

Part III: Accountability – General and Language Arts

The questions in this part of the survey concern the state language arts assessment and the state accountability system and should be completed by the principal or the head of the school.

Throughout this survey, **language arts** refers to reading, writing, and literature.

Section A: State Language Arts Assessment

1. Do students in your school take a state language arts assessment?

A Yes → Go to Question 2

B No → Skip to Section B (Question 5)

Self-explanatory.

2. To what extent does your school or district use the results from the state language arts assessment for the following purposes? Fill in one oval on each line.

	Not at all	Small extent	Moderate extent	Large extent
a. To assign students to classrooms	A	B	C	D
b. To inform parents of their child's performance	A	B	C	D
c. To evaluate teachers' performance	A	B	C	D
d. To make decisions about how to focus curriculum and instruction	A	B	C	D
e. To plan professional development activities	A	B	C	D
f. To make student promotion decisions	A	B	C	D

This question concerns the ways in which data from the state language arts assessment are used at the school. "Use the results" refers to consideration of student performance on the state assessment for the purposes listed in the question.

To assign students to classrooms: Refers to the use of students' scores on the state language arts assessment to place students into the appropriate classes.

To inform parents of their child's performance: Refers to the reporting of students' scores on the state language arts assessment to parents.

To evaluate teachers' performance: Refers to the use of students' scores on the state language arts assessment as an indicator of how well teachers are doing their jobs. This evaluation may occur in the context of a formal personnel evaluation, or in a less formal context.

To make decisions about how to focus curriculum and instruction: Refers to the use of aggregate data on student performance on the state language arts assessment when decisions are made about the content of what students are taught at the school, and how they are taught this content.

To plan professional development activities: Refers to the use of aggregate data on student performance on the state language arts assessment when deciding what professional development activities will be made available to teachers at this school. "Professional development" refers to activities (such as training, workshops, and discussion/study groups) that help teachers learn things relevant to their job. These activities may take place at the school site, or may be located off-site but sponsored by the school (that is, the school may send teachers to a conference or workshop).

To make student promotion decisions: Refers to the use of students' scores on the state language arts assessment to decide in which grade the student should be assigned for the following school year (that is, retain in the same grade for another year, pass on to the next grade, skip a grade).

3. Which of the statements below best describes the alignment between the state language arts assessment and your school's curriculum?
- A** The state assessment is closely aligned to our curriculum.
 - B** The state assessment is moderately aligned to our curriculum.
 - C** The state assessment is loosely aligned to our curriculum.
 - D** The state assessment is not aligned to our curriculum.

This question refers to the degree to which the state language arts assessment matches or reflects your school's curriculum. Alignment could be the result of deliberate effort or could occur naturally.

4. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about the state language arts assessment. Fill in one oval on each line.

	Strongly agree	Agree	Disagree	Strongly disagree
a. The state assessment is a good measure of students' language arts knowledge and skill.	A	B	C	D
b. The time students spend preparing for and taking the state assessment uses too much classroom instructional time.	A	B	C	D
c. The school staff receives adequate training on how to use state assessment results for decision-making.	A	B	C	D
d. The state assessment has had a positive impact on student learning at this school.	A	B	C	D

Self-explanatory.

Section B: State Accountability System

The questions in this section ask about the influence of a state accountability system on your school. Please answer about the whole accountability system, whether or not it is tied (exclusively or at all) to language arts.

5. Does your state have an accountability system? (State accountability systems require the reporting of information about school or district performance. Such information may take the form of report cards on schools or districts, ratings of individual schools or districts, etc. State accountability systems may also include rewards, technical assistance, and sanctions for performance.)

A Yes, my state has an accountability system that monitors performance in at least one subject. → *Go to Question 6*

B No, my state has no accountability system for any subject. → *Stop here*
Thank you for your time.

Self-explanatory.

6. In response to your state accountability system, has your school made any of the following changes? Fill in one oval on each line.

	Yes	No
a. Developed or modified interventions for low-performing students (such as special instructional programs, extended-time programs, additional staff assigned to provide instruction)	A	B
b. Modified the school’s assessment strategies	A	B
c. Modified the school curriculum	A	B
d. Provided additional professional development related to standards or assessments	A	B

This question is concerned with whether the introduction of the state accountability system has resulted in any changes at the school. The changes could have been initiated by any component of the state accountability system (content standards, performance standards, performance indicators, consequences). The changes may have been initiated by the school, or mandated by the state or district. If the changes were made for some other reason, please mark “no.”

Developed or modified interventions for low-performing students (such as special instructional programs, extended-time programs, additional staff assigned to provide instruction): *Self-explanatory.*

Modified the school’s assessment strategies: *Refers to changes in school practices associated with assessment as a result of the state accountability system. “Assessment strategies” refers to things such as the frequency in which students are assessed, the types of assessments that are used (such as multiple-choice or performance-based tests), or efforts to help students learn test-taking skills.*

Modified the school curriculum: *Refers to changes in what is taught to students as a result of the state accountability system. Changes may include things such as introducing new content, or allocating more instructional time to coverage of a particular subject or concept.*

Provided additional professional development related to standards or assessments: *Refers to additional opportunities for school staff members to learn about standards and assessments. This may include familiarizing teachers with standards and assessments, as well as training to help teachers more effectively use standards and assessments in their classrooms.*

7. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about your state accountability system. Fill in one oval on each line.

	Strongly agree	Agree	Disagree	Strongly disagree
a. The state accountability system is a good way to motivate principals and teachers.	A	B	C	D
b. The state accountability system excessively limits our decision-making ability at the local (school or district) level.	A	B	C	D
c. The requirements of the state accountability system are clear.	A	B	C	D
d. My school has the resources it needs to meet the requirements of the state accountability system.	A	B	C	D
e. My school is under great pressure (such as from the State Department, School Board, parents) to improve student performance on the state assessment.	A	B	C	D
f. My school has received additional resources as a result of our students' performance on the state assessment.	A	B	C	D
g. Overall, the state accountability system has had a positive impact on my school.	A	B	C	D

The statements in this question concern your attitudes and perceptions about the state accountability system and its effects on the school environment.

The state accountability system is a good way to motivate principals and teachers: Refers to the perception that the state accountability system is an effective tool for encouraging principals and teachers to invest more effort in raising student performance.

The state accountability system excessively limits our decision-making ability at the local (school or district) level: Refers to the perception that the state accountability system has resulted in less decision-making power or autonomy for the district or the school, and more decision-making power for the state. This includes decisions associated with a variety of things such as hiring, curriculum, and allocation of resources.

The requirements of the state accountability system are clear: Refers to the perception that the state accountability system, and how the system operates, is easily understood. “Requirements” refer to actions that the school must take and/or goals that the school is expected to achieve.

My school has the resources it needs to meet the requirements of the state accountability system: Refers to the perception that the school has the resources necessary to make improvements to programs (or maintain strong programs) and meet the requirements of the state accountability system. “Requirements” refer to actions that the school must take and/or goals that the school is expected to achieve. “Resources” include things such as an adequate number of teachers, well-trained teachers, adequate textbooks, and adequate physical facilities.

My school is under great pressure (such as from the State Department, School Board, parents) to improve student performance on the state assessment: Refers to the perception that groups outside the school are putting pressure on the school to raise students’ test scores (or maintain high scores) on the state assessment. “Pressure” may be accompanied with threats of sanctions, such as dismissal of the principal, or be less overt.

My school has received additional resources as a result of our students’ performance on the state assessment: Refers to resources, such as instructional materials, teachers or specialists, equipment, or money, that were received as a result of performance on the state assessment. These resources are not limited to “rewards” for satisfactory test performance and can include resources designed to aid low-performing schools.

Overall, the state accountability system has had a positive impact on my school: Refers to the perception that the state accountability system has generally benefited the school.

Part III: Professional Development – General and Language Arts

The questions in this part of the survey concern professional development activities for teachers and should be completed by the principal or the head of the school.

Throughout this survey, **language arts** refers to reading, writing, and literature.

1. **During the current school year, how many days are allocated for professional development activities? Please report in full-day equivalents. Include days before the start of classes in the fall, after the end of classes in the spring, and during the instructional year. Do not include scheduled planning time or parent conference days in your answer.**

For this question, 8 hours of professional development equals one full-day equivalent. Please refer to the survey for a full explanation of what qualifies as a professional development activity.

2. **During the current school year, how many of these professional development days have focused on language arts?**

Refers to the number of full-day equivalents (from the number of professional development days reported in Question 1) that focused on language arts.

3. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about professional development activities offered to teachers in your school. Fill in one oval on each line.

	Strongly agree	Agree	Disagree	Strongly disagree
	A	B	C	D
a. Professional development activities are planned based on student needs.	A	B	C	D
b. Professional development activities are evaluated systematically for effect on teacher classroom practices.	A	B	C	D
c. Professional development activities are usually part of teachers' monthly routine.	A	B	C	D

Self-explanatory.

4. During the last two years, to what extent did the professional development activities offered to teachers in your school include the following elements? Fill in one oval on each line.

	Not at all	Small extent	Moderate extent	Large extent
	A	B	C	D
a. Active teacher participation	A	B	C	D
b. Opportunities to practice teaching strategies and receive feedback	A	B	C	D
c. On-going follow-up activities to help teachers implement what they learned	A	B	C	D
d. Opportunities for developing materials for classroom use	A	B	C	D
e. Opportunities for teachers to work collaboratively	A	B	C	D

Self-explanatory.

5. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in one oval on each line.

	Not at all	Small extent	Moderate extent	Large extent
a. Use of language arts across the curriculum	A	B	C	D
b. Interpreting and analyzing literature	A	B	C	D
c. Understanding the process of reading or writing	A	B	C	D
d. Instructional strategies for teaching language arts	A	B	C	D
e. Classroom management to enable effective instruction	A	B	C	D
f. Ways to use assessment data	A	B	C	D
g. Ways to link instruction to standards	A	B	C	D

Use of language arts across the curriculum: Refers to the use of reading and writing skills in other subject areas.

Interpreting and analyzing literature: Self-explanatory.

Understanding the process of reading or writing: Refers to knowledge of the cognitive processes involved when students are engaged in language arts activities.

Instructional strategies for teaching language arts: Self-explanatory.

Classroom management to enable effective instruction: Refers to management of the classroom in a way that minimizes behavior problems and maximizes the opportunities for learning.

Ways to use assessment data: Refers to the use of any type of data that provide the teacher with individual or group student-performance indicators. This can include teacher-made tests or standardized tests. The professional development program should help teachers interpret the data and use it for planning instruction, helping students, etc.

Ways to link instruction to standards: Refers to the use of state or local standards for guidance in planning curricular units or individual lessons.

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For this question, 8 hours of professional development equals one full-day equivalent. Please refer to the survey for a full explanation of what qualifies as a professional development activity.

2. **Please indicate the extent to which you AGREE or DISAGREE with the following statements about professional development activities offered to teachers in your school. Fill in one oval on each line.**

	Strongly agree	Agree	Disagree	Strongly disagree
	A	B	C	D
a. Professional development activities are planned based on student needs.				
b. Professional development activities are evaluated systematically for effect on teacher classroom practices.				
c. Professional development activities are usually part of teachers' monthly routine.				

Self-explanatory.

3. During the last two years, to what extent did the professional development activities offered to teachers in your school include the following elements? Fill in one oval on each line.

	Not at all	Small extent	Moderate extent	Large extent
a. Active teacher participation	A	B	C	D
b. Opportunities to practice teaching strategies and receive feedback	A	B	C	D
c. On-going follow-up activities to help teachers implement what they learned	A	B	C	D
d. Opportunities for developing materials for classroom use	A	B	C	D
e. Opportunities for teachers to work collaboratively	A	B	C	D

Self-explanatory.

4. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in one oval on each line.

	Not at all	Small extent	Moderate extent	Large extent
a. Interpreting and analyzing literature	A	B	C	D
b. Understanding the process of reading or writing	A	B	C	D
c. Instructional strategies for teaching language arts	A	B	C	D
d. Classroom management to enable effective instruction	A	B	C	D
e. Ways to use assessment data	A	B	C	D
f. Ways to link instruction to standards	A	B	C	D

Interpreting and analyzing literature: Self-explanatory.

Understanding the process of reading or writing: Refers to knowledge of the cognitive processes involved when students are engaged in language arts activities.

Instructional strategies for teaching language arts: Self-explanatory.

Classroom management to enable effective instruction: Refers to management of the classroom in a way that minimizes behavior problems and maximizes the opportunities for learning.

Ways to use assessment data: Refers to the use of any type of data that provide the teacher with individual or group student-performance indicators. This can include teacher-made tests or standardized tests. The professional development program should help teachers interpret the data and use it for planning instruction, helping students, etc.

Ways to link instruction to standards: Refers to the use of state or local standards for guidance in planning curricular units or individual lessons.

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Section A: State Language Arts Assessment

1. Do students in your school take a state language arts assessment?

A Yes → Go to Question 2

B No → Skip to Section B (Question 5)

Self-explanatory.

2. To what extent does your school or district use the results from the state language arts assessment for the following purposes? Fill in one oval on each line.

	Not at all	Small extent	Moderate extent	Large extent
a. To assign students to classrooms	A	B	C	D
b. To inform parents of their child's performance	A	B	C	D
c. To evaluate teachers' performance	A	B	C	D
d. To make decisions about how to focus curriculum and instruction	A	B	C	D
e. To plan professional development activities	A	B	C	D
f. To make student promotion or graduation decisions	A	B	C	D

This question concerns the ways in which data from the state language arts assessment are used at the school. "Use the results" refers to consideration of student performance on the state assessment for the purposes listed in the question.

To assign students to classrooms: Refers to the use of students' scores on the state language arts assessment to place students in the appropriate classes.

To inform parents of their child's performance: Refers to the reporting of students' scores on the state language arts assessment to parents.

To evaluate teachers' performance: Refers to the use of students' scores on the state language arts assessment as an indicator of how well teachers are doing their jobs. This evaluation may occur in the context of a formal personnel evaluation, or in a less formal context.

To make decisions about how to focus curriculum and instruction: Refers to the use of aggregate data on student performance on the state language arts assessment when decisions are made about the content of what students are taught at the school, and how they are taught this content.

To plan professional development activities: Refers to the use of aggregate data on student performance on the state language arts assessment when deciding what professional development activities will be made available to teachers at this school. "Professional development" refers to activities (such as training, workshops, and discussion/study groups) that help teachers learn things relevant to their job. These activities may take place at the school site, or may be located off-site but sponsored by the school (that is, the school may send teachers to a conference or workshop).

To make student promotion or graduation decisions: Refers to the use of students' scores on the state language arts assessment to decide in which grade the student should be assigned for the following school year or to decide whether a student will graduate from high school.

3. Which of the statements below best describes the alignment between the state language arts assessment and your school's curriculum?
- A** The state assessment is closely aligned to our curriculum.
 - B** The state assessment is moderately aligned to our curriculum.
 - C** The state assessment is loosely aligned to our curriculum.
 - D** The state assessment is not aligned to our curriculum.

This question refers to the degree to which the state language arts assessment matches or reflects your school's curriculum. Alignment could be the result of deliberate effort or could occur naturally.

4. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about the state language arts assessment. Fill in one oval on each line.

	Strongly agree	Agree	Disagree	Strongly disagree
a. The state assessment is a good measure of students' language arts knowledge and skill.	A	B	C	D
b. The time students spend preparing for and taking the state assessment uses too much classroom instructional time.	A	B	C	D
c. The school staff receives adequate training on how to use state assessment results for decision-making.	A	B	C	D
d. The state assessment has had a positive impact on student learning at this school.	A	B	C	D

Self-explanatory.

Section B: State Accountability System

The questions in this section ask about the influence of a state accountability system on your school. Please answer about the whole accountability system, whether or not it is tied (exclusively or at all) to language arts.

5. Does your state have an accountability system? (State accountability systems require the reporting of information about school or district performance. Such information may take the form of report cards on schools or districts, ratings of individual schools or districts, etc. State accountability systems may also include rewards, technical assistance, and sanctions for performance.)

A Yes, my state has an accountability system that monitors performance in at least one subject. → *Go to Question 6*

B No, my state has no accountability system for any subject. → *Stop here*
Thank you for your time.

Self-explanatory.

6. In response to your state accountability system, has your school made any of the following changes? Fill in one oval on each line.

	Yes	No
a. Developed or modified interventions for low-performing students (such as special instructional programs, extended-time programs, additional staff assigned to provide instruction)	A	B
b. Modified the school's assessment strategies	A	B
c. Modified the school curriculum	A	B
d. Provided additional professional development related to standards or assessments	A	B

This question is concerned with whether the introduction of the state accountability system has resulted in any changes at the school. The changes could have been initiated by any component of the state accountability system (content standards, performance standards, performance indicators, consequences). The changes may have been initiated by the school, or mandated by the state or district. If the changes were made for some other reason, please mark "no."

Developed or modified interventions for low-performing students (such as special instructional programs, extended-time programs, additional staff assigned to provide instruction): Self-explanatory.

Modified the school's assessment strategies: Refers to changes in school practices associated with assessment as a result of the state accountability system. "Assessment strategies" refers to things such as the frequency in which students are assessed, the types of assessments that are used (such as multiple-choice or performance-based tests), or efforts to help students learn test-taking skills.

Modified the school curriculum: Refers to changes in what is taught to students as a result of the state accountability system. Changes may include things such as introducing new content, or allocating more instructional time to coverage of a particular subject or concept.

Provided additional professional development related to standards or assessments: Refers to additional opportunities for school staff members to learn about standards and assessments. This may include familiarizing teachers with standards and assessments, as well as training to help teachers more effectively use standards and assessments in their classrooms.

7. Please indicate the extent to which you **AGREE** or **DISAGREE** with the following statements about your state accountability system. Fill in one oval on each line.

	Strongly agree	Agree	Disagree	Strongly disagree
a. The state accountability system is a good way to motivate principals and teachers.	A	B	C	D
b. The state accountability system excessively limits our decision-making ability at the local (school or district) level.	A	B	C	D
c. The requirements of the state accountability system are clear.	A	B	C	D
d. My school has the resources it needs to meet the requirements of the state accountability system.	A	B	C	D
e. My school is under great pressure (such as from the State Department, School Board, parents) to improve student performance on the state assessment.	A	B	C	D
f. My school has received additional resources as a result of our students' performance on the state assessment.	A	B	C	D
g. Overall, the state accountability system has had a positive impact on my school.	A	B	C	D

The statements in this question concern your attitudes and perceptions about the state accountability system and its effects on the school environment.

***The state accountability system is a good way to motivate principals and teachers:** Refers to the perception that the state accountability system is an effective tool for encouraging principals and teachers to invest more effort in raising student performance.*

***The state accountability system excessively limits our decision-making ability at the local (school or district) level:** Refers to the perception that the state accountability system has resulted in less decision-making power or autonomy for the district or the school, and more decision-making power for the state. This includes decisions associated with a variety of things such as hiring, curriculum, and allocation of resources.*

The requirements of the state accountability system are clear: Refers to the perception that the state accountability system, and how the system operates, is easily understood. “Requirements” refer to actions that the school must take and/or goals that the school is expected to achieve.

My school has the resources it needs to meet the requirements of the state accountability system: Refers to the perception that the school has the resources necessary to make improvements to programs (or maintain strong programs) and meet the requirements of the state accountability system. “Requirements” refer to actions that the school must take and/or goals that the school is expected to achieve. “Resources” include things such as an adequate number of teachers, well-trained teachers, adequate textbooks, and adequate physical facilities.

My school is under great pressure (such as from the State Department, School Board, parents) to improve student performance on the state assessment: Refers to the perception that groups outside the school are putting pressure on the school to raise students’ test scores (or maintain high scores) on the state assessment. “Pressure” may be accompanied with threats of sanctions, such as dismissal of the principal, or be less overt.

My school has received additional resources as a result of our students’ performance on the state assessment: Refers to resources, such as instructional materials, teachers or specialists, equipment, or money, that were received as a result of performance on the state assessment. These resources are not limited to “rewards” for satisfactory test performance and can include resources designed to aid low-performing schools.

Overall, the state accountability system has had a positive impact on my school: Refers to the perception that the state accountability system has generally benefited the school.

G. TRAVEL GUIDE

G.1 Introduction

The purpose of this appendix to your manual is to set forth procedures and policies to guide Westat fieldworkers when they are on travel status. Being on travel status requires **spending one or more nights away from home**. All personnel required to travel have an obligation to ensure that the arrangements made are as efficient and as economical as possible. Our travel practices must reflect both the highest professional standards and our obligation to stay within our contract budget.

G.2 Approval of Travel Arrangements

All travel arrangements must be approved by your field manager, whether it involves a one-night stay at a nearby town or a longer trip. If for any reason, an approved trip needs to be changed (i.e., shortened or extended), advance approval must be obtained. Advance planning will ensure that your needs and the needs of the project are both considered. Expenses incurred will not be reimbursed if travel was not approved by your field manager.

G.3 Using the Westat Travel Agency to Make Reservations

We have made arrangements with the Westat Travel Office to handle your travel reservations. It is expected that you and your field manager will do the advance planning for each of your trips, but that the Travel Office will make and pay for **all** airline reservations and rental car reservations. The Travel Office can also make motel arrangements, although you may make your own if you are familiar with motels at your destination. Whether you make your own motel reservations or request that Westat make them, you should request a government rate. If rooms are not booked through Westat, a personal credit card should be used to guarantee late arrival. The Travel Office will use their Diner's Club account number to guarantee late arrival from rooms they book. However, **hotel rooms can never be charged to this Diner's Club number. It is strictly for air travel.**

If your travel plans should change unexpectedly, it is your responsibility to call the hotel and cancel the reservation **before** the cut-off time on the day you are scheduled to arrive. Westat will not pay

the charges for a room reservation that is not canceled in time. Be sure to request a cancellation number and keep it for your records.

To use the Westat Travel Office to make your travel arrangements, you should:

- Call between 9:00 a.m. and 5:30 p.m. Eastern Time, Monday through Friday;
- Call 800-544-7755, the number for the Travel Office located in Westat's Rockville office;
- If it is necessary to call after hours and it is **not** an emergency, please call the regular Travel Office number listed above and leave a message on the voice mail. **Only in an emergency** should you call 800-225-3353, which is the American Express 24-hour number. There is an additional fee charged for each of these calls and any travel arrangements made during these calls.
- The national NAEP project number is **713163**. Please be sure to use this project number for all travel charges, and on the Trip Expense Report.

After your airline reservations are made, tickets will either be sent to you by Federal Express, be prepaid and made available for you at the airline ticket counter of your departing airport, or an electronic ticket will be issued. Whenever possible, make your reservations at least two weeks in advance in order to get the most economical rate. If prepaid tickets have been arranged, you should contact the airline to confirm that the tickets are there and find out when you must pick them up. The tickets will be held under your name at the ticket counter and you have to present one form of identification and sign for the ticket. Note that prepaid tickets cost an additional \$50 or more, and should be used only when there is no way to receive a Federal Express shipment or electronic ticketing is unavailable. Since most of the major airlines have implemented electronic ticketing, we would expect the use of prepaid tickets to be very minimal.

Electronic or prepaid tickets also can be arranged in a few hours should travel plans change quickly or if unexpected travel requirements arise. The procedure will be identical to that set forth above except that some of the confirmation steps may not be possible.

G.4 Lodging

Arrange your hotel accommodations through the Westat Travel Office when you are unfamiliar with your destination city. When you travel to a city you are familiar with, you have the option of making your own motel reservations.

If you are arranging your own lodging, the cost of a hotel room in most locations should be up to \$60 per night, including room tax. In certain government-designated, high-cost cities the rates are higher (see Attachment G-1). If you are unable to find a satisfactory room within these approved limits, please contact your field manager. If a special exception is made, you must attach a note to your Trip Expense Report explaining the circumstances.

Whether you or the travel office make the reservations, always make an effort to obtain government lodging rates. You will be given a letter to show upon check-in, stating that you are on government business. If the hotel offers government rates, show them the letter if there is any question about obtaining these rates. You may also be able to negotiate a special rate when you will be staying in one hotel for several days.

Hotel bills should be paid with cash or a personal credit card, and put on a Trip Expense Report. You will be required to pay the hotel room and tax charges out of money advanced to you or out of your own money; you will need to submit receipts for reimbursement. You will be reimbursed for the **actual** cost of lodgings, not to exceed the approved limit. Some hotel chains, such as LaQuinta, allow direct billing to Westat. Do not assume that a hotel will bill Westat; the Travel Office can tell you if we have such an arrangement when you call for reservations.

G.5 Meal Allowance and Incidentals

The project will not pay for meals **unless** you are on travel status. You will receive a meal allowance of \$30 (this includes all incidentals -telephone, laundry, tips, etc.)for each full (24 hours) day you are **on travel status**, that is, staying overnight away from home¹. This amount **includes** tips and all other expenses associated with your meals. If you are traveling for a period of less than one full day at the beginning or end of an overnight trip, your meal allowances will be based on the following schedule: breakfast, \$7.50; lunch, \$7.50; dinner, \$15.00.

¹ For locations listed in Attachment J-1, the meal allowance is greater.

When completing your Trip Expense Report, you should simply indicate \$30 for each full 24-hour day on travel status (or greater for the locations shown in Attachment G-1). For increments of less than a full day as part of an overnight trip, you may charge the individual amounts of the meal allowance for each meal eaten while you were out of town. Charges are allowable as follows:

- If you begin your out-of-town trip before 6:00 a.m. or return to your local area after 9:00 a.m., you may charge for breakfast.
- If you begin out-of-area travel before 11:00 a.m. or return to your local area after 1:00 p.m. you may charge for lunch.
- If you begin travel before 5:00 p.m. or return home after 9:00 p.m., you may charge for dinner.

Under this plan, you will **not** be expected to submit receipts for the cost of your meals.

G.6 Personal Automobile

The use of a personal automobile for inter-city travel or for travel to and from airports is authorized if the total cost including parking is less than the cost of taxis or buses and air transportation.

For business use of a personal automobile, Westat will pay 32.5 cents per mile. As long as a personal automobile is being used, you will need to maintain insurance to cover comprehensive automobile liability. The limits for bodily injuries and property damage should not be less than \$100,000 in total. Other authorized expenses such as toll charges and parking will be reimbursed. No reimbursement will be made for traffic tickets, care repairs, car upkeep, or towing.

Receipts must be attached to the Trip Expense Report for all expenses associated with inter-city travel. Once you have arrived at your destination and begun working, the costs (e.g., mileage, parking, tolls, etc.) associated with the use of a personal automobile should be entered on your Time and Expense Report, along with the **hours** you have worked.

G.7 Use of Taxis

Westat will give reimbursement for taxi fare only for special situations approved by your field manager. Before a taxi is used, you should inquire about the availability of adequate bus or limousine service. Note that many hotels provide free airport limousine service, which should be used whenever possible. Also, the hotel can familiarize you with any local bus transportation that may be available. Receipts for taxis must be attached to your Trip Expense Report.

G.8 Car Rentals

Generally, car rentals will be used when you are required to fly to an assignment. Car rentals will be used only with prior approval from your field manager. Before making arrangements for a car rental, the field manager will ensure that it will be less expensive than taxis or public transportation. The field manager may approve reservations for a car or direct you to contact Westat's travel agent to reserve a car. Car rentals will be charged directly to the project. Please indicate the number of days you'll have the car and inquire about any "special" that Avis may have in that time period. Often specials are lower than the daily or weekly rate.

When reserving a car, you are required to request a compact size vehicle. If you have reserved a compact and one is not available, a larger car should be provided at no additional cost. You will be required to identify yourself with a driver's license. In signing up for the car rental, you should **refuse all insurance** as Westat has a policy to cover rental cars.

To avoid excessive fuel charges, when you drop off the car be sure the tank is full. Westat will not pay additional charges for fuel. Also, follow whatever procedure is necessary so that you obtain a receipt. Do not use a drop-off procedure that gives you no documentation that the car is returned. Verify that the rate you were promised is the rate you were charged.

G.9 Supporting Receipts

Your expense reports must contain supporting receipts for all expenditures except for meal allowances or items such as tips or local bus service where receipts are not normally provided. If a receipt is not available or if it is lost, a note of explanation must be provided with your Trip Expense Report and approved by the field manager.

G.10 Reporting Expenses on a Westat Trip Expense Report

Overnight travel costs must be submitted on a Westat Trip Expense Report (see the example shown as Attachment G-2). Complete one form for each trip lasting seven days or less; if the trip lasts longer than seven days, use additional sheets. A trip begins when you leave home and ends when you return to your home. It may involve several destinations and several overnight stays in different cities, or it may involve a single overnight trip to one city. The times of arrival and departure from your home must be reported accurately.

In addition to recording all the expenses for which reimbursement is claimed, a note must be made of other expenses such as air transportation, lodging, or car rentals that are being billed directly to Westat. For each item being billed directly by Westat, record "Direct Bill" on the appropriate line; do not enter the amount of the bill. However, please **attach all receipts** you may have for these items; for example, airline ticket stubs, customer copy of a car rental, receipt for a hotel room. If you are missing such receipts, please attach a note covering the pertinent information on your arrangements (e.g., name and address of hotel, air carrier and flight number, date, car rental agency and city where the car was rented).

You also need to record meal and incidental allowances on your Trip Expense Report. For each full day (24 hours) on travel, simply indicate "\$30" for meals (see the example shown as Attachment G-2).

Your Trip Expense Report should be submitted within a few days after the completion of your trip and, whenever possible, by the end of the field work week.

G.11 Travel Advances

If you request one, you will receive a travel advance to pay for allowable expenses incurred while traveling on Westat business. You must account for the full amount of your travel advance through use of a Trip Expense Report and supporting receipts. Westat's accounting department will use the Trip Expense Report to deduct allowable expenses from your travel advance. Reimbursable expenses in excess of the travel advance will be repaid to you by an expense check. If you owe an equal or greater amount from a previous travel advance, no expense check will be issued. Upon completion of your assignment, any excess funds must be returned to Westat in the form of either a check or money order, unless otherwise authorized by the field director.

In planning your trips with the field manager, you should agree on the amount of travel advance required. This should take into account your itinerary and the extent to which lodging and other charges are to be billed directly to Westat. Travel advances should be requested of the field manager well in advance. Our policy is to provide adequate travel advances and to reimburse you for approved charges within approximately two weeks of receipt of your Trip Expense Report.

All Trip Expense Reports should be submitted to the field manager for approval.

G.12 Special Exceptions

1. Staying with Family or Friends

Occasionally, you may prefer to stay with family or friends in your destination city. If you choose not to stay in the hotel accommodations offered to you, you may charge twenty dollars (\$20) per night that you stay with family or friends. Often this allowance is used to buy groceries or take your hosts to dinner. Please ask your host to sign a receipt for the amount you will charge on your Trip Expense Report. The twenty dollars per night cannot be paid without a receipt. You would, of course, continue to charge your daily per diem. Please be sure that your location is convenient to the sampled school site and that your field manager knows how to contact you.

2. One Day Trips

There are times when you may be on “travel status” but not away from home overnight. This happens when the destination city is two or more hours from home and the traveler would prefer to return home rather than stay overnight. In such cases, the traveler would complete a Trip Expense Report to record airfares, mileage, or rental car information. The traveler would also charge for breakfast if he/she left home before 6:00 a.m. and dinner if he/she returned after 9:00 p.m. In these cases, a receipt should be provided. Lunch is not charged when an overnight is not involved.

If you have questions about any of the special exceptions, please call your field manager.

G.13 Personal Belongings

Finally, anyone who travels should be careful about bringing valuable or cherished personal belongings with them. Westat has no liability if personal belongings are stolen or lost and cannot guarantee restitution. Please check the limits of your homeowners and automobile insurance policies in the event personal belongings are stolen from your hotel room or automobile.

LODGING AND MEAL ALLOWANCES FOR HIGH COST AREAS

3/6/2000

<u>Lodging per Night</u>	<u>Meal Allowance per Day</u>	<u>City</u>	<u>Counties Included</u>
\$74	\$34	Buffalo, NY	Erie and Niagara
	B - 8.50	Charlotte, NC	Mecklenburg
	L - 8.50	Cincinnati, OH	Hamilton
	D - 17.00	Columbus, OH	Franklin
		Dayton, OH	
		Fresno, CA	Monterey
		Indianapolis, IN	
		Kansas City, MO	Jackson and Clay
		Milwaukee, WI	Milwaukee
		Minneapolis/St Paul, MN	Anoka, Dakota, Hennepin, and Ramsey
		New Haven, CT	New Haven, Fairfield, and Litchfield
		Orlando, FL	Orange
		Pittsburgh, PA	Allegheny
		Providence, RI	Providence
		Tallahassee, FL	
		Tampa/St Petersburg, FL	Pinellas and Hillsborough

LODGING/MEAL ALLOWANCES FOR HIGH COST AREAS cont.—pg.2

3/6/2000

<u>Lodging per Night</u>	<u>Meal Allowance per Day</u>	<u>City</u>	<u>Counties Included</u>
\$88	\$38	any city in Alaska	any county in Alaska
	B - 9.50	Atlanta, GA	Fulton and Gwinnett
	L - 9.50	Baltimore, MD	Baltimore, Howard, Anne Arundel, and Harford
	D - 19.00	Cleveland, OH	Cuyahoga
		Dallas, TX	Dallas County and Fort Worth City
		Denver, CO	Denver, Adams, and Arapahoe
		Hartford, CT	Hartford
		Honolulu, HI	Honolulu
		Houston, TX	Harris
		Las Vegas, NV	
		Miami/ Ft Lauderdale	Dade, Broward, and Palm Beach
		New Orleans, LA	Orleans, Plaquemine, and St Bernard
		Phoenix, AZ	Maricopa
		Portland, OR	
		Sacramento, CA	El Dorado
		San Diego, CA	San Diego
		Seattle, WA	King
		St Louis, MO	
		American Samoa	

LODGING AND MEAL ALLOWANCE HIGH COST AREAS cont. – pg.3

3/6/2000

<u>Lodging per Night</u>	<u>Meal Allowance per Day</u>	<u>City</u>	<u>Counties Included</u>
\$102	\$42	Boston, MA	Suffolk and Middlesex
	B - 10.50	Chicago, IL	Cook and Lake
	L - 10.50	Detroit, MI	Wayne
	D - 21.00	Los Angeles, CA	Los Angeles, Orange and Ventura
		New York, NY	New York, Queens, Kings, Bronx, Nassau, Suffolk, Westchester, Putnam, and Richmond in New York; Essex, Bergen, Hudson, and Passaic in New Jersey
		Philadelphia, PA	Philadelphia
		San Francisco, CA	Alameda, Santa Clara, Santa Barbara, Napa, Mendocino
		Washington, DC	Montgomery and Prince George's in Maryland; the cities of Alexandria, Falls Church, and Fairfax, and the counties of Arlington, Loudoun, and Fairfax in Virginia

Attachment G-2. Trip Expense Report

TRIP EXPENSE REPORT

(TO BE COMPLETED FOR EACH OUT-OF-TOWN TRIP)

NAME Vane Wilson
 SOCIAL SECURITY NO. 123-45-6789
 ADDRESS 123 Main Street, Hillside, MD 20808
 PROJECT NAEP 713163
 PURPOSE OF TRIP Assessments

ITINERARY
 Leave Residence/Office at 3:00 a.m./p.m. on Tues. 2/13/80 (Date)
 Return Residence/Office at 11:00 a.m./p.m. on Thurs 2/15/80 (Date)

I certify that the amounts charged are correct, reimbursable costs and are in accordance with West's travel reimbursement policies.

Signature Vane Wilson Approved _____

DISTRIBUTION OF EXPENSES:
 Charged to Contract _____
 Per diem allowance _____ days @ _____
 Other expenses _____
 Total Charged to Contract _____
 Charge (Credit) to Overhead _____
 Total Claimed by Individual 237.40

COSTS	Tues 2/13/80		Weds 2/14/80		Thurs 2/15/80		TOTAL
	Day	Date	Day	Date	Day	Date	
Meals							
Breakfast							
Lunch							
Dinner							
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