COVER SHEET – AGENDA ITEM #C7
For Commission Meeting: May 23, 2016

"Community Technology Grant Agreement: Open School"

Recommendation

Staff recommends that the Commission approve the 2016 Community Technology Grant agreement with Open School for $353,602.

Background

At the January 25 meeting, the Commission selected 7 Pre-Applications to invite to apply for funding. Following the Commission's decision, MHCRC staff engaged all 7 applicants in a process to complete full grant applications and contracts.

MHCRC staff has reached agreement on a full grant application and contract with Open School and recommends approval at the May meeting. In response to questions raised by Commissioners at the January meeting and through the online review process, staff worked with Open School staff to clarify elements of the project plan. A summary of the clarifications incorporated into the final project plan are as follows:

- The number and type of youth beneficiaries: 130, 7th-9th grade, low-income, students of color annually (see Project Narrative – Problem/Need)
- The student to device ratio: 2:1 student-to-Chromebook ratio (see Project Narrative – Strategy and Technical Design)
- Narrative on how technology will benefit students through independent learning: (see Project Narrative – A day in the life of Maya)
- Incorporate AHR outcomes: 9th grade credit attainment (see Outcomes and Evaluation Plan)

There is a small increase in the grant request amount as a result of actual equipment vendor quotes and a significantly larger increase in match support.

	Grant Request	Match	Total Project Budget
Pre-Application	$346,598	$553,402	$900,000
Final Application	$353,602	$850,161	$1,203,763

Attachment: Draft Community Technology Grant Agreement (1)

Prepared By: Rebecca Gibbons
May 9, 2016

AGREEMENT FOR COMMUNITY TECHNOLOGY GRANT

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

RECITALS:

This Agreement is entered into for the purpose of providing the Commission's 2016 grant funds for the Grantee's Advocating Greatness: Reducing Disparities by Accelerating Academic Achievement in 7th-9th Grade Students Who have Fallen Furthest Behind project.

AGREEMENT:

1.   Grant Amount, Use of Grant

Grantee is awarded a total amount of $353,602 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 Director.

3.   Payments

Grantee shall submit periodic invoices for actual capital costs incurred by Grantee related to the approved Grant budget. The invoice 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 and a breakout of the invoice amount by line items which accord with the approved Grant project budget. The periodic invoices shall include supporting documentation, such as 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.

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 of $353,602 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 May 31, 2019 in order to be paid under the Agreement terms. No invoices shall be accepted after the expiration of this Agreement.

4.   <u>Financial Records</u>

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.

5.   <u>Reports</u>

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 June 1, 2016 through December 31, 2016; January 1, 2017 through June 30, 2017; July 1, 2017 through December 31, 2017; January 1, 2018 through June 30, 2018; July 1, 2018 through December 31, 2018. 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 June 30, 2019.

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 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 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 May 24, 2016, 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, August 31, 2019.

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. The Project Manager shall give Grantee written notice of the intent to terminate this Agreement, identifying the reasons for such action.

If Grantee fails to remove or otherwise cure the material failure within thirty (30) days of the written notice of termination, or if Grantee does not undertake and continue efforts satisfactory to the Project Manager to remedy the failure, 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

If any provision of this Agreement is found to be illegal or unenforceable, this Agreement nevertheless shall remain in full force and effect and the provision shall be considered stricken.

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. <u>Electronic Means</u>

       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.   <u>Notice</u>

       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: Andrew Mason, Executive Director
              Open School
              7633 N. Wabash Ave.
              Portland, OR 97217
              Email: andrew@openschoolnw.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: Advocating Greatness: Reducing Disparities by Accelerating Academic Achievement in 7th-9th Grade Students Who have Fallen Furthest Behind

GRANTEE SIGNATURE:

GRANTEE: OPEN SCHOOL

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

00281 - 2016 Community Technology Grants

00519 - Advocating Greatness: Reducing disparities by accelerating academic achievement in 7th - 9th grade students who have fallen the furthest behind

Community Technology Grants

Status:	Submitted
Original Submitted Date:	04/01/2016 5:46 AM
Last Submitted Date:	04/22/2016 11:02 PM

Primary Contact

Name:	Ms.	Cindy		Gerber
	Salutation	First Name	Middle Name	Last Name
Email:	cindy.gerber@openschoolnw.org			
Phone:*	503-488-5187			
	Phone		Ext.	
Title:	Interim Development Director			

Organization Information

Organization Name:	Open School		
Organization Type:	Non-Profit Entity		
Tax ID			
Organization Address:	7633 N. Wabash Ave		
City*	Portland	Oregon	97217
	City	State/Province	Postal Code/Zip
Phone:	503-978-1935		

Executive Summary

Executive Summary

The racial achievement gap in schools is a seemingly intractable issue of national significance and scope. It is well-documented that locally our schools are doing a poor job of serving our communities of color, increasing the gap between the Haves and the Have Nots. An individual with only a high school diploma is twice as likely to make less than $40,000 per year as someone with a college degree. An individual with a college degree is nearly nine times more likely to make over $100,000 than someone with only a high school diploma (Brookings Institution: Hamilton Project, 2011). In 2013, Oregon's graduation rate was the worst ranking of any state in the U.S. (Hammond, 2015; U.S. Department of Education, 2014). For American Indian/Alaskan Native, Black, and Hispanic students these graduation rates are even more dismal, at 52%, 57%, and 61%, respectively.

This project is designed to meet the REDUCING DISPARITIES public benefit area prioritized by the Mount Hood Cable Regulatory Commission by removing barriers to, and strengthening the educational opportunities for, students of color across Multnomah County. The project, Open School East (OSE), is a new school designed to serve students in 7th – 12th grades who are not being served by traditional schools, and prepare them for success in careers and college. The OSE population is disproportionately low-income students, and students of color.

OSE is taking root in East Multnomah County. No geography in the Portland metro-area has experienced the impact of poverty and racial disparity more than the East County neighborhoods of Rockwood and Rosewood. The innovative OSE partnership has developed a model that uses early-warning indicators adapted from the work of Johns Hopkins researcher Dr. Robert Balfanz that predict how likely a student is to drop out of high school. These indicators are used to identify and enroll students at OSE – in 7th grade, before it is too late.

Upon entering the 7th grade, OSE students, on average, are doing math and reading at the 2nd to 3rd grade levels. The goal of this MHCRC-funded program is to get all students back to grade-level benchmark in both reading and math by the end of the 9th grade. OSE emphasizes proficiency curriculum, an extended day and year, cultural identity development, critical supports, and project-based learning. The proposed technology solution, supported by MHCRC deploys state-of-the-art technology that will: individualize curriculum delivery, diagnostics and assessment; significantly animate the curriculum to make it relevant and engaging in the development of skills required for the 21st Century workplace, and; strengthen communication between school and families and partners. Combined, these elements will re-engage students in their education and ultimately, the workforce through – increased attendance, school retention and completion; decreased disciplinary interventions and dropout rates; improved academic performance; and the elimination of the racial achievement gap and the digital divide for OSE students and families. The I-Net will be used to strengthen the school connection to the internet to provide efficient connectivity for research, testing, and assessment by students, families, and staff.

Project Narrative

Total Grant Funds:	$353,602.00
Total Match Funds:	$850,161.00
Total Funds:	$1,203,763.00
Cable System Technology Use	I-Net
Proposed Technology	Interactive data over I-Net
Public Benefit Area	Reducing Disparities for Underserved Communities
Project Purpose	

In defining the project purpose, applicants must:

Problem/Need & Beneficiaries of Intended Impact

Need

Oregon is failing our kids. The 72% graduation rate for the class of 2014 was the fourth-worst in the nation. The graduation rate for black students was 60%, for Latino students 65% and for Native Americans 56% (US Dept of Education). These numbers have lifelong repercussions such as poor health outcomes, living in poverty, and crime.

Oregon's 2013-2014 report on the racial achievement gap shows:

•73% of white students met or exceeded the state's standards in reading, compared to 46% for black, 48% for Hispanic and 52% for Native American.

•Math scores for white students are 67% compared to 40% for black and 49% for both Hispanic and Native American students.

•The rate for white students that were suspended or expelled in Portland Public Schools was 3.9%. The rate of African American students was nearly five times that at 18%.

No geography in the Portland metro area has experienced the impact of poverty and racial disparity more than the East County neighborhoods of Rockwood and Rosewood. Close-in Portland gentrification has pushed low-income populations to the city's fringes over the past two decades. The poverty rate and the number of racially and ethnically diverse people in the neighborhoods east of 82nd Avenue is 14% higher than the rest of Portland, and 34% of the population is identified as non-white (2010 census). This poverty bulge brings a well-documented slate of violent crimes fueled by drug and gang activity in this area where 70% of residents are renters. Low-income youth in these neighborhoods who lack quality education face daunting odds.

In response to this need, Open School came together with six school districts and the University of Portland to develop our newest education program, Open School East (OSE). We focus on the students who are most likely to be left behind, to drop out, and to be pushed out of school by inequitable policies. Through intensive supports, family partnerships, and rigorous academics, we are committed to do what it takes so every student graduates, goes to college, and pursues a meaningful career. OSE's district partners include Centennial, David Douglas, Gresham-Barlow, Reynolds, Parkrose and Portland Public Schools. OSE enrolled its first class of 7th graders in 2014.

We know through surveys of our families that 75% currently have internet access at home and only 60% have access to tablets, laptops or desktops. It's imperative that our students are exposed to technology at OSE in order to elevate their skill levels as they eventually enter college and the workforce.

Beneficiaries

 The 19 feeder schools to OSE have a minority population of 52.2% and a free and reduced lunch population of 74.7%. Their four-year graduation rate of 59.6% is below the state average; the dropout rate of 4.5% is above; and these students are below the state average for proficiencies in reading, math, and science.

MHCRC funding will support 130 struggling middle school students annually identified through targeted outreach with our school district partners; the outreach uses evidence-based early warning indicators applied at the 6th grade level that predict how likely a student is to drop out of high school. These indicators are based on attendance, behavior and course performance.

Intended Impact

By identifying students early, before they have dropped out, we seek to ensure they do not drop out of school at all. The middle years (grades 7 to 9) are the focus of this project. The purpose of these years is to get our students back to benchmark, performing at grade level when they enter high school. Technology will strengthen the middle years program. Prepared for high school, the academy years (grades 10 to 12) that follow the years emphasized by this program will be a college preparatory environment focused on high school graduation and post-secondary success. OSE will serve approximately 130 students in 2016-2017 (grades 7 to 9), 175 students in 2017-2018 (grades 7 to 10) and 220 students in 2018-2019 (grades 7 to 11). MHCRC will directly benefit 130 students in grades 7-9.

In 2014-2015, OSE launched with a strong school year. Forty-six students entered 7th grade with an average 2nd grade math and 3rd grade reading scores. They previously had abysmal attendance and were lost in crowded classrooms. 78% of students qualified for free and reduced lunch and 51% were from communities of color. Our students and families came to OSE because they were looking for an education that fits and teachers who believe in them. In this first year, standardized test scores show that we advanced these struggling students close to benchmark--by an average of two grade levels in reading and two and a half grade levels in math. Other outcomes included 85% attendance and 84% retention in school, and found there was no racial discipline gap. We also had a high level of family engagement with over 70% participation at our family nights.

OSE broke ground on its new building in November 5, 2015 in a ceremony featuring Oregon Governor Kate Brown, Mayor Shane Bemis and other legislative representatives. In Governor Brown's words, "We think that proven, effective models like Open School are paving the way in demonstrating how our systems can meet students where they are. I believe that programs like Open School will enable all of our students to soar."

Strategy to Address Need Through Technology

The goal of this MHCRC project is to bring all OSE students to grade-level benchmark in both reading and math by the end of 9th grade. The following activities will take place to meet the many challenges OSE students face and help us achieve this goal:

1. Skill acceleration strategies and academics designed to bring middle-year students to benchmark levels in core subjects and provide an enriching education:

•Technology will play a crucial role in skill acceleration by allowing teachers to individualize student learning plans. Read 180, for example, gives students the room to move at their own speed in skill acquisition, and the 1:2 Chromebook-to-Student ratio will enable more students to work independently. In short, the technology supplied by this grant will let us meet more students where they are, and stay with them no matter their pace.

•Extended academic year and academic day which includes academic tutoring and extracurricular classes, such as fitness, art, drama and engineering.

•Small class sizes (up to 1:20 teacher/student ratio) to make sure students get individual attention.

•A tier-based system that divides students up by their skill level in each classroom so we can meet students where they are at and help them thrive. Classrooms encourage student-led projects and critical thinking.

•Curriculum that emphasizes cultural identity, intercultural relations, core reading and math skills, social justice, career exploration and the arts.

•Physical education takes place three times a week for an hour and helps build healthy habits.

•Field trips and community service with organizations such as Oregon Food Bank and others.

2. Year-round advocacy and developmentally-appropriate middle-year social emotional supports that go beyond a typical school:

•An example of how technology will help students socially and emotionally is its effect on our arts program. A vast body of research shows that students perform better academically when they have access to robust art programs. The set of digital cameras meets the needs of the several students who have expressed interest in photography. The laminator will let us create durable displays of student art. And the central space's A/V setup creates an opportunity for exhibition of student work in photography, film, and music.

•"Advocates," also teachers at the school, work with students individually and in groups. In addition, Advocates, along with the School Support Coordinators, intervene in crises, arrange peer support meetings, monitor academic progress, and help students develop transition plans.

•Peer advocate groups of students meet with an Advocate to work on skill-building and goal-setting, as well as discuss social and academic issues.

•Twice monthly gender specific groups will address identity issues and anti-violence strategies.

•Three-day summer camp program where all incoming students build leadership and character development skills, set personal and academic goals, form relationships with teachers and peers, identify barriers at home and in school that prevent success, and work toward letting go of damaging, self-limiting beliefs. Activities include discussions, a ropes course, team-building games and creative self-expression projects.

•Follow-up workshops and weekly community circles after camp and throughout the school year to help students work through any struggles and see the positive changes in their lives.

•Restorative justice practice holds students accountable, and teaches skills that facilitate peace and reconciliation within the community - impacting long term behavior.

3. Family outreach and partnerships play a pivotal role in helping students succeed:

•Our plan to outfit the central" community space (the "Open Meadow") with adequate audio/visual resources and I-Net connection allows us to conduct far more effective programming and broaden our work into the parent community. For example, OSE Parent Academy trains families on how to understand and advocate with schools on behalf of their students and assists in the development of concrete strategies that support their child's academic success plans and responses to

specific behavior issues.

- Quarterly "Family/guardian nights" give parents/guardians the opportunity to meet with the teachers and staff. Themes include "introduction to Open School and resources in the community," "Trivia Night," "Art Nights," and "Student Achievement and Awards."
- Ongoing communication with parents/guardians include phone contact (at least twice per month) and home visits when needed. Parents are communicated with regarding progress, positive news and challenges of their child's school experience, not just when things go wrong.
- Connect families to community resources which help provide basic needs and enable stability and self-sufficiency.

4. Culturally responsive practices are woven throughout our school to meet the needs of our student population:

- Technology allows teachers to continually reflect on their practice through trainings and observations to ensure that their instructional techniques and curriculum engage all students in their classrooms. The best culturally responsive practice resources are found online and at conferences. OSE's I-Net connection and commitment to ongoing professional development will enable staff to stay at the forefront of culturally responsive practice.
- Through curriculum and classroom conversations and engagement with communities worldwide via the I-Net students deepen their own sense of racial and cultural identity and learn how to build relationships across difference.
- Students build relationships with staff members who are racially diverse and come from cultural backgrounds they can relate to.

5. Middle-year appropriate college and career readiness activities help our kids set goals and believe that they can succeed in high school and later in life:

- Many of our students and their families are completely unfamiliar with the college process. By starting with virtual college tours and financial aid seminars early in their high school career, OSE will help students see a broader range of possibilities for post-secondary life.
- All students participate in complementary post-secondary activities, experiential workshops and field trips that allow students to envision college life and college pathways.
- College visits and community-based career exposure opportunities give students the opportunity to listen to enrolled college students and professionals from diverse backgrounds.
- A reverse Jobs Fair for 8th graders and job shadows expand the breadth of student experiences

6. In an effort to extend change into the greater system Open School has partnered with the University of Portland, School of Education (UP) in creating the new Open School Master of Arts in Teaching (OMAT) Residency Program (http://education.up.edu/default.aspx?cid=13229&pid=278) focused on work with marginalized and at-risk youth.

- This new 2 year degree track will feature a reduced tuition (up to 40%) for candidates as well as a year-long residency at Open School in year two of the program.
- These second year teacher candidates will be part of the Open School teaching staff and will earn the new Equity Certificate designation upon graduation.
- The Equity Certificate is also being offered as a one-year professional development program to 40 in-service teachers from three of the six partner districts (Centennial, Gresham-Barlow and Portland) to further expand program reach and inform the broader system on best practices around working with marginalized youth.

Use of Technology to Reduce Educational Disparities

Technology is critical to accelerating the academic achievement of OSE students, and to preparing them for the 21st Century workforce. OSE staff believes that individualized learning is the key toward unlocking the hidden potential of each of our students; technology drives our ability to individualize the educational experience. Our students have been underserved by their neighborhood school largely because their learning styles didn't fit the traditional school model. They need more attention and more freedom to learn.

At the core of our practice is the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) that serves as the learning platform that sews all of our curriculum tools together. MAP is a testing tool that captures individual student progress on basic skills including math and reading. MAP is also a learning platform that allows our students to progress individually by keeping track of individual skill gains throughout the year.

Every learning moment during the course of an OSE student's day is supported by technology in the form of Chromebooks that serve as text books, MAP that serves as their learning guide, and document readers and projectors that enhance teaching. OSE teachers are highly skilled in leveraging technology in the learning environment to great effect. History lessons are no

longer bound by Euro-centric textbook authors; geometry lessons pop out of the screens with real life applications; and reading skills are measured and corrected in real time allowing all students to progress in the lesson at their own pace freeing teachers up to spend dedicated time with those students who need more one-on-one help.

A Day in the Life of Maya at Open School East: Technology in Action Scenario

Maya came to OSE from a public elementary school where the 86% of students are eligible for free- and reduced-lunch and the 54% students of color underperform the student population a whole. Consistent with this data, using the MAP test upon entry to OSE in 7th grade, Maya was assessed performing at 4th grade math level and 3rd grade reading.

Today, Maya's first period classroom of 20 deploys Read 180 to individualize her vocabulary and comprehension development, two specific competencies that have been assessed as underdeveloped. Her instructor Jessie monitors her progress during the class period to provide her immediate feedback on her daily efforts. In Math, Math 180 helps to individualize her work on Geometry, while the classmate on one side of her works on Algebra I and the classmate on the other side works on basic fractions. Between the three of them, they are working on individualized curriculum that matches each of their skill levels – which spans five grade levels between these three students alone.

Finished with math and reading, Maya goes to Art, where today she is singing a track for a music video to be made in class with a guitarist artist-in-residence. The class collectively wrote the song, and Maya and others are singing, while still other students work with staff from the Hollywood Theater to video the project and edit the rough cut, which will be presented at an upcoming family night in the school's main space.

After lunch, the whole school community convenes in the school's community space ("Open Meadow") to view a high school student presentation on the migrant crisis in Syria. In advocate groups, students discuss similarities and differences to challenges currently faced by the Rockwood community. Afternoon Social Studies uses the History Alive curriculum and science involves researching the functioning of a heart's AS node.

Maya's extended day ends at 4:30 after playing soccer in PE. She walks through the door next door to attend a pottery class and have dinner at the Boys and Girls Club before heading home at 7:15 pm.

Outcomes

The OSE Technology Project supports the following measurable outcomes for its target population of students identified as at high risk of dropping out of school:

- Increased engagement in school: Students demonstrate greater than 90% attendance; greater than 90% will remain in school at year's end.
- Academic acceleration, including standardized test score gains. OSE students' scores in math, reading, and science will grow by at least 2 grade levels annually.
- Reduced rates of discipline: Students will experience 90% fewer disciplinary incidents than in prior schools.
- Eliminate racial achievement gap: There will be no difference (0%) in academic achievement across racial groups. Race will not be a predictor of student academic performance at OSE.

The middle years middle school experience at OSE is designed to be a remedial program to help get students back to benchmark when they enter high school. This involves multi-year gains as measured by standardized tests.

As it grows to a 7-12 grade comprehensive academy, in addition to test-score growth, OSE's long-term outcomes and goals will be measured by 9th grade credit attainment and the four-year graduation rate. These measures track outcomes measured at public high schools across the nation and allow us to compare our success against mainstream schools. We expect a dropout rate of zero.

Equity in the classroom includes the record of disciplinary actions taken at the school. OSE will use lessons learned through other Open School programs that successfully equalized disciplinary actions in proportion to the racial make-up of the class, particularly the restorative justice curriculum. OSE strives to see no disproportionate disciplinary actions taken amongst our students of color.

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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.

There are two critical dimensions of evaluation for this project – capital success, as measured by the successful installation of equipment that contributes toward program goals, and program success as measured by student achievement.

Capital success will answer the question: Do our capital and hardware improvements have our desired impact of improving student achievement? Progress toward capital success will be measured through weekly owners meetings that will include representation from the architects, contractors, project managers, and Open School staff. Success will be measured against schedule, finance, and construction goals. Problem-solving will occur in the weekly meetings. Final capital success will be reviewed through an After-Action meeting that includes representation of all critical parties.

Program success will answer the question: Are students making adequate academic progress to prepare them for high school graduation? Progress toward program success will be measured daily, quarterly, and annually by program staff. Final program success will be measured by both student academic growth rates, and academic benchmarks.

Instructors conduct daily assessment of student learning, as tracked by grade books, and conducted through academic assignments.

Daily data is gathered, compiled and audited on a quarterly basis. Attendance is taken daily by teachers and entered into district and Open School databases (Education Edge by Blackbaud). Disciplinary actions are also captured in the same way as they arise.

Academic progress will be measured using ongoing MAP data and proficiency testing on reading and math performed three times per year (in addition to Smarter Balanced testing). MAP data helps inform teacher/advocates on developing individual learning plans for students that could include arranging for extra tutoring or other learning supports. Skills data is also disaggregated by race, gender and income to allow for tracking the existence of any achievement gaps in the OSE program.

Open School also employs a full-time Data Coordinator tasked with creating uniformity in data collection and reporting across the organization. This position aids OSE staff in creating timely and informative progress reports to help identify areas of need and focus for the program (e.g. the existence of an achievement gap between White and Black/Latino students). Open School leadership and staff are trained in the use of data to shape and refine program and lesson plans that deliver culturally responsive curriculum and build an inclusive learning environment.

Key program progress benchmarks ultimately demonstrate preparation and progress toward high school graduation. They include:

• Attendance
• Retention
• Academic growth as measured by MAP test
• 8th grade benchmark status (Oregon Department of Education)
• 9th grade credit attainment
• 9th grade core-course passing rate
• 10th grade benchmark (Oregon Department of Education)
• 12-grade Smarter-balanced achievement (Oregon Department of Education)
• 4-year High School Graduation Rate

Success is also measured through a combination of subjective tools, such as student and family surveys and assessments upon entry and completion of the program.

Ultimate project success will come in the form of third-party review through the annual accreditation process. Student Achievement and Facilities are two of eight key standards used for awarding school accreditation. Open School is accredited by AdvancEd. Content experts on the team provide assessment and feedback on Open School progress on key standards and make a final recommendation regarding accreditation status.

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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.

Open School East Project Partners

Reynolds and District Partners: Open School East is a six district partnership between Open School and Reynolds, Centennial, David Douglas, Gresham-Barlow, Parkrose and Portland Public Schools. Partner districts facilitate student identification, recruitment, and enrollment. Districts also support student transportation and the provision of Special Education services. Reynolds' Superintendent facilitated the expanded use of their I-Net to reduce disparities and increase access to educational technology through the Open School East Technology Project.

LightPoint: Open School has contracted with LightPoint, one of the most experienced and successful Managed Service Providers in the Northwest, for over six years. LightPoint goes far beyond basic IT services by providing a dedicated team to address issues, manage infrastructure, and help Open School plan for the future. LightPoint is currently actively involved in planning and implementing cloud solutions and in maximizing the use of our I-Net connection. They have been critical partners with information risk management, server migration, and hardware and systems' upgrades that strengthen services to staff, students, and families. LightPoint will coordinate with our IT team to install and test all new systems and software purchased with the support of the MHCRC Community Technology Grant. LightPoint also manages monthly system maintenance, security updates, and troubleshooting. Ongoing maintenance on project-related equipment is included in the match portion of our project budget.

Shiels Obletz Johnsen (SOJ): Project management, including planning, preparation, installation, and testing will be overseen by SOJ, a leading project management consultancy based in the Pacific Northwest with over 30 years of experience on projects guiding numerous public and private development projects from concept through construction. SOJ facilitated the selection of an architecture and general contractor team, in addition to the selection of Affordable Electric as our electric and A/V hardware provider through a competitive selection process.

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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.

Key Technology to be Employed by this Project
•Chromebooks
•Walltalker
•Tech Carts
•Digital Cameras
•"Open Meadow" Projector and Surface and Sound
•MAP Test/Software

Driving student academic achievement and the outcomes of this project is flexible, engaging instruction. Community and art inspire students to achieve. Technology knits these elements together.

The technical design of the project seeks to support student instruction and learning through six key areas:

1. Chromebooks: Most of our students do not have computers at home, and very few have laptops they can bring to school. Frequent, reliable access to computers at school will allow them to learn using modern, cloud-based software and more importantly, will give them access to the internet via the I-Net connection. We have committed to maintaining a 2/1 student-to-Chromebook ratio for the duration of the grant (and beyond). As Open School adds a new grade (approximately 45 students) over each of the next four years, we will add 30 Chromebooks. This staggered purchasing model will also allow us to upgrade the Chromebook fleet regularly, as only a fraction of the computers will become obsolete each year.

2. Walltalker: Each classroom will have Walltalker Mag•Rite II surfacing across the teaching wall. In addition to being a regular whiteboard, Walltalker is magnetic and projectable. Its use in classrooms will give students more room for flexible class presentations; for example, Walltalker allows students to project a PowerPoint slide and annotate it in real time as they present.

3. Tech Carts: Luxor LMC2-BK or similar. Each classroom will be equipped with a tech cart for use by teachers and students. Carts will have a lockable cabinet to secure the equipment at the end of each day. Each cart will have

•**Projector:** Epson VS240- An affordable, reliable projector powerful enough to project without blackout curtains. HDMI Compatible

•**Speakers:** Logitech Z200 or similar –For presentations with audio.

•**Document Camera:** ELMO MO-1   -Allows teachers to write on a document or model an experiment and have their work projected onscreen.

•**2 HDMI Cables:** MediaBridge Flex or similar. –First cable allows teachers and students to connect Chromebooks, other laptops, or video player directly to projector. Second cable (always connected) runs from ELMO to projector.

4. **Digital Cameras:** Canon Powershot SX400 or similar. Open School seeks to provide our students with robust arts offerings. Not only do the arts contribute to students' sense of their own potential, but research shows that substantive art classes correlate with improved academic performance.

5. "Open Meadow" upgrade:
•**Projector:** M1010X, Proxiam Displays
•**DVD Player:** Dn-500BD, Denon
•**Sound System:**
•**Audio Receiver:** Nexia CS, Biamp
•**Amplifier:** 2 x KLR-3200, Ashly
•**Speakers:** HX-7, TOA
•**Microphone:** 2 x SLX24/SM58, Shure
•**Walltalker:** Mag•Rite II
•**Level Five Finish Screening Wall:** Rather than purchase a separate screen for the space, we will build the front wall with a level five, projection-ready finish.

The large amphitheater in the building–the Open Meadow—is at the literal and metaphorical center of our efforts to create an inclusive, supportive community. Forty-five years of relationship-based advocacy for youth has confirmed that historically underserved students achieve more when they feel connected to and proud of their school. To that end, we've designed the Open Meadow to serve several purposes. At weekly all-school meetings ("House" in Open School lingo) students celebrate one another's achievements, discuss current events, and review announcements. Regular family nights will be held there. In addition, as a satellite venue for Hollywood Theatre, the space will become a community hub, where our students and their families can meet. The space will also be used for large-group instruction.

6. MAP Test and Software: Open School has used the Measures of Academic Progress (MAP) test as one of our sharpest tools in helping our students close the achievement gap. The MAP test is a formative, rather than evaluative assessment; it's designed to help teachers plan lessons and individualize curriculum for students by identifying which students struggle with which material.

Drawing on MAP test data, teachers can use instructional software –Kuta Math, Read 180, History Alive, Math 180—to support their lessons. These programs generate problem sets, provide independent readings, and detail group learning models that teachers can tailor to their classes' needs.

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Proposed Project Start and End Date:

Projects may include timelines of up to 36 months.

Proposed Start Date (month/year)   June 1, 2016

Proposed End Date (month/year)   June 30, 2019

Implementation Plan

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

At a time when so many schools let technology drive their practice, Open School seeks to do the opposite, making the most of Open School's experience and success with relationship-based education. The MHCRC grant will augment our yearly practices without reinventing them. MAP testing will help our teachers refine and individualize their classroom practice, and measure student success at all levels. The classroom technology carts will give our staff the flexibility to use multi-modal instruction. Equally important, the equipment will allow us to establish OSE as an anchor of the Rockwood community. Many of our students haven't had the chance to attend a school that feels caring and supportive, and their academics have suffered for it. Experience has taught us that as students and their families feel more at home at and connected to the school, they will encourage and support one another's learning and academic performance rises.

Further, as Open School grows from a middle school to a grade 7-12 program, our connection to the I-Net will allow us to significantly expand our post-secondary success preparation. The college application process has shifted almost entirely online, from school searches to virtual visits to online applications, which gives our students unprecedented access to the world of higher ed.

YEAR 1: 2016-2017 IMPLEMENTATION TIMELINE

Summer 2016

- **Complete Construction**
- Electrical/Low Voltage Cabling Install
- "Open Meadow" Space A/V Installation and Prep
- WallTalker Installation
- Prepare Chromebooks and Carts, including
- Software Install
- Network Configuration
- Cyber Security Install
- Create student accounts
- Installation/Configuration of Wireless Access Points (WAP)
- **Program Preparation**
- LightPoint to provide two weeks of staff training and support on Chromebook software (August)
- Software Vendors to provide training for educational software
- Staff to review course plans and curricula to take advantage of new technology
- Staff to propose experiential learning units incorporating Chromebooks
- Initial staff training on use of "Open Meadow" space
- Staff to register for at least one professional development workshop related to new technology
- Staff to identify learning targets aligned with grade-level state standards
- NWEA Fusion Conference- NWEA is the Portland-based educational software company that makes the MAP test. The Fusion conference will give staff the chance to learn best practices in use of the MAP test. In particular, NWEA provides valuable insight on how to use MAP not as a high-pressure exam, but as a teaching tool. Further, as NWEA continues to make MAP more culturally responsive, the Fusion conference will equip OSE staff to tailor MAP administration to our student population.

Fall-Winter 2016-17

- **Program Begins**
- First MAP tests (August)
- Establish baseline measures
- Staff to review data and create progress goals
- LightPoint to provide additional training sessions as necessary
- Pacific Education Group Summit (September)- Through their "Courageous Conversations About Race" curricula, PEG is a nationally recognized leader in culturally relevant education and training. OSE staff will be especially interested in exploring the overlap of educational technology with culturally relevant pedagogy.
- Family night/Parent Academy (October) – Family night serves several ends. Besides building community and sense of ownership within our students and families, Family Night provides an opportunity to exhibit student work. Most importantly, Parent Academy trains families on Open School's specific systems and on how to advocate for their child within schools in general.
- Student Art and Project Exhibition (November)

- Winter Celebration (December) –A chance to celebrate student academic and artistic accomplishments publicly.
- Second MAP tests (January)
- Staff to analyze student data
- Staff will develop individuated learning plans as appropriate
- Full Staff will review aggregate data
- Student Success Celebration- Specific to MAP gains
- Data Review Meeting w/OS Leadership and Data Coordinator (November; February)

Spring 2017
- **Program Continues**
- In-house Professional Development to focus on teacher collaboration (Ongoing)
- Sharing of effective lesson plans
- Joint development of new lessons using technology
- Establish baseline measures
- Staff to review data and create progress goals
- Family nights/Parent Academies (March and June)
- Staff to continue outside professional development (Ongoing)
- MAP tests (April)
- Staff to analyze student data
- Staff will develop individuated learning plans as appropriate
- Full Staff will review aggregate data
- Begin to identify most effective practices
- Lesson Plans
- Software
- Use of tutoring spaces
- Student Success Celebration –Specific to Academic Gains
- Data Review Meeting w/OS Leadership and Data Coordinator (April)
- Student Art Show (May)
- Year End Celebration (June)

YEAR 2: 2017-2018 IMPLEMENTATION TIMELINE
Summer 2017
- **Preparation for 2017-18 School Year**
- Data Summary Meeting w/OS Leadership and Data Coordinator (June)
- Review of data-backed best technology practices
- Creation of new curricula
- Reworking of existing curricula
- Summer Program for credit retrieval
- Purchase and Configure new Chromebook set (30)
- Welcome Back Picnic (August)
- NWEA Fusion Conference
- Increased Attention to Post-Secondary Success/Guidance
- Focus on College Preparation
- Application Process Workshop
- SAT/ACT Awareness
- Financial Aid Systems Workshop
- Campus Visits
- Career Counseling
- LightPoint to provide training in Chromebook software for new staff (or returning staff as needed)

Fall-Winter 2017-18
- **Program Begins**

- First MAP tests (August)
- Establish baseline measures
- Staff to review data and create progress goals
- Pacific Education Group Summit (September)
- Family night (October)
- Student Art and Project Exhibition (November)
- Winter Celebration (December)
- Second MAP tests (January)
- Staff to analyze student data
- Staff will develop individuated learning plans as appropriate
- Full Staff will review aggregate data
- Student Success Celebration
- Data Review Meeting w/OS Leadership and Data Coordinator (November; February)

Spring 2018
- **Program Continues**
- In-house Professional Development to focus on teacher collaboration
- Sharing of effective lesson plans
- Joint development of new lessons using technology
- Establish baseline measures
- Staff to review data and create progress goals
- Family nights (March and June)
- Staff to continue outside professional development
- MAP tests (April)
- Staff to analyze student data
- Staff will develop individuated learning plans as appropriate
- Full Staff will review aggregate data
- Begin to identify most effective practices
- Lesson Plans
- Software
- Use of tutoring spaces
- Student Success Celebration
- Data Review Meeting w/OS Leadership and Data Coordinator (April)
- Student Art Show (May)
- Year End Celebration (June)

YEAR 3: 2018-2019 IMPLEMENTATION TIMELINE

Summer 2018
- **Preparation for 2017-18 School Year**
- Data Summary Meeting w/OS Leadership and Data Coordinator (June)
- Review of data-backed best technology practices
- Creation of new curricula
- Reworking of existing curricula
- Summer Program for credit retrieval
- Purchase and Configure new Chromebook set (30)
- Welcome Back Picnic (August)
- NWEA Fusion Conference
- Increased Attention to Post-Secondary Success/Guidance
- Focus on College Preparation
- Application Process Workshop
- SAT/ACT Awareness
- Financial Aid Systems Workshop

- Campus Visits
- Career Counseling
- LightPoint to provide training in Chromebook software for new staff (or returning staff as needed)

Fall-Winter 2018-19

- **Program Begins**
- First MAP tests (August)
- Establish baseline measures
- Staff to review data and create progress goals
- Pacific Education Group Summit (September)
- Family night (October)
- Student Art and Project Exhibition (November)
- Winter Celebration (December)
- Second MAP tests (January)
- Staff to analyze student data
- Staff will develop individuated learning plans as appropriate
- Full Staff will review aggregate data
- Student Success Celebration
- Data Review Meeting w/OS Leadership and Data Coordinator (November; February)

Spring 2019

- **Program Continues**
- In-house Professional Development to focus on teacher collaboration
- Sharing of effective lesson plans
- Joint development of new lessons using technology
- Establish baseline measures
- Staff to review data and create progress goals
- Family nights (March and June)
- Staff to continue outside professional development
- MAP tests (April)
- Staff to analyze student data
- Staff will develop individuated learning plans as appropriate
- Full Staff will review aggregate data
- Begin to identify most effective practices
- Lesson Plans
- Software
- Use of tutoring spaces
- Student Success Celebration
- Data Review Meeting w/OS Leadership and Data Coordinator (April)
- Student Art Show (May)
- Year End Celebration (June)
- Final Data Review w/OS Leadership and Data Coordinator (June)

(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 goal of this project is to get students who have fallen furthest behind in elementary school back to grade-level academic performance in reading and math by the end of 9th grade. Technology is key to adapting lessons to a student's individual needs – one essential ingredient to a struggling student's success.

This project was envisioned and formal approved by the Board of Directors as part of Open School's past and current three-year strategic plans, 2011-14 and 2014-17. Both included the development of a new Open School East facility and the use of state-of-the-art technology. Open School has planned for, and is fully prepared to execute successfully on this plan and fully integrate this project into the organization. Successful integration of this project requires four key phases: Construction and Installation, Training, Implementation, and Evaluation. The project will be led by Executive Director, Andrew Mason, a 21-year veteran with the organization, 11 years as the Executive Director. The project will be overseen by Ilene Moss, Director of Finance and Operations, with a 16-year tenure. Open School will require significant support from our partners to complete the Construction and Installation, and the Training aspects of this project.

The project will be managed by Shiels Obletz Johnsen (SOJ), a leading project management consultancy based in the Pacific Northwest with over 30 years of experience on projects guiding numerous public and private development projects from concept through construction. SOJ's project management experience is best represented by many of the region's most high profile and award winning projects with innovative green building features, unique public-private partnerships, and a diverse mix of uses and complex funding packages. SOJ selected P&C Construction for construction and installation oversight, as General Contractor. Delta AV and Affordable Electric will be primary subcontractors. All partners were carefully selected through a competitive bid process; their expertise and fit for this project were priority criteria for this project, in addition to price, MWESB status. All partners are coordinating project activity with facility designer Holst Architecture, and LightPoint, OS's IT consultant that has provided support across each of our other four facilities for the last 6 years. Project plans were developed with critical input from all partners. SOJ and P&C recently teamed-up to complete another successful East County project in the Rockwood Public Service facility, which opened in 2013.

Once the facility is wired and hardware is installed, the staff team will require training on the use of the equipment and software packages. LightPoint has provided essential staff training for use of specific IT hardware. OS has used Read 180, Kuta, History Alive, and Expert 21; while current staff are familiar with these, additional training will be required for new staff (due to program expansion and any staff turnover) as well as software updates. Training for specific software packages will be provided by the vendor, with initial training conducted during portions of a two week-long orientation period before students return in August 2016. Open School has been using the MAP diagnostic and assessment testing tool for over ten years. Instructors and administrators are familiar with its features and benefits. Expanded training will be on-going throughout the 2016-17 school year to take full advantage of it.

The implementation phase is where this project benefits students. This is Open School's sweet spot. We have a demonstrated 45-year history of successfully serving struggling students across a range of programs. Third-party research conducted by EcoNW in 2013 has shown OS programs to cut the dropout rate for like populations in half. Average annual test score gains for students in the program that will benefit from this project specifically have exceeded two years, demonstrating significant acceleration. This project provides increased access to software that individualizes tutoring and remediation, which should further accelerate academic performance. OS staff are expert in the proficiency curriculum, culturally-responsive pedagogy, various types of project-based learning, family engagement activities that this project will support. Provided the tools and training, OS staff will customize student and family experiences to make the most of this project.

OSE has also forged a powerful alliance with the Boys & Girls Clubs of Portland Metropolitan Area (BGC) to co-develop a youth services campus at the northeast corner of SE Stark and 165th Avenue in Gresham.. OSE students will also be offered BGC memberships thereby enhancing OSE extended day programming and providing students with consistent afterschool tutoring on campus.

The final phase of project integration is evaluation. Our Data Coordinator has been involved in the selection of key outcomes and software packages that will support progress toward those outcomes. On-going quarterly meetings with OS leadership will assess the impact of the tools provided by this project and offer the opportunity for program refinement, and program development.

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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 OSE Technology Project supports the following measurable outcomes for its target population of students identified as at high risk of dropping out of school:

• Increased engagement in school: Students demonstrate greater than 90% attendance; greater than 90% will remain in school at year's end.

• Academic acceleration, including standardized test score gains. OSE students' scores in math, reading, and science will grow by at least 2 grade levels annually.

• Reduced rates of discipline: Students will experience 90% fewer disciplinary incidents than in prior schools.

• Eliminate racial achievement gap: There will be no difference (0%) in academic achievement across racial groups. Race will not be a predictor of student academic performance at OSE.

The middle years middle school experience at OSE is designed to be a remedial program to help get students back to benchmark when they enter high school. This involves multi-year gains as measured by standardized tests.

As it grows to a 7-12 grade comprehensive academy, in addition to test-score growth, OSE's long-term outcomes and goals will be measured by 9th grade credit attainment and the four-year graduation rate. These measures track outcomes measured at public high schools across the nation and allow us to compare our success against mainstream schools. We expect a dropout rate of zero.

Equity in the classroom includes the record of disciplinary actions taken at the school. OSE will use lessons learned through other Open School programs that successfully equalized disciplinary actions in proportion to the racial make-up of the class, particularly the restorative justice curriculum. OSE strives to see no disproportionate disciplinary actions taken amongst our students of color.

Budget Narrative

Budget Narrative

PERSONNEL – 100% applied to match; salary and benefit annual increases incorporated into average over three years.

Direct Service to Open School Students

•Instructors (8 FTE at 25% over 36 months with annual COLA + increase @ 4%) – Training and professional development in use of technology and pedagogy. Classroom instruction in all credit areas required by the State of Oregon Department of Education. Based on average annual salary with fringe of $59,664, the cost to the project will be $357,989.

•Test Administration (30% over 36 months with annual COLA + increase @ 4%) – Responsible for overseeing delivery of Measures of Academic Progress (MAP) Test to all students in project. Tests will be delivered in beginning-, mid-, and end of year. Based on average annual salary with fringe of $59,664, the cost to the project will be $53,698.

Program Administration

•School Principal (30% over 36 months with annual COLA + increase @ 4%) – Responsible for all aspects of school including staff and student supervision, budgeting, and curriculum oversight. Based on average annual salary with fringe of $91,400, the cost to the project will be $82,261.

Project Management & Oversight

•Data Management (30% over 36 months with annual COLA + increase @ 4%) – Prepares monthly, quarterly, and annual reports to assess individual and program progress. Calls out target students for additional intervention. Based on average annual salary with fringe of $60,934, the cost to the project will be $54,840.

•Project Reporting (6% over 36 months with annual COLA + increase @ 4%) – Compiles and organizes information for reporting on project progress. Prepares reports. Based on average annual salary with fringe of $53,317, the cost to the project will be $9,597.

•Facility Operations (30% over 36 months with annual COLA + increase @ 4%) – Owner's representative during construction. Oversees system installation and maintenance; manages contractors. Based on average annual salary with fringe of $76,167, the cost to the project will be $68,550.

•IT Coordinator (60% over 36 months with annual COLA + increase @ 4%) – Oversees IT installation. Coordinates with, and manages IT contractors. Problem solves. Prepares equipment for testing. Based on average annual salary with fringe of $68,550, the cost to the project will be $123,391.

Grant Funds: $0
Match: $750,321
Total Personnel Cost: $750,321

EDUCATION/TRAINING

•NWEA *Fusion* conference (3 FTE conference registration X 3 years @ $500/registration). Annual conference by provider of MAP software held in Portland. Requires no travel. The cost to the project will be $4,500.

•*Summit for Courageous Conversation* (3 FTE conference registration x 3 years @ $500/registration). Annual conference for culturally-responsive instruction to accelerate academic achievement for students of color. The cost to the project will be $4,500.

Grant Funds: $9,000
Match: $0
Total Education/Training Cost: $9,000

TRAVEL

•*Summit for Courageous Conversation* (3 FTE x 3 years @ $1,500/food + airfare + hotel). Annual conference for culturally-responsive instruction to accelerate academic achievement for students of color. The cost to the project will be $13,500.

Grant Funds: $13,500
Match: $0
Total Travel Cost: $13,500

CONTRACTUAL
I-Net

•I-Net connection through Reynolds School District match: $9,600/year x 3 years = $28,800.

Project Management and Ongoing Support:

•LightPoint Network Management and Maintenance: $701/mo x 36 mos. = $25,236.

Grant Funds: $0

Match: $54,036

Total Contractual Costs: $54,036

EQUIPMENT

Classroom Equipment:

•4 Laptop Carts - Luxor LLTM30-B – 3 @ $500/each

•90 headphones @ $20/each

•14 Walltalker - Walltalker Mag•Rite II @ $1,098/each

•Ten (10) Tech carts - Luxor LMC2-BK or similar @ $400/each

•Ten (10) projectors - Epson VS240 @ $300/each

•Ten (10) document cameras - ELMO MO-1 @ $353/each

•Ten (10) speakers - Logitech Z200 or similar @ $20/each

•5 Digital Cameras - Canon Powershot SX400 or similar @ $150/each

•1 Laminator - Fellowes Venus 2 125 @ $300

•2 printers – Konica Bizhub C-360 @ $2,750/each

PROJECT SUBTOTAL CLASSROOM EQUIPMENT: $44,584

"Open Meadow" Assembly Room 113 Equipment –

•**Projector:** M1010X, Proxiam Displays

•**DVD Player:** Dn-500BD, Denon

•**Sound System:**

•**Audio Receiver:** Nexia CS, Biamp

•**Amplifier:** 2 x KLR-3200, Ashly

•**Speakers:** HX-7, TOA

•**Microphone:** 2 x SLX24/SM58, Shure

•**Level Five Finish Screening Wall:** Rather than purchase a separate screen for the space, we will build the front wall with a
 level five, projection-ready finish.

PROJECT SUBTOTAL ROOM 113 EQUIPMENT: $32,658

Mobile Educational Devices:

•90 Acer Chromebook 13 @ $300/each

PROJECT SUBTOTAL MOBILE EDUCATIONAL DEVICES: $27,000

Educational Software

•MAP Test – 130 licenses @ $50/year x 3 years = $19,500 (grant funded –year 1 payment)

•Read 180/ Scholastic Zip Zoom – Software upgrade @ $19,750 (grant funded); 30 user licenses/3 yrs @ $1500/yr = $4,500
 (match)

•Math 180 – Software upgrade @ $19,750 (grant funded); 30 user licenses/3 yrs @ $1500/yr = $4,500 (match)

•Expert 21 – 30 licenses @ $75/year x 3 years = $6,750 (match)

•History Alive (Student Subscription) – 30 licenses @ $53/yr x 3 yr = $4,770 (match)

•History Alive (Teacher Subscription) – 2 licenses @ $619/yr x 3 yr = $2,476 (match)

•Kuta Math Software - 3 year license @$1055

•Education Edge/Blackbaud – 1 license x$14,828 (grant) 2 years renewal @ $7,549 (match) = $22,377

PROJECT SUBTOTAL EDUCATIONAL SOFTWARE (Grant Funded): $82,162

PROJECT SUBTOTAL EDUCATIONAL SOFTWARE (Match Funded): $24,504

Network Equipment

•Firewall – Cisco ASA 5515-X + ASMART extended service agreement = $5,954

•Three (3) Switches – Cisco SG500X-48MP Switch @$4,921/each + extended service agreement @ $395= $15,158

•Five (5) Wireless Access Points – Ubiquiti UAP-AC-LR-5 @ $499/each (=$2495?)

•Two (2) APC Smart UPS x 1500, one (1) with Network management card + extended warranty = $2,267

- Server - Dell Power edge R330 Server + warranty @ $6,500
- Fifty (50) Managed anti-virus workstations @ $2/workstation x 3 years = $3,600
- Microsoft Windows server 2012 R2 Standard license @ $170
- Microsoft Windows server 2012 R2 @ .50 per user CAL Academic x 300 users = $150

PROJECT SUBTOTAL NETWORK EQUIPMENT: $36,294

Grant Funds: $222,698

Match: $24,504

Total Equipment Costs: $247,202

INFRASTRUCTURE CONSTRUCTION
- Affordable Electric Network Cat6 cable installation = $39,107
- Electric infrastructure: raceways, conduit, firestopping = $4,730
- Room 113 "Open Meadow" installation = $15,257
- Lightpoint design, installation, configuration of – switches, wireless access points, power supplies, server, rack, 50 desktops, 90 Chromebooks, Printers = $31,560

Grant Funds: $90,654

Match: $0

Total Infrastructure Costs: $90,654

FACILITIES CONSTRUCTION – N/A

Grant Funds: $0

Match: $0

MISCELLANEOUS– N/A

Grant Funds: $0

Match: $0

OVERHEAD COSTS

Administrative Costs (5%): Includes cost of accounting resources and systems needed to track grant project expenses, oversee contractor roles and expenses, and process equipment orders; Operations Coordinator and Executive Director for integration of project into organizational operations; and other organizational resources such as phones and computer workstations that support program staff directly involved in the project.

Grant Funds: $17,750

Match: $21,300

Total Overhead Costs: $39,050

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 Open School over three years:
- $338,634 in salary and fringe for Program Administration and Project Oversight & Management
- $411,687 in salary and fringe for Direct Service to students
- $54,036 in I-Net fees and LightPoint Support
- $24,504 equipment and educational software
- $21,300 for Overhead Costs

Total Contribution: $850,161

Line Item Budget

Cost Category	Grant Funds	Match Amount	Project Total
Personnel	$0.00	$750,321.00	$750,321.00
Education and Training	$9,000.00	$0.00	$9,000.00
Travel	$13,500.00	$0.00	$13,500.00
Contractual	$0.00	$54,036.00	$54,036.00
Equipment	$222,698.00	$24,504.00	$247,202.00
Infrastructure/Facilities Construction	$90,654.00	$0.00	$90,654.00
Miscellaneous	$0.00	$0.00	$0.00
Overhead	$17,750.00	$21,300.00	$39,050.00
Totals	**$353,602.00**	**$850,161.00**	**$1,203,763.00**

Final Application Signature

Signature of Duly Authorized Representative   Andrew Mason

Date   03/31/2016

Title   Executive Director

Phone   503-978-1935

E-mail   andrew@openschoolnw.org

Supplemental Material Attachments

File Name	Description	File Size
2015-16 Open School Board of Directors.pdf	Open School Board of Directors	338 KB

Partner Commitment Letter(s)

File Name	Description	File Size
MHCRC Open School- LightPoint.pdf	LightPoint support letter	224 KB
Mt. Hood CRC Open School Support-Boys&Girls.pdf	Boys & Girls Club support letter	273 KB
OpenSchoolMHCRC2016Signed-Reynolds SD.pdf	Reynolds School District support letter	60 KB
SOJ support letter to MHCRC 3-22-16.pdf	Shiels Obletz Johnsen support letter	100 KB

March 30, 2016

To the Mount Hood Cable Regulatory Commission Community Technology Grants Review Committee,

LightPoint has had the pleasure of working with Open School for over six years. Over that time we have provided comprehensive IT services to support Open School's development of the high-performing, cost-effective technological systems. LightPoint has assisted with IT planning, hardware and systems upgrades, software and server migration, system maintenance, security and risk management, and troubleshooting. Currently, LightPoint is working on implementing appropriate cloud solutions that minimize maintenance and risk; we are also working to maximize the use of our new i-Net connection at Open School East which is the focus of Open School's proposal to this committee.

LightPoint is one of the most experienced IT support firms in the Northwest combining the security and efficiency of a datacenter with the people, business processes and distributed support organization of a managed service provider. LightPoint leverages a broad set of competencies and resources to create solutions that meet the unique needs of each of our clients. We are pleased to be working with Open School, assisting in making their new IT infrastructure a powerful new asset for the students and families who come to Open School.

Open School East is a project that we believe in, that we are supporting, and that we applaud the Mount Hood Cable Regulatory Commission for considering for support. It is making a difference in the community that will be dramatically enhanced with more robust technological infrastructure.

Sincerely

David Boxberger
LightPoint
Office: 503-297-0337
Mobile: 503-975-6970
dboxberger@lightpointnw.com

March 30, 2016

Dear Mount Hood Cable Regulatory Commission Grant Review Committee,

The Boys & Girls Clubs of Metropolitan Portland is extremely pleased to partner with Open School to develop the campus located at the site of the former Drake's Seven Dees Nursery on the corner of SE Stark and 165th Avenue. This campus will provide a comprehensive set of supports for low-income youth in the Rockwood neighborhood – a safe place to access education, recreation, health care, and state-of-the-art technology.

Together, Open School and the Boys and Girls Clubs will provide services from 8:00 AM – 8:00 PM on the campus. Programming will leverage the strengths of both organizations, with Open School East offering world class education for struggling students during the day, and the Boys and Girls Club providing an array of youth development programming focused on academics, healthy life skills, leadership development, recreation and sports, teen programming, and health and human services in the non-school hours. All Open School East students will be welcomed as members of the Boys and Girls Club. Student and family access to high quality technology before school, during school, and after school will move the dial on the digital divide, and on the racial academic achievement gap. MHCRC support will be a significant asset toward eliminating the substantial disparities in this community for low-income people and people of color.

In support of this partnership, the Boys and Girls Clubs will develop a gym, kitchen, and cafeteria on the campus to be shared by both programs. Open School will share the use of its classrooms.

Co-development of this special campus and coordination of programming will be a powerful new asset for East Multnomah County. We are extremely excited to be a part of the project with Open School and strongly encourage a careful review of Open School's MHCRC proposal. We are grateful for your consideration. Please contact us with any questions about the partnership or project.

Sincerely,

Erin Hubert
CEO

March 25, 2016

Dear MHCRC Community Technology Grants Review Committee,

The Reynolds School District is proud to submit a letter in support of Open School's application for a Community Technology Grant.

Reynolds is one of six public school district partners (Centennial, David Douglas, Gresham-Barlow, Parkrose, and Portland) who joined Open School and the University of Portland's Graduate School of Education to create Open School East. Open School East serves a profile of students who are struggling in our mainstream schools. We are pleased to partner with Open School who has been retaining students and getting results with students identified as at high risk of dropping out.

The Reynolds School District is a proud supporter of the Open School East program, its students and families, and its application to the Mount Hood Cable Regulatory Commission. This project will increase access to state of the art technology for the Open School East students and families. It will strengthen Open School's ability to deliver 21st Century curriculum through the connection to the i-Net, supported through the Reynolds School District, and through cutting edge hardware and educational software. Alongside the six partner districts, Reynolds contracts with Open School to provide support leading to academic progress for a subset of our students. The approximate $85,000 cash support through the RSD service contract may serve as match for the Open School proposal.

We encourage a favorable review of the Open School proposal. The program offered by this grant significantly extends options for the community of Rockwood, particularly for the predominantly low-income students and students of color who are enrolled in Open School East.

Sincerely,

Dr. Linda Florence
Superintendent,
Reynolds School District
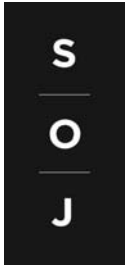
March 22, 2016

To the Mount Hood Cable Regulatory Commission Community Technology Grants Review Committee,

Shiels Obletz Johnsen (SOJ) is a leading project management firm based in the Pacific Northwest. For over 30 years we have been engaged in projects that emphasize community, sustainability and economic development. SOJ has served as the Owner's Representative for the Open School East project since inception, assisting with siting, financial analyses, fundraising, contractor selection, and managing the design and construction process.

SOJ has provided reduced-cost and *pro bono* support throughout all project phases; we will continue to do this during the installation and testing phase of the technology hardware. We facilitated the selection of P&C Construction for general contractor and Affordable Electric as the design/build subcontractor for electrical and Audio/Visual scopes of work. We have assembled a strong team and are very excited about its implementation.

SOJ is pleased to include Open School East along with the Rockwood Public Safety Facility and Multnomah County Courthouse to our portfolio of successful projects in East Multnomah County. We are pleased to see the investments that will strengthen this community for years to come.

We urge the Mount Hood Cable Regulatory Commission to join us in supporting this project – making investments in the students and community who will benefit most.

Sincerely

Francesca Gambetti

Grant Agreement -- Attachment 2

EXAMPLE OF INTERIM REPORT INFORMATION

OUTCOMES ACTIVITES 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.

LEARNINGS AND EVALUATION
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.

EXPENDITURE 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?

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.

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?

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.)