

Grant Agreement - Attachment 1

David Douglas School District Grant Project

Project Title: Earl Boyles Early Learning Technology Integration Project

EXECUTIVE SUMMARY

Earl Boyles is weeks away from completing a major community-supported redesign of the elementary school, including the addition of a new wing for early education. The new Early Learning Wing will provide an additional 14,800 square feet in new construction that includes: 3 preschool classrooms; 3 kindergarten classrooms; 1 first grade classroom; and other spaces to support families and students. The Technology Integration Project provides the final critical support needed for this Initiative by creating technology-supported classrooms and 21st century curriculum and assessment tools to advance student achievement, from pre-kindergarten through 3rd grade.

During the past two years DDSD has invested in online curriculum and devices for students throughout the district, including: \$1.8 million for online curriculum; \$1.8 million for classroom sets of iPads and Chromebooks; a full-time Online Curriculum Integration Coach to ensure successful implementation; weekly Professional Learning Teams; and High School Digital Literacy classes for all 9th grade students. As a result of these investments, the District has the staff knowledge and experience needed to bring technology integration to Earl Boyles. In Fall 2014, DDSD will provide iPads for all preschool students and Chromebooks for all Kindergarten through 3rd graders, with a 1-to-1 student-to-device ratio. This commitment extends DDSD's leadership in appropriate technologies.

DDSD's request for grant funding from the MHCRC will provide two critical supports toward creating a technology-supported early learning program at Earl Boyles Elementary School:

- Purchasing iPads, Chromebooks, Smart Boards, translation headsets and other hardware for students and teachers, and the appropriate educational software needed to support learning.
- Extensive teacher training to support staff in transitioning to and understanding use of online digital content and resources that take advantage of the technology and create effective learning environments for all students. DDSD will contract with experts in crafting digital curriculum to help transform teaching that takes full advantage of the interactivity and media-rich opportunities available in online curriculum.

DDSD's goal is that these efforts will increase the District's performance on the All Hands Raised student success indicators of 3rd Grade Reading and Kindergarten Readiness.

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|-------------------------------|--------------------|
| TOTAL PROJECT COST: | \$2,627,001 |
| TOTAL GRANT REQUEST: | \$939,923 |
| TOTAL MATCH RESOURCES: | \$1,687,078 |

PROPOSAL NARRATIVE

The Technology Integration Project seeks to use Earl Boyles School and Early Learning Wing as a demonstration site to learn how investment in integrated technology and programming for children and families, paired with investment in teacher training, can increase student performance and parent engagement in pk-3rd grade.

This proposal outlines a \$3,343,179 investment over three years, including procurement of hardware, software, curricula and assessment tools. The program encompasses the training and support needed for 16 teachers to develop a visionary and sustainable community of learning supported by new technology, where they may test and develop effective instructional strategies in the classroom. This project also supports three years of site visits and presentations to extend lessons learned and best practices to other schools.

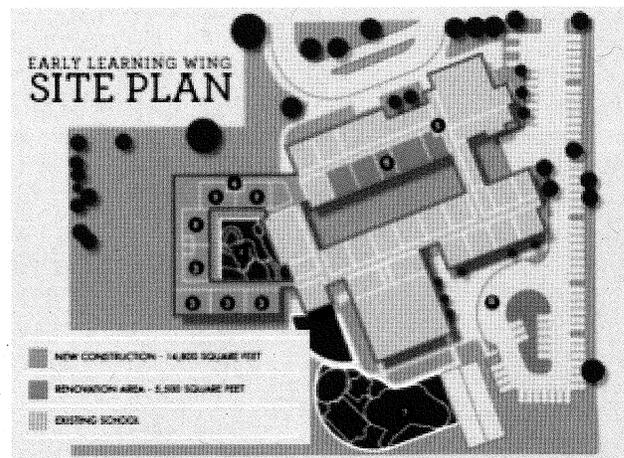
I. PROJECT PURPOSE

Background: Who We Are and How We Got Here

David Douglas School District (DDSD) is situated in East Portland, and operates nine elementary schools, three middle schools and one high school with an alternative school campus. It serves more than 10,330 students from kindergarten through 12th grade. At the eastern-most boundary of the DDSD catchment area, Earl Boyles Elementary serves about 450 students, pre-k through 6th grade. Together, DDSD and Earl Boyles Elementary have been the recipients of statewide recognition for outstanding leadership in the last few years because of their innovative approaches to closing the opportunity gap for students.

Closing the opportunity gap is a pressing need in the David Douglas School District. In 2011, a District needs assessment showed the catchment area surrounding Earl Boyles is comprised of families that: experience high rates of unemployment (80%); speak English as a second language (23%); and have not completed high school. According to the Kindergarten Oregon State Assessment, children enter Earl Boyles two years behind their peers throughout the state, and 44% are not at grade level in reading by the end of 3rd grade as measured by the 2013-14 Oregon State Assessment. There is a need for comprehensive wraparound services, but space and a central location do not exist in the community for providers to deliver the critical services needed to address the underlying issues of poverty.

In response to this need and others, the District, school leadership and the community engaged in a multi-year process to pass a bond measure that has led to the construction (to be completed this summer) of a new wing of classrooms at Earl Boyles and remodeled space within the existing school structure. These new spaces form the Early Learning Wing, which will serve pk-3rd grade students and will also provide a suite of family spaces that are unusual in most school buildings, but were needed in the DDSD community. Designed as a community hub, this area consists of rooms that can be used for different purposes and include:



1. Outdoor play courtyard
2. 3 new preschool classrooms
3. 4 new kindergarten classrooms
4. Observation room for professional development
5. Community Entrance and gathering space
6. Family Resource Hub
7. K-5 playground
8. New drop-off, Turnaround

office space for community partners providing services at the school, parent education classes, job training and adult classes, and meeting rooms. It is located directly across the hall from the Earl Boyles administration office to promote regular partner and staff interaction.

The full construction project has been guided by the vision of The Children's Institute's Early Works Initiative. Earl Boyles is one of two demonstration sites for Early Works. The fundamental goal of Early Works is to help children arrive at kindergarten ready for success, prepared to meet critical benchmarks by third grade, and able to go on to achieve success in school and life. The school is the anchor for this project, serving as a place for community partners to provide resources, information, services, and educational opportunities for children ages birth to eight and their families. These early learning experiences then become part of a robust elementary education, designed to help schools work in partnership with families in low income communities close the opportunity gap. Services at Earl Boyles will include early childhood and Kindergarten through third grade education, and student and family services such as health and dental care, food and housing support, trainings and classes, and community activities.

The Early Learning Wing will provide an additional 14,800 square feet in new construction that includes: 3 preschool classrooms; 3 kindergarten classrooms; 1 first grade classroom; an outdoor courtyard; observation rooms for professional development; adult-focused learning rooms; and support spaces for community partners to offer services and activities. A significant site-specific advantage is the ability of program partners and community members to leverage existing Earl Boyles school space, including the gymnasium, a computer lab, the library and classrooms. Increasing the quality and quantity of programming available to the community also creates a statewide model and learning laboratory for how schools can serve their communities.

DDSD and the Children's Institute are conducting a capital campaign to raise the funds needed to construct the new facility. The facility cost is estimated to be less than \$7 million and 50% of the funding has been secured with the passage of a general obligation bond.

The momentum and promise of the new Early Learning Wing and participation in the Early Works Initiative positions Earl Boyles to also become a successful demonstration site for integrated technologies in the classroom. Teachers, parents, and school administrators have broken new ground both literally and figuratively with the creation of the Early Learning Wing, and are ready to embrace new approaches to teaching and supporting students.

DDSD is a committed leader in investing in appropriate technologies. During the past two years DDSD has invested in online curriculum and devices for students at all levels, including: \$1.8 million for online curriculum; \$1.8 million for classroom sets of iPads and Chromebooks; a full-time Online Curriculum Integration Coach to ensure successful implementation; weekly Professional Learning Teams; and High School Digital Literacy classes for all 9th grade students. As a result of these investments, the District has the staff knowledge and experience needed to bring technology integration to Earl Boyles.

Proposed Technology Integration Project at Earl Boyles

The purpose of the Technology Integration Project is to support the Early Works Initiative with technology-supported classrooms and 21st century curriculum and assessment tools to advance student achievement, from pre-kindergarten through 3rd grade.

The Technology Integration Project builds on the commitments and leadership of the Early Works initiative and leverages capital investments by the community and private funders in the Early Learning Wing. A significant factor in the early learning opportunity gap is student, family, and teacher access to and awareness of integrated learning technologies. Low-income families such as those served by Earl Boyles are less likely to have basic technology such as computing devices or Internet access at home. In the school, these technologies support age and need appropriate curriculum and foster greater engagement of parents in their children's learning through enhanced assessment.

The Technology Integration Project is a three-year phased introduction of these technologies at Earl Boyles, for pk-3rd grade classrooms. In the first year, the Project will use one-time funds to invest in the hardware and software needed for classrooms, observation rooms, and a conference room. Technologies, such as smart boards and iPad-based learning and assessment tools, can dramatically shift the way teachers create inclusive classrooms for typically developing children, as well as those who have special needs.

However, technology alone is insufficient. Teachers need specific training in how to extend their knowledge of developmentally appropriate instruction to ensure that technology is used appropriately in early education settings. To support this learning goal, the Project will teach parents and teachers how to use developmentally appropriate educational technologies during the first, second and third year to support professional development for all instructors, regardless of previous experience or understanding of classroom technologies.

The implementation plan also leads parents through a year long, phased introduction to the new technology in their children's classrooms. The Project's long-term effectiveness will grow from a carefully designed strategy of engaging the entire school community in understanding, using, and connecting around integrated technologies.

1. Students: Closing the Opportunity Gap Early

The David Douglas School District average is below the State average on the Kindergarten Assessment (K-Assessment) in three areas: Letter Names, Letter Sounds and Numbers and Operations. The greatest weakness is in Literacy, which is not surprising given that more than 40% of the kindergartners come from homes where another language besides English is spoken. The percentage of all DDS D 3rd graders who meet the OAKS performance standards is below the statewide percentage in both reading and math. All racial and ethnic subgroups including whites are below the statewide percentage of 3rd graders who meet OAKS performance standards in both reading and math. In addition, there is an achievement gap between all DDS D racial and ethnic subgroups as compared to whites at the 3rd grade level.

Together, these assessments indicate that children are not arriving at school ready for kindergarten, that these gaps are persisting or even widening through third grade, and that most vulnerable population of racial and ethnic subgroups are scoring lower than their peers at 3rd grade level.

The Technology Integration Project will support DDS D's mission to provide all students equal opportunities to learn by:

- Presenting information and content in different ways
- Differentiating the ways that students can express what they know
- Stimulating interest and motivation for learning

The Technology Integration Project focuses on curriculum (Common Core Standards), interventions for struggling students, language support and assessment.

Significant investments in hardware and software will include:

- 385 Chromebooks and curriculum apps to serve every k-3rd grade student;
- 100 iPads and curriculum apps to serve every pre-k student; and,
- 14 classrooms, a special education room, English language room equipped with specific technologies such as SMART boards, amplification systems, and translation headphones create learning spaces suited to children with a variety of learning needs.

Examples of how technology will be used in reading:

- Students will use the iPad/Chromebooks to access the interactive online curriculum. This includes short video clips, audio clips, links to digital books (e-readers).
- Teachers will be able to use the SMART board for interactive lessons hyperlinked directly to the online curriculum. Students will be able to manipulate words, graphics and images on the SMART board to demonstrate their learning.
- ELL students will be able to read a passage, record their voice, and playback the audio to monitor their fluency.
- Special Education and ELL students will be able to access online interventions to support passage reading, fluency skills and comprehension based on their instructional level.

Examples of how technology will be used in writing:

- Students will use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Student will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
- All students will gain keyboarding skill in early grades to prepare them for Smarter Balance Assessment, English Language Proficiency Assessment (ELPA) and Common Core expectations.
- Special Education students will use the devices as a tool to support their Individual Educational Plan (IEP).

Examples of how technology will be used in speaking and listening:

- Students will create and present multimedia presentations using a variety of online tools such as Google Docs and Google Presentation.
- ELL students will be able to read a passage, record their voice, and playback the audio to monitor their fluency and vocabulary development.
- Student will be able to listen/watch online audio and video books.
- Students will have the opportunity to use Google Hangouts (video conferencing) to communicate.

Examples of how technology will be used in math:

- Teachers will be able to use the SMART board for interactive lessons hyperlinked directly to the online curriculum. Students will be able to manipulate graphics and images on the SMART board to demonstrate their learning.

- Students will be able to use IXL (math intervention) and other online supports through our existing digital resources.

Examples of how technology will be used to support students with Special Needs:

Technology integration and inclusion are recognized as developmentally appropriate practices for young children, P3 with special education needs (Division of Early Childhood & National Association for the Education of Young Children, 2009). Technology allows teachers to meet specific special education student needs through technology-supported activities as a way adapt or modify curricula, instruction or methods for expression.

- Teachers can use multiple methods to present content, including: auditory features (increasing auditory perception, sound and voice production, decoding text and symbols); visual features (enhancement of text, picture perception, illustration to content knowledge); kinesthetic (apps that respond to movement); and tactile (drawing apps using finger sweeps or a stylus).
- Students can express their learning in various ways. Student expressions may include a variety of communication modes (electronic communication systems, eye gaze, video or audio clips demonstrating a student's understanding), student physical manipulation of tools (use of a stylus instead of a pencil, options for drawing, writing, voice or video in combination with written symbols to demonstrate knowledge), and demonstration across a variety of settings (1:1, small or large groups).
- Technology can increase student interest in activities and provide students with multiple ways to maintain their focus or effort toward learning- increasing, self-regulatory skills. Technology can balance teacher-directed and child-directed activities and allow students in special education more choice and independence throughout the day. Teachers can vary the format for instruction and provide authentic, meaningful, and relevant activities that are differentiated for individual students based on their specific learning objectives. Technology also offers a variety of ways to address student needs in presenting material different sizes and formats based on visual and/or auditory deficits.
- Technology supports flexible participation, which allows all students to engaged in the classroom, even those with the most significant disabilities.

2. Families: Fostering New Connections with the Classroom and Supporting Home Learning

Parent engagement in their children's education is a significant factor in student success, but in many communities, parent engagement with the classroom, school, and education materials is limited by time, transportation, and language and cultural barriers. The self-identified needs¹ of parents of children aged 0-6 in DDS has guided thinking on how to engage parents as authentic partners in preparing children for kindergarten, and how to support parents in new technologies as both tools to develop clearer communication and more frequent sharing about their children's learning and also tools to support homework and at-home engagement with the curriculum. (See Partnership section for more information on the Earl Boyles parent leadership group.)

New technologies can dynamically engage parents in their child's learning. Teachers will use iPads during parent conferences show parents how their children learn and succeed in the classroom, and will send short videos as text messages to keep parents updated on classroom activities on a day-to-day basis.

¹ Information on parent engagement comes from Mt. Hood Community College Head Start's survey of DDS Head Start parents, an Early Kindergarten Transition survey of our families, Children's Institute's informal survey of health and wellness needs for Earl Boyles Elementary's PreK families, and a Portland State University Community Needs Assessment for Earl Boyles.

Sharing videos increases parent connection with their child's learning, and with the school's education approach, especially when language or cultural barriers exist. Clear, visual assessment tools, such as short videos of a child's ability to perform a task, can literally help a parent see how their son or daughter is developing in the classroom.

3. Teachers: Building Capacity and Leadership for the 21st Century Classroom

The Technology Integration Project will provide professional development to all 16 teachers who work with pk-3rd grade students, including classroom teachers, special education, and English language learning. These teachers come with varied skills, comfort levels, and experience with classroom technologies and the professional development is designed to address teachers' education and skill needs in a supportive learning community.

Teachers' professional development will train the teachers to use curricula, assessment tools, and classroom design concepts that utilize a wide range of technologies to engage the whole student and serve all students. This project includes an ambitious schedule of professional development in three areas: Universal Design Learning (UDL), assessment (T.S. Gold and EasyCBM), and multilingual classroom curricula (Big Day Scholastic and ELAP).

DDSD has committed to supporting this effort with a three-day training in August 2014 to prepare the pk-3rd grade teachers and support staff to use the hardware, navigate the software, and develop a peer co-training cohort.

The three days of teacher professional development will include:

1. Developing a school-wide vision for inclusive technology in the classroom.
2. Giving teachers hands-on experience using the devices and other equipment in their classrooms.
3. Developing individualized professional development plans for the year ahead.
4. Providing curriculum and assessment training, in which Earl Boyles' teachers will be prompted to make connections with technology integration opportunities.

Following the August trainings, teachers will be supported throughout 2014-15 to develop skills and habits in a dynamic, team-supported individualized learning program. Earl Boyles will provide a full-time technology coach to support teachers directly in the classroom, before and after school, and with "micro trainings" for small groups of teachers. The coach will be housed at Earl Boyles and will be working with teachers and staff everyday. Earl Boyles will also provide one "roaming substitute" to support teachers to participate in 30-45 minute blocks of peer training or demonstration. This approach, rather than a series of full day trainings, will offer teachers on-site and wrap-around professional development when and where they need it most. It will also build teacher leaders, who will rise into the role of providing ongoing mentorship and leadership around technology integration in the following years.

Every Wednesday is late start for students when teachers meet in Professional Learning Teams. These teams have an academic focus with an emphasis on student learning and success. Teachers work collaboratively to examine data about student learning and developing a plan to address students' needs. Time will be spent each week reviewing curricula, technology implementation, student level data, and classroom design concepts. The technology integration coach will schedule regular meetings with each Professional Learning Team to provide them with training and support. By the end of the second year, the goal is for the teachers to be able to support each other.

Three times a year (Fall/Winter/Spring) students will take the easyCBM reading and math assessment. These assessments help identify students that are below grade level. These students are provided

additional academic support, and retested every six weeks. Teachers meet in grade level data teams to discuss a student's progress. The technology integration coach will attend the data team meetings to provide curricula and technology implementation support.

4. Earl Boyles Demonstration Site and Teaching Facility

Earl Boyles currently serves as a demonstration site and model teaching facility for educators. An average of 30 school site visits were conducted each year in the last three years. The Early Learning Wing will have two new observation rooms that will allow educators and parents to see and hear effective instruction and use of technology integration. In 2014-15, school leadership hopes to create more formalized and organized opportunities for site visits, and to support the visits with written materials to guide observer's engagement with the school.

With the Technology Integration Project, site visit protocols will include information about the use and integration of technology into the classroom. Visitors will be able to observe how teachers use technology tools to support their curricula and assessment. They will also be able to see first hand how a school creates an environment that supports teachers to develop the skills needed to accomplish this integration – with a coach ready to support teachers in the classroom, and peer mentorship and support systems. These rooms will enhance the possibility for professional development and collaboration between educators and parents. The observation rooms will serve both district professional development and as a state demonstration site.

PROJECT OUTCOMES

Fundamentally, the project has a single objective – to close the opportunity gap in early learning to support long-term academic achievement. But investing in and creating measurable outcomes for teacher proficiency and family engagement are central to achieving the academic performance objective for students.

Project Outcomes:

1. Student Achievement and Opportunity

- Outcome 1a: All students at reading grade level by the end of third grade
- Outcome 1b: All students will be able to appropriately use technology to enhance their learning

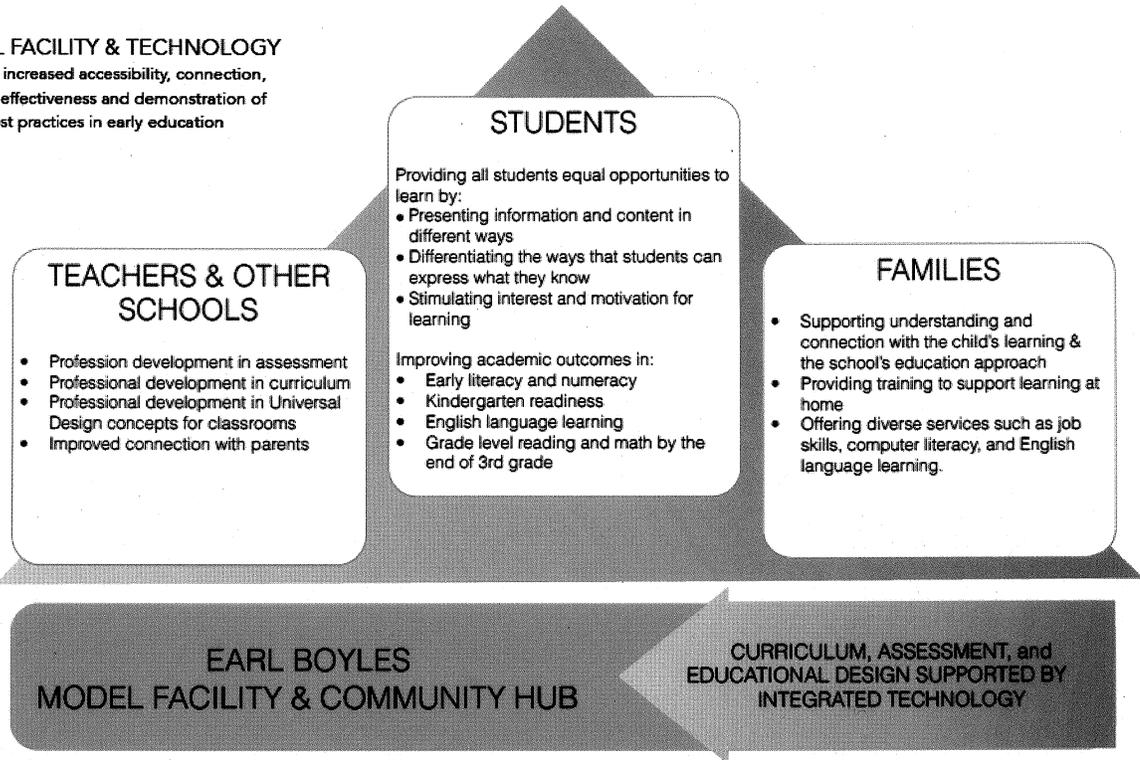
2. Parent Engagement with Student Learning

- Outcome 2: Increase parent engagement in their child's learning

3. Building Capacity and Leadership for the 21st Century Classroom

- Outcome 3a: Increase competency of teaching staff to integrate use of technology to support instruction
- Outcome 3b: Identify effective instructional strategies and develop materials to share with other teachers

MODEL FACILITY & TECHNOLOGY
 support increased accessibility, connection,
 teacher effectiveness and demonstration of
 best practices in early education



PARTNERS: David Douglas School District | Earl Boyles School & Early Works | SUN School | Portland State University

II. PUBLIC BENEFIT

The vision for The Technology Integration Project is to improve academic outcomes for all students. Among the priorities identified by All Hands Raised Partnership, grade-level or better Third Grade Reading and Kindergarten Readiness will be primary evaluation points for the program.

3rd Grade Reading Scores and Milestones for Earl Boyles

In 2013-13 61% of 3rd grade students at Earl Boyles read at grade level, a 10 point improvement from 2011-12. The District expects steady incremental improvement over the next several years.

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|---------|-----------|-----------|
| % at Grade Level | 51% | 61% | 67% | 70% | to be set | to be set |

In Fall 2014, DDS D will conduct an assessment and targeting process to set benchmarks for 3rd grade reading achievement in 2016 and beyond as part of the state-mandated process toward creating district-by-district Achievement Compacts. Achievement Compacts are a new model for defining key measures of student success at the district level, identifying targets for improving district-wide student achievement, and providing accountability between the district and the state for reaching those targets. The DDS D targets for student achievement on 3rd grade reading assessment for the Technology Integration Project will be in line with the state Achievement Compact created in the Fall of 2014.

Kindergarten Readiness Milestones for Earl Boyles

The Kindergarten Readiness assessment demonstrates a student's opportunities to learn before entering Kindergarten. They are a measure of access, rather than of aptitude. They also form the basis for longitudinal growth assessments. DDSD conducted the first Earl Boyles' Kindergarten Readiness Assessment in 2013-14 as part of the Early Works Initiative. Before setting benchmarks for future growth, DDSD will collect data for two more years. Each year of assessment will be tracked comparatively for each child through the 3rd grade to assess growth. These assessments will track individual student growth as well as cohort data, and will support the school district's approach to assessing equity and providing appropriate interventions.

Other Benefits

DDSD will track English Language Learner's Annual Progress.

III. PROJECT PARTNERS AND BENEFICIARIES

The Technology Integration Project proposal is the result of the commitment and work of the DDSD Superintendent, Curriculum Director, Technology Director, Special Education Director, Earl Boyles' Principal and early education teachers, SUN Program Director, Children's Institute staff, Portland State University faculty in the Graduate School of Education, and a parent group at Earl Boyles.

PARTNERS

The Earl Boyles Early Learning Center/Wing is supported by many community partners, including:

- Children's Institute
- Multnomah Early Childhood
- Home Forward
- Metropolitan Family Services
- Mt. Hood Community College Head Start and Early Head Start
- Multnomah Education Service District
- Oregon Child Care Resources and Referral
- Portland State University, Center for Improvement of Child and Family
- School Uniting Neighbors (SUN)
- Portland State University Graduate School of Education

Earl Boyles and the David Douglas School District will partner closely with the Portland State University and SUN Schools to provide trainings and workshops for teachers, parents, and children in the community.

Portland State University (PSU) Graduate School of Education, guided by the work of Samuel Sennott, is a pivotal partner in the Early Works initiative and early childhood education at Earl Boyles. Currently PSU Graduate School of Education provides support for students with communication disorders. They help the school identify appropriate communication systems/tools that meet the individual student's needs. They also provide funds for parents in poverty to purchase the needed communication devices.

For the Technology Integration Project, PSU Graduate School of Education will provide the following support and trainings:

iPad Literacy Professional Development

This series will use the iPad or Chromebook as a tool to support early literacy instruction. These workshops will be customized for both faculty and for parents.

- Shared storybook reading and independent reading: This workshop will focus on the dialogic reading approach, sources for both free and paid reading materials, and about integration of these activities at school and home.
- Systematic phonics instruction: This workshop will explore reading instructional materials based on the National Literacy Panel's recommendations.
- Writing: From planning, to drafting, revision, and publishing, this workshop will explore writing tools, motivation, and the integration of instructional methods.
- Universal Design for Learning and Literacy: While each workshop in the series will embed elements of Universal Design for Learning (UDL), this component will focus on the core elements of the framework and what ways they can be used in early childhood education.

Extensive Support Needs

This will focus on communication supports for children with autism and developmental disabilities. This will be a customized based on the needs of the current group of students and will focus on (a) visual supports, (b) augmentative and alternative communication (AAC), and (c) connections to the common core standards.

The Earl Boyles parent leadership group – representing 60 parents reflecting the diversity of the school's population – reviewed plans for engaging parents and forming opportunities for parents and families to use and have access to technologies. Spanish translation was provided during the meetings. A subgroup met to develop a three page advisory about specific trainings, classes, and needs. Parents' priorities are activities that help them: Prepare their children for kindergarten; foster connection and engagement with the school; increase the amount of time they read to children; and understand child development and positive guidance techniques.

Earl Boyles has a family engagement specialist/coordinator. With the family engagement specialist leading the work, family engagement strategies have expanded and include: a growing parent leadership group; families, teachers and child care providers learning together about early childhood development (Mind in the Making); parent leaders participating in all levels of the Early Works governance structure, attendance teams, etc.

BENEFICIARIES

The primary beneficiary of the grant will be the Earl Boyles teachers and students. Earl Boyles Principal Guynes worked closely with teachers to develop the training schedule and top-level needs for topics and approaches. Teachers provided input on which devices and tools would be most successful in their classrooms, and in the special education and ELL rooms.

Students and Families

The catchment area around Earl Boyles is a high-need district, but with a rich mix of culture and high level of parent engagement; it is not poor in spirit.

- 82% of students receive Free and Reduced Lunch
- Unemployment is at 12% – significantly higher than both the national and state averages.
- 24% of adult residents have not completed high school – double the rate of Multnomah County.
- The median household income is \$29,457, compared to \$49,049 in the rest of Multnomah County.
- 12% qualify for Special Education Services

- 30% receive English Language Learning services.
- The community is characterized by families with considerable racial and ethnic diversity who speak multiple languages – approximately 23 different languages are spoken by the student body.
- 68% of children have never been in any preschool or formal child care arrangement.
- Fewer than 25% of parents have ever participated in parent education programs.

IV. IMPLEMENTATION PLAN

The implementation plan for The Project was developed collaboratively by teachers, Earl Boyles leadership, David Douglas School District leadership, and parent leaders of the Parents United Group (PUG) to ensure successful adoption of both the hardware and the technology-supported programming in pk-3rd grade classrooms for students, teachers, and families. See attached 2014-2017 work plan.

V. EVALUATION PLAN

Evaluation is an integral part of the overall program design, and is seamlessly tied in to ongoing evaluation of student development and performance. The District and Earl Boyles are committed to developing a project logic model in collaboration with Portland State University and MHCRC, to ensure that the project’s outcomes, activities, and evaluation metrics align with the MHCRC education initiative logic model when it has been completed.

DDSD is committed to data collection and analysis to support the evaluation plan. The sections below indicate which data are currently being collected toward demonstration (1) student achievement and opportunity, and (2) levels of parent engagement with student learning at Earl Boyles.

Outcome 1. Improve Student Achievement

DDSD currently tracks student opportunity, risk and achievement using the following:

| Pre-k | Kindergarten | 1st grade | 2nd grade | 3rd grade |
|---|--|---|---|---|
| Ages and Stages Questionnaire ; TS Gold ; AEPS; | Kindergarten readiness assessment; Easy CBM benchmarking and progress monitoring; district writing assessment ELPA | Easy CBM benchmarking and progress monitoring; district writing assessment ELPA | Easy CBM benchmarking and progress monitoring; district writing assessment ELPA | Easy CBM benchmarking and progress monitoring; district writing assessment; Smarter Balanced State assessment; ELPA |

In addition, the Children’s Institute has partnered with PSU’s Center for the Improvement of Child and Family Services to conduct community needs assessment and program evaluation about the Early Works Initiative at Earl Boyles, and to facilitate utilization of these data for program development and improvement. This annual assessment is part of a 10-year commitment to track the progress of the new Earl Boyles Early Learning Center’s goal of improving children’s opportunities of succeed before Kindergarten.

Outcome 2. Increase parent engagement with student learning.

As a participant in the Early Works Initiative, Earl Boyles is participating in a longitudinal study of parental engagement, conducted by PSU’s Center for the Improvement of Child and Family Services. This annual survey examines parent engagement in four key areas: (1) parent provision of developmentally supportive

activities for children (e.g., reading to children); (2) parent involvement in school and classroom activities; (3) parents' perceived confidence in supporting children's learning at home; and (4) perceptions of community and social support.

Outcome 3. Teacher Leadership and Demonstration

Teacher proficiency and leadership in integrated technologies is not currently evaluated by Early Boyles. DDS is prepared to work with MHCRC and PSU's Center for Student Success (the MHCRC's evaluation consultant) to develop teacher assessment protocol to ensure that teachers make annual progress in adopting classroom technologies and identifying effective teaching methods.

VI. TECHNICAL DESIGN

The technical design for the Technology Integration Project includes equipping 14 classrooms (pk-3rd grade), special education and ELL rooms, observation rooms, and a conference room with equipment specific to each room's purpose; providing mobile devices and related equipment to teachers and for each classroom; and providing apps and programs to support age appropriate education and accessible classroom design at every level.

iPads will be provided in the PK classroom, Special Education classroom, and English as a Second Language classrooms. iPads offer a multitude of apps targeted to meet the needs of PK students, SPED, and ELL students. Working with PSU Graduate School of Education, the iPads will be used to support early literacy, through digital books and apps, as well as provide supports for children with autism and developmental disabilities. One of the drawbacks to the iPad is that a third party Mobile Device Management software needs to be purchased in a large deployment. The District is funding the management software.

As a Google Apps for Education (GAFE) district, Chromebooks allow students to have their own unique user accounts, which they can access from any device that they sign into. Each student will have a Google account and access to Google Docs, Google Presentation, and Google Spreadsheets. These collaborative tools will be shared between students, teachers and parents. GAFE also makes it easy to manage devices. There is no need to purchase a third party Mobile Management software.

| HARDWARE AND SOFTWARE PURCHASES | QUANTITY |
|--|----------|
| Classroom iPads for student use (Pre-K/SPED/ESL @ 20 iPads per room) | 100 |
| Ipad Carts | 5 |
| iPad Cases | 100 |
| Ipad Apps | 100 |
| Teacher iPads | 5 |
| Chromebooks for student use (K-3rd) | 385 |
| Chromebook Carts | 11 |
| Chromebook Educational Apps | 385 |
| Teacher Chromebooks | 11 |
| Flat Panel mobile presentation stations for video conferencing | 2 |
| Microphones/video recording for Observation Room | 2 |

| | |
|--|-----|
| Microphones/Speakers for Observation Room | 2 |
| Data/Video/Voice cabling in Observation Room | 1 |
| Video Conferencing for Observation rooms | 2 |
| Smart Boards for Classrooms | 16 |
| Short throw Projector for classrooms | 16 |
| Short throw Projector Arm for classrooms | 16 |
| Speakers for classroom audio | 16 |
| Amplification for Teachers in classrooms | 16 |
| Headsets for iPads/Chromebooks/lab | 485 |
| Translation Headsets | 3 |
| Imagine Learning (English Language Learning Software/Server) | 1 |
| Polycom Conference phones | 2 |

VII. BUDGET

The overall budget for the Technology Integration Project is \$3,343,179 over three years, from July 2014 through June 2017. The DDS D request for MHCRC grant funds represents 28% of the total project cost (\$947,101 requested). The majority MHCRC funds will be expended on first-year capital expenses for equipment, infrastructure construction, and the personnel and contract work required to install equipment and train teachers to use the equipment. See attached line item budget and narrative.

VIII. ORGANIZATIONAL CAPACITY

Earl Boyles and the David Douglas School District are uniquely positioned to launch this program in 2014-15 and to successfully integrate technology into the early learning environment, because of the depth of organizational capacity and experience behind it. The Superintendent and Principal are visionary leaders, with a school board that courageously championed a General Obligation bond for improved facilities.

Community support and partnership for the opening of Early Works and the Early Learning Center has been tremendous. Parents, teachers, community leaders, private foundations, and the voters in the district have stepped up to claim that students in David Douglas School District have a future worth fighting for, and that the school will aggressively pursue every chance to close the opportunity gap.

In 2014, the David Douglas School District Superintendent and the Earl Boyles School Principal were both recognized for the leadership and achievements. Superintendent Grotting was recognized as Oregon's top superintendent for 2014, while running one of Oregon's largest school districts with one of highest poverty rates for three years. Superintendent Grotting serves on the All Hands Raised Leadership Council, which maintains cross-sector dialogue and champions the work of All Hands Raised in the community and within members' own organizations.

Brooke O'Neill, the DDS D Director of Curriculum and the David Douglas School District are recipients of the Excellence in Curriculum Leadership Award by the Oregon Association of School Executives (OASE). Ms. O'Neill organized the District's 713 teachers into Professional Learning Teams at each of the schools. The teams were formed to increase student achievement by looking at proficiency-based

reporting. In order to do this, they implemented a one-hour district-wide late start every Wednesday morning to have the opportunity to review assessment data and focus on instructional strategies.

Barbara Kienle, the DDS D Director of Student Services, received the 2012 Achievement of Excellence Award from the Oregon Association of Central Office Administrators (OACOA).

The David Douglas School District is a committed leader in investing in appropriate technologies. During the past two years DDS D has invested in online curriculum and devices for students at all levels, including: \$1.8 million for online curriculum; \$1.8 million for classroom sets of iPads and Chromebooks; a full-time Online Curriculum Integration Coach to ensure successful implementation; weekly Professional Learning Teams; and High School Digital Literacy classes for all 9th grade students.

IX. REPLICABILITY

The David Douglas School District is deeply committed to the success of Early Works and Earl Boyles' efforts, and views the Technology Integration Project as fundamental to that work.

DDS D and Principal Guynes believe that supporting teachers to become leaders is the keys to the sustainability of technology integration. In the pilot year of the Project, Principal Guynes will be leading a collaborative process to develop a school vision statement for integrated technology, and a plan to support peer learning and mentorship. The process of creating a vision statement will help teachers identify their own reasons for becoming leaders in using integrated technology in their classrooms. Teachers are already enthusiastic about opening their classrooms as laboratories for peer-training and observation, and committed to an intensive three-day training at the beginning of the school year.

If desired by MHCRC, Earl Boyles will identify the resources, teaching tools, and activities that have been most effective for both their own learning and also for their classroom instruction. These best practices and guidelines would be made available to other school districts and DDS D will participate in any trainings for teachers and administrators in 2016 and 2017 organized by the MHCRC. DDS D will also share learnings with partners in Early Works and All Hands Raised, and through various teams and committees that make up the governance framework.

Earl Boyles currently serves as a demonstration site and model teaching facility for educators from DDS D and other school districts. Principal Guynes plans to create more formalized and organized opportunities for site visits and to support the visits with written materials to guide observer's engagement with the school. These site visit protocols would include information about the use and integration of technology into the classroom. Visitors will be able to observe how teachers use tools like SMART boards, Chromebooks, and amplification to support their curricula and assessment.

[1] <http://www.usnews.com/news/articles/2014/03/28/early-education-boosts-health-economic-outcomes>

[2] <http://www.fredrogerscenter.org/blog/how-early-childhood-educators-use-technology-in-the-classroom/>

Section IV Attachment: IMPLEMENTATION WORKPLAN

| Timeline | Major Tasks | Responsible Party | Activities and Milestones | |
|--|---|--|--|--|
| Q3 2014 - July | Hardware procurement & installation | Derek Edens | Order, inventory, install, and setup technology | |
| | Hire coach; 1 FTE for 2014-15 | Derek Edens | Develop hiring process | |
| | Grant management | Derek Edens | Work with Business Department to get grant budget number setup | |
| Q3 2014 - Aug. | Hire technology installation service | Derek Edens | | |
| | Coach training - Training how to use the technology | Derek Edens | | |
| | Coach training - Training in the art of coaching | Derek Edens | | |
| | Coach training - Curriculum Training | Derek Edens/ Curriculum publishers | | |
| | 3 day Professional Development trainings for teachers | Coach & PSU | Create training program | |
| | School Vision for Integrated Technology | Ericka Guynes | Create visioning process | |
| | Professional Development plans & evaluations for teachers | Ericka Guynes | Work with PSU to develop teacher evaluation touch-points | |
| | Hire coach; 1 FTE for 2014-15 | Derek Edens | | |
| | Hire "roaming sub" for 2014-15 | Ericka Guynes | | |
| | Software and apps procurement and installation | Derek Edens | | |
| | Assemble Parent Technology Team | Andreina Velasco | | |
| | SCHOOL YEAR 1 | | | |
| | Q3 2014 - Sept. | Post-training technology integration assessment for teachers | Coach & Derek | |
| Develop Prof. development goals for each teacher | | Coach and Ericka | | |
| Q4 2014 | Throughout year: 5 days (subs provided by the district) for grade level professional development provide by the | Coach, District Curriculum Department, and the District Technology & Assessment Department | | |
| | Professional development round 2 trainings | Coach | | |
| | Development an action plan and vision statement for parent engagement | Family Engagement Committee | | |
| | develop grade level technology lessons that support Common Core Standards | Coach | | |
| | provide classroom support by modeling lessons and giving feedback | Coach | | |
| | provide ongoing professional development during professional learning teams and teacher collaboration time | Coach | Each of the 16 teachers will have 2 hours a week for PD | |
| Q1 2015 | Complete school Vision for Integrated Technology | Ericka Guynes | | |
| | Deliver assessment and achievement tests, K-3 | Derek Edens | | |

| | | | |
|--------------------------|---|--|--|
| Q2 2015 – May | Conduct Needs assessment and evaluation | Coach, Derek, Ericka | |
| | Plan demonstration lessons: 2.5 days | Coach | |
| | 15 teachers from around the district will come to EB to observe lessons that focus on Early Childhood strategies and technology integration | Ericka Guynes | |
| | Analyze k-3 test results | Derek Edens | |
| | Develop 2015-16 programmatic recommendation based on assessment analysis | Derek Edens, Brook O'Neil, Ericka Guynes | |
| SCHOOL YEAR 2 | | | |
| Q3 2015 | Train any new EB teachers on technology in classrooms | Coach | |
| | "Carousel Training Day" for peer learning and creating teacher leaders | Coach | |
| | Determine the Summer PD based on spring Needs Assessment | Coach and Derek and Ericka | |
| | Roll out plan to purchase technology in elementary buildings that support the work at EB | Derek | |
| | develop the 3 day August training for the 16 teachers | Coach | |
| | 3 day Professional Development trainings for teachers | Coach | |
| | Technology integration pre-assessment for new teachers | Coach | |
| Q4 2015 | Increased meaningful participation of diverse parent leaders in Earl Boyles and Early Works governance structures. | Family Engagement Committee | |
| Q1 2016 | Deliver assessment and achievement tests, K-3 | Derek Edens | |
| Q2 2016 - May | Conduct Needs assessment and evaluation | Coach, Derek, Ericka | |
| | Analyze k-3 test results | Derek Edens | |
| | Develop 2016-17 programmatic recommendation based on assessment analysis | Derek Edens, Brook O'Neil, Ericka Guynes | |
| | 15 teachers from around the district will come to EB to observe lessons that focus on Early Childhood strategies and technology integration | Ericka Guynes | |
| SCHOOL YEAR 3 | | | |
| Q3 2016 | Train any new EB teachers on technology in classrooms | Coach | |
| | "Carousel Training Day" for peer learning and creating teacher leaders | Coach | |
| | Determine the Summer PD based on spring Needs Assessment | Coach and Derek and Ericka | |
| | Roll out plan to purchase technology in elementary buildings that support the work at EB | Derek | |
| | develop the 3 day August training for the 16 teachers | Coach | |
| | 3 day Professional Development trainings for teachers | Coach | |
| | Technology integration pre-assessment for new teachers | Coach | |
| Q4 2016 | Increased meaningful participation of diverse parent leaders in Earl Boyles and Early Works governance structures. | Family Engagement Committee | |

| | | | |
|------------------|---|--|--|
| Q1 2017 | Deliver assessment and achievement tests, K-3 | Derek Edens | |
| Q2 2017 - May | Conduct Needs assessment and evaluation | Coach, Derek, Ericka | |
| | Analyze k-3 test results | Derek Edens | |
| | Develop 2016-17 programmatic recommendation based on assessment analysis | Derek Edens, Brook O'Neil, Ericka Guynes | |
| | 15 teachers from around the district will come to EB to observe lessons that focus on Early Childhood strategies and technology integration | Ericka Guynes | |
| | Final Program Evaluation | Derek, Ericka | |

Section VII Attachment: BUDGET

LINE ITEM BUDGET

| COST CATEGORY | GRANT FUNDS | MATCH | TOTAL |
|-----------------------------|------------------|--------------------|--------------------|
| PERSONNEL | \$250,220 | \$392,078 | \$642,298 |
| EDUCATION AND TRAINING | \$10,000 | - | \$10,000 |
| TRAVEL | - | \$4,000 | \$4,000 |
| CONTRACTUAL | \$114,500 | \$291,000 | \$405,500 |
| EQUIPMENT | \$343,622 | - | \$343,622 |
| INFRASTRUCTURE CONSTRUCTION | \$128,930 | - | \$128,930 |
| FACILITIES CONSTRUCTION | - | \$1,000,000 | \$1,000,000 |
| MISCELLANEOUS | \$43,650 | - | \$43,650 |
| OVERHEAD COSTS | \$49,001 | - | \$49,001 |
| TOTAL | \$939,923 | \$1,687,078 | \$2,627,001 |

BUDGET NARRATIVE

PERSONNEL:

Technology Integration Coach: Provide initial training and professional development for teachers throughout the first two years of the grant: available in the school daily to support teachers in using all hardware and software in their classrooms, school facilities, and student devices; track best practices and lessons learned through the integration process to create an overview that may be shared with other schools. One FTE dedicated position for two years, based on an annual salary and benefits of \$125,110.
Grant Funds: \$250,220

Match: \$0

Earl Boyles Principal: 20% of her time over the duration of the project to manage and support teachers and staff to ensure full implementation of the technology; direct and oversee professional development, assess student learning and engagement with curriculum, and direct site visits with other schools and partners in Early Works and All Hands Raised. (20% of Salary and Benefits: \$183,200 x three years)

Grant Funds: \$0

Match: \$115,736

DDSD Technology Director: Manage the grant, including procuring and installing all technology, hiring and training the Earl Boyles Technology Integration Coach, and providing ongoing evaluation and assessment of students achievement within the program. (10% of Salary and Benefits: \$183,200 x three years)

Grant Funds: \$0

Match: \$57,868

DDSD Curriculum Director: Provide and coordinate necessary coaching and curriculum training, work with Coach to plan 3 day summer training, and supervise ongoing professional development throughout the grant life. (10% of Salary and Benefits: \$183,200 x three years)

Grant Funds: \$0

Match: \$57,868

Earl Boyles Teachers: Estimated 3 of days trainings each year, and an additional half day for observation. Costs include teachers (at \$550 per day), substitutes as needed (at \$240 per day) and staff time (at \$145 per day).

Grants Funds: \$0

Match: \$160,605

EDUCATION AND TRAINING

Tuition for in-depth training specific to using and navigating the online curriculum on iPads and ChromeBooks, and Smart Board, to prepare the Technology Integration Coach to teach and support teachers using the devices to provide the curriculum in their classrooms. \$5000 per year enrollment.

Grant Funds: \$10,000

Match: \$0

TRAVEL

Technology Integration Coach's travel to curriculum trainings.

Grant Funds: \$0

Matching Funds: \$4,000

CONTRACTUAL

Portland State University: Graduate School of Education: Consulting fee to train teachers in device-based literacy instruction and new techniques for using technology to provide extensive support for students with special needs.

Grant Funds: \$47,500

Matching Funds: \$0

Curriculum Vendors: Purchase of online curriculum and training for kindergarten through 3rd grade.

- Forward Curriculum for K-3rd grade: K-5 instructional system of services (Learning Management System) with tools and curriculum, combining curriculum, assessment and professional development, and includes extensive on-site and virtual professional support and coaching. Forward will provide a curriculum trainer for six days at Earl Boyles. The trainer will also work with the Technology Integration Coach.
- Big for Day Pre-K and Creative Curriculum with pre-Kindergarten: The one-time purchase fee will be paid over multiple years. Three years of the full cost are allocated to the grant project.

Grant Funds: \$67,000

Match: \$0

iPad Mobile Device Management: Software for management of the iPads. Annual fee estimated at \$15,000 x 3 yrs.

Grant Funds: \$0

Match: \$45,000

Children's Institute: Contract with PSU's Center for the Improvement of Child and Family Services to conduct: community needs assessment and program evaluation for the Early Works initiative at Earl Boyles; and longitudinal study of parental engagement. \$82,000 annually x 3 yrs for grant project.

Grant Funds: \$0

Match: \$246,000

EQUIPMENT

Equipment purchase, including iPads with cases and carts; Chromebooks with cases and carts, headsets, Smart Boards, Projectors, speakers, amplification systems, conference phones, video conferencing equipment, and the Imagine Learning servers and software. (See equipment list in Technical Design section.)

Grants Funds: \$343,622

Match: \$0

INFRASTRUCTURE CONSTRUCTION

Cabling for data, video and voice, installation of a low-voltage raceway, clocks and the PA system, and other elements required for the infrastructure needs related to the Grant Project.

Grant Funds: \$128,930

Match: \$0

FACILITIES CONSTRUCTION

Construction of the Early Learning Wing will be completed during the summer of 2014 (Further description in Project Purpose section). DDS D has allocated \$1 million of the total \$7 million investment as directly related to the Grant Project.

Grant Funds: \$0

Match: \$1,000,000

MISCELLANEOUS

Purchase of new app licenses in the first, second and third year. Approximately \$30 apps for each iPad and chromebook per year.

Grant Funds: \$43,650

Matching Funds: \$0

OVERHEAD COSTS

DDS D has a standard overhead calculation at at 5.5% of project costs. Matching resources for this project provided by the publicly funded bond may not include indirect or overhead costs, so none are shown.

Grant Funds: \$49,001

Match: \$0



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www.childinst.org

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June 25, 2014

Mt. Hood Cable Regulatory Commission
111 SW Columbia St. Suite 600
Portland, OR 97201

Dear Mt. Hood Cable Regulatory Commission:

I am writing in support of David Douglas School District's (DDSD) request for technology funding for Earl Boyles Elementary School from the Mt. Hood Cable Regulatory Commission. Since 2010, the Children's Institute has been working in close partnership with district and school leadership on an innovative place-based initiative called Early Works to demonstrate how alignment of the early years with the early grades can improve student outcomes.

Committed to closing the achievement gap before it opens and improving student outcomes in the long-term, DDSD understands the most effective strategy is to reach children early. Motivated by the research linking early childhood experiences to improved education outcomes, such as meeting third-grade benchmarks and increased high school graduation rates, they committed to changing the culture of the school to develop a birth to 5th grade system. To embed the practice of reaching and supporting children and families from birth, the school is building an early learning wing and neighborhood center (ELWNC), funded primarily by a community-supported general obligation bond, which will provide the physical space to deliver critical programs, services and training opportunities.

By putting together research on best practices with our deeper understanding of the community's needs, they committed to not just integrating the early years with the early grades, but establishing the school as a central community space offering a holistic set of services that address the needs of low-income families by connecting education, health, and economic opportunity.

We embarked on Early Works with the shared vision to create meaningful change. We recognized we had the opportunity through the ELWNC to provide a much needed model for districts across the state working to narrow the opportunity gap. The visionary leadership of Superintendent Don Grotting and Earl Boyles Principal Ericka Guynes has been critical to the successful implementation of Early Works. Together we have established Earl Boyles as a learning laboratory demonstrating the powerful impact of integrated early childhood strategies that are connected to an elementary school.

The Children's Institute has committed to having research and evidence at the heart of how Early Works operates. We have partnered with Portland State University to conduct an evaluation of the Early Works initiative at Earl Boyles Elementary School. The primary purposes of the evaluation are continuous program improvement and to inform practice and policy at the local, state and national levels.

Bridging the digital divide at Earl Boyles will have a ripple effect on the broader contextual inequities faced by many in this low-income community including educational, economic and social. By increasing access to technology at Earl