How EIR Grantees Recruit Schools and Districts for Research Studies

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Acknowledgments

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Introduction

Educators across the country shoulder the responsibility of elevating the academic achievements of every student while navigating an increasingly complex landscape. Countless innovations and programs strive to enhance student outcomes, yet their true effectiveness remains unknown until they undergo rigorous research to test their impact. When trying to empirically test educational innovations, the recruitment of participants to engage as early adopters and learning partners stands as a foundational cornerstone shaping the success of the research. Yet, schools and districts do not always want to participate in research studies of unproven innovations for a variety of reasons. For Education Innovation and Research (EIR) grantees, the ability to recruit participants for study activities is critical to the breadth and depth of insights garnered from these endeavors. The success and impact of these initiatives depend on the voices, experiences, and contributions of those directly involved in the education system. Effective recruitment ensures that the study findings are robust, relevant, and applicable to the intended beneficiaries.

Who is being recruited, and why are they critical to the success of research and the program being studied?

Ideal research participants are the ones who are most affected by the problem being researched and who can effect change. For EIR projects, this is typically teachers or students. They are critical to:

- Developing a holistic understanding of the issue being studied, encompassing existing knowledge and areas not yet thought of.
- Offering perspectives on the proposed innovative solutions being studied, including the consideration of what is a good fit and feasible for the variety of contexts being studied.
- Offering insights into how research efforts can better align with policy or other interventions enacted in education to address similar problems. (Bammer, 2013)

Simply put, research must engage as learning partners and study participants "any person or group who influences or is influenced by the research." (Durham et al., 2014, p. 12)

Recruitment, in essence, is the beginning of meaningful and impactful research outcomes. It directly influences the richness and validity of the findings through the active and engaged participation of individuals representing diverse backgrounds, experiences, and contexts. This involvement not only enriches the data pool but also ensures the relevance and applicability of the outcomes to a wider educational landscape.

During the Project Management Community of Practice, various interviews, focus groups, and data collection opportunities, EIR grantees have said the participant recruitment process comes with various challenges that need to be addressed to ensure the successful implementation of their educational research initiatives. Common themes have arisen from their insights.

Challenges to Recruitment Facing EIR Grantees and Potential Grantees

Program developers face many potential challenges when trying to recruit schools or districts to participate in a research study.

- *Access to Diverse Participants*: One of the primary challenges is gaining access to a diverse pool of participants, including students, educators, administrators, and other stakeholders within the education system. It is essential that the recruited participants reflect the diverse demographics

and characteristics of the target population, which requires strategic outreach and engagement efforts. Overcoming barriers to engagement and building trust are vital for inclusive research outcomes. This can be particularly difficult in more rural contexts.

- *Retention and Long-Term Engagement*: Beyond initial recruitment, sustaining participant involvement throughout the study duration can pose a significant challenge. Retention efforts and strategies for maintaining long-term engagement are essential to minimize attrition and ensure the continuity of data collection. This has been particularly challenging in a post-pandemic context where school closures, teacher shortages, changes in school and district leadership, and limited time for engaging in study and data collection have been the norm.

- *Navigating Institutional Dynamics*: Negotiating institutional barriers within schools, districts, or educational systems often adds layers of complexity. The intricate web of policies, regulations, and hierarchies can impede swift and seamless participant recruitment. Many grantees have noted having to navigate recruitment from both the highest levels of leadership and the teacher level to ensure that the desired participants are aware of the opportunities inherent in participation.

- *Adapting to Changing Contexts*: External factors like unforeseen events (e.g., natural disasters, pandemics) and subsequent evolving educational landscapes (e.g., changes in curricula, changes in school policy) can swiftly alter the dynamics of participant recruitment. Flexibility and adaptability have become pivotal in navigating these unpredictable shifts.

- *Competing Innovations*: Participating in a rigorous research study often involves data collection, participation in professional learning, and/or adopting new instructional strategies or ways of teaching. With the current emphasis on evidence-based strategies, many programs are under study in schools. Schools do not always have the bandwidth to participate in more than one study, even if the studies take place in different grades or subject areas.

- *Access to Resources Devalues Incentives*: In recent years, many districts have had access to additional funding through the American Rescue Plan. These funds help support teacher pay and student learning. Because of the access to these funds, incentives for participating in research studies have not been as appealing.

In the face of these challenges, researchers and project leaders continually innovate, strategize, and adapt their approaches. They employ a repertoire of creative tactics, leverage technology, and foster partnerships to surmount obstacles and ensure robust participant engagement.

Beyond Barriers to Recruitment and Readiness

To avoid potential barriers to recruitment and prepare for the challenges often faced by project teams often face, EIR grantees have used various strategies to build readiness for participation to help set the stage for authentic engagement.

What is recruitment and 'readiness' to participate in an EIR grant?

Readiness to participate in a grant, research project, or any innovation can be defined by the willingness of the school or district to participate and their ability to do so as intended (Greenhalgh et al., 2004; Holt & Vardaman, 2013). The concept of building readiness to support recruitment efforts can be further broken down into three key aspects: whether an organization is motivated to participate,

whether it has the overall characteristics needed to support new programs, and whether it has specific characteristics needed to implement the innovation being studied (Wandersman Center, 2018).

Readiness in context can be fostered and built as part of a larger process of exploring the fit and feasibility of participating in research and implementation. Three facets of readiness are defined in Table 1, along with potential application in customizing recruitment endeavors.

Table 1. Three Factors of Readiness to Participate in Research

1. **Motivation: The degree to which the organization wants to participate**
   Build excitement and motivation in potential participants by demonstrating how:
   - The innovation meets a need in ways that might be better than what is currently being implemented.
   - The innovation fits or aligns with the climate of learning and achievement in the school or district or alternatively, disrupts the status quo to realize equitable outcomes.
   - The study will be simple to enact (e.g., by describing study activities and anticipated outcomes).
   - The innovation is important to individual priorities of staff and those of the school or district.

2. **General Capacity or Context: The overall functioning of the organization that creates the context for the research study**
   Show potential schools and districts the study is "doable" by highlighting or connecting to strengths, priorities, and needs. Demonstrate:
   - How the innovation aligns with norms, mission, strategic plans, etc.
   - How the study plans to support resources needed to mitigate challenges of limited time, money, effort and/or technology
   - How leaders will be or can be involved
   - How the researcher or evaluator will communicate successes and accept feedback and input
   - How the researcher or evaluator will support planning, implementation of the innovation, and data collection so the lift does not feel insurmountable
   - Opportunities for ongoing learning and improvement

3. **Innovation-Specific Capacity: What is needed in an organization for this specific innovation to be implemented and rigorously studied**
   Show education staff that they have what it takes to try out the innovation by:
   - Demonstrating how their skill sets align with the innovation
   - Connecting to others who may have participated previously
   - Sharing the supports, resources, and processes that will be provided to help with authentic and sustained participation
   - Promoting relationships with the organizations involved in the study (e.g., universities, TA centers, nonprofits) that could benefit this work and work in the future

Adapted from the **Readiness Thinking Tool**, Wandersman Center (2018).

Strategies for Recruitment and Readiness

EIR grantees have successfully applied these facets of readiness to their recruitment efforts. In 2022, EIR grantees collaborated to compile examples of their creative solutions to addressing readiness and recruitment (**Appendix B**).

> ### Recruitment Tips from the EIR Project Management Community of Practice
>
> 1. **Cultivate Champions:** Find people who are part of the organization, interested and motivated by the innovation, driven to succeed, positive and energetic, and filled with a strong conviction for the need for the innovation. They can play a major role in bringing others on to the project and keeping it going when faced with barriers in implementation.
>
> 2. **Incentivize the Innovation:** To ease concerns of assigning any additional tasks to education staff and leaders, grantees recommend finding ways to incentivize participation. This can be done by providing resources (e.g., instructional materials), data to support decision-making, substitute teachers for times teachers are in training, stipends for participation, as well as compensating district staff for their time.
>
> 3. **Develop High-Quality Materials:** Grantees recommend short, eye-catching materials that generate excitement and interest in the program.
>
> 4. **Communicate, Communicate, Communicate:** Develop strong communication protocols to establish transparent feedback processes. Communication is critical to develop enabling policies, data analysis, and a strong implementation environment for EIR studies.

Grantees have continued to use these strategies and approach recruitment in many other creative ways. For example, in addition to using the four recruitment tips from the Project Management Community of Practice, grantees plan recruitment strategies and remain flexible by adapting those strategies to meet the needs of the district or school. Similarly, in 2023 the U.S. Department of Education's Institute of Education Sciences developed a guide with practical strategies for recruiting districts and schools for education impact studies (U.S. Department of Education, 2023). The brief had similar tips and noted additional strategies of:

- Adjusting implementation to accommodate capacity while maintaining fidelity
- Accommodating district policies
- Allowing options for parental consent

Examples from the Field

Three projects (**Appendix A**) have generously shared examples of their successes and challenges in navigating readiness and finding innovative ways to recruit for their studies. In each example, project teams attended to every facet of readiness and used innovative ways to keep the research moving forward.

Louisiana State University

Introduction to Computational Thinking: A modern approach to the integration of programming and mathematics

Project Director: Juana Moreno

An Early-Phase grantee, Louisiana State University (LSU) developed a course, Introduction to Computational Thinking (ICT), that integrates teaching the fundamentals of computing, programming, and mathematics reinforcement in a project-based setting with functions as the overarching theme. The project's goals are to refine the curriculum to better align with local math standards and make it more culturally relevant, raise awareness of computing among parents and school administrators, ensure equitable access by underserved students, and demonstrate stronger achievement in math (as measured by standardized tests). LSU is interested in eventually determining how many students graduate with advanced math and science courses.

Dr. Juana Morena, project director, noted that recruitment takes a lot of effort and has been harder to do than expected. She recommends that those in charge of recruitment should first become familiar with schools and comfortable reaching out to education personnel. She discussed how the project team built readiness and leveraged several of the strategies above for recruitment. Here are several examples of their strategies.

Develop motivation and capacity to participate: LSU demonstrated their ability to be flexible and adapt to rapidly changing contexts. At the beginning of the study, COVID-19 not only hindered their ability to recruit but later to implement as intended. As a result of restrictions with in-person meetings due to the pandemic, they had to leverage less optimal methods of initial contact such as emails and phone calls to try to generate interest and build initial relationships. Later, as the pandemic resulted in teacher shortages and subsequently much longer hiring processes, the project team had to explore different ways to offer the course and meet the math instructional needs of students. They were able to hire graduate students to not only teach the course in computational thinking, but also to fulfill one principal's request to offer the course to all 9th graders. Graduate students were also hired to offer support to teachers such as answering questions and providing or curating materials. Additionally, LSU had to demonstrate flexibility and patience as they navigated complex political situations within the education system. They found themselves needing to carefully seek new agreements and resolutions when staffing changed at the school and district level and when facing conflicts arising from multiple projects targeting the same schools due to limited availability for participating in research.

Also critical to ensuring that teachers felt that they were able to participate was providing specialized support. LSU arranged one-on-one meetings, answered technical questions through an online portal, and provided all the needed materials. In the future, the project team hopes to facilitate face-to-face interactions to help teachers understand the coursework better and implement it more efficiently.

Incentivize the innovation: Like many grantees, the project at LSU built in incentives for participating in the study. Stipends were offered to teachers to attend the training sessions and learn the coursework. Establishing clear and concise communication was particularly critical. While using high-quality written materials hadn't proven as useful to them as it had to other grantees, LSU recognized that making communication short and to the point was helpful. In schools with teacher

shortages and educators playing multiple roles, staff often lack time to read lengthy materials and emails. Brevity continues to be important to establish strong communication while honoring the limitations of time and effort.

Communicate and cultivate champions: Establishing relationships and cultivating champions for the coursework were a key strategy for recruitment and scaling to new participants. The project team focused on building relationships with schools and districts by meeting with superintendents, curriculum directors, principals, and teachers. Each district and/or school had different ways of operating, so they needed to be approached and supported in different ways. For example, while relationships were important at the district level, the decision to participate was left to individual schools and principals. The project team found themselves starting over several times with schools as there were many new administrators during the project.

These strategies highlight the team's efforts to navigate obstacles and adapt recruitment approaches to fit the unique challenges posed by school closures, teacher turnover, and bureaucratic complexities.

University of Missouri

Prosocial and Active Learning (PAL) Classrooms

Project Director: Jennifer Foster

An Early-Phase project with Gainesville R-V School District, the Curators of the University of Missouri Special Trust, and eMINTS National Center as partners, this project increases student prosocial behavior in technology-rich, collaborative problem-based learning (PBL) contexts. The project's goals are to create a replicable model of professional learning to help teachers establish Prosocial and Active Learning (PAL) Classrooms, improve teacher practices that foster student prosocial behavior as they implement PBL, increase student prosocial behavior, and strengthen student engagement and achievement in 5th grade math and science.

Jennifer Foster, project director, shared various recruitment tactics and adaptations to navigate challenges, especially when engaging schools and teachers. Her main advice for successful recruitment was to meticulously plan early on and coordinate the project team's efforts to effectively track, delegate, and manage recruitment activities. She stressed the importance of knowing the districts' processes and timelines for accepting research projects, which unfortunately may not align to EIR timeframes. Being familiar with districts' ways of working allows projects to successfully navigate district infrastructure and policies to initiate study activities in a timely manner.

Plan, organize, and improve efforts: A common theme to the readiness and recruitment efforts shared by the PAL team was a focus on intentional planning, evaluating their strategies' effectiveness, and continually improving. Ms. Foster generously shared a tool the PAL team developed to track recruitment efforts and resources (Appendix C).

Foster motivation to participate: Like LSU's ICT project, the PAL project had to be adaptable and during its implementation. Ms. Foster and the project team traditionally initiate engagement by garnering enthusiasm and interest from district-level leadership. However, in this instance, the recruitment process necessitated navigating school leadership, who acted as gatekeepers to teachers seeking access to the project's resources and support.

Accommodate district and school policies: Recognizing the pivotal role of school administrators, the PAL project team realized the importance of aligning with their priorities, needs, and objectives to effectively engage teachers. For instance, in the post-COVID landscape, administrators were cautious about imposing additional responsibilities on staff and sought means to bolster educator support. Consequently, the project's approach shifted from merely detailing its specifics to addressing the administrators' concerns, ensuring alignment with their visions and goals for their educational settings.

The PAL classroom study's emphasis on coaching and instructional support emerged as a compelling solution, particularly resonating with districts grappling with an influx of new teachers or those entering the profession through alternative paths. Providing mentorship in classroom management, a critical area where many new educators face challenges, became the linchpin in motivating participation and engagement in the PAL project.

Incentivize the innovation: The project team devised a multifaceted strategy to incentivize the intervention. This comprehensive approach included providing essential technological resources, exemplified by the distribution of Chromebooks to schools to streamline the learning process. Additionally, the team provided stipends to compensate teachers for their extra work beyond regular school hours, allocated funds for substitute teacher costs, and paid supplementary expenses such as transportation during professional development sessions.

Providing additional funds not only served as a financial incentive but also significantly contributed to prolonging teachers' active participation by fostering a sense of appreciation and value. This sense of recognition and support cultivated an environment where initially engaged teachers became enthusiastic advocates, actively recruiting their peers to participate in the intervention. Consequently, the initial participants played a pivotal role in encouraging wider engagement among their colleagues, further reinforcing the program's reach and impact.

Develop high-quality materials: Another way the project team built readiness and recruited study participants was to be intentional in the development of high-quality materials. For initial recruitment, the team learned to communicate clearly and concisely in their outreach efforts to schools. The team provided enough information to elicit interest among participants and generate curiosity about the project. Once participants were engaged, the team provided additional materials to give more details about the project. The team ensured that all materials were created and co-branded to look appealing and enticing. In addition, an instructional designer ensured all materials, including the project's website, were and continue to be easy to navigate and relevant to classroom teachers' needs.

Strengthen capacity to participate in the specific study: At times, fostering champions involved tapping into competition between small communities. In a bid to augment involvement, the project team strategically targeted districts adjacent to those already engaged in the initiative. These proximate districts and schools often were reluctant to forgo participation in the study if the neighboring schools were involved. The PAL team capitalized on this competitive dynamic to encourage broader engagement and uptake.

Sonoma State University

Learning by Making: Developing a Student-Driven STEM and Computer Science Curriculum for Rural Students

Project Director: Lynn Cominsky

Sonoma State University and six rural local education agencies in northern California are partnering to implement an Early-Phase EIR grant titled Learning by Making (LbyM), which is developing a student-driven STEM and computer science curriculum for rural students. The project is conducting field-initiated innovations in STEM with a focus on computer science. The project also develops partnerships that provide students access to industry partners, work-based learning opportunities, and college and career awareness activities.

Like the other two grantees, Sonoma State has experienced success with several of the same strategies for recruitment. Recruitment strategies have been pivotal in assembling a dynamic group of participants, and the LbyM team's success revolves around a multifaceted approach. The backbone of this approach is clear, concise communication, which helps ensure that their message resonates widely. Leveraging mass mailings, coupled with meticulous follow-ups, expands their reach.

Additionally, the LbyM team employed tangible materials to help publicize the study. Incentivizing participation by offering classroom supplies and stipends was critical to their success. Cultivating champions was equally vital, with passionate educators endorsing the project through word-of-mouth, sharing their positive experiences, and advocating for its integration into the student experience. Recognizing that coerced participation does not yield sustained outcomes, the team harnessed the enthusiasm of those genuinely invested. Planning and relationship building underscored their recruitment strategies. Flexibility emerged as a guiding principle, prompting adaptations to streamline the process such as condensing teacher professional learning time, integrating the program into a manageable number of units, and offering web-based learning for convenience. Moreover, aligning the curriculum with existing standards ensured seamless integration, showcasing the initiative's relevance and compatibility with the district's priorities and goals.

Conclusion

In the context of rigorous educational research, effective recruitment practices are the linchpin to success. This important component of EIR projects continues to challenge grantees in an increasingly complex education landscape. Despite this, successful strategies have been demonstrated. Extensive and transparent communication pathways, including mass mailings, specialized materials, and consistent follow-ups, establish the foundation for extensive engagement. Incentivizing participation, not merely with tangible rewards but also by fostering genuine interest and advocacy among educators, proves pivotal. The cultivation of champions—authentic ambassadors advocating for the program based on their positive experiences—cannot be overstated. Moreover, planning, relationship building, and flexibility over an extended recruitment period stand as hallmarks for success. These practices, when used together, culminate in the recruitment of committed participants eager to contribute to and benefit from rigorous educational research. As the educational landscape continues to evolve, embracing these practices can help ensure the recruitment of diverse and dedicated participants within large enough study samples to understand the potential impacts of new innovations.

Citations

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Appendix A: Interview Participants

Grantee Interviewee	Project
Louisiana State University Project Director: Juana Moreno	A modern approach to the integration of programming and mathematics
University of Missouri Project Director: Jennifer Foster	Prosocial and Active Learning (PAL) Classrooms
Sonoma State University Project Director: Lynn Cominsky	Developing a Student-Driven STEM and Computer Science Curriculum for Rural Students

Appendix B: Recruitment Tip Sheet

EIR Grantee Tips for Recruitment and Readiness

Lingering consequences of the ongoing pandemic, including staffing shortages, unprecedented levels of stress and burnout, within a social and political context that sometimes limits or presents barriers to new innovations has led to many challenges when recruiting and building readiness for data collection, participating in evaluation and study activities and implementing new innovations with fidelity. Together, EIR grantees have generated helpful solutions and creative ideas for moving innovation research forward.

Tip 1 — Cultivate Champions

Champions will help identify, recruit, and support individual(s) who could play a major role in the success of the initiative. Champions are those who are internal to the organization, intrinsically interested and motivated by the innovation, driven to succeed, positive and energetic and filled with a strong conviction about the need for the innovation. Champions exist in our systems but need to be cultivated and supported by grantees.

Center Relationships

Building relationships with key staff in districts is crucial to success. Who understands the district's beliefs and priorities? Who has insight into district needs? Who can build excitement for new innovations?

Superintendents as Champions

Superintendents can be excellent drivers of change. Leverage opportunities they already access such as state conferences or organizational newsletters.

District Staff

Superintendents are pulled in many directions. Therefore, other district staff such as curriculum directors, special education directors, assistant superintendents and others can be more accessible, closer to the work and stronger champions.

Community Partners

Consider cultivating champions within partnering agencies. Educate the unions on the innovation, foster regional connections, or harness community voice and activism.

School Leaders

Building leaders are the linchpin for school change. Principal support can make or break a new innovation. While one school may not be a large enough study size, building champions among school leaders can build momentum for larger scale change.

With increased demands and fewer staff, educational agencies at all levels of the system are stretched to their limits. As such, despite buy-in for the new innovation, motivation to change and even willingness to participate, participants need to additional support to overcome current challenges.

Tip 2 Incentivize the Innovation

EIR grantees expressed a great deal of empathy for the challenges faced by innovation participants and evaluators. There is concern about not placing any additional burden on already exhausted teachers or student participants who have faced difficult issues during their last two years. Randomization of study participants has become more complex with some schools being willing to be part of the delayed treatment (to buy time to address current concerns) and others feeling 'left out' and wanting to tackle the new innovation while changes in infrastructure are already being made.

Do the Research

It is important when considering incentives for participation in a study, that grantees do the research on the students, teachers, schools and districts. Figure out what is important and meaningful and attach incentives to those needs.

Stipends

A little monetary appreciation can go a long way to helping staff feel seen and recognized for their extra efforts. For those not motivated by monetary incentives, consider gift cards to stores where teachers buy supplies or other materials for classrooms.

Learning Materials

Despite significant increases in temporary funding for schools as a result of governmental relief efforts, many education agencies still struggle to provide the resources teachers request for high quality instruction. Consider materials or resources desired by teachers as incentive for participation at various intervals of the study process.

Leadership Opportunities

Many staff members are inspired by opportunities for leadership and working with and/or supporting colleagues. Incentives can be in the form of providing space for teachers to share their experiences, cultivate their skills to lead new innovations and advocate for changes. Can these opportunities support teachers who are completing principal or other certifications? Provide awards to hi-light skills that can be included on resumes.

Learning Opportunities

Providing opportunities for learning can incentivize participants by also fulfilling continuing education requirements for recertification. Offer funding for professional learning. Offer CEUs, college credit or other certificates for participation in program activities or data processing tasks. Investigate whether the activities could apply to work required for coursework or other duties and requirement of the job.

Developing high quality materials will not only support recruitment but provide the products needed to sustain and scale the program beyond the life of the study.

Tip 3 Develop High Quality Materials

Short, eye catching materials will generate excitement, provide upbeat messaging about the program and be a hook for lengthier materials with the necessary details.

Sharing Data

Develop ways to share any data or prior results at all levels of the system that demonstrate how the intervention is meeting a need. Consider techniques for data visualization to make the data more accessible to various stakeholders.

Vignettes and Testimonials

Develop a series of vignettes that describe the program, successes, and particular components of the program. Testimonials from staff and beneficiaries of the innovation are powerful ways to recruit others.

Communication is critical to any recruitment and readiness effort. Communication should be planned, executed and then measured for efficacy and success.

Tip 4 — Communication Is Key!

Developing and linking communication protocols for new or existing programs establishes a transparent feedback process. Communication furthers the development of a hospitable policy, data analysis, and implementation environment. For example, message that both treatment and control schools within the same district is advantageous because findings can be personalized to the needs of the district. When communicating to comparison groups, stress that it isn't that they aren't getting the program but benefitting from what the grantees learn works! Rely on multiple methods of communication to reach a variety of stakeholders.

Variety of Methods

Utilize a variety of methods such as:
- Flyers with QR codes that link to videos or other materials
- Weekly emails with updates and success stories
- Project management software
- Host webinars
- Be accessible through phone calls and virtual meetings
- Leverage social media platforms

Create an Innovation Summary

Create a brief summary of the intervention and its purpose to onboard people quickly and make them feel part of the team.

Business Cards

Create business cards with QR codes on the back to make contacting program staff easy and accessible.

The Importance of the Message

Meet with school principals and other administrators about upcoming priorities and initiatives so that you can identify ways of aligning the program to current needs and goals. Describe how the intervention will work with what is already in place. Brand the focus to to providing support for teachers.

Linked Meeting Structures

Communicating between teams and other agencies.

This and other resources can be found on the *EIR Grantee Resource Library (GRL)*.

Access the GRL here: http://eirta.anlar.com
Username: eirta@anlar.com • **Password:** resources4EIR

Appendix C: Recruitment Tracker

| | PROJECT TITLE | eDGE / PAL Coordinated Recruitment Tracking | | | | COMPANY NAME | eMINTS | |
| | PROJECT MANAGER | Cara & Jen | | | | DATE | | 12/6/2021 |

WBS NUMBER	TASK TITLE	TASK OWNER	START DATE	DUE DATE	PCT OF TASK COMPLETE
1.0	Initial Recruitment Email				
1.1	Create Joint Recruitment Website	Nikki	10/11/2021	10/15/2021	Complete
1.1.1	Webinar Scheduling	Cara	12/1/2021	12/1/2021	Complete
1.2	Create Webinar Registration Form	Jen	11/18/2021	11/18/2021	Complete
1.3	Contact Spreadsheet Organization	Jen	12/8/2021	12/8/2021	In Progress
1.4	Create Joint Recruitment Email Account	Jen	12/6/2021	12/7/2021	Complete
1.5	Revise Initial Recruitment Email	Jen & Cara	12/7/2021	12/9/2021	Complete
1.6	Send Initial Emails	Jen & Cara	11/1/2021	12/6/2021	Complete
2.0	Monitoring				
2.1	Check Joint Email for Questions	Jen & Cara	12/6/2021	1/6/2022	Complete
2.2	Check Webinar Registration Form	Jen & Cara	12/7/2021	1/6/2022	Complete
2.3	Check Program Registration Form	Jen & Cara	12/6/2021	1/6/2022	Complete
2.4	Relevant PI Responds to Questions	Jen & Cara	12/6/2021	1/6/2022	Complete
2.5	Create Webinar Follow-up Email	Jen & Cara	12/6/2021	1/6/2022	Complete
2.6	Send Webinar Registrants Reminder Email	Jen & Cara	12/6/2021	1/6/2022	Complete
2.7	Create Registration Follow-up Emails	Jen & Cara	12/6/2021	1/6/2022	Complete
2.8	Send Program Registrants Follow-up Email	Jen & Cara	12/6/2021	1/6/2022	Complete
3.0	Recruitment Email Round 2				
3.1	Create Follow-up Emails for Contacts that Have NOT Responded	Jen & Cara	12/6/2021	12/17/2021	Complete
3.2	Send Follow-up Emails to Initial Contacts that Have NOT responded	Jen	12/15/2021	1/4/2022	Complete
3.3	Get Link to Webinar Recordings	Jen	1/6/2022	1/7/2022	Complete
3.4	Email Webinar Recordings to Contacts	Jen & Cara	1/6/2022	1/7/2022	Complete
4.0	Recruitment Follow-up Phone Calls				
4.1	Draft Follow-up Phone Call Voicemail Script	Jen & Cara	12/8/2021	1/4/2022	Complete
4.2	Follow-up Phone Call to All Initial Contacts that Have NOT Responded	Jen, Cara, Nikki, Haylee	1/4/2022	1/5/2022	Complete
4.3	Monitor Phone for Callbacks	Haylee & Nikki			Complete
4.4	Connect Callback to Relevant PI	Haylee & Nikki			Complete
5.0	Social Media				
5.1	Create Joint FB, IG, & Twitter Recruitment Posts	Nikki	12/6/2021	1/6/2022	Complete
5.2	Create Individual FB, IG & Twitter Recruitment Posts	Nikki	12/6/2021	1/6/2022	Complete
5.3	Schedule 2 - 3 Posts Per Week for then Next 4 Weeks	Nikki	12/6/2021	1/6/2022	Complete
5.4	Ask Current / Past Participants to Like and Share	Nikki	12/6/2021	1/6/2022	Complete
6.0	Other Recruitment Activities				
6.1	MARE Newsletter	Jen			Complete
6.2	MSTA Newsletter	Jen	1/3/2022	1/5/2022	Complete
6.3	COE / ELPA Newsletter	Jen	1/4/2022		Complete
6.4	MOREnet Newsletter	Jen	1/4/2022		Complete
6.5	ARC	Jen	1/4/2022		Complete
6.6	NEE	Jen	1/4/2022		Complete
6.7	METC	Cara			Complete
6.8	ET of STL	Cara			Complete
6.9	NEA	Jen	1/4/2022		Complete
6.10	DESE	Jen	1/4/2022		Complete
6.11	SOAR Meeting	Jen	11/15/2021	12/8/2021	Complete
6.12	Host Grant Specific Webinars (eDGE / PAL)	Cara, Cara, Nikki, Jen	11/15/2021	1/6/2022	Complete
6.13	Complete Research Request Forms	Lindsay	10/1/2021	1/15/2022	Complete
6.14	Update Portal Banner	Jen	12/1/2021	12/8/2021	Complete
6.15	Update Recruitment Website to include Webinar Dates & Times	Jen	12/7/2021	12/7/2021	Complete
6.16	Hour of Code Activities	Cara	12/7/2021	12/12/2021	Complete
6.17	Project Interviews	Kate & Nikki	12/10/2021	12/17/2021	Complete
6.18	Holiday Cards	Cara	12/5/2021	12/15/2021	Complete
6.19	MU Info	Jen	12/12/2021	12/17/2021	Complete
	Random Acts of Kindness #RAK Week	Jen / Nikki	2/13/2022	2/19/2022	Complete
	eDGE/PAL interest form results				
7.0	Expand Recruitment to Other States				
7.1					
7.2					
7.3					
7.4					

Registered /	Eligibility	District Name	School / Building	Phone	District Website	Superintendent	Superintendent	Building Principal	Building Principal	Initial	Follow-up	Follow-up
▾	▾	Academie Lafayette	Academie Lafayette Cherry Elem									
▾	▾	Academie Lafayette	Academie Lafayette Oak Elem									
▾	▾	Academy For Integrated Arts	Academy For Integrated Arts									
▾	▾	Adair Co. R-I	Adair Co. Elem.									
▾	▾	Adair Co. R-II	Adair Co. Elem.									
▾	▾	Adrian R-III	Adrian Elem.									
▾	▾	Advance R-IV	Advance Elem.									
▾	▾	Affton 101	Gotsch Intermediate School									
▾	▾	Albany R-III	Virginia E. George Elem.									
▾	▾	Allen Village	Allen Village Elementary									
▾	▾	Altenburg 48	Altenburg Elem.									
▾	▾	Alton R-IV	Alton Elementary									
▾	▾	Appleton City R-II	Appleton City Elem.									
▾	▾	Arcadia Valley R-II	Arcadia Valley Middle									
▾	▾	Archie R-V	Cass Co. Elem.									
▾	▾	Ash Grove R-IV	Bois D'Arc Elem.									
▾	▾	Atlanta C-3	Atlanta Elem.									
▾	▾	Aurora R-VIII	Robinson School									
▾	Current PAL ▾	Ava R-I	Ava Middle									
▾	▾	Avenue City R-IX	Avenue City Elem.									
▾	▾	Avilla R-XIII	Avilla Elem.									
▾	▾	Bakersfield R-IV	Bakersfield Elem.									
▾	▾	Ballard R-II	Ballard Elem.									
▾	▾	Bayless	Bayless Elementary									
▾	▾	Bell City R-II	Bell City Elem.									
▾	▾	Belleview R-III	Belleview Elem.									
▾	▾	Belton 124	Hillcrest Steam Academy									
▾	▾	Belton 124	Mill Creek Upper Elem.									
▾	▾	Bernie R-XIII	Bernie Elem.									
▾	▾	Bevier C-4	Bevier Elem.									
▾	▾	Billings R-IV	Billings Elem.									
▾	▾	Bismarck R-V	Bismarck R-V Elem.									
▾	▾	Blackwater R-II	Blackwater Elem.									
▾	▾	Blair Oaks R-II	Blair Oaks Intermediate									
▾	▾	Bloomfield R-XIV	Bloomfield Middle									
▾	▾	Bloomfield R-XIV	Juvenile Center									
▾	▾	Blue Eye R-V	Blue Eye Middle									
▾	▾	Blue Springs R-IV	Chapel Lakes Elem.									
▾	▾	Blue Springs R-IV	Cordill-Mason Elem.									