involved in program implementation and leading simulation days. Currently, the average tenure of the JA BizTown simulation staff is approximately four years.

Junior Achievement also has a strong track record recruiting and incorporating volunteer facilitators as a critical part of our programs. JA BizTown volunteers attend a one-and-a-half-hour training prior to the simulation day. Volunteers in JA BizTown serve as program facilitators, helping 5th grade students participate in the economic simulation and manage their businesses. Over 4,700 caring business and community volunteers will help to deliver on JA's mission each school year, including approximately 3,200 who participate as a part of our JA BizTown program. We are confident in our capacity to successfully complete all aspects of this project as outlined within this application.

(This field has a character limit of 5500)

Measurable Project Outcomes

What project outcomes do you hope to achieve for the identified community or targeted beneficiaries through the use of the proposed technology?

The primary outcome of this project is to improve service delivery for JA BizTown students, and specifically the predominantly low-income Multnomah County students that we serve. The upgrades will bring the simulation in BZTV closer to the real life skills that they would need in modern communications/broadcasting. Schools and community members will also benefit from the proposed program improvements. Specific outcomes of this project include:

- 400 Multnomah County upper-elementary students (4th through 6th grade) will gain video production skills. Students will understand concepts such as video production operations, how to use a camera and iPad to record video content, how to produce video content using a digital recording system, how to use a switcher, and how to embed and mix audio.
- 400 Multnomah County upper-elementary students (4th through 6th grade) will have a better understanding of multimedia careers.
- At least 60% of students served will be from low-to moderate-income families.

Budget Narrative

Budget Narrative

PERSONNEL

Project Director. The Project Director will oversee all aspects of the grant project. Responsibilities will include ensuring that timelines and outcome targets are met, coordinating with contractors, assisting with procurement, supervising project staff, leading training and program material development, including video content editing, submission to community media centers, and working with the Grant Coordinator to develop surveys, evaluation and reports. The Director will receive training on equipment from contractors and conduct training with staff over a 2-hour period following installation and prior to initial simulation launch. The Director will also be responsible for the overall program and school/student registration. The Project Director will work on this project an average of 5% of the time or 2 hours per week for 26 months. Based on an annual salary with fringe benefits of \$110,641, the cost to the project will be \$11,986.

Grant Coordinator. The Grant Coordinator will work directly with the Project Coordinator and Project Director to gather, synthesize evaluation data and prepare grant report materials. The Coordinator will assist with timeline, budget and financial tracking and project communications. The Grant Coordinator will work a total of 120 hours. Based on an hourly rate including fringe benefits of \$41.79, the cost to the project will be \$5,015.

Project Coordinator. The Project Coordinator will manage the operations of the grant project, provide volunteer training, assist with equipment care and upkeep, supervise volunteers, support student learning, assist with content production, and ensure content distribution to community channels and community partners. The Coordinator will work a total of 200 hours. At an hourly rate including taxes of \$22.78, the total cost to the project will be \$4,556.

Instructors. Six JA BizTown Program Staff will participate in a 2-hour initial training on the new equipment. At an hourly rate including taxes of \$22.78, the total cost to the project will be \$273.

Facilitators. A total of 100 community members (approx. 65 per year) will provide 5.5 hours each on this project, including training and student support. Each facilitator will serve as unpaid volunteer and will receive a 15-minute training including hands-on exposure to BZTV equipment and operations, education through instructional materials that will prepare them to lead and support students through the experience. Each facilitator will spend at about 4.5 hours of their time directly working with students as a part of this project. With a value of \$25.71 per hour, the total cost to the project will be \$14,141.

EDUCATION AND TRAINING

The Project Director and Project Coordinator will take online courses as a part of the initial training on Adobe Premier Pro. Includes four (4) total online courses each for Project Director and Project Coordinator at \$19.98 per course.

Grant: \$159.84

Match: \$0

CONTRACTUAL

Engineer and Equipment Specialist. We will contract with a specialist to assist with procurement, installation and support the launch of this project, including providing initial training to staff. At a cost of \$1,500 per day for a total of four days, the total value of the services is \$6,000.

Grant Funds: \$3,000

Match: \$3,000

Equipment Support. We will contract with a community media firm to assist with the project, including equipment maintenance, staff training, program material development and technical support. At a value of \$150 per hour and 30 hours, the total value to the project is \$4,500.

Grant Funds: \$0

Match: \$4,500

EQUIPMENT

Matrox Monarch HD \$1,000

Contemporary Research Qmod HDMI2 \$2,200

Link Bridge/Kramer Audio Embedder \$400

Black Magic Design Mini Converter SDI to HDMI \$400

Microphone Kit for iPad \$250

Shure BLX288/PG58 Dual-Transmitter Handheld Wireless System with 2 PG58 Mics \$549

| | |
|--|-----------------|
| Yamaha TF1 Digital Mixing Console | \$2,000 |
| Equipment Case 19" | \$2,000 |
| Two (2) iPads and cases | \$708 |
| Two (2) Cameras – JVC 700s | \$7,500 (match) |
| Computer | \$500 |
| Broadcaster Director Monitor | \$699 |
| Shure SRH840 Professional Monitoring Earphones | \$160 |
| PIVOTCam-SE | \$3,499 |
| Carbonite Solo 13 | \$8,200 |
| Video editing software | \$1,271 |

Grant: \$23,836

Match: \$7,500

FACILITIES

The BZTV space will be renovated to create a more modern look as described in the project narrative and detailed on the facilities overview (attached). The facilities upgrades will include the following:

- Cabling and mounting - \$900; This is needed for the installation of the PTZ Camera (PIVOTCam-SE)
- Painting and walls - \$440; to give the BZTV space a clean and fresh look and feel.
- Acoustic panels - \$299; to improve recording sound quality and give a modern look and feel to the BZTV space.
- Cords storage and organization casing supplies - \$600; to store the many cords used in BZTV. These are currently tucked away into the plant by the back wall of the news center. A sleek storage system would be more efficient and aesthetic, while helping keep equipment cords secure and out of the way.
- Signage and backdrop - \$400; to update the BZTV background to be closer to a real television station and improve program branding capabilities. Additions to include a green screen, BZTV and JA BizTown branding. Of the \$400 budgeted, \$150 of this would be matching resources and \$250 would be grant funded.
- Station desk - \$1,900 (matching); to give the primary station background a look closer to real news stations. The current space does not have a desk.

Based on inquiries to local vendors, the total cost including materials and labor will be \$4,539.

Grant funds: \$2,489

Match: \$2,050

MISCELLANEOUS

\$600 in costs for program and simulation instructional materials, printing and supplies.

Match: \$600

OVERHEAD COSTS

Includes: accounting and administrative systems needed to track grant project expenses, oversee contractor expenses, process orders and other organizational resources (phones, insurance, supplies, equipment, spaces, etc.) that support staff members, volunteers and students involved in this project.

Grant Funds: \$1,800

Match: \$5,723

Total Overhead Costs: \$7,523

Statement of Matching Resources

A project will not be considered eligible for funding unless the applicant documents the capacity to supply matching resources of at least 50 percent (50%) of the total project cost.

The Statement of Matching Resources is essential to understanding which project costs identified in the Budget Narrative and the line item Budget will be supported by the applicant organization and which project cost will be supported by Project Partners.

Resources contributed by Junior Achievement of Oregon & SW Washington:

\$11,986 in salary and fringe for the Project Director (Vice President of Programs)
\$5,015 in salary and fringe for the Grant Coordinator (Development Manager)
\$4,556 in wages/taxes for the Project Coordinator (JA BizTown Staff)
\$14,141 in Program Facilitators (JA BizTown Volunteers)
\$5,723 for overhead
\$2,050 for facilities updates, signage
\$273 for staff to receive initial training
\$600 for miscellaneous
Total contribution: \$44,344

Resources contributed by Open Signal:

Open Signal will donate two JVC 700s valued at \$3,750 each and will provide contractual services of 30 hours at \$150 per hour as described in the attached partnership agreement letter. Open Signal will support expertise with ongoing equipment maintenance and project support.
Total contribution from Open Signal: \$12,000

Resources contributed by Ross Video:

Ross Video will provide two days in-kind installation services at \$1,500 per day as described in the attached partnership agreement letter.
Total contribution from Ross Video: \$3,000

Line Item Budget

| Cost Category | Grant Funds | Match Amount | Project Total |
|--|--------------------|--------------------|--------------------|
| Personnel | \$0.00 | \$35,971.00 | \$35,971.00 |
| Education and Training | \$160.00 | \$0.00 | \$160.00 |
| Travel | \$0.00 | \$0.00 | \$0.00 |
| Contractual | \$3,000.00 | \$7,500.00 | \$10,500.00 |
| Equipment | \$23,837.00 | \$7,500.00 | \$31,337.00 |
| Infrastructure/Facilities Construction | \$2,489.00 | \$2,050.00 | \$4,539.00 |
| Miscellaneous | \$0.00 | \$600.00 | \$600.00 |
| Overhead | \$1,800.00 | \$5,723.00 | \$7,523.00 |
| Totals | \$31,286.00 | \$59,344.00 | \$90,630.00 |

Final Application Signature

Signature of Duly Authorized Representative

Rachel Cline

Date

08/12/2019

Title

Senior Development Manager

Phone

971-255-4946

E-mail

rcline@ja-pdx.org

Supplemental Material Attachments

| File Name | Description | File Size |
|--------------------------------|---|-----------|
| BZTV _VM_ Board for STAFF.pdf | Current BZTV program material for staff use - sample of current equipment and instructional materials that will need to be redeveloped. | 1.3 MB |
| Facilities Design Overview.pdf | Overview of space and proposed facilities upgrades. | 1.5 MB |

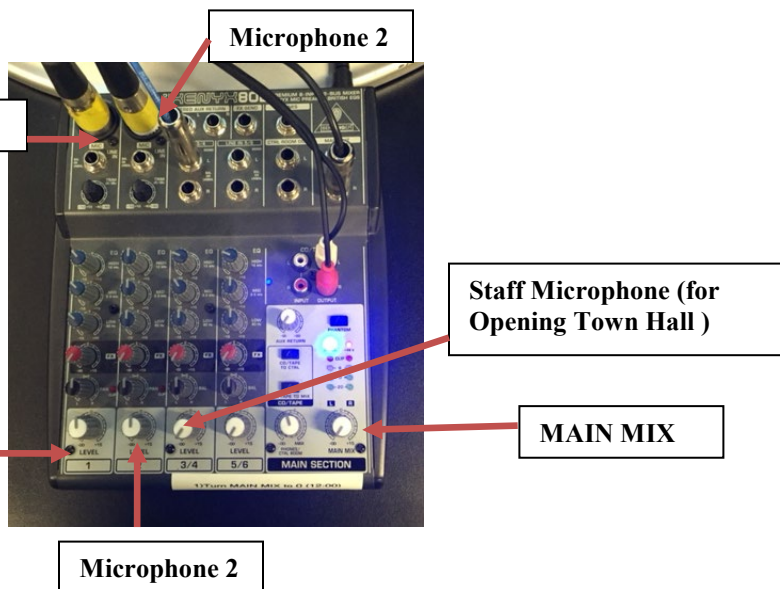
Partner Commitment Letter(s)

| File Name | Description | File Size |
|---|---|-----------|
| Partnership Commitment letter - Jason Tait Ross Video.pdf | Jason Tait, Ross Video - August 9, 2019 | 41 KB |
| Partnership Commitment letter - Open Signal -signed.pdf | Open Signal Partnership Letter | 58 KB |



BZTV - Staff Camera/Sound Board Directions and Broadcast Tips

This is the sound board.



Level 1 and Level 2 are microphones 1 and 2 (the ones the students are using for recording) It needs to be turned to 0 (12:00) when in use.

Level 3/4 is the sound for the Staff microphone. This one is only used during the Opening Town Hall Meeting. It needs to be turned to 0 (12:00) when in use.

Micr 1 – is the microphone on the left (when looking at BZTV) and to control that sound, you need to change Level 1

Micr 2 – is the microphone on the right (when looking at BZTV) and to control that sound, you need to change Level 1





This is the Camera Board



- 1 – Camera One
- 2 – Camera Two
- 3 – Town Hall Meeting Camera
- 4 – Camera One
- 5 – Camera Two
- 6 – Green Screen
- 7 – Striped Screen
- 8 – Frame Freeze Memory 1
- 9 – Frame Freeze Memory 2
- 10 – Black



To Store Frames –

Using Camera 1, Zoom in on the shot that you want to freeze (this can be a picture or school logo if we have a picture of them). Once you have the picture that you are looking for you will need to change settings in the Green Box.



Green Box
& For Freeze
Frame
Memory 1



Freeze Frame Memory 1

FMEM needs to be on 2/4

Signal = Aux

Store = FMEM 1

Review = 1

In order to change the **FMEM**, twist F1 until you get to what you need (in this case, 2/4).

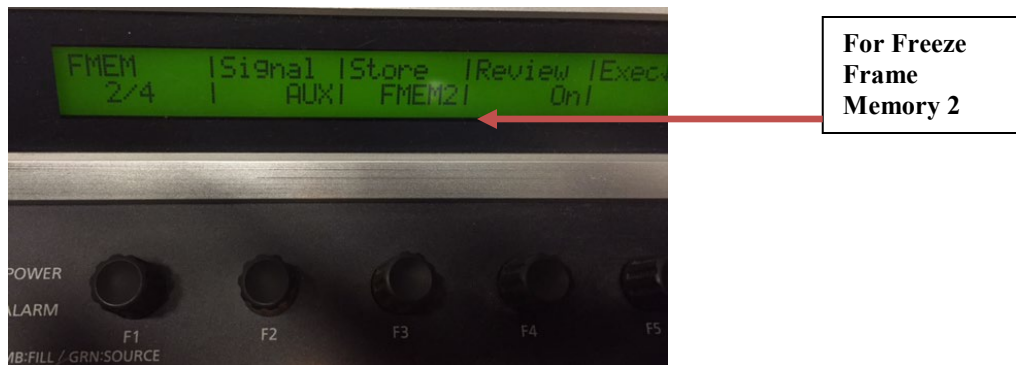
In order to change the **signal** to AUX, twist F2

In order to change which Frame to **Store**, twist F3 to FMEM1

In order to change **Review** to On, twist F4

Once all of these are set, you need to Execute the Freeze. To **Exec**, push F5

To review what you froze, it is on Camera 8



Freeze Frame Memory 2

FMEM needs to be on 2/4

Signal = Aux

Store = FMEM 1

Review = 1

In order to change the **FMEM**, twist F1 until you get to what you need (in this case, 2/4).

In order to change the **signal** to AUX, twist F2

In order to change which Frame to **Store**, twist F3 to FMEM2

In order to change **Review** to On, twist F4

Once all of these are set, you need to Execute the Freeze. To **Exec**, push F5

To review what you froze, it is on Camera 9



To RECORD

- 1) **MAIN MIX** knob to the **0** located on the sound board (if the dial were a clock face, this is 12:00).



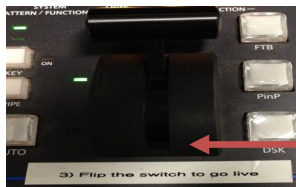
MAIN MIX to 0 or 12:00

- 2) Press the red **“Record Button”** on DVD recorder (this button has a delayed response).
Note: On the DVD recorder, ONLY use the “Record” and “Stop” buttons.



Record button on DVD player

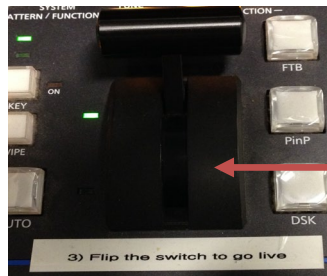
- 3) Flip the **“Toggle Switch”** to go live



Toggle Switch

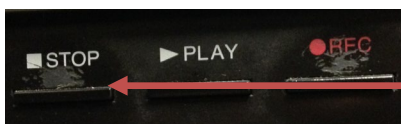
- 4) At the end of the interview or advertisement, go backwards steps 3, 2 and then 1.

- 5) Flip the **“Toggle switch”** Screen will then go to black/Alternate Camera.



Toggle Switch

- 6) Press the **“Stop”** button on the DVD recorder



Stop button on DVD player

- 7) Turn **MAIN MIX Volume** down to the -00 level.



MAIN MIX back down to -00 level

8) Repeat steps above to record the next segments.

To Record Opening Town Hall Meeting

1. Before the meeting begins, mute all TVs in JABT Businesses
2. Staff will then disconnect Camera 1 and connect it to the white cord on the desk in BZTV. Roll out the camera near the drinking fountain.
3. Cover the cords on the ground with the carpets in BZTV
4. When recording the Opening Town Hall meeting, staff will need to change the camera output, to Camera 3.



Camera 3

9) Please turn down Level 1 and Level 2 to -00 and turn Level 3/4 to 0 (if the dial were a clock face, this is 12:00).



Levels 1 and 2

MAIN MIX to 0 or 12:00

Level 3/4 to 0 or 12:00

10) Make sure Main Mix is on 0 or 12:00

11) When the meeting is over, please turn Level 3/4 back to -00 and turn Level 1 and Level 2 back to 0 (if the dial were a clock face, this is 12:00).



12) The DVDs are an hour long and time will count down on the DVD player after each segment.

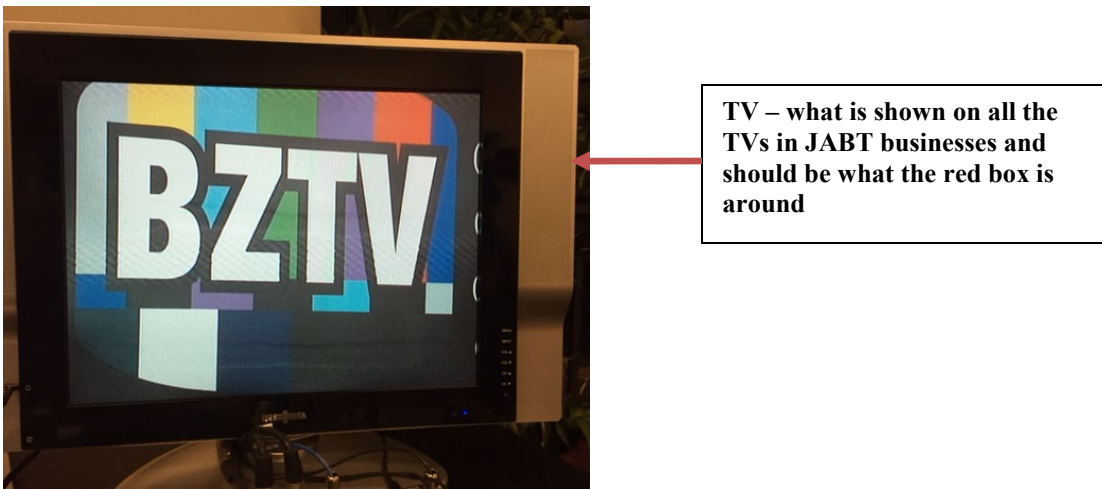
Some Tips

When recording there is a red box on the monitor that surrounds the shot that is live and will be shown on the TV in BZTV and on all the TVs in Town.

The green box is a preview of what will be on when you flip the switch.



Whatever you see on the TV in BZTV is what is on the TVs in all of the businesses. This is also what records on the DVD player.





How to Finalize the Disc

Grab DVD remote and select Setup

DVD Menu

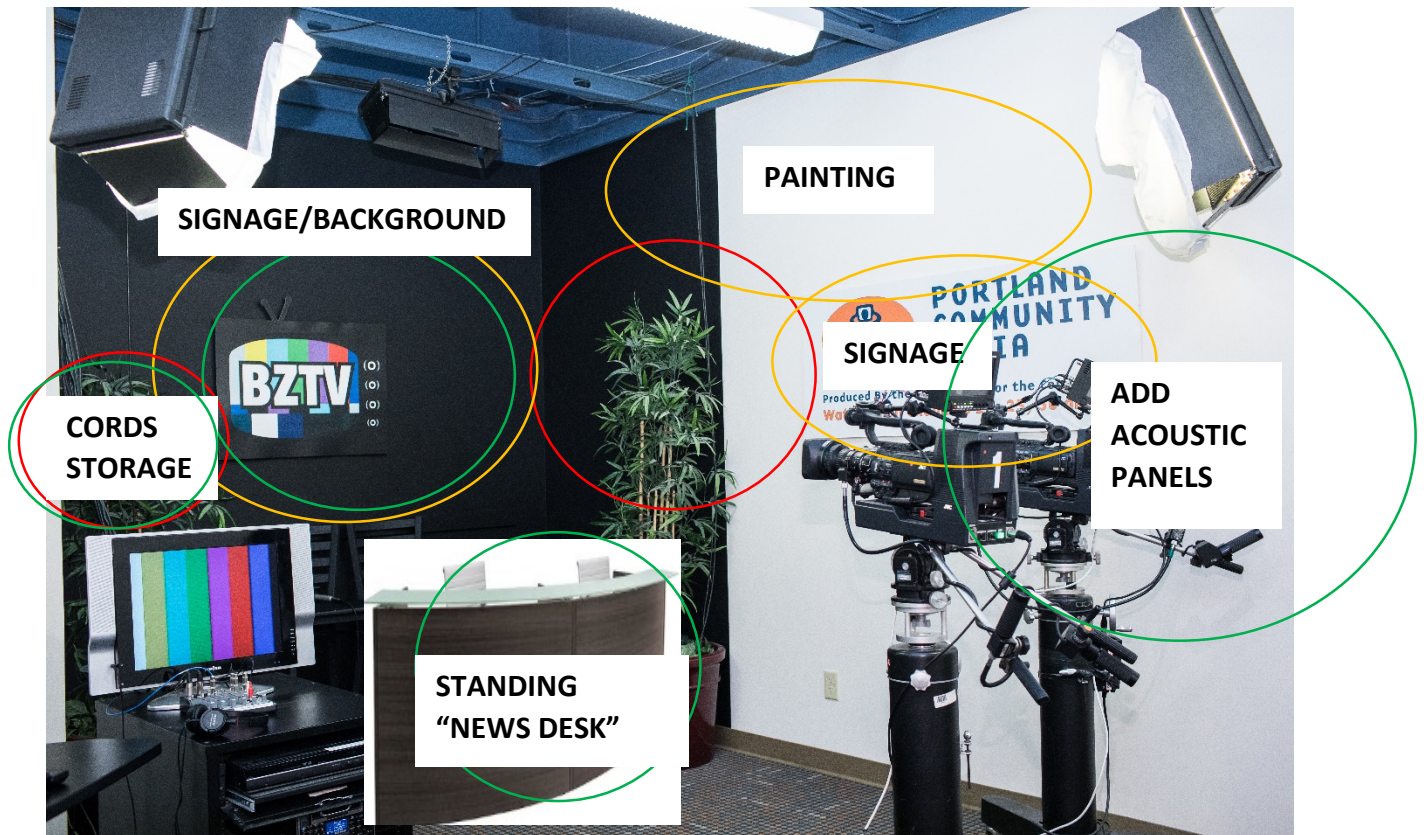
Finalize

Yes

BZTV Facilities Upgrades

The facilities portion of the project will ensure a modern look, proper storage and provide student spaces. This will include additions (green circles), removal of furnishings (red circles) and changes to signages and furnishings (orange circles):

- Equipment Case 19" – custom-built large case for storing all project equipment.
- Painting – repaint BZTV walls; to provide a more modern, fresh look
- Cords storage/organization system, casings – currently a mass of cords is tucked into the left planter. Custom storage system to replace current and cover, store away cords.
- Runners – safeguard to cover cords and prevent students from tripping.
- Signage and backdrop – replace main studio background with news-style city-scape background or green screen backdrop
- Additionally interior signs/branding will be replaced by Junior Achievement to recognize project and community partners.
- Acoustic paneling – to improve sound quality in final recordings/content, durable fabric panels to be installed on back wall
- Station desk/counter – to provide a professional news desk appearance and provide students a platform for placing written communications.





August 9, 2019

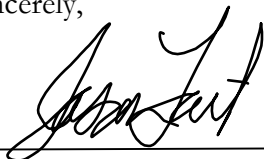
Gina Huntington
Vice President of Programs
Junior Achievement of Oregon & SW Washington
Portland, OR 97206

Dear Gina,

Ross Video confirms its commitment to be a Project Partner in the activities of the Junior Achievement technology project proposal for JA BizTown entitled "JA BizTown and BZTV Technology and Equipment Improvement Project".

As a Project Partner, we commit to support Junior Achievement staff with technology support, including BZTV equipment procurement and installation. We will also provide training and orientation to the Project Director and consultation services around the project's launch. These services will take a total of four (4) days to complete. With four (4) days of services and a cost of \$1,500 per day, the total value to the project is \$6,000. Two (2) days and \$3,000 would be covered by the grant and two (2) days and \$3,000 will be provided at no cost as an in-kind service to the project.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Tait", written over a horizontal line.

Jason Tait
Ross Video

August 7, 2019

Gina Huntington
Vice President of Programs
Junior Achievement of Oregon & SW Washington
Portland, OR 97206

Dear Gina,

Open Signal confirms its commitment to be a Project Partner in the activities of the Junior Achievement technology project proposal for JA BizTown entitled “JA BizTown and BZTV Technology and Equipment Improvement Project”.

As a Project Partner, we commit to support Junior Achievement staff through the provision of:

- Two (2) JVC 700s
Estimated Value: \$3,750 each.
- Thirty (30) hours of (Media Consulting – e.g. technology consultation and ongoing time and expertise over an 18-month period)
Value: \$4,560

The total contribution of these goods and services is \$12,000. We are convinced that by working with Junior Achievement on this project, we will enter into a mutually beneficial arrangement that will help provide more young people with access to modern telecommunications equipment and education around communications careers.

Sincerely,



Jenelle Neill
Director of Production Services
Open Signal, Portland Community Media Center



Justen Harn
Executive Director
Open Signal, Portland Community Media Center

Grant Agreement -- Attachment 2

EXAMPLE OF INTERIM REPORT INFORMATION

ACTIVITIES AND PROGRESS

Describe project activities that focus on the intended outcomes and/or progress made toward the outcomes. Provide both quantitative and qualitative details as they relate to an activity.

VIDEO OUTPUT

If the grant intends to produce video programming for the community media channels, describe the programming produced.

EVALUATION AND LEARNINGS

Summarize the key evaluation steps completed or underway. What are the primary lessons learned thus far about the project? Have you had any course corrections or adjustments to your project based on learnings thus far? How might these learnings impact project implementation in the next Reporting Period?

IMPLEMENTATION SUCCESSES AND CHALLENGES

By using the project's original implementation plan/timeline (included in Attachment 2 to the Grant Agreement, The Implementation Plan), provide a mark-up of the plan indicating the status of your project in relation to the original plan/timeline by adding a "status" column to your activities list.

Describe any anticipated and unanticipated successes and challenges.

EXPENSE DETAIL

Provide a line item accounting, in context of the original grant budget, of the expenditures incurred during the Reporting Period; including both Grant fund and Matching fund expenditures.

Provide a clear narrative of the expenditures incurred for each line item identified above.

Provide a clear explanation of any expenditure that substantially differs from the original Grant budget.

WORK SAMPLES

Periodically, the MHCRC will use photos and videos (with permission) on our website to highlight the work of the organizations we support. Please send us photos or videos that illustrate the impact of the grant project in the community. (By sharing photos or videos, you acknowledge that any and all material you are providing has been obtained with appropriate signed media releases and may be shared with the MHCRC's stakeholders and broader audiences.)

EXAMPLE OF FINAL REPORT INFORMATION

RESULTS

Describe the significant project activities that took place throughout the life of your project and how these activities contributed to the realization of the original project purpose and outcomes. (As applicable, please quantify your results as they related to your original project outcomes, i.e. numbers of people served, the demographics of those served, the number and type of content created, the number/type of classes/programs offered, etc.)

Outline your evaluation process, including evaluation tools and methods. Detail the results of your evaluation.

Do you have a testimonial story to tell that captures the essence of the project's impact? (Where anonymity is required, please use pseudonyms.)

REFLECTIONS

What did you learn about the problem or issue you were trying to address?

What did you learn about the population served?

What factors contributed to your success?

What, if any, were the significant challenges encountered? How did you address both anticipated and unanticipated challenges in the course of the project?

SUSTAINABILITY

Will the project/program continue beyond the term of this Grant? If so, what are your next steps and plans for continuing or changing the project/program?

EXPENDITURE DETAIL

Provide a line item accounting, in context of the original grant budget, of the expenditures incurred during the Project term; including both Grant fund and Matching fund expenditures.

Provide a clear narrative of the expenditures incurred for each line item identified in Step 1.

Provide a clear explanation of any expenditure that substantially differs from the original Grant budget.

WORK SAMPLES

Periodically, the MHCRC will use photos and videos (with permission) on our website to highlight the work of the organizations we support. Please send us photos or videos that illustrate the impact of the grant project in the community. (By sharing photos or videos, you acknowledge that any and all material you are providing has been obtained with appropriate signed media releases and may be shared with the MHCRC's stakeholders and broader audiences.)

COVER SHEET – AGENDA ITEM #R3

For Commission Meeting: September 9, 2019

“Community Technology Grant Agreements: City of Fairview”

Recommendation

Staff recommends that the Commission approve the Community Technology Grant agreement with the City of Fairview for \$32,540.

Background

At its June meeting, the Commission selected 8 Pre-Applications to invite to apply for funding. Following the Commission’s decision, MHCRC staff engaged all 8 applicants in a process to complete full grant applications and contracts. One applicant, Open Signal, has since withdrawn its application due to changes in staff capacity.

MHCRC staff has reached agreement on a final grant applications and contracts with the City of Fairview and recommends approval at the September 9 meeting. The Commission unanimously agreed to move the City of Fairview’s Pre-Application forward in the granting process. The purpose of the project is to upgrade Council Chambers with up-to-date and enhanced presentation equipment in order to improve the home-viewer and in-chambers experience.

There are no significant changes to the grant request.

| | Grant Request | Total Project Budget |
|-------------------|---------------|----------------------|
| Pre-Application | \$32,540 | \$65,166 |
| Final Application | \$32,540 | \$66,215 |

As part of the normal grantmaking process, Comcast is given the opportunity to review all final grant applications and contracts prior to staff moving the contracts forward for Commission consideration.

Attachment: Draft Community Technology Grant Agreement

Prepared By: Rebecca Gibbons
September 3, 2019

AGREEMENT FOR COMMUNITY TECHNOLOGY GRANT

This Agreement is between the Mt. Hood Cable Regulatory Commission (Commission), through the Office for Community Technology (OCT), and the City of Fairview (Grantee) (together referred to as the “Parties”).

RECITALS:

This Agreement is entered into for the purpose of providing the Commission's grant funds for the Grantee's Council Chambers Tech Upgrades project.

AGREEMENT:

1. Grant Amount, Use of Grant

Grantee is awarded a total amount of \$32,540 for specific capital costs related to the Grant project. Grantee shall use the Grant funds exclusively for the purposes outlined in its Grant Application (the "Grant"). The Grant Application is attached to this Agreement as Attachment 1. Grantee shall not use the Grant funds for any purposes other than those set forth in Attachment 1.

2. Project Manager

The Commission's Project Manager shall be Rebecca Gibbons or such other person as shall be designated in writing by the OCT Community Technology Grant Program Manager.

3. Payments

Grantee shall submit periodic invoices for reimbursement of actual capital costs incurred by Grantee related to the approved Grant budget.

Grantee shall use its best efforts to submit invoices for grant-funded expenses incurred in any July1-June 30 period (the Commission’s fiscal year) to the Commission according to the following timeline in each year of the grant in which expenses occur:

- In fiscal year Quarter 1 (July 1 – September 30), Quarter 2 (October 1 – December 30) and Quarter 3 (January 1 – March 31), submit invoices incurred during a quarter no later than 45 days after the close of each fiscal quarter.
- In fiscal year Quarter 4 (April 1-June 30), submit any invoices for grant-funded expenses incurring through May 30 by June 15, provide an estimate of anticipated grant-funded expenses incurred during the month of June by June 25, and an invoice for any grant-funded expenses incurred in the month of June by August 15.

Grantee shall submit invoices online through the Commission’s online grants management system using the claims module. The invoice, uploaded as an attachment to the grants management system claims module, shall be on Grantee’s letterhead, signed and dated by an authorized representative of Grantee, addressed to “MHCRC c/o City of Portland”, and include the title of the grant project, the total amount requested for reimbursement and an invoice

number. Grantee must also complete an expense line item, an expense report and attach supporting documentation through the grants management system in order to complete and submit the invoice to the Project Manager for review. Supporting documentation shall include copies of receipts or other evidence of payment, for the capital cost amount claimed in the invoice. The Project Manager, at her/his sole discretion, may require additional financial documentation of Grant expenditures.

Upon submission by the Grantee of an invoice, and upon certification by the Project Manager that the invoice is in accordance with this Agreement and any restrictions upon use of the Grant funds, the Commission shall pay to the Grantee the amount as specified in the invoice, not to exceed the total Grant amount, within thirty (30) days from date of the invoice. If the Project Manager finds that the invoice is not in accordance with this Agreement, the Project Manager shall notify the Grantee of the reasons for the disallowance and non-payment.

All invoices for Grant project capital costs must be received by the Commission no later than January 31, 2021 in order to be paid under the Agreement terms. No invoices shall be accepted after this date.

4. Financial Records

Grantee agrees to keep accurate and complete financial records that will enable the Commission to easily determine the use of Grant funds and the allocation method of Matching Resources committed by Grantee and Project Partners for the Grant. Grantee shall maintain all financial records related to the Grant for one (1) year after the termination of this Agreement. Grantee shall provide the Commission prompt access to these records upon request and permit copying as the Commission may require.

5. Reports

Grantee shall submit Interim Status Reports and a Final Status Report (collectively referred to as 'Report(s)') to the Project Manager using the Commission's online grants management system. The Reports shall include both programmatic and financial information as established by the Commission. An example of the range of report information collected is attached to this Agreement as Attachment 2. For a Report to be acceptable to the Project Manager, the Grantee shall document and clearly describe the progress of the grant scope in accordance with the reporting schedule defined below.

Interim Status Reporting periods are October 1, 2019 to January 31, 2020; February 1, 2020 to June 30, 2020; July 1, 2020 to December 31, 2020. Interim Status Reports are due within thirty (30) days of the end of each reporting period.

Grantee shall submit a Final Status Report no later than April 30, 2021.

Grantee shall immediately provide notice in writing by electronic mail to the Project Manager when Grantee anticipates or realizes any deviation in the Grant project which may

result in Grantee's inability to fulfill the Grant project as originally submitted and approved by the Commission.

Grantee shall also provide other financial or program reports as the Commission deems reasonably necessary or appropriate. Grantee shall make its books, general organizational and administrative information, documents, papers and records that are related to this Agreement or Grantee's performance of services available for inspection by the Project Manager or other Commission representatives during reasonable business hours following five (5) business days advance written notification from the Project Manager.

6. Project and Fiscal Monitoring

The Commission and the Project Manager shall monitor the Grantee's performance on an as needed basis to assure compliance with this Agreement. Such monitoring may include, but are not limited to, on site visits at reasonable times, telephone interviews and review of required reports and will cover both programmatic and fiscal aspects of the Grant. The frequency and level of monitoring will be determined by the Project Manager. Grantee shall remain fully responsible at all times for performing the requirements of this Agreement.

7. Audit

Because Commission grant funds are derived from the cable services franchises in Multnomah County, the cable companies may conduct a financial review or audit of Grantee for the purpose of verifying whether use of capital grant funds is in accordance with the requirements of cable franchises related to use of capital grant funds. If the Commission receives notice from a cable company in accordance with the terms of the cable franchises of such audit or review, the Commission's Project Manager shall notify Grantee within 5 business days of receiving the notice, and shall identify to Grantee the relevant financial records of Grantee that the cable company seeks to review. The scope of such audit or review of Grantee shall be consistent with the terms of the applicable cable franchise. Grantee agrees to make such relevant financial records available to cable company's authorized representative for inspection and copying. Such records shall be reviewed during normal business hours at a time and place made available by Grantee. The Commission's Project Manager shall promptly provide Grantee with written notice of the audit or review's conclusions.

8. Publicity

Any publicity shall indicate that the project was made possible by a Grant from the Commission through funds provided by the cable companies. Grantee shall notify the Project Manager before releasing information about the Grant to the press or other news media. The Commission may include information regarding the Grant in periodic public reports.

9. No Other Obligations/Complete Agreement

Grantee acknowledges that, except for the Grant, the Commission has no obligation to provide, and the Commission has not led Grantee to believe in any way (whether expressly or by

implication) that the Commission will provide any additional or future assistance, financial or otherwise, either to Grantee or for the Grant project.

This Agreement contains the complete agreement of the parties. This Agreement may not be assigned, nor may any of the Commission's rights be waived, except in writing signed by a duly authorized representative of the Commission. The Commission may specifically enforce, or enjoin a breach of, the provisions of this Agreement, and such rights may be freely assigned or transferred to any other governmental entity by the Commission.

10. Representations

Grantee represents that it has full power and authority, and has obtained all necessary approvals, to accept the Grant, to carry out the terms of the Grant and this Agreement.

11. Indemnification

Subject to the limitations and conditions of the Oregon Constitution, Article XI, Sections 7 and 9, and the Oregon Tort Claims Act (ORS 30.260 through 30.300), the parties agree to indemnify and hold one another harmless from any loss, damage, injury, claim, or demand arising from their respective activities in connection with this Grant. Neither party shall be liable for any loss, damage, claim, or demand arising from the negligence of the other party or its agents or employees.

12. Compliance with Laws

The Commission and Grantee agree to comply with all applicable local, state and federal laws and regulations that apply to the subject matter of this Agreement.

13. Amendment

The Project Manager is authorized to amend the terms and conditions of this Agreement, provided such changes do not increase the Grant amount or the Commission's financial risks or change the purpose of the Grant. If approved such amendments shall only be effective if in writing, and signed by duly authorized representatives of both Parties. Any change in the amount of the Grant funds provided by Commission or the financial risks to be undertaken by the Commission under this Agreement must be approved by vote of the Commission.

14. Term of the Agreement

This Agreement becomes effective on October 1, 2019, unless Grantee fails to sign and return the Agreement to the Commission within thirty (30) days of Commission action to approve the Agreement, in which event this Agreement shall be null and void. The term of this Agreement is through, and including, May 31, 2021.

15. Early Termination of Agreement

This Agreement may be terminated prior to the expiration of its term by:

- (a) Written notice provided to Grantee from the Commission before any obligations are incurred by the Grantee; or
- (b) Mutual written agreement of the Parties.

Termination of this Grant shall be without prejudice to any obligations or liabilities of either party already accrued prior to such termination. However, upon receiving a notice of termination, Grantee shall immediately cease all activities under this Grant, unless expressly directed otherwise in writing from the Commission in the notice of termination. Further, upon termination, the Commission and/or Grantee shall deliver to the other party all works-in progress and other property that are or would be deliverables had the Grant been completed. Grantee shall be entitled to receive reasonable compensation as provided for under this Agreement for any satisfactory work completed up until the time of notice of termination.

16. Material Failure to Perform

The Project Manager may terminate this Agreement after determining that Grantee has failed to comply with any material term or condition of this Agreement. It shall be a material breach and cause for termination of this Agreement if Grantee uses grant funds outside the scope of this Agreement.

Notice and Opportunity to Cure. The Project Manager shall give Grantee written notice of the intent to terminate this Agreement, identifying the reasons for such action. Grantee shall have thirty (30) days from the date of the written notice to cure the breach. If the breach is of such nature that it cannot be completely cured by Grantee within the thirty (30) day period, then Grantee shall submit a cure plan to the Project Manager no later than fifteen (15) days from the date of the written notice. Grantee's cure plan shall include actions, steps, and a time period to cure the breach. Grantee must obtain written consent from the Project Manager to proceed with a cure plan under an extended cure period.

No Payment During Cure Period. During the cure period or extended cure period, the Commission is under no obligation to accept or pay invoices submitted by Grantee under this Agreement. Grantee shall not perform services or take actions that would require the Commission to pay grant funds to Grantee without the written consent of the Project Manager. Grantee shall be solely responsible for any expenses associated with cure of its noncompliance or failure to perform.

Cause for Termination. If Grantee fails to cure the material breach within thirty (30) days of the written notice of termination, or if Grantee does not receive consent from the Project Manager to proceed with a cure plan and executes the cure plan satisfactory to the Project Manager, then the Commission may, at its sole discretion, require Grantee to refund to the Commission any amounts improperly expended, any unexpended amounts or the full amount of Grant funds paid by the Commission to Grantee for the Grant project in compliance with the terms and conditions of this Agreement.

17. Suspension of Work

The Project Manager may at any time give notice in writing to Grantee to suspend work and expenditure of funds provided under this Agreement. The notice of suspension shall specify the date of suspension and the estimated duration of the suspension. Grantee shall immediately suspend work and expenditure of funds to the extent specified. During the period of the suspension Grantee shall properly care for and protect all projects in progress including materials, supplies, and equipment that are on hand for performance of the Grant. The Project Manager may, at any time, withdraw the suspension of work as to all or part of the suspension in written, by electronic mail, notice to Grantee specifying the effective date and scope of withdrawal. Grantee shall then resume diligent performance of the work. In no event shall Grantee be entitled to any incidental or consequential damages because of suspension.

The causes for suspension of work include, but are not be limited to, Project Manager's concerns about Grantee's ability to complete the Grant in accordance with this Agreement or any other non-compliance with the Agreement.

18. Non-Discrimination

In carrying out activities under this Agreement, Grantee shall not discriminate against any employee or applicant for employment on the basis of race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. Grantee shall take actions to insure that applicants for employment are employed, and that employees are treated during employment, without regard to their race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, or disability. Such action shall include but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Grantee shall state that all qualified applicants will receive consideration for employment without regard to race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. In regard to carrying out activities under this Agreement, Grantee shall further not arbitrarily refuse to provide services to any person and shall not discriminate in offering services on the basis of race, color, religion, age, sex, marital or economic status, national origin, sexual orientation, disability or source of income.

19. Severability

Commission and Grantee agree that if any term or provision of this Agreement is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the Parties shall be construed and enforced as if the Agreement did not contain the particular term or provision held to be invalid.

20. Choice of Law and Choice of Forum

This Agreement shall be construed according to the laws of the State of Oregon, without regard to its provisions regarding conflict of laws. Any litigation between the Commission and Grantee arising under this Agreement or out of work performed under this Agreement shall occur, if in the state courts, in the Multnomah County court having jurisdiction thereof, and if in the federal courts, in the United States District Court for the State of Oregon.

21. Survival

As of the date of termination of this Agreement, any pre-existing unresolved claim or dispute by either Party, including but not limited to, money owed, performance due, or any other obligations of the Parties, that is the result of the other Party's performance or non-performance, will, by their terms, survive termination of this Agreement and will be resolved in accordance with the terms and conditions of this Agreement. All indemnity and unperformed obligations will survive termination of this Agreement. The obligation under Section 5 to submit a Final Report shall also survive termination of this Agreement.

22. Assignment

This Agreement or any interest therein may not be assigned or subcontracted without the prior written consent of the Project Manager. In the event of transfer without prior written consent, the Commission may refuse to carry out this Agreement with either the transferor or the transferee and yet retain and reserve all rights of action for any breach of contract committed by Grantee.

Notwithstanding Grantee's use of any subcontractor for performance of this Agreement, Grantee shall remain obligated for full performance hereunder, and the Commission shall incur no obligation other than its obligations to Grantee under this Agreement. Grantee agrees that if subcontractors are employed in the performance of this Agreement, the Grantee and its subcontractors are subject to the requirements and sanctions of ORS Chapter 656, Workers' Compensation.

23. Electronic Means

The parties agree the Commission and Grantee may conduct this transaction, including any contract amendments, by electronic means, including the use of electronic signatures.

24. Notice

Any notice provided for under this Agreement shall be sufficient if in writing and (1) delivered personally to the following addressee, (2) deposited in the United States mail, postage prepaid, certified mail, return receipt requested, (3) sent by overnight or commercial air courier (such as Federal Express), or (4) email addressed as follows, or to such other address as the receiving party hereafter shall specify in writing:

If to the Commission:

Attn: Rebecca Gibbons, Project Manager:

Mt. Hood Cable Regulatory Commission
c/o City of Portland/ OCT
P.O. Box 745
Portland, OR 97207-0745
Email: rgibbons@mhcrc.org

If to Grantee:

Attn: Darren Riordan
City of Fairview
1300 NE Village Street
Email: riordan@ci.fairview.or.us

Any such notice, communication or delivery shall be deemed effective and delivered upon the earliest to occur of actual delivery, three (3) business days after depositing in the United States mail as aforesaid, one (1) business day after shipment by commercial air courier as aforesaid or the same day an email transmission is sent (or the first business day thereafter if sent on a Saturday, Sunday or legal holiday).

AGREEMENT FOR COMMUNITY TECHNOLOGY GRANT: Council Chambers Tech Upgrades

GRANTEE SIGNATURE:

GRANTEE: City of Fairview

BY: _____ Date: _____

Name: _____

Title: _____

MT. HOOD CABLE REGULATORY COMMISSION SIGNATURES:

By: _____ Date: _____
Mt. Hood Cable Regulatory Commission Chair

Approved as to Form:

By: _____ Date: _____
Mt. Hood Cable Regulatory Commission Attorney



Application

00959 - 2019 Community Technology Grants
01117 - 2019 Council Chambers Tech Upgrades Grant
Community Technology Grants

Status: Submitted
Original Submitted Date: 08/12/2019 11:56 AM
Last Submitted Date: 08/22/2019 9:40 AM

Primary Contact

| | | |
|----------------|----------------------------|---|
| Name: | Darren | Riordan |
| | <small>Salutation</small> | <small>First Name Middle Name Last Name</small> |
| Email: | riordand@ci.fairview.or.us | |
| Phone:* | 503-708-6707 | |
| | <small>Phone</small> | <small>Ext.</small> |
| Title: | IT | |

Organization Information

| | | | |
|------------------------------|-------------------------|-------------------------------|--------------------------------|
| Organization Name: | City of Fairview Oregon | | |
| Organization Type: | Government Agency | | |
| Tax ID | 93-2006121 | | |
| Organization Address: | 1300 NE Village Street | | |
| City* | Fairview | Oregon | 97024 |
| | <small>City</small> | <small>State/Province</small> | <small>Postal Code/Zip</small> |
| Phone: | 503-674-6225 | | |

Executive Summary

[Executive Summary](#)

The Executive Summary is your opportunity to introduce your project.

This grant project will be serving the communities of East Multnomah County that attend both live council meetings in city hall or watch over the community access channel. This project is designed to enhance and make more accessible our broadcasted public meetings through an upgraded audio system, large 80" display for presentations and 60" displays for additional viewing and closed caption support for those that need it. By providing a more rich and accessible presentation experience, we hope to engage a larger section of our community.

(This field has a character limit of 4000)

Project Narrative

| | |
|------------------------------------|---------------------------------|
| Total Grant Funds: | \$32,540.00 |
| Total Match Funds: | \$33,674.97 |
| Total Funds: | \$66,214.97 |
| Cable System Technology Use | Both: Channels and I-Net |
| Proposed Technology | Live video technology |
| Public Benefit Area | Improving Community Involvement |
| Project Purpose | |

In defining the project purpose, applicants must:

These upgrades will provide our community with greater access to the events carried out in our Council Chambers, including public meetings, council meetings, planning commission meetings, and other similar governmental functions. We wish to provide an environment where the public will be able to see more clearly the events being put on, and to be able to see the materials that are being presented.

We will install HD screens, HDMI receivers and transmitters, amplifiers and DVID conversion, along with a compatible laptop and the required distribution system. As well as an upgrade to the audio system including 2 mixers, microphones, wireless mic and cabling. This project will thus provide a complete multimedia experience for our viewers and the "live" audience. The quality of the information and the presentation of the material will be enhanced and of greater value to our community as a whole. A cursory scope is as follows:

1 - 80" HD TV screen with integrated white board(East Wall); Wall mounts; HDMI transmitter; HDMI receiver; DVID converter; Switcher; plenum cabling; wall mounted controllers; content sharing platform

2 - 60" HD TV screens(South Wall behind dais); Wall mounts; HDMI transmitter; HDMI receiver; DVID converter; Switcher; plenum cabling; wall mounted controllers; content sharing platform

2 - Audio Amp/Mixers, 12 microphones, 1 wireless mic

Our target audience is to reach our underserved population and create a vehicle where our information is more transparently disseminated and to a population who may not be able to attend our meetings and whose input is valuable as we seek to be more inclusive in our public interactions.

This equipment will allow the viewing public, both at home and in council chambers, to more easily view presentations and things being displayed on the screen. The two additional screens can be used with closed captions to accommodate both the hearing impaired as well as non english speakers. The electronic whiteboard will add additional options for content display. The upgraded audio system will provide a clearer more reliable audible production. All these things should provide an upgraded experience for both broadcast viewers as well as live viewers visually and audibly.

(This field has a character limit of 30000)

Evaluation Plan

How will you evaluate progress toward and achievement of the projects anticipated outcomes?

The evaluation plan should include evaluation questions, strategies or methodologies to collect data in order to answer the questions and steps to document findings and lessons learned.

We will conduct surveys to identify how effective the new system has been.

We will survey those that watched our productions from council chambers for whether the new technology improved their viewing experience.

This will require finding some people who were able to view our production or seeking out some people to watch and then provide their feedback through a survey, from preferably both English speakers and non-English speakers. Were the presentation materials viewable? Was the whiteboard used? Did it add to the presentation? Did you use closed captions? If so, how? Was the audio clear and intelligible?

We will survey those that watched live in council chambers for whether the new technology improved their viewing experience. A questionnaire can be developed to solicit information from those who attended a live meeting about how the new technologies affected their ability to participate. Was the whiteboard used? Did it add to the presentation? Was the audio presented clear and intelligible? Did you make use of closed captions? If so, in what way? Were presentations clear and viewable?

(This field has a character limit of 8000)

Project Partners

A "Project Partner" is defined as an organization that supplies cash or in kind resources and/or plays an active role in the planning and implementation of the project. You should present who your Project Partners are, their respective roles in the project, and specific contribution each partner will make to the project in the form of financial support, equipment, personnel, or other resources.

MetroEast Community Media is the only partner on the project. MetroEast commits \$2500 in staff time to assist with equipment planning and staff education and training on the new equipment.

(This field has a character limit of 4000)

PROJECT FEASIBILITY SECTION includes: Technical Design, Implementation Plan, Organizational Capacity and Project Budget (see Final Application Budget form)

Technical Design

The Technical Design should specify in detail the proposed technology and equipment to be employed; the rationale in selecting the particular technology; how the technical design supports the projects use of the community access channels and/or the I-Net; and the plans for maintaining and upgrading the system or equipment in the future.

The two 60" screens will be mounted on the wall, behind the dias, on each end in the council chambers. They will be able to display the meeting in real time with closed captions for those that may need it.

The 80" screen will be replace the existing white board to display meeting presentations.

Both display elements will enhance the viewing pleasure and add accessibility for hearing impaired and non native english speakers.

The upgrades in audio equipment mainly replace our existing system with better quality and eliminate some audio issues we were having during productions. This should enhance and improve the production value for the community access viewer and live viewer alike.

New low voltage wires(home run upgrades) will be ran from the existing junction box at the center of the floor in chambers to the Metro East production room.

(This field has a character limit of 10000)

Proposed Project Start and End Date:

Projects may include timelines of up to 36 months.

Proposed Start Date (month/year) 10/2019

Proposed End Date (month/year) 4/2021

Implementation Plan

The Implementation Plan should include major tasks and milestones in addition to detailed tasks needed to successfully implement the project.

Finalize Contract Dates and time and make order for needed equipment - 10/2019

Start Installation and upgrades - 11/2019-12/2019

Finish Setup and Installation of new equipment. - 1/2020

Staff Training and Instruction on Use - 2/2020

Implement Technology - 3/2020

Technology Evaluation and Usage Reporting and Surveys - 3/2020-3/2021

Final Report - 4/2021

(This field has a character limit of 21000)

Organization Capacity

The applicant should demonstrate the Organization's capacity to successfully integrate the project into the organization.

Our City Administrator is the person who initiated this application on behalf of their city and is dedicated to providing the resources needed to make this project come to fruition. Employees time for execution has been factored in to existing workloads. Our two person IT department has a combined 38 years of experience.

(This field has a character limit of 5500)

Measurable Project Outcomes

What project outcomes do you hope to achieve for the identified community or targeted beneficiaries through the use of the proposed technology?

We expect greater participation in our public events through a greater exposure to the events. We also anticipate that this technology will be able to provide a more appealing viewer experience and hopefully will encourage our population to be more engaged in our civic decision making.

- 1) Improve look, accessibility and audio of productions from city council chambers on Comcast/MetroEast channel 29.
- 2) Improve look, accessibility and audio of productions in city council chambers for the live viewer.

Budget Narrative

Budget Narrative

PERSONNEL

IT Director - IT director will oversee all aspects of the grant project. Including, managing the grant budget and timeline, oversight of purchases and installation, training, use, grant reporting and evaluation towards outcomes. Total time estimated for this project is 112 hours at \$56.39/hour.

Grant Funds: \$0

Match: \$6,316

IT Assistant - Assist Director with tasks, including day to day activities, scheduling, record keeping, accounting, training and equipment upkeep and maintenance and general use. The assistant will be the lead for instruction and training. Total time for the IT Coordinator is estimated to be 126 hours at \$90/hour.

Grant Funds: \$0

Match: \$11,340

Staff Training- 8 staff members will get 3 hours of training on the new system. Hourly rates vary, but the total is \$1214.72

Grant Funds: \$0

Match: \$1214.72

Finance Director - Assist with IT Director with budgeting and finance, as well as purchasing and acquisition equipment.

Estimated time for the Finance Director is 13 hours, 10 for admin and 3 for training.

Grant Funds: \$0

Match: \$997.67

City Administrator - Will provide project approval, supervision and final signatures. Estimated time for City Admin is 9 hours. 5 hours of admin time and 3 of training.

Grant Funds: \$0

Match: \$806.58

Public Works - Two staff from Public Works will assist with the TV mounting, internal hardware installation and any other aspects of project installation. 32 hours of their time is budgeted at \$65/hour.

Grant Funds: \$0

Match: \$2,080

General Staff - Actual use time for 24 council meetings and 12 Planning Commission meetings, 2 staff @ \$65/hour = \$9360. 12

RSD School Board Meetings, 1 staff @ \$65/hour = \$1560

Grant Funds: \$0

Matching Funds: \$10,920

Total Personnel Costs: \$33674.97

CONTRACTUAL

MetroEast - MetroEast staff will engage with city staff on equipment planning and provide staff education and training on the new equipment.

Grant: \$2,500

Match: \$0

Low Voltage Installer - Upgrade the lines from council chambers to Metro East production office.

Grant: \$10,000

Match: \$0

Total Contractual Costs: \$12,500

EQUIPMENT

Displays - 80" Toshiba HD Screen with integrated white board (1) @ \$8500 = \$8500. 60" Vizio HD Screens (2) @ \$700 = \$1400. Wall Mount Brackets (3) @ \$180 = \$540.

Grant Funds: \$10,440

Match: \$0

Audio - Audio Mixers (2) @ 1500 = \$3000. Microphones (12) @ \$300 = \$3600. Wireless Mic (1) @ \$600.

Grant Funds: \$7,200

Match: \$0

Miscellaneous - DVI Converters (6) @ \$300 = \$1800, Distribution Signal Amp (2) @ \$300 = \$600

Grant Funds: \$2,400

Match: \$0

Total Equipment Cost: \$20,040

Statement of Matching Resources

A project will not be considered eligible for funding unless the applicant documents the capacity to supply matching resources of at least 50 percent (50%) of the total project cost.

The Statement of Matching Resources is essential to understanding which project costs identified in the Budget Narrative and the line Item Budget will be supported by the applicant organization and which project cost will be supported by Project Partners.

Resources contributed by the City of Fairview:

- \$6,316 in salary and fringe for IT Director
- \$11,340 in salary and fringe for IT Assistant
- \$1214.72 in salary and fringe for Staff training
- \$997.67 in salary and fringe for Finance Director
- \$806.58 in salary and fringe for the City Administrator
- \$2,080 in salary and fringe for two Public Works employees
- \$10,920 in salary and fringe for Staff for use time

Total Contribution: \$33674.97

Line Item Budget

| Cost Category | Grant Funds | Match Amount | Project Total |
|---|--------------------|--------------------|--------------------|
| Personnel | \$0.00 | \$33,674.97 | \$33,674.97 |
| Education and Training | \$0.00 | \$0.00 | \$0.00 |
| Travel | \$0.00 | \$0.00 | \$0.00 |
| Contractual | \$12,500.00 | \$0.00 | \$12,500.00 |
| Equipment | \$20,040.00 | \$0.00 | \$20,040.00 |
| Infrastructure/Facilities Construction | \$0.00 | \$0.00 | \$0.00 |
| Miscellaneous | \$0.00 | \$0.00 | \$0.00 |
| Overhead | \$0.00 | \$0.00 | \$0.00 |
| Totals | \$32,540.00 | \$33,674.97 | \$66,214.97 |

Final Application Signature

Signature of Duly Authorized Representative

Tammy Shannon

Date

08/12/2019

Title

IT Director

Phone

503-665-7929

E-mail

shannont@ci.fairview.or.us

Supplemental Material Attachments

Partner Commitment Letter(s)

| File Name | Description | File Size |
|---|-----------------------------------|-----------|
| CoF MHCRC Tech Grant Statement of Matching Resources.docx | City of Fairview Commiment Letter | 114 KB |
| MetroEast Commiment Letter.pdf | MetroEast Commitment Letter | 169 KB |



August 20, 2019

To Whom It May Concern:

The City of Fairview has committed the following matching resources for the MHCRCR 2019 Community Technology Grant process.

Resources contributed by the City of Fairview:

- \$6315.68 in salary and fringe for IT Director
- \$11,340 in salary and fringe for IT Assistant
- \$997.67 in salary and fringe for Finance Director
- \$806.58 in salary and fringe for the City Administrator
- \$2080 in salary and fringe for two Public Works employees
- \$10,920 in salary and fringe for Staff for use time

Total Contribution: \$33,674.97

Best Regards,

Nolan Young
City Administrator - City of Fairview



TAKE CONTROL OF THE MEDIA

08/20/19

Dear Mt. Hood Cable Regulatory Commission,

MetroEast is based in Gresham, Oregon and our mission is to use media to invigorate civic engagement, inspire diverse voices, and strengthen community life. Our core values include accessibility and inclusion, civic engagement, community collaboration and sharing, diversity of voices and information, democracy, and intellectual freedom.

MetroEast has thus far served in an advisory and consulting role as the City of Fairview project has developed. MetroEast's retired Technical Manager, Jamie Groce, will be contracting with us to facilitate the installation and integration of the new equipment into our existing remote production location at Fairview City Hall. The cost of his services will be \$2500. Jamie's technical expertise and knowledge of the government locations will ensure successful installation and outcomes for the project.

We are excited to see the new additions to Fairview City Hall and are committed to the success of this project.

Sincerely,

A handwritten signature in black ink that reads 'John Lugton'.

John Lugton
Interim C.E.O. and Head of Production

971 277 6716
john@metroeast.org



Grant Agreement -- Attachment 2

EXAMPLE OF INTERIM REPORT INFORMATION

ACTIVITIES AND PROGRESS

Describe project activities that focus on the intended outcomes and/or progress made toward the outcomes. Provide both quantitative and qualitative details as they relate to an activity.

VIDEO OUTPUT

If the grant intends to produce video programming for the community media channels, describe the programming produced.

EVALUATION AND LEARNINGS

Summarize the key evaluation steps completed or underway. What are the primary lessons learned thus far about the project? Have you had any course corrections or adjustments to your project based on learnings thus far? How might these learnings impact project implementation in the next Reporting Period?

IMPLEMENTATION SUCCESSES AND CHALLENGES

By using the project's original implementation plan/timeline (included in Attachment 2 to the Grant Agreement, The Implementation Plan), provide a mark-up of the plan indicating the status of your project in relation to the original plan/timeline by adding a "status" column to your activities list.

Describe any anticipated and unanticipated successes and challenges.

EXPENSE DETAIL

Provide a line item accounting, in context of the original grant budget, of the expenditures incurred during the Reporting Period; including both Grant fund and Matching fund expenditures.

Provide a clear narrative of the expenditures incurred for each line item identified above.

Provide a clear explanation of any expenditure that substantially differs from the original Grant budget.

WORK SAMPLES

Periodically, the MHCRC will use photos and videos (with permission) on our website to highlight the work of the organizations we support. Please send us photos or videos that illustrate the impact of the grant project in the community. (By sharing photos or videos, you acknowledge that any and all material you are providing has been obtained with appropriate signed media releases and may be shared with the MHCRC's stakeholders and broader audiences.)

EXAMPLE OF FINAL REPORT INFORMATION

RESULTS

Describe the significant project activities that took place throughout the life of your project and how these activities contributed to the realization of the original project purpose and outcomes. (As applicable, please quantify your results as they related to your original project outcomes, i.e. numbers of people served, the demographics of those served, the number and type of content created, the number/type of classes/programs offered, etc.)

Outline your evaluation process, including evaluation tools and methods. Detail the results of your evaluation.

Do you have a testimonial story to tell that captures the essence of the project's impact? (Where anonymity is required, please use pseudonyms.)

REFLECTIONS

What did you learn about the problem or issue you were trying to address?

What did you learn about the population served?

What factors contributed to your success?

What, if any, were the significant challenges encountered? How did you address both anticipated and unanticipated challenges in the course of the project?

SUSTAINABILITY

Will the project/program continue beyond the term of this Grant? If so, what are your next steps and plans for continuing or changing the project/program?

EXPENDITURE DETAIL

Provide a line item accounting, in context of the original grant budget, of the expenditures incurred during the Project term; including both Grant fund and Matching fund expenditures.

Provide a clear narrative of the expenditures incurred for each line item identified in Step 1.

Provide a clear explanation of any expenditure that substantially differs from the original Grant budget.

WORK SAMPLES

Periodically, the MHCRC will use photos and videos (with permission) on our website to highlight the work of the organizations we support. Please send us photos or videos that illustrate the impact of the grant project in the community. (By sharing photos or videos, you acknowledge that any and all material you are providing has been obtained with appropriate signed media releases and may be shared with the MHCRC's stakeholders and broader audiences.)

COVER SHEET – AGENDA ITEM #R4

For Commission Meeting: September 9, 2019

“TechSmart Initiative Grant Agreement: Reynolds School District”

Recommendation

Staff recommends that the Commission approve the grant agreement with Reynolds School District in the amount of \$1,225,270 (attached).

Background

In accordance with the MHCRC’s grantmaking process for the TechSmart Initiative, the TechSmart Grant Committee and the full Commission conducted a work session on August 26, 2019, to vet the Reynolds School District (RSD) draft project plan. MHCRC staff and RSD staff revised the plan in consideration of the Committee and Commission input.

Attachment: Draft Grant Agreement - Attachment 1: RSD Project Plan

Prepared by: Julie S. Omelchuck
September 2, 2019

AGREEMENT FOR MHCRC COMMUNITY GRANT

This Agreement is between the Mt. Hood Cable Regulatory Commission (Commission), through the Portland Office for Community Technology (OCT), and Reynolds School District (Grantee) (together referred to as the “Parties”).

RECITALS:

This Agreement is entered into for the purpose of providing grant funds under the Commission's TechSmart Initiative for Grantee's project titled Expansion of TechSmart Classrooms Across Reynolds High Schools.

AGREEMENT:

1. Grant Amount, Use of Grant

Grantee is awarded a total amount of \$1,225,270 for specific costs and purposes described in its Grant Project Plan (the "Grant"), attached to this Agreement as Attachment 1. Grantee shall use the Commission grant funds and Grantee's matching resources for the purposes as set forth in Attachment 1.

2. Project Manager

The Commission's Project Manager shall be Julie S. Omelchuck or such other person as shall be designated in writing by the OCT Director.

3. Payments

Grantee shall submit periodic invoices for reimbursement by the Commission of actual costs incurred by Grantee related to the approved Grant budget.

Grantee shall use its best efforts to submit invoices for grant-funded expenses incurred in any July 1-June 30 period (the Commission's fiscal year) to the Commission according to the following timeline in each year of the grant in which expenses occur:

- For fiscal year Quarter 1 (July 1 – September 30), Quarter 2 (October 1 – December 30) and Quarter 3 (January 1 – March 31), submit invoices for grant-funded expenses incurred during the quarter no later than 45 days after the close of each fiscal quarter.
- For fiscal year Quarter 4 (April 1-June 30): By June 15, submit invoices for any grant-funded expenses incurred through May 30; By June 25, provide an estimate of anticipated grant-funded expenses to be incurred during the month of June; By August 15, submit an invoice for any actual grant-funded expenses incurred in the month of June.

The invoice shall be on Grantee's letterhead and signed and dated by an authorized representative of Grantee and addressed to “MHCRC c/o City of Portland.” The invoice shall include the title of the project, an invoice number and a breakout of the invoice amount by the line items identified in the Grant budget. The periodic invoices shall include supporting documentation, such as copies of receipts or other evidence of payment, for the grant-funded cost amount claimed in the invoice. The Project Manager, at her/his sole discretion, may require additional financial documentation of Grant expenditures.

Grantee shall submit invoices and supporting documentation by electronic mail to the Project Manager until such time as the Commission activates a claims module using the Commission's online grants management system. At such time, the Project Manager shall provide notice to Grantee that the online claims module is activated and Grantee shall submit all future invoices and supporting documentation online through the grants management system.

Upon submission by the Grantee of an invoice, and upon certification by the Project Manager that the invoice is in accordance with this Agreement and any restrictions upon use of the Grant funds, the Commission shall pay to the Grantee the amount as specified in the invoice, not to exceed the total Grant amount, within thirty (30) days from date of the invoice. If the Project Manager finds that the invoice is not in accordance with this Agreement, the Project Manager shall notify the Grantee of the reasons for the disallowance and non-payment.

All invoices for grant-funded costs must be received by the Commission no later than August 31, 2022, in order to be paid under the Agreement terms. No invoices shall be accepted after this date.

4. Financial Records

Grantee agrees to keep accurate and complete financial records that will enable the Commission to easily determine the use of Commission funds and the allocation method of Matching Resources committed by Grantee and Project Partners for the Grant. Grantee shall maintain all financial records related to the Grant for one (1) year after the termination of this Agreement. Grantee shall provide the Commission prompt access to these records upon request and permit copying as the Commission may require.

5. Reports

Grantee shall submit Semi-Annual and Annual Status Reports (collectively referred to as 'Report(s)') to the Project Manager using the Commission's online grants management system. The Reports shall include both programmatic and financial information as established by the Commission. For a Report to be acceptable to the Project Manager, Grantee shall provide clear, thorough and complete information and documentation of the Grant project in accordance with the reporting schedule defined below.

Semi-Annual and Annual Status Reports are due within thirty (30) days of the end of each Report period. Status Report periods are July-December and January-June for each school year contained in the Grant Project Plan. The first Interim Status Report shall include the period beginning with the effective date of this Agreement.

Grantee shall immediately provide notice in writing by electronic mail to the Project Manager when Grantee anticipates or realizes any deviation in the Grant which may result in Grantee's inability to fulfill the Grant.

Grantee shall also provide other financial or program reports as the Commission deems reasonably necessary or appropriate. Grantee shall make its books, general organizational and administrative information, documents, papers and records that are related to this Agreement or Grantee's performance of services available for inspection by the Project Manager or other Commission representatives during reasonable business hours following five (5) business days advance written notification from the Project Manager.

6. Project and Fiscal Monitoring

The Project Manager shall monitor Grantee's performance on an as needed basis to assure compliance with this Agreement. Such monitoring may include, but is not limited to, on-site visits at reasonable times, telephone interviews, and review of required reports and will cover both programmatic and fiscal aspects of the Grant. The frequency and level of monitoring will be determined by the Project Manager. Grantee shall remain fully responsible at all times for performing the requirements of this Agreement.

7. Audit

Because Commission grant funds are derived from the cable services franchises in Multnomah County, the cable companies may conduct a financial review or audit of Grantee for the purpose of verifying whether use of grant funds is in accordance with the requirements of cable franchises related to use of the funds for capital costs. If the Commission receives notice from a cable company in accordance with the terms of the cable franchises of such audit or review, the Project Manager shall notify Grantee within five (5) business days of receiving the notice, and shall identify to Grantee the relevant financial records of Grantee that the cable company seeks to review. The scope of such audit or review of Grantee shall be consistent with the terms of the applicable cable franchise. Grantee agrees to make such relevant financial records available to cable company's authorized representative for inspection and copying. Such records shall be reviewed during normal business hours at a time and place made available by Grantee. The Project Manager shall promptly provide Grantee with written notice of the audit or review's conclusions.

8. Publicity

Any publicity shall indicate that the project was made possible by a grant from the Commission through funds provided by the cable companies. Grantee shall notify the Project Manager before releasing information about the Grant to the press or other news media. The Commission may include information regarding the Grant in periodic public reports.

9. No Other Obligations/Complete Agreement

Grantee acknowledges that, except for the Grant, the Commission has no obligation to provide, and the Commission has not led Grantee to believe in any way (whether expressly or by implication) that the Commission will provide any additional or future assistance, financial or otherwise, either to Grantee or for the Grant project.

This Agreement contains the complete agreement of the parties. This Agreement may not be assigned, nor may any of the Commission's rights be waived, except in writing signed by a duly authorized representative of the Commission. The Commission may specifically enforce, or enjoin a breach of, the provisions of this Agreement, and such rights may be freely assigned or transferred to any other governmental entity by the Commission.

10. Representations

Grantee represents that it has full power and authority, and has obtained all necessary approvals, to accept the Grant, to carry out the terms of the Grant and this Agreement, and to conduct the Grant in compliance with all applicable laws.

11. Indemnification

Subject to the limitations and conditions of the Oregon Constitution, Article XI, Sections 7 and 9, and the Oregon Tort Claims Act (ORS 30.260 through 30.300), the parties agree to indemnify and hold one another harmless from any loss, damage, injury, claim, or demand arising from their respective activities in connection with this Grant. Neither party shall be liable for any loss, damage, claim, or demand arising from the negligence of the other party or its agents or employees.

12. Compliance with Laws

The Commission and Grantee agree to comply with all applicable local, state and federal laws and regulations that apply to the subject matter of this Agreement.

13. Amendment

The Project Manager is authorized to amend the terms and conditions of this Agreement, provided such changes do not increase the Grant amount or the Commission's financial risks or change the purpose of the Grant. If approved such amendments shall only be effective if in writing, and signed by duly authorized representatives of both Parties. Any change in the amount of the Grant funds or the financial risks under this Agreement must be approved by vote of the Commission.

14. Term of the Agreement

This Agreement becomes effective on August 1, 2019, unless Grantee fails to sign and return the Agreement to the Commission within forty-five (45) calendar days of Commission action to approve the Agreement, in which event this Agreement shall be null and void. The term of this Agreement is through, and including, September 30, 2022.

15. Early Termination of Agreement

This Agreement may be terminated prior to the expiration of its term by:

(a) Written notice provided to Grantee from the Commission before any obligations are incurred; or

(b) Mutual written agreement of the Parties.

Termination of this Grant shall be without prejudice to any obligations or liabilities of either party already accrued prior to such termination. However, upon receiving a notice of termination, Grantee shall immediately cease all activities under this Grant, unless expressly directed otherwise in writing from the Commission in the notice of termination. Further, upon termination, the Commission and/or Grantee shall deliver to the other party all works-in progress and other property that are or would be deliverables had the Grant been completed. Grantee shall be entitled to receive reasonable compensation as provided for under this Agreement for any satisfactory work completed up until the time of notice of termination.

16. Material Failure to Perform

The Project Manager may terminate this Agreement after determining that Grantee has failed to comply with any material term or condition of this Agreement. It shall be a material breach and cause for termination of this Agreement if Grantee uses grant funds outside the scope of this Agreement.

Notice and Opportunity to Cure. The Project Manager shall give Grantee written notice of the intent to terminate this Agreement, identifying the reasons for such action. Grantee shall have thirty (30) calendar days from the date of the written notice to cure the breach. If the breach is of such nature that it cannot be completely cured by Grantee within the thirty (30) day period, then Grantee shall submit a cure plan to the Project Manager no later than fifteen (15) calendar days from the date of the written notice. Grantee's cure plan shall include actions, steps, and a time period to cure the breach. Grantee must obtain written consent from the Project Manager to proceed with a cure plan under an extended cure period.

No Payment During Cure Period. During the cure period or extended cure period, the Commission is under no obligation to accept or pay invoices submitted by Grantee under this Agreement. Grantee shall not perform services or take actions that would require the Commission to pay grant funds to Grantee without the written consent of the Project Manager. Grantee shall be solely responsible for any expenses associated with cure of its noncompliance or failure to perform.

Cause for Termination. If Grantee fails to cure the material breach within thirty (30) calendar days of the written notice of termination, or if Grantee does not receive consent from the Project Manager to proceed with a cure plan and executes the cure plan satisfactory to the Project Manager, then the Commission may, at its sole discretion, require Grantee to refund to the Commission any amounts improperly expended, any unexpended amounts or the full amount of Grant funds paid by the Commission to Grantee for the Grant project in compliance with the terms and conditions of this Agreement.

17. Suspension of Work

The Project Manager may at any time give notice in writing to Grantee to suspend work and expenditure of funds provided under this Agreement. The notice of suspension shall specify the date of suspension and the estimated duration of the suspension. Grantee shall immediately suspend work and expenditure of funds to the extent specified. During the period of the suspension Grantee shall properly care for and protect all projects in progress including materials, supplies, and equipment that are on hand for performance of the Grant. The Project Manager may, at any time, withdraw the suspension of work as to all or part of the suspension in written, by electronic mail, notice to Grantee specifying the effective date and scope of withdrawal. Grantee shall then resume diligent performance of the work. In no event shall Grantee be entitled to any incidental or consequential damages because of suspension.

The causes for suspension of work include, but are not be limited to, Project Manager's concerns about Grantee's ability to complete the Grant in accordance with this Agreement or any other non-compliance with the Agreement.

18. Non-Discrimination

In carrying out activities under this Agreement, Grantee shall not discriminate against any employee or applicant for employment on the basis of race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of

income. Grantee shall take actions to ensure that applicants for employment are employed, and that employees are treated during employment, without regard to their race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, or disability. Such action shall include but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Grantee shall state that all qualified applicants will receive consideration for employment without regard to race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. In regard to carrying out activities under this Agreement, Grantee shall further not arbitrarily refuse to provide services to any person and shall not discriminate in offering services on the basis of race, color, religion, age, sex, marital or economic status, national origin, sexual orientation, disability or source of income.

19. Severability

Commission and Grantee agree that if any term or provision of this Agreement is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the Parties shall be construed and enforced as if the Agreement did not contain the particular term or provision held to be invalid.

20. Choice of Law and Choice of Forum

This Agreement shall be construed according to the laws of the State of Oregon, without regard to its provisions regarding conflict of laws. Any litigation between the Commission and Grantee arising under this Agreement or out of work performed under this Agreement shall occur, if in the state courts, in the Multnomah County court having jurisdiction thereof, and if in the federal courts, in the United States District Court for the State of Oregon.

21. Survival

As of the date of termination of this Agreement, any pre-existing unresolved claim or dispute by either Party, including but not limited to, money owed, performance due, or any other obligations of the Parties, that is the result of the other Party's performance or non-performance, will, by their terms, survive termination of this Agreement and will be resolved in accordance with the terms and conditions of this Agreement. All indemnity and unperformed obligations will survive termination of this Agreement. The obligation under Section 5 to submit a Final Report shall also survive termination of this Agreement.

22. Assignment

This Agreement or any interest therein may not be assigned or subcontracted without the prior written consent of the Project Manager. In the event of transfer without prior written consent, the Commission may refuse to carry out this Agreement with either the transferor or the transferee and yet retain and reserve all rights of action for any breach of contract committed by Grantee.

Notwithstanding Grantee's use of any subcontractor for performance of this Agreement, Grantee shall remain obligated for full performance hereunder, and the Commission shall incur no obligation other than its obligations to Grantee under this Agreement. Grantee agrees that if subcontractors are employed in the performance of this Agreement, the Grantee and its

subcontractors are subject to the requirements and sanctions of ORS Chapter 656, Workers' Compensation.

23. Electronic Means

The parties agree the Commission and Grantee may conduct this transaction, including any contract amendments, by electronic means, including the use of electronic signatures.

24. Notice

Any notice provided for under this Agreement shall be sufficient if in writing and (1) delivered personally to the following addressee, (2) deposited in the United States mail, postage prepaid, certified mail, return receipt requested, (3) sent by overnight or commercial air courier (such as Federal Express), or (4) email addressed as follows, or to such other address as the receiving party hereafter shall specify in writing:

If to the Commission:

Attn: Julie S. Omelchuck, Project Manager:
Office for Community Technology
Mt. Hood Cable Regulatory Commission
c/o City of Portland/ OCT
P.O. Box 745
Portland, OR 97207-0745
Email: julieo@mhcrc.org

If to Grantee:

Attn: Chris Greenhalgh, Director of Secondary Education
Reynolds School District
1204 NE 201st Avenue
Fairview, OR 97024
Email: CGreenhalgh@rsd7.net

Attn: Rachel Hopper, Chief Financial Officer
Reynolds School District
1204 NE 201st Avenue
Fairview, OR 97024
Email: rhopper@rsd7.net

Any such notice, communication or delivery shall be deemed effective and delivered upon the earliest to occur of actual delivery, three (3) business days after depositing in the United States mail as aforesaid, one (1) business day after shipment by commercial air courier as aforesaid or the same day an email transmission is sent (or the first business day thereafter if sent on a Saturday, Sunday or legal holiday).

SIGNATURES:

GRANTEE: Reynolds School District

BY: _____ Date: _____

Name (Print): _____

Title (Print): _____

MT. HOOD CABLE REGULATORY COMMISSION:

By: _____ Date: _____
Mt. Hood Cable Regulatory Commission Chair

Approved as to Form:

By: _____ Date: _____
Mt. Hood Cable Regulatory Commission Legal Counsel

MHCRC TechSmart Initiative for Student Success Reynolds School District Grant Project Plan September 2019

The Expansion of TechSmart Classrooms Across Reynolds High Schools

I. Project Purpose

Serving nearly 11,000 students from five municipalities across East Multnomah County in 21 schools, the Reynolds School District strives to meet the challenges presented by rapidly changing student and community demographics. More than 40 languages are currently spoken at Reynolds High School, the second largest comprehensive high school in the state of Oregon. Recently, the Reynolds School District (RSD) accepted the United States Department of Agriculture Community Eligibility Provision (CEP). The CEP permits school districts that meet low-income criteria to serve free lunch to every student district wide. Overall, 72% of RSD students qualify as Economically Disadvantaged. As one of an increasing number of districts made up of a majority of students of color, RSD proudly embraces the evolution as we adapt to improve our cultural competence.

The RSD Equity Policy (http://policy.osba.org/reynolds/G/GCCB_GDCB_IKAAA%20D1.PDF), guides every major programmatic, instructional, hiring, professional development and budgeting priority in service to the assets of the student population. The District's Vision and Mission statements address the future of Reynolds students and the educational philosophy:

Vision: Each and every child prepared for a world yet to be imagined.

Mission: Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical-thinking to enhance family, career, and community.

The Reynolds School District is dedicated to closing the opportunity gap and creating learning communities that provide targeted support and academic enrichment for all students.

There is much work to equitably serve for the students who bring their diverse strengths and abilities. Across all grade levels, student attendance and academic achievement are below state averages. A more detailed description of specific academic indicators for target populations at Reynolds High School (RHS) and Reynolds Learning Academy (RLA) is delivered in the Public Benefit section.

The Reynolds School District is advancing several necessary initiatives to transform instructional practices to improve student outcomes through equitable curriculum adoption processes, a focus on closing the opportunity gap for culturally and linguistically diverse students, family centered interventions to reduce chronic absenteeism and increase high impact family involvement, nurturing teacher leadership in professional development, and expanding technology based instruction.

The purpose of the Expansion of Constructivist Classrooms Across Reynolds High Schools (High School Expansion) project is to assimilate the use of instructional technology throughout the student and

teacher instructional experience at the high school level. Thanks to the MHCRC TechSmart Initiative investment to the district, technology and teacher professional development is currently committed in grades 6-9 in Math. Through Professional Learning Communities, lab cycle professional development model, purposeful cross level collaborations and one-on-one tutelage from a technology instructional coach, there have been noticeable gains in middle school math credit attainment. Student attendance, engagement and satisfaction are up. Lessons learned permeate from math teachers to their instructional peers in every department. Problem solving strategies, academic discourse and differentiated assessments are supplemented by student technology based skill development.

The notable success of the initial TechSmart grant project implementation is in 9th grade math attainment. Since project inception, the failure rate in 9th grade math reduced from 56% in 2015 to 28% in 2019. Although current year data reflects the first semester only, it continues a marked trend of increased student achievement in math. Previously, the failure rate in Math was nearly twice the rate of other core classes at RHS. Reducing 'F's to their current level is in line with other core classes by RHS freshmen.

Additionally, participating teachers are surveyed annually by the TechSmart Initiative grant evaluators. Respondents report their satisfaction with the purpose, model and professional development design. They see the purpose of their work to equitably improve access toward student centered pedagogy and appreciate their ownership and leadership of the professional development model.

The model design, successful implementation and empirical student outcomes from the initial grant formed the basis of a grant award from the Verizon Innovation Learning program in December 2018. Fully funded by Verizon for 3 years, commencing in Fall 2019, every student and teacher in all Reynolds middle schools will be issued 1:1 take home tech devices and free monthly data plans.

In February 2019, the Sprint Foundation selected Reynolds secondary schools to be incorporated into its 1Million Project. The 1Million Project will fund up to 400 wireless hotspots distributed to students at RHS and RLA who do not have internet access at home.

The logical next step is to extend and scale comparable instructional reform and technology allocation into RHS and RLA, the district's alternative high school.

The purpose of *the Reynolds High School Expansion* project is to replicate and integrate the accomplishments of the initial TechSmart grant for all content areas at RHS and RLA.

INSTRUCTIONAL STRATEGIES: A Constructivist Approach

The RSD Superintendent and academic directors are focused on immediate to long-term academic plans and budgets to strengthen instruction, increase student engagement and incorporate technology that supports credit attainment for graduation. Specific to technology, recent activities include a technology needs study, expansion of a learning management system (LMS), adoption of digital curriculum, as well as other tech infused secondary instruction and formative assessment methods. Each of these initiatives direct the design of the High School Expansion project.

Reynolds instructional leaders developed a theory of action to guide teaching and learning in the classroom: When teachers work collaboratively in professional learning communities to formulate curriculum and strategies that integrate content standards with technology; and as students engage in curriculum through technology with cultural relevance and in a global and digital society; then students will have a deeper and more applicable mastery of their learning.

This project approach supports students to build their own understanding and knowledge through experiential learning, critical thinking, relevant content and collaborative problem-solving. Teachers guide students to inquire into real-world problems, explore ideas and assess solutions. Reynolds subscribes to the research that a constructivist approach drives best practice for reaching all students, especially English Learners, and other students who have been historically underserved.

Instruction is focused for English learners and students with disabilities to incorporate lessons that intentionally build student language skills and content mastery simultaneously. Sheltered instruction models equip teachers to increase student engagement for historically underserved students. Expanding technology rich classroom environments in Reynolds enables access to shared digital and online resources that also align to common core state standards.

Improving student outcomes through differentiated and individualized practice, the High School Expansion project combines the functionality of the teacher and student devices with a learning management system (LMS) that enables teachers to measure the abilities of each student via common assessments. Data shared through the LMS empowers teachers, parents and advocates to monitor academic progress in real time. Teachers can re-direct students to resources that include: online content, other classmates, and teacher dialogue, to best match student individual needs.

Transformed in Reynolds since the inception of the initial TechSmart grant is the curriculum adoption process. RSD is completing a year-long process of adopting new social studies curriculum grounded in equitable practices. Throughout the 2018-19 school year, under the direction of an Equity Specialist from the Oregon Department of Education, the curriculum adoption committee dedicated time engaged in equity professional learning to sharpen their understanding of implicit bias and structural oppression and its pervasiveness within traditional social studies curriculum materials. Teachers researched products to ensure upcoming student learning opportunities contain multiple perspectives, reflect the experience of marginalization of historically underrepresented ethnic and social groups, and culminate in student voice and action.

The committee concluded the curriculum materials selected must be dynamic and flexible to be relevant to students' culture, language and backgrounds. As they mapped new units and crafted enduring understandings, it became clear that traditional books are obsolete. They prioritized student access to digital resources as critically necessary.

The same equity-grounded thinking also resulted in a reversal of a recent science adoption. In 2016, the district adopted new high school science textbooks but did not have the funds to purchase them. As the understanding of equitable practices grows, the science department requested a change to their adopted materials, selecting a digital-only program to maximize equitable relevance to student learning opportunities, as well as the dynamic nature of a digital resource.

By the Fall 2019, RSD will have new, fully digital curricula in both science and social studies across all secondary levels grades 6 through 12. Going forward, RSD will prioritize and refine equity driven curriculum adoptions and implement digital based core curriculum schoolwide.

During the project development phase for this grant project, focus groups with RHS and RLA teachers yielded numerous technology access points for curricula and format. The most common response was embedding content storage and organizing solutions into digital notebooks for every class. Language development and special education teachers anticipate devising a range of ‘text to speech’ literacy strategies.

Rolling out and regular usage of 3400 personal computing devices is a game changer for the Reynolds community. Yet, due to the immediate impact to the system, administrators and staff agree foundational training for students on basic technology use must be intentionally designed. After the preparation and delivery of student devices, through the first semester of SY19-20, the preeminent emphasis will be on schoolwide expectations of device management, basic operations, security, and digital citizenship.

The Reynolds IT department honed their systems for receiving, preparing and deploying hundreds of student and teacher devices through implementation of the initial MHCRC grant. RSD IT hired additional staff plus expanded the STAR student internship program in order to increase capacity to order, receive, image, secure, distribute and maintain the new devices in this project. Furthermore, the RSD IT Instructional Coach collaborated with Reynolds secondary TechSmart teachers to adopt digital citizenship curriculum for students to protect and maintain their devices and presence online.

Combined with resources and best practices adopted by other 1-to-1 school districts within the Verizon Innovation Learning network and from partnering districts to MHCRC TechSmart with whom we regularly convene, school administrators and teachers will change the culture of expectations to maximize and preserve the technological resources available through the new hardware, curriculum, LMS and teacher PD demonstrated by other schools for the benefit of RHS and RLA.

Because they communicate their intentions to us, many students will gravitate to challenging and expanding their current technical proficiencies. Teachers have design and project building software solutions to train students on the applications that prepare them for the post-secondary, trades and professional worlds. Advanced simulations in science, health and Career Technical Education programs expose kids to cutting edge research and development. The applications in every subject will evolve and expand ongoing. There is a technical service learning course offered at RHS called the STAR internship program. Future information technology engineers and programmers will help meet the increased capacity necessary to manage, troubleshoot and repair devices across both participating schools.

TECHNOLOGY SUPPORTS

The three primary technology supports for the *High School Expansion project* are: 1:1 Chromebook technology for teachers and students, Hitachi short throw projectors for classrooms, and Schoology, a learning management system. The combined functionality of the teacher and student devices and Schoology will foster teachers’ abilities to implement constructivist classroom methods to differentiate learning.

Device distribution, assignment and collection will utilize the Alexandria textbook and material tracking system. This is a barcoded program that connects a scanned barcode with the student record to whom the device is assigned. The unique identification system eliminates any confusion to whom the Chromebooks is assigned. When scanned back in, an electronic record displays which student borrowed the device. Similarly, harm toward or loss of devices can be attributed to families to recover lost damages. Additionally, this project accounts for an adequate number of extra devices and classroom-based chargers available for temporary use for students who temporarily forget their device or deplete the battery life during the school day. The library at RHS is already in the process of modernizing to digitize reference, literary and periodical materials. It is a natural fit to locate the library for device storage and management. Additionally, there is space in the library for the STAR intern program to house their low-level device maintenance and repair work.

For RSD students, there is a demonstrated digital divide that impedes student access to technology and the internet at home. Recently, the RSD secured grant resources from the Sprint foundation to provide 400 wireless hot spot devices with free cellular service to distribute to students at RHS and RLA without home internet connection. Paired with a 1:1 take home Chromebooks, teachers intend to assign more complex, engaging and web-based homework and project-based assignments for students to enhance their academic and 21st century learning skills simultaneously.

As a secure, closed and cloud-based learning management system, Schoology digitizes curriculum that was once confined to direct instruction through lectures, textbooks and assignments completed with paper and pencil. Through their devices, teachers are videotaping their lessons into Schoology for students to reference. This increases accessibility for students. The web rapidly reveals more inquiry-based simulations and design-based problems for all content areas. 2019-20 will represent the fifth year of the district's utilization of the Schoology learning management system. Every teacher and student are assigned accounts annually by the RSD IT department.

Teachers and students are practiced in uploading and accessing digital content through Schoology. It serves as a repository for shared content plus exchange of information, content, assessments and reflections from staff to staff as well as student to student and staff to student. Parents are also able to link their accounts to their sons and daughters in order to accurately monitor student activity and progress on assignments. Schoology is also the LMS platform used district wide at the elementary and middle school levels. It is embedded as a core component for information and content exchange. All students are practiced at its use. Some teachers may need to access additional professional development from the IT instructional coach or their peers in order to catch up to the spectrum of uses for Schoology. Additional training will be incorporated formally into the professional development schedule or may be accessed informally between teachers and their instructional coaches.

Supported by full-time technology and professional coaches and professional development administrators from the initial TechSmart grant, RSD teachers are uploading lessons, practice tasks and assessments through the LMS. Students engage with content and upload their assignments using school issued or their own functional technology. The district's 3 middle schools and high schools conduct all professional development and adult-to-adult instruction within Schoology. Numerous other district-wide training initiatives are also disseminated through the system.

Teachers will utilize the capacity to differentiate and individualize their instruction to meet specific student needs through Schoology and the Chromebooks. Students can work at their pace, receive and submit their assignments to the teacher for assessment, feedback and grading. Group projects, student collaboration, content specific discussions, teacher input and grading are available outside of class time to generate greater student and teacher interactions.

In 2017-18, to enhance college and post-secondary readiness for all students, Reynolds High School administration and staff adopted an elevated set of academic expectations around which they construct professional development and weekly messaging to students. Known as the POWER standards, the acronym represents a set of schoolwide academic expectations designed to support every student at Reynolds throughout all four years of high school:

- Raiders are asked to be **PUNCTUAL** and **PREPARED** for each class period with all necessary materials. Students work bell to bell and are actively engaged through the entire school day.
- Students are **ORGANIZED**, keep three-ring binders with classwork and supplies for all seven periods of the day. Students use planners daily to track assignments and to organize their busy academic lives.
- **WRITING** is a critical aspect to every course at Reynolds High School. Students use a variety of mediums including digital formats such as OneNote and Schoology to improve their writing and critical thinking skills.
- Every Raider is **ENGAGED** in their future with a plan to graduate and pursue post-secondary options beginning their freshman year. Students keep track of progress in each of their classes by checking grades weekly through StudentVue or posted grades.
- Finally, all RHS students show **RESPECT** by honoring the specific expectations within each of their classes. Students pick up after themselves and others to ensure Reynolds is a clean, safe and health learning environment for all.

RHS administration and staff are motivated to integrate the instruction and communication around the POWER standards directly to students and families through the student devices. A lesson is constructed weekly during students 'Access' class around an element of the POWER standards. Access class is like a home room at RHS. The POWER standards ground the student focus for the week and will be more efficiently conveyed between staff and students through the Schoology LMS and devices.

The International Society for Technology in Education (ISTE) is the recognized leader for establishing technology standards for students, aligned to the traditional Common Core State Standards for content learning. This project is designed to embed the core ISTE elements for students that include producing empowered learners, digital citizens, innovative designers, computational thinkers, creative communicators, and global collaborators.

Important for the expanding English Learner population specifically, the interactivity between classmates and with the teacher builds languages skills, interest and confidence. Utilizing their devices, English Learners can demonstrate their intellect beyond the traditional assessments that may not reflect their true abilities and skills. Additional functionality of the devices/digital curricula include real-time

translation and speech to text capabilities in multiple languages utilizing the extensive capabilities of Google Classroom including Google Translate.

From a data perspective, Schoology enables teachers within courses or grade levels to upload and share common assessments. The common assessments combined with the flexible reporting functionality of Schoology allows teachers to run an array of reports that isolate factors and compare results related to both student outcomes and instructional practices. Measured alongside their instructional practices, these data become the basis for the Lab Cycle professional development model described below. Student level skill acquisition and growth over time permits teachers to accurately identify and modify instruction according to individual student needs. This attribute is particularly useful as teachers strategically support students to achieve mastery of the Common Core State Standards in all subjects.

The Reynolds public bond construction was completed at Reynolds High School in August of 2018. The construction of new classroom wings, science and CTE laboratory improvements included the installation of a short throw projector for teacher and student use. More than 30 new classroom projectors were installed at Reynolds High School, primarily for the science department teachers among others. The installation of short throw projectors and wireless adapters that enable teachers to be mobile throughout classroom instruction is also designed to increase student engagement. The selection of the short throw devices for the new bond constructed classrooms came as a result of the 11 TechSmart teachers at RHS who benefited from short throws installed in their classrooms. This project seeks to install a short throw at the 80 remaining rooms at RHS and RLA that don't currently have one.

The utilization of student 1:1 Chromebooks, a learning management system and wireless projectors will offer greater transparency and accountability within the classroom. Principals, district staff and peer teachers can access to the same real-time data. When supervising and evaluating teachers, principals can isolate the strengths and weaknesses of individual students and collaborate with teachers to formulate specific interventions to address areas of student need. Team meetings with fellow teachers advance further and more efficiently when all professionals are working from the same data sets. This plan for student and staff Chromebooks builds a learning community that is deeply connected through digital dialogue. Teacher and student interaction with leading edge education and assessment software delivers more informative data collection and analysis.

PROFESSIONAL DEVELOPMENT (PD)

RHS teachers were surveyed in January 2018 to assess current attitudes about availability, use, goals and vision for instructional use of technology. 88% of the teaching staff responded.

96% of teachers would like to see better access to technology as an academic tool for their students. 73% of teachers believe students should be using their mobile devices or other issued technology to support learning in their classrooms. All but one respondent (99%) believe student technology access needs to be improved at home, school or both. When asked which they would prefer, 68% asserted they would prefer a computer issued to every student with access to a learning management system, over 26% who would rather receive a classroom set of textbooks.

Pertaining to professional development (PD), 78% of staff responded they desired to learn more about the use of instructional technology. Their primary interest is to enhance their understanding of use of Office365 tools including: Classroom notebooks, forms, OneNote, OneDrive and Excel for their students.

The same study surveyed teachers' preferences to styles and modalities for their own professional development. Overwhelming responses rated strong teacher desire for interactive activities, watching or practicing demonstrations, sharing stories and examples. Participation in ongoing professional learning communities (PLCs) to collaborate with colleagues stood out as ranking consistently high.

Based on teachers' expressed preferences, the High School Expansion project establishes a PD plan with the objective for teachers at the two participating high schools to coalesce into PLCs within their schools and across departments to learn and collaborate on instructional practices, assessments, evaluation and student achievement outcomes.

In order to fully implement classrooms that differentiate and individualize learning for students, teachers will be given ample opportunities at the start of the school year and on an on-going basis to collaborate, share data and strategies through PD supports. Teachers will work collectively and individually to develop lessons with heavy emphasis on student engagement and collaboration, relevant content, and real-time student data assessment and reports.

For several years, the focus for PD has been on sheltered strategies to support language development for students whose first language is not English. For this project, the PD model overlays instructional Lab Cycles. Lab Cycles incorporate collaborative co-teaching, classroom observations and data analysis to development instructional practice focused on student outcomes and needs. During the Lab Cycles, teachers implement a specific instructional practice and collect student data. Then teachers bring their findings to their PLC to determine additional student skill intervention, as needed. The District will contribute classroom substitute teachers over the three school years in order for the secondary teachers to participate in the Lab Cycles.

RSD teachers are provided a weekly late-start department level PD schedule throughout the school year totaling approximately 30 sessions annually. For at least one late start PD period a month, administrators and teacher leaders will direct teacher cohorts to progress through introductory to innovative instructional practices while continuously measuring progress through student assessment data.

Reynolds building administrators, the current instructional technology coach and district staff constructed a basic three-year scope and sequence of PD plan, Attachment A – "Reynolds TechSmart Professional Development Plan."

Much of the group trainings and one-on-one teacher tutelages will be conducted by the instructional technology coach who is dedicated to the project from district match. S/he will also plan and deliver with teacher leaders nurtured primarily from the math department, among others, as consequence of their experience from initial TechSmart grant PD. The capacity to layer multiple access points for training from administrators, instructional coaches, and peers cultivates broad-based support, fresh ideas, diverse innovation, and refinement of practice. Furthermore, as the model is honed and deepened,

it will be calibrated as the new normal with the instructor community, thereby strengthening its long-term sustainability.

PROJECT OUTCOMES

Like every initiative, the measure of success is primarily the impact on student learning outcomes. A more detailed description of the analysis of student achievement is incorporated in the Evaluation section. The driver for the High School Expansion project's outcomes is scaling the practices, PLCs and PD, from the initial TechSmart grant to school-wide instructional practice through 1:1 teacher and student devices.

Outcomes related to teacher instruction include:

- To identify and scale instructional strategies and practices, guided by the Common Core State Standards, the Oregon Education Technology Standards, and other professional certificate or post-secondary preparation that have the greatest positive impact on student learning.
- Devise strategies that isolate instructional practices as measured against student achievement connected to a content specific assessment or performance standard.
- Devise observational tools that inform teachers and decision makers as to which classrooms are implementing the project with fidelity and discover the correlational trends on student learning that are attributable to those classrooms.
- Build capacity and collegiality among teachers across departments and grade levels through prescribed adherence to the Lab Cycle PD model.

II. Public Benefit

The *High School Expansion* project targets the following All Hands Raised (AHR) Partnership community wide indicators: Ninth grade on track in credits and attendance, English Language Learners' annual progress, and high school graduation.

The District closely subscribes to targeted state and local academic indicators for students as they progress through Reynolds High School (RHS) or Reynolds Learning Academy (RLA). The AHR public-private collaborative prioritizes secondary school academic indicators. They spotlight 9th grade on track and 4 year graduation rates. The RSD Superintendent serves on the AHR Leadership Council. RHS and RLA staff are members on multiple AHR and county wide steering and work groups that collaboratively guide practice and data analysis across peer Multnomah County school districts.

Recent academic growth shows correlation to the completed implementation of the initial TechSmart grant in Reynolds. Students are acquiring more credits and increasing performance on state assessments from the digitization of math curriculum and instruction in grades 6-9. There remains much room and pressing urgency to continue improving. Measured recently in the middle and high school levels respectively, baseline student achievement demonstrates persistent achievement gaps in Reynolds secondary schools – particularly pervasive for students of color, students who are culturally and linguistically diverse, students with disabilities and other traditionally marginalized groups.

The most notable shortcomings are interrelated: they are ninth grade on track and 4-year cohort graduation rates. As defined by earning 6 or more credits by their 9th grade year, students who are 9th

grade on track are far more likely to graduate in four years. At the end of their ninth grade year, 63% of RHS students earned six or more credits in 2018. Reynolds’ English Learners, Black and Hispanic populations in this area are less than 60%.

The 4-year graduation rate at RHS climbed past 70% in 2018 after a three-year growth of more than 10%, and six consecutive years of growth. Despite budget cuts that displaced or eliminated many teaching positions and academic intervention programs, there is an upward shift in the culture of achievement in RSD. The beneficiaries of this project will be on track 9th graders who we closely follow and continue to serve through successful sophomore and junior years that lead them to graduate on time with their four year graduation cohorts.

Previously, Algebra I was by far the most frequently class failed by 9th graders. As a consequence of the focus on middle school and 9th grade math throughout the initial TechSmart grant, 9th grade math pass rates grew from 44% in 2015 to 72% passing through semester one of 2018-19. The prior project demonstrated that transforming math instruction in the middle levels and increasing rigor and relevance for students led to them earning more 9th grade math credit. As the students make the critical transition across all subject areas at the high school, instructional leaders plan for comparable academic gains.

These tables show the relevant demographics and key academic indicators most recently reported to the State of Oregon for RHS and RLA.

Reynolds High School Demographic and Achievement Data: 2017-18

| | | | |
|--|------|--|-----|
| # Students Enrolled | 2504 | 4 year Graduation Rate | 73% |
| Attend 90% or greater | 69% | 5-year Completer Rate | 80% |
| Total English Learner (EL) | 52% | Freshman on Track (6 or more credits end of 9th grade) | 63% |
| # of Languages Spoken | 43 | Hispanic on Track | 54% |
| Economically Disadvantaged (ED) | 68% | Black on Track | 56% |
| Special Education (Sped) | 14% | EL on Track | 54% |
| Overall RHS Math State Assessment | 24% | Overall RHS English Language Arts State Assessment | 61% |

Reynolds Learning Academy Demographics and Achievement Data: 2017-18

| | | | |
|--|------|--|-----|
| # Students Enrolled | 208 | 4 year Graduation Rate | 35% |
| Attend 90% or greater | 23% | 5-year Completion Rate | 53% |
| Total English Learner (EL) | 37% | Freshman on Track (6 or more credits end of 9th grade) | 77% |
| # of Languages Spoken | 7 | Hispanic on Track | * |
| Economically Disadvantaged (ED) | >95% | Black on Track | * |
| Special Education (Sped) | 29% | EL on Track | * |
| Overall RHS Math State Assessment | 5% | Overall RHS English Language Arts State Assessment | 28% |

*Data is suppressed for confidentiality of minimum number of students in the category

III. Project Partners and Beneficiaries

RHS and RLA teachers and their students are the primary beneficiaries for this project. Teachers and administrators from RHS and RLA contributed the primary concept design and input for project design. Staff contributors included veterans of the initial TechSmart grant as well as teacher leaders representing nearly every content area. Also shaping the project design are the district Director of Secondary Education, Curriculum Coordinator, Instructional Technology (IT) Coach, and administrators from each of the secondary schools. The Committee was involved in all phases of project design, including the technology and PD needs study, the PD plan, and the overhaul of secondary instruction through framework construction. Teacher leaders will continue to be the lead drivers and implementers of the work.

Students: The primary focus of this project is student engagement and achievement. Project planners conducted input sessions from students to calibrate project design. Their input on project concept, device selection and Schoology use demonstrates their endorsement and is a valuable indicator of relevance for them. A cross section of student responses include:

“I’m excited to have a place to store all my stuff digitally. No more lost papers!”

“I anticipate this will help us to be able to communicate better with teachers.”

“I think more tech will be an awesome resource for our visually impaired and students with special needs.”

“When kids ‘own’ stuff, they take better care of it.”

“I like to write things down. I think a stylus is very important.”

“Having access to digital curriculum will help students to work better at their own pace. We can explore new ideas and concepts that aren’t restricted by a textbook.”

“Finally! We’ve had devices in our math classes. We need them for all of our classes.”

The survey of student users is not a scientific study. Instead, it demonstrates the capacity of digital access and interactivity through a learning management system to motivate students to persevere in their study through increased engagement, on their terms, in a media that is common to their lifestyle.

Families: As with RSD students, the fabric of the District is strengthened by the diversity and increased engagement of parents and guardians. Given the global representation of the RSD families, there are inherent opportunities to access the expertise from their prior experiences before moving into the local community. For example, school is very different in the teeming cities in Central American to the pulsating refugee camps of eastern Africa to the culturally conservative rural communities of Eastern Europe, and everywhere in between. As professional educators based in US educational culture, RSD staff learn from parents their expectations about their role in educating their children and how theirs and RSD’s educational cultures can adapt to each other to empower the students to succeed.

To support this approach, RSD regularly hosts culturally-specific parent and family engagement events to exchange information, field questions, and learn from each other to co-construct culturally-aligned ideas to better support their students’ needs. This includes surveying families’ access and understanding for current use of technology at home and access to the RHS digital curriculum. Specifically included is how students are using technology at school and how that access is available at home through Schoology and the parent information system called ParentVue.

Superintendent Diaz also recently activated parent academies, which support parents to move into school site council and other school leadership positions. This strategy will deepen dialogue that is better culturally informed and more reflective of the evolving RSD community.

IV. Implementation Plan

The project Implementation Plan is included as Attachment B: “Reynolds TechSmart Implementation Plan.”

V. Evaluation Plan

The RSD employs a curriculum coordinator who conducts in-depth examinations of formative and summative assessments that measure student growth toward learning targets and content standards. The District embraces the need to measure and evaluate the entire scope of district reforms and initiatives. The district data coordinator, the curriculum coordinator and project director will work with the TechSmart Initiative evaluation consultant to determine more detailed data needs and methods to align with the TechSmart logic model.

The data coordinator worked collaboratively with instructional technology coach and members of the Secondary Math Committee to develop the evaluation plan for the initial TechSmart grant and is familiar with the scope and goals of this project. Using a mixed-methods approach, this project’s evaluation plan draws on the collection and management of student performance and attendance data, as well as qualitative data gathered on implementation of instructional strategies and practices that integrate student and teacher technology use as early indicators of leading to improvements in student performance as was witnessed in math during implementation of the initial TechSmart grant.

Student engagement and learning will be evaluated continuously over the four years of this project using multiple measures including class attendance, standardized test scores, credits earned and passing marks as data for assessing outcomes. Student surveys of school climate and engagement, first deployed in March of 2019 and planned to become annual, will provide additional qualitative measure. The amount of time each student has participated in their respective class section will be tracked within the Reynolds student information system (SIS). Schoology is another factor within the Constructivist classroom model that will be evaluated. Student usage of Schoology will be exported out of the system and merged with the other characteristics and outcomes to evaluate the effectiveness of this piece of the blended instruction model.

As is common in educational settings, there are a number of contextual factors in addition to student demographics that need to be accounted for when examining effectiveness of instructional practices. These contextual factors can also provide excellent information to teachers and administrators for continual improvement. School-level factors such as the proportion of students who are economically disadvantaged, student mobility and the number of languages spoken within the school can have a large impact on the outcomes assessed. In addition, classroom factors such as period of the day, teacher characteristics, Schoology use and class size will also be incorporated to gain a better understanding of the effectiveness of instructional practices. Student factors will be disaggregated by gender, race/ethnicity, language proficiency and special education participation among other factors.

Since students are nested within classrooms and classrooms are nested within schools, we will use 3-level multilevel modeling to evaluate the efficacy of the High School Expansion project for each of the contextual factors involved. For example, RSD will be able to examine not only the difference in standardized test scores between students receiving Constructivist instruction compared to those who are not, also this relationship across schools and between classrooms. This type of evaluation allows for the opportunity to examine and identify strengths and where to leverage these strengths for training and improvement in other schools and classrooms. Of particular interest is the identification of teachers who are demonstrating the greatest improvements in student attendance, test scores and grades during the first year of the project. These teachers will be chosen to identify and share their instructional strategies, practices and usages of Schoology for peer-to-peer training.

A basic 3-level multilevel model using proc mixed within SAS statistical software will be used for continuous outcomes (standardized test scores and class attendance) while Proc Glimmix will be used for dichotomous or polytomous outcomes such as passing grades and credits earned. Proc Glimmix will also be used in the case of a Non-Gaussian distribution. Long-term analyses will include multiple years of data when available and will utilize a 3-level multilevel growth model. This type of statistical methodology is ideal due to the high potential for incomplete follow-up in the case of students leaving RSD. It is also flexible enough to account for missing data, multiple measurements per participant, and different term schedules across schools. Previous attendance and academic performance using individual course data and overall GPA as well as 2018-19 standardized test scores will be used to adjust for the students' baseline. The main goal of this type of analysis is to assess change over time and identify strengths and weakness within the project for continuous monitoring and improvement.

Teachers' instructional strategies and practices will also be continuously evaluated. RSD has developed a "Digital Classroom Walk Through Tool" as an online observation tool for use by peer teachers, administrators or other evaluators. The tool incorporates observable classroom set-up and environment as well as teacher and student activities present during an instructional period.

Classroom observers utilize this observation tool on their hand-held device. Their information is aggregated into an excel database that compiles the data real time. As teachers prepare to conduct their Lab Cycles, or at other designated points throughout the year, the data coordinator in collaboration with the teachers can look for intersections between observable classroom traits and formative or summative student achievement as well as student attendance, behavior or other engagement measures. We acknowledge that the data does not provide conclusive information without isolating other factors. The objective is formative--to inform teachers and decision makers as to which classrooms are implementing the instruction with fidelity and what the correlational trends are on student learning and behavior that can be attributable to those classrooms.

The Digital Classroom Walk Through Tool also serves to isolate which instructional strategies will have the greatest impact on student learning. Through the assessment and report mechanisms within Schoology, the Instructional Practices and Professional Development Committee will be able to devise isolate instructional practices as measured against student achievement. Those rubrics will be constructed through the Lab Cycle process as we gather formative student data for each course at every grade level 9 through 12.

Although the long-term goal is to increase student achievement, the desired outcomes over the three-year grant period focus on the transformation of instructional practice through the use of technology.

Building on the success and lessons learned from the initial TechSmart grant math project, outcomes related to teacher instruction include:

- To identify and scale instructional strategies and practices in integrating digital learning that have the greatest positive impact on student learning.
- Scale effective practices in digitally-driven constructivist instruction across all classrooms
- Revise observational tools that inform teachers and decision makers as to which classrooms are implementing the project with fidelity and discover the correlational trends on student learning that are attributable to those classrooms.
- Build capacity and collegiality among teachers across grade levels through prescribed adherence to the Lab Cycle PD model.

The following table summarized the evaluation plan’s primary evaluation questions, strategies and data collection:

| | |
|---|---|
| Outcomes: To identify and scale instructional strategies and practices in integrating digital learning that have the greatest positive impact on student learning. | |
| Evaluation Questions #1: Is the practice positively impacting the achievement gap of the student cohort, specifically second language learners in middle school and ninth grade? #2: Is the practice improving student achievement in the targeted academic outcomes? #3: How are digital citizenship skills and responsibilities integrated into the learning and curriculum? | |
| Data to Be Collected: | 1a. Students quarterly and semester passing grades. 1b. End of year state summative assessments (SBAC). 1c. Rate of 9th grade credit attainment. |
| How Data is Collected: | 1a. Pass/Fail and school counselor reports 1b. Oregon Department of Education (ODE) assessment reports. 1c. Student transcript and school report cards. |
| <ul style="list-style-type: none"> • Outcomes: Scale effective practices in digitally-driven constructivist instruction across all classrooms | |
| Evaluation Questions #1: Do teachers report positive classroom results through implementation of the strategy? #2: How does the practice use student assessment data to provide feedback to students and teachers about a student’s progress? #3: Does the practice use technology for individual student assessment? #4: What other positive achievement results are measurable and evident (student engagement, attendance, or similar)? | |

| | |
|--|--|
| Data to Be Collected: | 2a. Formative student achievement through common assessments. 2b. Use of instructional strategies in digitally-based classrooms. 2c. Frequency and depth of student and teacher technology usage. |
| How Data is Collected: | 2a. Schoology student assessment reports. 2b. Lab cycle teacher professional development and curriculum design process. 2c. “Digital Classroom Walk Through Observation Tool” peer-teacher/administrator data compilation. |
| <p>Outcomes: *Devise observational tools that inform teachers and decision makers as to which classrooms are implementing the project with fidelity. *Build capacity and collegiality among teachers across grade levels through prescribed adherence to the Lab Cycle PD model.</p> | |
| <p>Evaluation Questions #1: In what ways is technology used to support instruction and student learning? #2: Has professional development helped teachers use technology to implement effective differentiated instruction and to use and analyze student data? #3: What is the frequency of collaborative teacher meeting? Dates? Minutes? #4: What do teachers report as to their degree of instructional understanding and collaborative approaches as measured through teacher surveys?</p> | |
| Data to Be Collected: | 3a. Data gathered from Digital Classroom Walk Through Tool. 3b. Formative and Standardized test scores and credit attainment. 3c. Teacher feedback to project impacting their instructional practice. |
| How Data is Collected: | 3a. Analysis of student growth/achievement through common formative assessments delivered through Schoology. 3b. ODE annual reports and quarterly student grade reports. 3c. Mid and end of year teacher surveys. |

VI. Technical Design

The project’s technology purchases emphasize the needs of students as highly capable 21st century learners and teachers as highly capable instructors and facilitators of learning. In grant Year 1, all RHS and RLA students will receive a CTL Chromebook J41 for Education. This device was selected as part of a process that included the RHS Tech Committee, RHS Student Leadership Class and RHS Administration. Student groups were surveyed around their current technology use at school and the degree to which they felt a touchscreen would be a necessary innovation in their learning. The Tech Committee was presented with options for implementation that included a “Silver Option” that included non-touchscreen student devices and “Green Option” that did. The Principal and Associate Principal worked with district leadership to synthesize the information gathered from the teacher and student groups. The team also evaluated the current level of technology innovation currently in RHS classrooms,

as well as projections for tech use by the end of the grant cycle. Cost considerations for the multiple options were carefully considered.

During the planning for this project, the CTL Chromebook J41 was selected for its versatility that maintains the power and capacity of a traditional laptop, has been successfully deployed by neighboring school districts for several years. Finally, this Chromebook is known to be durable enough for regular use from students and will be enhanced with a protective cover and two-year warranty per device. Additional security infrastructure will incorporate the devices into a mobile device management system and internet filtering.

To support the effort to manage student on-line safety, the District researched and chose Securly as the ideal device-based filtering system. Securly is a cloud-based web filter and monitoring tool. Securly not only helps keep students from accessing inappropriate material; it can also track student activity to notify administrators of potential acts of cyberbullying or self-harm. The Parent Portal provides parents an in-depth view of their child's online activity at home on school-owned devices.

Combining the feedback from student, staff and administrative input, it was determined that the projected district maintenance, repair and replacement costs for the touchscreen student devices would outweigh their nominally enhanced advantages. All groups agreed that the CTL J41 will provide students with advanced interactivity and multiple modalities for learning that are the ultimate student needs to fulfill the grant goals.

These Chromebooks also have the capacity to enable students to demonstrate content mastery through online testing. The tablet laptop will allow students to take the summative tests in all content areas in the environment and on the device on which they learned the content. The Chromebook CTL J41 series laptop is a student device certified for the new state tests. This is strongly preferred over students transporting to a computer lab dedicated to State testing of all grade levels and content areas.

There are approximately 80 students enrolled in RHS Life Skills and Functional Life classes. These students' intellectual gifts are best accessed through tactile learning that includes use of touchscreen devices, like an Apple iPad, that enable their access to literacy and other academic programs designed for touchscreen learning. For equitable access for all learners, this project carves out purchase of 80 iPads to be distributed for these students through the RSD special education department.

The District will adopt new online Science and Social Studies curriculum for grades 9-12 in Fall, 2019. The district curriculum director and teachers successfully downloaded and ran these curricula on the pilot devices. Math teachers maintain their preference for touchscreen and stylus devices. Classroom sets of the most recent purchases of Dell venues devices will remain with Math teachers for in-class use.

Teacher devices were also discussed in the same forums. A significant distinction surfaced through these discussions –student technology needs for learning are not the same as teacher technology needs for instruction. To that end, one key instructional practice to emerge from the initial TechSmart grant was a teacher's ability to utilize a high-functioning touchscreen and active stylus as part of their teaching process. Touchscreens allow for teachers to interact with students throughout the modeling components of their lesson. Traditionally teachers are forced to remain static during this instructional phase, but the

combined use of the touchscreen, active stylus, short-throw projectors and wireless short-throw connectivity allow for a more dynamic teaching approach.

As observed and noted through previous lab cycles, this same combination of technology provides greater interactivity in the subsequent instructional phases of the gradual release of responsibility framework, the district's evidence-based instructional framework. The potential to also capture and project student computer screens in real time will also increase opportunities for immediate feedback, responsive instruction and student engagement. Between both RHS and RLA, there are 115 certified classroom teachers. In grant Year 1, all teachers will receive a Microsoft Surface Pro 6. Teachers' classrooms will also be outfitted with a Hitachi Ultimate Short Throw projection unit and wall mount in the 80 classrooms where they don't currently exist from either the initial TechSmart grant or recent district public bond renovation.

District leads also met with central administrators from the North Clackamas, Parkrose and Oregon Trail districts who have 1:1 student technology. A few vital elements to success emerged. One was a need for additional Chromebooks, in each classroom, to ensure uncharged or forgotten devices do not disrupt student learning. To that objective, each classroom will be outfitted with a charging cart with chargers and 2 additional Chromebooks to be borrowed by students in class as needed. Additionally, the charging carts will remain available for any student to plug in and store their device when either they don't need their Chromebook at home or they feel the school environment is a safer location for its short-term storage.

The remaining Chromebooks will be centrally housed and checked out to students whose Chromebooks need repair. Trained student tech teams – under the supervision of the district's IT Department - will further their interest in information technology by repairing and redistributing devices. This grant project maintains reliance on student and teacher use of Schoology as the district learning management system. Schoology has functioned efficiently for teacher and student collaboration and as repository academic units. Utilizing their issued devices, students submit hundreds of thousands of assignments and assignments through Schoology annually. To contribute toward project sustainability, the RSD will pay the subscription cost for Schoology as a portion of the match obligation

To support the increased number of devices that draw capacity from the district network, through the initial TechSmart grant, the District installed wireless access point devices in all RHS and RLA classroom which are estimated to support traffic of at least 100 wireless devices per room, abundantly more than the projected utilization within the space.

The project budget also allows for a small number of equipment and devices to serve as backup for student and classroom technology. This will allow equipment to be quickly switched out when in need of repair without extensive disruption to device or technology availability to students or teachers.

Included is a table of the projected technology purchases. This project invests the entirety of the teacher/student devices and short throw projectors into year one. Only the technology security infrastructure investments extend beyond grant Year 1.

| Tech Item | Year 1 | Year 2 | Year 3 |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Student CTL J41 Chromebooks | 3260 x \$261 = \$850,860 | | |
| Student iPad 32GB | 80 x \$395 = \$31,600 | | |
| Teacher Surface Pro 6 | 100 x \$1110 = \$111,000 | | |
| Hitachi Ultimate Short Throw Projectors and wall mounts | 80 classrooms x \$1200 = \$96,000 | | |
| Securely | \$3/device x 3340 devices = \$10,020 | \$3/device x 3340 devices = \$10,020 | \$3/device x 3340 devices = \$10,020 |
| Computer Carts | 115 x \$5155 = \$59,225 | | |
| Chargers | 1001 x \$25 = \$25,025 | | |
| Wireless Short-Throw Connectivity | 115 x \$100 = \$11,500 | | |

VII. Organizational Capacity

Since her appointment as Superintendent in summer 2018, Dr. Danna Diaz has convened, analyzed and recommended or implement improvements in the RSD purpose, practice and policy. Not satisfied with the status quo that she inherited, Dr. Diaz set about restoring a culture of modern professionalism that is exemplified by a laser focus on equitable practice and preparing students to succeed as they progress through their K-12 experience in Reynolds. Yet the broader ambition is to ready them for post-secondary college, career and citizenship. Dr. Diaz is a hands-on collaborative leader who seeks input from professionals whose opinion may be different than her own. Yet she shows the willingness to consider alternate points of view if the proposed resolution is driven by data and aims to raise achievement from student populations striving to reduce the inequitable disparities persistent in the educational opportunities gap.

The High School Expansion project, with the goal to raise achievement in math through Constructivist learning environments and enhanced student use of technology is the practice that exemplifies the improved RSD vision recently adopted as guided by Dr. Diaz and was referenced in the Project Purpose.

Vision: Each and every child prepared for a world that is yet imagined.

We can study history and recent trends to formulate educated guesses as to what today's middle and high school students will face as they progress toward adulthood and their productive years as local leaders, employees, parents and citizens. Yet our ability to precisely pinpoint what the exact conditions will become is unrealistic. Embracing that reality, the District looks to foster a set of values that are resilient to shifts in culture or priorities. Therefore, RSD overlays the significance of, among others, community involvement, active participation, higher-order thinking, and determined resilience to

prepare students for whatever unforeseen circumstances they may face in education, work or life after high school.

Those values and the long-term public benefit of this project are distilled within the RSD Mission Statement: *Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity and critical thinking to enhance family, career and community.*

To this mission, the RSD School Board and administrators are dedicating significant resources to an aggressive Technology Plan referenced in the Project Purpose section. Starting at the earliest grades, the District is investing in student and teacher technology devices and research-based education applications that challenge the learners and raise rigor for all students while teaching them 21st Century skills in usage, management and custody of modern technology.

The project is boosted by District leadership, teachers and outside partners who are motivated to engage in the transformation of learning to commensurately accommodate the precipitous shift in student population within the Reynolds community. The lessons learned that informed the accomplishments and highlighted areas of improvement from the initial TechSmart grant demonstrates organizational capacity and long-term commitment to digital based teaching and learning in Reynolds.

VIII. Replicability

The RSD actively extended outreach to share learnings throughout the initial TechSmart grant. RSD hosted groups of teachers and administrators from neighboring districts annually. The Reynolds Instructional Technology Coach convened with local peers to initiate a new professional affiliation of east county technology coaches to convene and share best practices. In addition to meeting and conducting site visits, they attend local technology conferences together and seek to align new technology adoptions and practices across districts.

Moreover, the alignment of this project to the student success indicators adopted by All Hands Raised Partnership compliments work already under way across Multnomah County school districts.

The RSD will conduct Language Arts and World Language curriculum adoptions in 2021 and 2022 respectively. With devices and technology-based instruction in place, RSD will structure the adoption cycles with the equity focus as conducted SY18-19 for Social Studies. To maintain and upgrade hardware, the district replaces teacher and student devices on a five-year cycle. As this grant sunsets at the end of the 2021-22 school year, there will be a maximum of two more school years of use before the district needs to replace devices to stay current with advancing technology and educational applications.

As noted in the preceding sections, this project accelerates the blending of district transformation of academic and technology initiatives while increasing the capacity and flexibility of the district to invest in technology-rich learning environments for English Learners and other traditionally underserved students. It is culmination of research and shared decision-making processes that are the new norm through the shared accountability structure of the All Hands Raised Partnership. The RSD is applying smarter more effective modes to student achievement.

IX. Budget

Project Line Item Budget

| Cost Category | Grant Funds | Matching Funds | TOTAL |
|---------------------------|--------------------|--------------------|--------------------|
| Personnel | | 1,436,709 | 1,436,709 |
| Education and Training | | | |
| Travel | | | |
| Contractual | 10,000 | | 10,000 |
| Equipment/Software | 1,215,270 | 45,000 | 1,260,270 |
| Infrastructure/Facilities | | | |
| Miscellaneous | | | |
| Overhead | | | |
| TOTAL | \$1,225,270 | \$1,481,709 | \$2,706,979 |

Line Item Budget Narrative

PERSONNEL

Teachers. The participating teachers will implement the curriculum planning, instruction and assessment for the project. They will coordinate their lessons individually, in groups by level and across grade levels. Most grant duties will be included within the teachers' regular contract salaries.

Late Start - Estimated wages for an average of 4 hours monthly. Hourly wages plus employer paid benefits for teachers approximates \$64.54 per hour.

Year 1 - 115 teachers x 1 hour x 9 months x \$64.54/hr = \$66,799

Year 2 - 115 teachers x 1 hour x 9 months x \$64.54/hr = \$66,799

Year 3 - 115 teachers x 1 hour x 9 months x \$64.54/hr = \$66,799

Total Late Start Total = \$200,397

Lab Cycle Professional Development.

Year 1 - \$252 (daily cost of sub) x 1 day x 115 teachers = \$28,980

Year 2 - \$252 x 1 days x 115 teachers = \$28,980

Year 3 - \$252 x 1 days x 115 teachers = \$28,980

Total Lab Cycle Costs = \$86,940

Instructional Technology Coach. The District will shift the full attention and responsibilities to 1.0 FTE instructional coach to deliver teacher training at RHS and RLA.

Average salary and employer paid benefits for the IT coach will be $\$102,550 \times 3 \text{ years} = \$307,650$

Total IT Coach Costs = $\$307,650$

RHS/RLA Administrative Time: There are 8 principals and assistant principals who serve RHS and RLA combined. Including developing and delivering professional development, working with students and families to meet expectations, and observing/evaluating teachers using tech, we conservatively estimate 10% of admin time will be dedicated to this project. The average admin salary and benefits for 2018-19 is $\$161,387$. $8 \text{ administrators} \times 10\% \times \$161,387 \times 3 \text{ years} = \$387,329$

IT Support: There is a high functioning team of 12 classified FTE whose roles are defined, but regularly overlap. In addition to IT tech professional who will be dedicated to this project alone, deployment and management of more than 3,100 new devices will be shared across the IT department managers and specialists. The work to appraise, purchase, image, install and support equipment as well as integrate systems and provide ongoing teacher/student training and support will be shared collaboratively. Conservatively estimated: 10% of their combined work output, spread across multiple professionals, will be dedicated to this project in each Year 1-3; Combining salaries and district paid benefits is $\$944,005$ per year. $\$944,005 \times 10\% \times 3 \text{ years} = \$283,202$

The RSD will add an additional IT support tech dedicated to RHS and RLA only to support this project. Depending on experience, this role's salary and benefits is estimated to be $\$50,000$ annually.

$\$50,000 \times 3 \text{ years} = \$150,000$

Total IT Support = $\$283,202 + \$150,000 = \$433,202$

Data Coordinator. The data coordinator obtains student data and walk through data through Schoology and Synergy information system. She integrates the information to isolate formative and summative student achievement as well as benchmark attainment attached to instructional practices. The data coordinator's annual salary including benefits is $\$121,222$. 10% of her time will be dedicated to ongoing data maintenance and evaluation. $\$121,222 \times 10\% \times 3 \text{ years} = \$36,367$

Grant: $\$0$

Match: $\$1,436,709$

CONTRACTUAL

In order to expedite reliable installation of the Hitachi Short-Throw projectors in the 80 classrooms, RSD will hire an outside professional installer estimate at $\$125$ per classroom.

Grant: $\$10,000$

Match: $\$0$

EQUIPMENT

Incorporated into the table in the Technical Design section is a line item detail for the pieces of technical equipment to be implemented over the life of the project.

Grant: \$1,215,270
Match: \$0

Learning Management System – Schoology. The annual district subscription to Schoology is \$60,000. Approximately 25% of the district students attend RHS and RLA combined. We anticipate purchase of Schoology for a minimum of 2 more years. $\$60,000 \times 25\% \times 3 \text{ years} = \$45,000$

Grant: \$0
Match: \$45,000

Attachment A: Reynolds TechSmart Professional Development Plan

| RHS and RLA Professional Development | | |
|---|---|--------------------|
| 2019-2020 | | |
| Deliverable | Outcomes | Date |
| Pre-Instruction Rollout | Teachers and IT coach acquire technology, review Schoology understanding and OneDrive applications | August 2019 |
| POWER Standards | Incorporate device use and security, digital citizenship into pre-existing school academic behavior expectations, referred to as "POWER" standards at the Reynolds secondary level. Staff and students will learn and practice school wide system for addressing technology troubleshooting and device management. | Fall 2019 |
| Baseline Alignment | Teachers will align and perform at least one technology based lesson in all classes. | Fall 2019 |
| Lab Cycle 1 | Staff to collaborate through Lab Cycle process to review lesson study and strive for student evidence demonstrating proficiency of: A Common Core Standard specific to content area and; Oregon Educational Tech Standard 1 http://www.ode.state.or.us/news/announcements/announcement.aspx?=4315 | Fall/Winter 2019 |
| Incorporate Interactive Instructional Strategies | Teachers will design and implement higher order lessons to focus on language acquisition and higher order student thinking. Formation of differentiated teacher Professional Learning Communities to align with teacher competency and interest. | Winter 2019 |
| Leverage Interactivity Lessons | Math teachers will help train peer teachers to incorporate a student lesson focused on interactivity between students and with students and teacher. | Winter 2019 |
| Learning Management Tools 2.0 | Roll out of integration of Naviance college and career exposure into freshman Access and senior Language Arts or Economics courses. | Winter/Spring 2020 |
| Interactivity Lessons 2.0 | Teachers will design and incorporate 4 more interactivity lessons. | Spring 2020 |

Attachment A: Reynolds TechSmart Professional Development Plan

| | | |
|---|--|--------------------|
| Transition to Digitizing Curriculum | Teachers will receive instruction to transition, organize and curate curriculum digitally. | Spring 2020 |
| School Wide Grading Policy | Teachers will prepare for transition to standardized grading policy expectations that will commence in Fall 2020. | Spring 2020 |
| Late Start PD | Data analysis from lesson study, assessments, lab cycles and continuous collaborative planning. Sharing of classroom examples. | Monthly. |
| | 2020-2021 | |
| Deliverable | Outcomes | Date |
| POWER Standards | Incorporate device use and security, digital citizenship into pre-existing school academic behavior expectations, referred to as "POWER" standards at the Reynolds secondary level. Staff and students will reaffirm and practice school wide systems for addressing technology troubleshooting and device management. | Fall 2020 |
| Schoolwide Grading Policy | Teachers align outputs to standardize a school wide grading policy that include: # of in-class and homework assignments, weighting of assignments, late work policies, status of formative and summative assessments, re-take policies, updated weekly Raider Reports for students and parents. | Fall/Winter 2020 |
| Digital Interactive Notebooks (DINs) | Teachers transition students to organize digital interactive notebooks – tabbed and organized by subject: A. Train teachers the format and structure of DIN. B. How to build a DIN. C. How to digitally grade and report. | Fall/Winter 2020 |
| Lab Cycle 2 | Staff to collaborate through Lab Cycle process to review lesson study and strive for student evidence demonstrating proficiency of: A Common Core Standards specific to content area and; Oregon Educational Tech Standard 2 http://www.ode.state.or.us/news/announcements/announcement.aspx?=4315 | Winter 2020 |
| Interactive Lessons 3.0 | Expand baseline and differentiate types and levels of interactive lessons. | Winter/Spring 2021 |

Attachment A: Reynolds TechSmart Professional Development Plan

| | | |
|------------------------------|---|---------------------|
| Student DINs testing | Integrate use of DINs school wide. Measure rate and impact of student use. Troubleshoot and refinement of DIN integration | Spring 2021 |
| DINs 2.0 | Expand foundation for 100% school wide use of DINs for year 3. | Spring 2021 |
| Late Start PD | Data analysis from lesson study, assessments, lesson studies and continuous collaborative planning. Sharing of classroom examples. | Monthly |
| 2021-2022 | | |
| Deliverable | Outcomes | Date |
| POWER Standards | Incorporate device use and security, digital citizenship into pre-existing school academic behavior expectations, referred to as "POWER" standards at the Reynolds secondary level. Staff and students will reteach and practice school wide system for addressing technology troubleshooting and device management. | Fall 2021 |
| Fully Integrated DINs | Full implementation of DINs and digitized curriculum and instruction | Fall through Spring |
| Lab Cycle 3 | Staff to collaborate through lesson study process to review lesson study and strive for student evidence demonstrating proficiency of: A Common Core Standards specific to content area and; Oregon Educational Tech Standard 3 http://www.ode.state.or.us/news/announcements/announcement.aspx?=4315 | Fall/Winter 2021 |
| Late Start PD | Data analysis from lesson study, assessments, lab cycles and continuous collaborative planning. Sharing of classroom examples. | Monthly |

Attachment A: Reynolds TechSmart Professional Development Plan

| Component | Technology PD | | | |
|---|---|--|---|---|
| 2019-20 | | | | |
| Deliverable | Outcomes | Student Evidence | Teacher Evidence | Date |
| Purchase and install devices | Devices imaged, secured and placed for deployment. | N/A | N/A | Summer 2019 |
| Instructional resources, student feedback and assessment leveraged through Schoology. | Create classes and create assignment. | Students upload assignments through Schoology. | Teacher share lessons and assessment feedback. | |
| Device Proficiency | Teachers create digital environments supporting students to apply digital tools so they gather, evaluate, validate and use information. | Students use tools to gather, evaluate, validate and use information as they acquire language standards and content standards. | Teacher will utilize One Note and Schoology to create digital environments. | |
| 2020-21 | | | | |
| Deliverable | Outcomes | Student Evidence | Teacher Evidence | Date |
| Instructional resources, student feedback and | Uses technology tools to blend classroom. Teacher moves to a | Students lead one to two inquiry and research projects based technology tools and teacher feedback through those tools | Teacher begins centers instruction on students' inquiry utilizing tech to build platforms for | Frequent checks through Walk Throughs, lesson study data collection. This data is |

Attachment A: Reynolds TechSmart Professional Development Plan

| | | | | |
|---|--------------------|--|--|---|
| assessment leveraged through Schoology. | facilitation role. | | research, analysis, presentation, global communication and product production. | formatively summarized in interim reports in December and summatively reported in June. |
|---|--------------------|--|--|---|

2021-22

| Deliverable | Outcomes | Student Evidence | Teacher Evidence | Date |
|---|---------------------------------------|--|--|---|
| Instructional resources, student feedback and assessment leveraged through Schoology. | Full blended classroom as model site. | Students lead one to two inquiry and research projects based technology tools and teacher feedback through those tools | Teacher and student instructional interaction is seamless pivoting between students' inquiry, individual and group and teachers' use of tech to create platforms igniting research, analysis, presentation, global communication and product production. | Frequent checks through Walk Throughs and lesson studies data collection. This data is formatively summarized in interim reports in January and summatively reported in June. |

2019-22

Evaluation Criteria All Components

Formative and summative data collection and evaluation process.

- Formative assessment during each lesson study session and Early Release per student data collection and teacher feedback.
- Frequent gathering of data through Walk Throughs.
- Monthly lesson upload to lesson repository (Schoology).
- Data is formatively summarized in interim reports
- Data is summatively reported in June 2020, 2021, 2022

Formative and summative data derived from lesson studies, Walk Through data and statewide assessment data combined with on-going teacher and student qualitative feedback will be combined to capture growth and effect and refine next steps.

Attachment A: Reynolds TechSmart Professional Development Plan

RLA Plan to Meet Professional Development Requirements of MHCRC

In order to align with the proposal's professional development plan, and to tailor for the unique community of our school community, starting in the 2019-2020 school year, the Reynolds Learning Academy will launch a three-year plan to work in professional learning community (PLC) groups to incorporate interactive strategies, collaborate on lesson plans and engage in lesson studies that involve peer observations.

Year 1: 2019-2020

Teachers will work in PLC groups to learn and practice six interactive strategies (one per 6-week hexter term) over the course of the year. This will be done during two late start Monday sessions and one Thursday morning PLC group meeting each term. The following cycle will take place each term:

Late start A: Teachers will meet in a large group to learn one interactive strategy.

Deliverable: Exit ticket

Thursday PLC Meeting: Teachers will meet in PLC groups to plan how to incorporate the interactive strategy into an upcoming lesson and what data they will collect on the effectiveness of that lesson.

Deliverable: Brief description of how the interactive strategy will be used in an upcoming lesson and data to be collected. (One paragraph)

Late start B: Teachers will work with their PLC groups to share and analyze data and reflect on the implementation of interactive strategies.

Deliverable: Written data summary and reflection not to exceed one page.

Year 2: 2020-2021: PLC cycles will follow the same format, but in the Thursday PLC meeting teachers will share full lesson plans that incorporate the interactive strategy. In the PLC teachers will review and provide feedback on each other's lesson plans.

Year 3: 2021-2022: Teachers will work in PLC groups to engage in lesson cycles where teachers co-plan lessons and engage in peer observations with feedback.

Attachment A: Reynolds TechSmart Professional Development Plan

2019-2020 PLC Calendar

| | Late Start | Thursday PLC Meeting |
|----------|---------------------------------|----------------------|
| 9/9/19 | Interactive Strategies Round 1a | 12-Sep |
| 9/16/19 | Open | |
| 9/23/19 | Technology Integration 1 | |
| 9/30/19 | Open | |
| 10/7/19 | Interactive Strategies Round 1b | |
| 10/14/19 | Grading Day | |
| 10/21/19 | Interactive Strategies Round 2a | 24-Oct |
| 10/28/19 | Open | |
| 11/4/19 | Technology Integration 2 | |
| 11/18/19 | Open | |
| 11/25/19 | Interactive Strategies Round 2b | |
| 12/2/19 | Grading Day | |
| 12/9/19 | Interactive Strategies Round 3a | 12-Dec |
| 12/16/19 | Open | |
| 1/6/20 | Open | |
| 1/13/20 | Interactive Strategies Round 3b | |
| 1/27/20 | Grading Day | |
| 2/10/20 | Interactive Strategies Round 4a | 13-Feb |
| 2/24/20 | Open | |
| 3/2/20 | Interactive Strategies Round 4b | |
| 3/9/20 | Grading Day | |
| 3/16/20 | Interactive Strategies Round 5a | 2-Apr |
| 3/30/20 | Open | |
| 4/6/20 | Open | |
| 4/13/20 | Technology Integration 3 | |
| 4/20/20 | Open | |
| 4/27/20 | Interactive Strategies Round 5b | |

Attachment A: Reynolds TechSmart Professional Development Plan

| | | |
|--|---------------------------------|--------|
| 5/4/20 | Grading Day | |
| 5/11/20 | Interactive Strategies Round 6a | 14-May |
| 5/18/20 | Open | |
| 6/1/20 | Open | |
| 6/8/20 | Interactive Strategies Round 6b | |
| 10 hours of PD time on designated grading days | Open | |

As part of the transition to the hexter schedule, RLA teachers have voted to trade 10 hours of time during late starts for the same amount of time during the three scheduled grading days. In this schedule, twelve late start Mondays and six Thursday meeting times are devoted to PLC work on interactive strategies. Three late start Monday sessions are to be held for technology related professional development. This leaves twelve late start Mondays plus 10 hours during grading days to cover other topics such as restorative practices, circles, de-escalation training, equity and team building.

Attachment B
Section IV. Reynolds Implementation Plan

| Project Component | LEAD | SY2019-20 | | | | | | | | | | | | SY2020-21 | | | | | | | | | | | | SY2021-22 | | | | | | | | | | | | | |
|---|------------|-----------|-----|-------|------|------|------|------|------|------|------|-----|------|-----------|------|-------|------|------|------|------|------|------|------|-----|------|-----------|------|-------|------|------|------|------|------|------|------|-----|------|------|--|
| | | July | Aug | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | Jun. | Jul. | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | Jun. | Jul. | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | |
| Technology Management | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Negotiate/Execute Tech Purchase | IT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Conduct IT Systems Tests | IT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Receive and Image Equipment | IT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Equipment Security Protocols | IT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Students Digital Citizenship training | Teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Set up/Exchange Network Information w/LMS | IT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Distribute teacher devices | IT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Distribute classroom devices/equipment | IT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Install wiring/Internet access device in classrooms; 12 in 2015; 15 in 2016; 12 in 2017 | IT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Teacher Account Set-up | IT Coach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Establish Student Cloud Office Accounts | IT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Schoology Content Configuration and Roll-Out | IT Coach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Schoology Framework Set-Up/Data Provision&Authentication | IT Coach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Professional Development | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Participating Teachers receive devices/operations training | IT Coach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Lead Teachers conduct training/lesson planning | IT Coach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Lab Cycle PD | IT Coach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Early release data sharing/collaboration: one monthly | STC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Individual Teachers; Bi-Weekly, individualized PD | IT Coach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Establish leveled skill expectations | SM Comm | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Data Analysis and Evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Schoology student assessment/data reports: Basis for Lab Cycles | Teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Formative Assessment Lab Cycles | Data Cord. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Monthly Walk Throughs/report; Formative Student Work/Usage | Data Cord. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Formative/Summative data reporting - Grant Reports | Data Cord. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Disaggregated Student Grade Evaluation | Data Cord. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Disaggregated Student Credit Evaluation | Data Cord. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Disaggregated Standardized Assessment Evaluation | Data Cord | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - Disaggregated Student Behavior (attendance/referrals) Evaluation | Data Cord. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

C = Complete, P = In Progress D= Not Complete
 Instructional Technology Coach (IT Coach)
 Site-based Teacher Cohorts (STC)
 Participating Teachers (Teachers)
 Project Lead The Way (PLTW Trainers)
 Data Coordinator (Data Cord.)
 Secondary Math Committee (SM Comm)
 IT Support Team (IT)