

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

Status: Submitted

Last Updated: 06/29/2017 10:45 AM

Technical Review

Applicant: School District 1J Multnomah County (U411C170253)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	30	29
Quality of the Project Design and Management Plan		
1. Project Design/Management	50	50
Sub Total	80	79
Total	80	79

Technical Review Form

Panel #12 - EIR - Early Phase - Content - 12: 84.411C

Reader #2: *****

Applicant: School District 1J Multnomah County (U411C170253)

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. This PREP, Early Phase project will develop a replicable model that utilizes personalization and strategies addressing factors that lead to student disengagement- the intent is to support high-need students to graduate from high school and transition to postsecondary education. (Page 1).
2. Plan is to implement varied learning opportunities to engage and retain students. (Page 4). They will provide "job shadow" and internship opportunities with regional business/industry partners to expose students to careers..(page 4).
3. PREP will develop learning model complemented by intensive social-emotional support to align with career pathways. (Page 6.)

Weaknesses:

Reader's Score: 29

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.They offer measurable goals, objectives and outcomes are detailed in (pages 11-13.) They do an excellent job of providing baseline data in order to evaluate progress. They detail each activity by Project Year.
2. They offer an excellent plan to achieve the objectives of the proposed project including clearly defined responsibilities, timelines, and milestones are on (pages 16-19.)
3. The Project Director will identify “Lessons Learned” regarding implementation and impact to be used to refine the full scale implementation in Year 3.(Page 19).
4. They will broadly disseminate information on its project to support further development or replication.(Page 19). They will also present data at such conferences as : Continuing Technical Education Conferenced, Alternative Education Policy Forum, National Re-Engagement Plus Conference.(Page 19).

Weaknesses:

No weaknesses Noted.

Reader's Score: 50

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Last Updated: 06/23/2017 04:55 PM

Technical Review

Applicant: School District 1J Multnomah County (U411C170253)

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 #12 - EIR - Early Phase - Content - 12: 84.411C

Reader #1: *****

Applicant: School District 1J Multnomah County (U411C170253)

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:

- To address Priority one, The Portland Public Schools (PPS) focused on the Personalized, Relevant, Engaged for Postsecondary (PREP) program. This program would help to prepare high-need students for postsecondary education. p. 1
- The PREP program would focus on health and nutrition, literary arts, career exploration, and engineering. In addition, the program would also offer additional support for students with disabilities. p.3
- Another component of PREP would include job shadowing, internships with businesses as well as workshops on resume writing skills. p.4
- PPS would also offer the opportunity to help support students who have dropped out of school or students who are parents, or students who were in residential programs. p.4
- The implementation of this program would focus on three high schools, and these schools would receive emotional support through the Discovery Program. p.6
- Vocational education was also a thrust for this grant. p.6

Weaknesses:

- No weaknesses were noted.

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:

- PREP was based on the strong theory. p.6 In addition, Through PREP, PPS would develop its own framework that focuses on career exploration. This curriculum would be developed at the school district level p.8 PPS would also utilize the Alternative Accountability Framework. p.14
- The Measures of Academic Progress (MAP) would be utilized to assess the effectiveness of the program. Additional measurements of this program would be through the school district's Alternative Accountability Annual Report Card. p. 9
- PPS would also foster a relationship with Portland Community College in order to assist students with postsecondary education goals. p.9
- In order to increase the social emotional support for students, PPS would hire social workers, case managers, and the school system would also put in additional supports for special needs students. p.10
- PPS would utilize longitudinal data for its research. p.10 In addition, formative evaluations would be utilized to measure student achievement. p. 20 – 23
- Data on achievement would be utilized through pretests and posttests. P.24
- The goals, objectives and outcomes were listed in detail. pgs. 11 – 13
- Key personnel were listed for this grants. pgs. 15 – 16 Resumes were located in the appendix.
- The budget was also located in the appendix.
- A Comprehensive timeline was also developed. pgs. 16 – 19
- PPS would support replication through conferences, Worksystems, and WOI partnership replication. p.19

Weaknesses:

No weaknesses were noted.

Reader's Score: 50

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Technical Review

Applicant: School District 1J Multnomah County (U411C170253)

Reader #3: *****

	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 #12 - EIR - Early Phase - Content - 12: 84.411C

Reader #3: *****

Applicant: School District 1J Multnomah County (U411C170253)

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 has clearly defined a rationale for the proposed project referring the need for a focus on students placed in alternative setting which supports Absolute Priority 1 (p. 2- Table 1).
- The applicant focused of designing a project based learning framework represents an exceptional new approach to increasing student academic achievement and engagement in school with the curriculum (p.5-6). In addition, the applicant proposed plan of expanding the CTE curriculum through a student cohort and senior project portfolio further expands student's preparation for postsecondary education (p. 10).
- The applicant's career pathways program where students will experience dual enrollment with specified career related credentials address the need to support students' transition from high school to postsecondary education- Absolute Priority 4 (p.9).

Weaknesses:

- No weakness noted

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 has clearly defined the responsibilities, timelines, goals, objective and measurable outcomes of the proposed project (p.11-13; 17-19). The applicant has identified key district leaders who will serve in various roles to monitor fidelity of implementation of the proposed project (p. 15-16). The applicant has developed a clear five year plan with times for program dissemination of information regarding project status and lessons learned at each phase of the five year project implementation (p.19). Working in three schools during the initial implementation, the proposed project has included a scaling the design to community based organization that work with students and the Day Residential Treatment School prior to inviting observants, state and nationwide audiences to review and replicate implemented project. (p.12)
- The applicant proposed project serves high need students both academically and socially to prepare them to enroll in college or other postsecondary education opportunities (p.8-10).
- Through the proposed work with the Day Treatment center, the applicant has pre-established partnership with the vocational rehabilitation center to serve this population of high need students through this proposed project (p.10).

Weaknesses:

- No weakness noted

Reader's Score: **50**

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