

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 07/13/2017 11:21 AM

Technical Review

Applicant: Osage County Interlocal Cooperative (U411C170219)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	30	30
Quality of the Project Design and Management Plan		
1. Project Design/Management	50	50
Sub Total	80	80
Total	80	80

Technical Review Form

Panel #1 - EIR - Early Phase - Content - 1: 84.411C

Reader #1: *****

Applicant: Osage County Interlocal Cooperative (U411C170219)

Questions

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

- (1) The national significance of the proposed project.
- (2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.
- (3) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

Strengths:

Nationwide exclusionary discipline practices are problematic. Currently, academic outcomes from all Oklahoma students are bleak. The state ranked 42nd on National Assessment of Educational Progress (NAEP) test score performance for fourth and eighth grade students in reading and math. The state's overall education quality grade of D+, Oklahoma ranked 46th in the nation. (p.5). The LEAs (Local Education Agency) have 58% to 78% range of students who qualify for free and reduced lunch with 20% of the students having an IEP (individualized education plan).(p.1) The LEAs (Anderson, Bowring, Caney Valley, , Hominy, Osage hills, Newkirk, Pawhuska, Shidler, South Coffeyville, woodland and Wyoma) reside in close proximity and share programs.(p.1) Current research supports one of the national recognized strategies (PBIS) Positive Behavior Interventions and Support is being used by the applicant may higher academic achievement scores (p. 6). The applicant is proposing a project that will have 3 phases. Phase 2 will scale-up the intentional technology proven effective in phase I and comprehensively integrate it within the MTSS framework. The Oklahoma Department of Special Education developed the OTISS (Oklahoma tiered Interventions Systems of Support), a state model for schools to develop MTSS (p. 7). The effectiveness of the OTISS model is evident in outcomes demonstrated by both the applicant's AWARE initiative and other federal funded programs. AWARE added a novel component to the OTISS framework by partnering with Oklahoma State University. Since many rural schools not funding for psychologists to provide the needed student with AWARE, graduate students get real –world experience working in a consultant role and schools receive high quality services on the cutting edge of research (p.8) Project ENGAGE's strategy is to improve school climate for students in rural schools, specifically students with disabilities via integrating intentional technology within the MTSS mode. In addition, Project ENGAGE will provide professional development for administrators, teachers and support staff on how to engage all students, including those with IEPs, to reach the desired outcomes of eliminating problem behaviors and increasing student achievement. (p. 9-10)

Weaknesses:

Reader's Score: 30

Selection Criteria - Quality of the Project Design and Management Plan

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable.
- (2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (3) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (4) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths:

The applicant provided clear and measurable goals and objectives. The outcomes were aligned with timelines (p.11-13) The management plan described clearly identified all components outlined in the chart (p. 16-18). The plan is realistic. To ensure project timelines and goals are being met, data will be used to inform implementation decisions. (p. 19) All stakeholders will be informed and asked to provide feedback on a mid-year and annual basis of phase 1 through focus groups, social media, and other appropriate forms of communication (p.19) The applicant described several ways to distribute information to stakeholders including: informal meetings, social media and LEA data meetings, national conferences, peer-reviewed journals, School Psychology Quarterly Remedial and Special education and Technology conferences (local, state, & national) p. 20

Weaknesses:

Reader's Score: 50

Status: Submitted
Last Updated: 07/13/2017 11:21 AM

Status: Submitted

Last Updated: 07/12/2017 12:35 PM

Technical Review

Applicant: Osage County Interlocal Cooperative (U411C170219)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	30	30
Quality of the Project Design and Management Plan		
1. Project Design/Management	50	50
Sub Total	80	80
Total	80	80

Technical Review Form

Panel #1 - EIR - Early Phase - Content - 1: 84.411C

Reader #2: *****

Applicant: Osage County Interlocal Cooperative (U411C170219)

Questions

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

- (1) The national significance of the proposed project.
- (2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.
- (3) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

Strengths:

- 1) The applicant provides the national significance for the proposed project. For example, the applicant indicates a need to address national concerns to address recent national data that “show secondary students in special education are suspended at a rate of 18% compared to the 10% suspension rate for general education peers.” The applicant provides behavior data in regards to students in special education that reveals that of the 20% of enrollment of special education students at an average of 27% of office discipline referrals. The applicant indicates, according to data from administrators and teacher, there is a lack of documentation for discipline issues for special education students are due to time constraints, lack of consistent procedures and policies, and lack of training for new personnel. (pg. 1-3, e21-e23)
- 2) The applicant provides a thorough demonstration of research-based strategies that are promising new strategies. For example, the applicant provides details on the OTISS Model developed by Oklahoma Department of Special Education (ODSP) that is well aligned with new federal education guidelines under the 2016 Every Student Succeeds Act (ESSA), and ODSP has developed the OTISS as a state-level model for schools to develop MTSS (p. 7, e25). ENGAGE proposes develop a study to look at small rural districts’ implementation of PBIS within the MTSS framework and the subsequent impact on student achievement, including students receiving special education services. The study will build on existing strategies and data collected through OCIC AWARE. (pgs. 8, 9, e26, e27)
- 3) The applicant presents a thorough approach to the priorities established for the proposed project (Absolute Priority 1 and Absolute Priority 2). The applicant proposes to implement a detailed plan in phases and will address priorities, and thus create a replicable model hypothesized to result in gains in academic achievement and to make it available for other rural districts that is evidence-based and research-based. The applicant indicates that it will conduct a study that will include in Phase1 a comparison of the effectiveness of three computer-adaptive interventions, approved by the Oklahoma State Department of Education, on reading fluency and comprehension for students exhibiting behavioral and academic deficits in a rural setting at Anderson Public School and Hominy Public School. (p. 10, e28)

Weaknesses:

No weaknesses noted.

Selection Criteria - Quality of the Project Design and Management Plan

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable.**
- (2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- (3) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.**
- (4) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.**

Strengths:

- 1) The applicant provides clearly specified and measurable goals, objectives, and outcomes for the proposed project. For example, the applicant provides a logic model that expands on the goals and objectives, and measurable outcomes and includes inputs, objectives, and measurable outcomes (Phase 1, Phase 2, and long-term outcomes). The applicant has two primary goals: to improve school climate and reduce disparities in discipline within rural schools, and to improve academic performance for all students in high-needs rural schools for which specific objectives, activities, and measurable objectives are aligned (p. 11, 12, e29, e30). In addition, the applicant provides tables for Phase 1 and Phase 2 that include outcomes and milestones. (pgs. 13, 14, e31, e32)
- 2) The applicant provides a comprehensive management plan to meet the proposed objectives on time and within budget, and includes clearly defined responsibilities, timelines and milestones that demonstrate the project can accomplish the project tasks. For example, the applicant provides a description of roles and responsibilities for key staff. The position Project Director in a new hire, but the Executive Director will serve until hired. The Instructional Technology Coach (new hire) roles and responsibilities are given. The Research and Planning Coordinator has experience leading and participating in large and small, quantitative and qualitative research-design projects and has earned scholarly and distinguished awards, and was responsible for designing Phase 1 studies for the proposed project. Other key staff includes a Research Technician and an experienced Evaluator that has conducted research in areas of academic and behavioral intervention. In addition, the applicant provides job descriptions and resumes for key staff in Appendix C. (pg. 15-18, e33-e36)
- 3) The applicant provides plan for ensuring feedback and continuous improvement in the operation of the proposed project. For example, ENGAGE proposes to continuously improve the model through a phased implementation and promote scaling by creating tools and resources for replication. The applicant will inform and provide feedback through focus groups, social media posts, and/or other forms of communication deemed appropriate. The applicant states that it will refine continuous feedback to inform project implementation assessment and inform stakeholders, the applicant indicates it will inform and ask the stakeholders, district superintendents/administrators, teachers, and parent representatives to provide feedback on a mid-year and annual basis. (p. 19, e37)
- 4) The applicant documents a diverse list of mechanisms to disseminate information for the further development or replication of proposed project. For example, the applicant indicates that ENGAGE's purpose, trainings, events, program highlights, and reports will be disseminated through various formats including newsletters, informational meetings with stakeholders, social media, and announcements at LEA data meetings. Annual progress reports will be disseminated for the categories of executive summary, performance objectives, fidelity measures, timelines and milestones, sustainability, evaluation of professional development, student behavioral and academic performance. (pgs. 19, 20, e27, e38)

Weaknesses:

No weaknesses noted.

Reader's Score: 50

Status: Submitted

Last Updated: 07/12/2017 12:35 PM

Status: Submitted

Last Updated: 07/11/2017 09:58 AM

Technical Review

Applicant: Osage County Interlocal Cooperative (U411C170219)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	30	28
Quality of the Project Design and Management Plan		
1. Project Design/Management	50	50
Sub Total	80	78
Total	80	78

Technical Review Form

Panel #1 - EIR - Early Phase - Content - 1: 84.411C

Reader #3: *****

Applicant: Osage County Interlocal Cooperative (U411C170219)

Questions

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

- (1) The national significance of the proposed project.
- (2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.
- (3) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

Strengths:

The applicant intends to address the needs of 11 rural school districts in Oklahoma. The applicant meets the requirements of Absolute Priority 1, with LEAs have 58% - 78% of students who qualify for free or reduced school meals and an average 20% of students on individualized education plans (p. 1). The applicant demonstrates a national significance, as it project intends to help address the resource needs of rural districts with limited resources (p. 2). Evidence is also provided that students with special needs are disproportionately disciplined in rural districts (p. 4). The applicant intends to build on successful existing strategies to reduce exclusionary discipline by implementing the ENGAGE program. The program intends to achieve and maintain optimal PBIS fidelity, and in combination with evidence-based academic interventions for those students at-risk, will lead to decreases in student discipline disproportionality and increases in student academic achievement in rural schools (p. 7-8).

Weaknesses:

More evidence is needed as to how the proposal will address Absolute Priority 2, improving school climate. It is unclear how the implementation of the program will have a significant impact on school climate (p. 10).

Reader's Score: 28

Selection Criteria - Quality of the Project Design and Management Plan

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable.
- (2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (3) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (4) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths:

The applicant provides 2 very specific goals that are clear and measurable (p. 11-12). There is a clear timeline for the implementation of the program, with milestones provided (p. 13). The timeline of the project is also specific, and appears to be reasonable and attainable in design (p. 16-18). The project personnel have the needed backgrounds and qualifications to ensure the success of the project. Extensive use of data including, office discipline referrals, OCCT and Curriculum-Based Measurement (CBM), surveys, observations, interviews, and fidelity assessments will be reviewed to ensure continuous improvement (p. 19). Feedback will be provided through stakeholders, district superintendents/administrators, teachers, and parent representatives, who will be informed and asked to provide feedback on a mid-year and annual basis (p. 19). Information regarding the project will be disseminated through various formats including newsletters, informational meetings with stakeholders, social media, and announcements at LEA data meetings (p. 19). Presentations and submissions to national journals will also be used (p. 20).

Weaknesses:

None

Reader's Score: 50

Status: Submitted
Last Updated: 07/11/2017 09:58 AM