

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

Status: Submitted

Last Updated: 06/12/2019 05:59 PM

Technical Review Coversheet

Applicant: Seminole County Public Schools (U411C190273)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	25	25
Quality of Project Design		
1. Project Design	35	35
Adequacy of Resources/Quality of Management Plan		
1. Resources/Management Plan	20	20
Sub Total	80	80
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Absolute Priority 3	5	0
Sub Total	5	0
Total	85	80

Technical Review Form

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

Reader #1: *****

Applicant: Seminole County Public Schools (U411C190273)

Questions

Selection Criteria - Significance

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

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(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.

Strengths:

1. The SCPS project will make several educational contributions. First, the project has the potential to increase the number of effective evidence-based interventions for students with disabilities that meet the standards of the WWC standard. This is an area that is greatly needed considering a search of the WWC database only yielded four program that demonstrated positive results in increasing reading achievement and only one showing positive results in general math achievement (3), and the Evidence for ESSA database yielded only one reading program to be effective with special education students and no programs for math (3). Additionally, the proposal will improve educational outcomes for approximately 1,000 students with disabilities in the areas of reading, language and mathematics, another area of key significance because of its potential to close the achievement gap between students with disabilities and their typical peers (3). This project is innovative because it blends the use of ABA strategies with Direct Instruction, a proven whole school reform model, to positively affect one of the most challenging and vulnerable subgroups of students (1). Additionally, the novel approach to assigning students for services will be based on one of four areas of concern including medical, developmental, academic, and behavioral is also innovative (10).

2. The project also has a compelling potential to extend the significant contributions of the ESECP (Tables 3 and 4, 7). Partnerships with PaTTAN and NIFDI, SCPS make the extension of SCPS efforts more achievable. In turn, teacher fulfillment is increased, teacher turnover is decreased, and student achievement is increased.

Weaknesses:

None noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

1. SCPS has identified nine broad goals which are broken into and aligned with the three identified implementation phases of prepare, achieve, disseminate. The clearly identified and measurable goals, objectives, and outcomes listed in appendix 1 (e113-116) demonstrate a clear delineation and correlation to the project's implementation timeline and purpose. These goals detail the expectation of continuous progress and focused implementation which can be brought to scale.

2. The conceptual framework demonstrates a pictorial representation of the four domains to be addressed by teachers when placing children for services. The written description provides more clarity as to how the domains will be factored into the final decision-making process. Thus, the conceptual framework shows that before the domains were not taking into consideration when decisions were made, and how specific data from these domains will be used to support services and outcomes for students.

3. The proposed procedures and feedback cycle are satisfactory for continuous improvement. The proposed plan is clearly defined (14). The logic model presented in Figure 1 (9) speaks to instructional adjustments which will be made after data analysis and fidelity checks. Ongoing training, progress monitoring for teachers, parents, and paraprofessionals, coupled with quarterly evaluations by RMC, monthly consultations with partners, and mid-year and annual reports are also adequate measures for ensuring continuous improvement(13).

Weaknesses:

None noted.

Reader's Score: 35

Selection Criteria - Adequacy of Resources/Quality of Management Plan

1. The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) 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.

(2) The qualifications, including relevant training and experience, of key project personnel.

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Strengths:

1. The management plan is sufficient to achieve the objectives of the proposed project on time and within budget. The district departments, personnel and data systems as identified on p. 13, 15, e 93 demonstrate the full capacity for project oversight, implementation, and evaluation. In addition, a detailed timeline for each quarter within each year is provided (14), and specific persons along with their responsibilities have been identified (15).

2. Table 7 (5) along with accompanying resumes (e49-e86) provide the qualifications, relevant training and experience of key project personnel. Accordingly, project leaders have the diverse skills and background in administration, research, finance, evaluation, and special education services needed to successfully implement the proposed project.

3. The first round of project implementation was supported by the district, which demonstrates commitment (16). The district will reallocate funds for consumable materials (p. 15), and the district will support parent training through the University of Central Florida's Center for Autism and Related Disabilities (p. 16). Furthermore, the letters of support (e88-e93) and the table of key staff and partners (e117) demonstrates the commitment of finances and human capital thereby greatly increasing sustainability efforts after grant funding ends.

Weaknesses:

None noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Within Absolute Priority 3, we give competitive preference to applications that address the following priority:

Projects designed to improve student achievement or other educational outcomes in computer science (as defined in the notice). These projects must address the following priority area:

Expanding access to and participation in rigorous computer science (as defined in the notice) coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in the notice), children or students with disabilities (as defined in the notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Strengths:

Not applicable.

Weaknesses:

Not applicable.

Reader's Score: 0

Status: Submitted

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Technical Review Coversheet

Applicant: Seminole County Public Schools (U411C190273)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	25	25
Quality of Project Design		
1. Project Design	35	35
Adequacy of Resources/Quality of Management Plan		
1. Resources/Management Plan	20	20
Sub Total	80	80
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Absolute Priority 3	5	0
Sub Total	5	0
Total	85	80

Technical Review Form

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

Reader #2: *****

Applicant: Seminole County Public Schools (U411C190273)

Questions

Selection Criteria - Significance

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

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(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.

Strengths:

(1)The applicant has appropriately addressed significant local issues. They have provided a clear overview of disparities including information regarding the achievement gap among students with disabilities. This is especially true with regards to English/Language Arts and Math (23). They have proposed to evaluate the implementation of a whole school model designed to utilize evidence-based teaching methods for students with disabilities. Methods will be achieved through rigorous curriculum and professional development. The techniques that address educational inconsistencies and academic deficiencies have the potential to affect systemic change among schools that serve students with disabilities (37).

(2)The applicant has proposed to introduce a behavioral approach into their existing instructional program. This will be an expansion of their current ESE Curriculum Project (ESECP) which has had favorable outcomes in the past. (21) Their current strategies are based upon proven principles of Applied Behavior Analysis (ABA) and they will add curriculum based assessments to group students in 4 domains (Medical, Developmental, Academic and Behavioral) as a proven strategy that will address developmental gaps (30-33).

Weaknesses:

None noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

(1)The applicant has adequately provided program goals that are to be achieved. They have noted clear, measurable objectives that are quantifiable and appropriately mark the changes that are expected from program activities. For comparison, benchmarks are included and demonstrate the reasonableness of their projected outcomes, particularly for professional development and student achievement (113-116)

(2)Within their Logic Model, the applicant has identified key components of their proposed processes which include ongoing instructional assessments and screenings. Likewise, there is a clear depiction of the quality of their design as research informed activities such as their teacher trainings will logically link and yield expected, measurable programmatic outcomes for teachers and students (100)

(3)The applicant has provided an appropriate plan that depicts how continuous feedback will be utilized throughout their program. The plan ensures that ongoing communication and modifications will be made throughout the program and includes monthly and quarterly intervals for assessment. Additionally, oversight from the Project Director ensures that there is collaboration from necessary stakeholders such as their project team and partners. (33)

Weaknesses:

None noted.

Reader's Score: 35

Selection Criteria - Adequacy of Resources/Quality of Management Plan

1. The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) 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.

(2) The qualifications, including relevant training and experience, of key project personnel.

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Strengths:

(1)Key responsibilities, timelines, and milestones for accomplishing project tasks are noted within the timeline provided. Each clearly demonstrates that the project will be conducted on-time and within budget (34). The activities presented are clearly connected to key staff which is an appropriate method to ensure that there is sufficient oversight and ensure that implementation will be timely. Likewise quarterly milestones have been offered which is helpful for monitoring progress and meeting deadlines. The applicant provides a comprehensive management plan that identifies the key components of the management structure as (1) a consortium of district departments that will be responsible for monitoring the program to maximize the quality of service provisions across the district (2) The Project Manager who will devote 100% of her time to overseeing the project as well as strategy implementation (35).

(2)The qualifications of key personnel are clearly delineated including their educational background and work experience as demonstrated through resumes. The applicant intends to serve students with disabilities, a distinct target population

within their LEA. The Executive Director has a degree in Education Leadership which will be useful in coordinating efforts across the district as she will be able to guide teachers and leaders towards best practices and effective implementation strategies. The Project Manager is a Board Certified Behavior Analyst and ESE Teacher and that experience will undoubtedly allow her to relate to the teachers and facilitate mutual interaction which are key components of effective management .(35)

(3)The applicant has noted appropriate plans to build capacity and yield results that will extend beyond the period of Federal financial assistance. They will absorb costs for curriculum development, materials and staffing. These steps will ensure that the project work will not cease as they will still be able to continue the project without additional aid from other sources (36).

Weaknesses:

None noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Within Absolute Priority 3, we give competitive preference to applications that address the following priority:

Projects designed to improve student achievement or other educational outcomes in computer science (as defined in the notice). These projects must address the following priority area:

Expanding access to and participation in rigorous computer science (as defined in the notice) coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in the notice), children or students with disabilities (as defined in the notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

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Technical Review Coversheet

Applicant: Seminole County Public Schools (U411C190273)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	25	25
Quality of Project Design		
1. Project Design	35	35
Adequacy of Resources/Quality of Management Plan		
1. Resources/Management Plan	20	20
Sub Total	80	80
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Absolute Priority 3	5	0
Sub Total	5	0
Total	85	80

Technical Review Form

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

Reader #3: *****

Applicant: Seminole County Public Schools (U411C190273)

Questions

Selection Criteria - Significance

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

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(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.

Strengths:

(1) The applicant does an effective job in describing the plight of the educational difficulties of students with disabilities and the inconsistent approaches that exist in the targeted school districts. On page e21, the applicant describes the intervention that it proposes in addressing the effectiveness of the approach. The applicant offers a plethora of research on findings that meet the What Works Clearinghouse and that provide a strong basis for the outcomes and insight into the effects of the proposed model. Such data are important, as the applicant desires to establish an intervention that will ensure that increased attention is brought to the students with disabilities.

(2) The applicant offers a clear and concise approach that builds upon an existing foundation (p. e25). The applicant offers a two-pronged approach that creates a merger between clinical interventions and instructional strategies. The applicant offers research findings and preliminary data to support the clinical and instructional strategies highlighted on pgs. e26 and e27 and clearly outlines the fidelity of implementation.

Weaknesses:

No weakness noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

- (1) Applicant does an exceptional job with clearly identifying and linking the goals, objectives, and outcomes. Moreover, the outcomes are specific and measurable (pg.e28).
- (2) The applicant provides a logic model (pg. e 29) that establishes outcomes to be achieved and the process that will be followed. In addition, the applicant provides an implementation model (pg. e32) that is representative of approach that will be taken. The applicant offers adequate research to support their desire to close the performance gaps.
- (3) The applicant's plan for performance feedback and continuous improvement offers a 3-prong approach for quality review, modification and improvement of specific implementation sites. The Project Manager will work with a team to address implementation issues, monthly consultations and a data analysis will be continuous (p. e33). The applicant will disseminate information across districts and among school leaders and to key stakeholders.

Weaknesses:

No weakness noted.

Reader's Score: 35

Selection Criteria - Adequacy of Resources/Quality of Management Plan

1. The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:

- (1) 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.**
- (2) The qualifications, including relevant training and experience, of key project personnel.**
- (3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**

Strengths:

- (1) The management plan is clearly organized with timeline measured in quarters, which offers more accuracy and a higher level of accountability instead of simply establishing that an activity will be completed in a certain quarter (p. e34). The applicant has provided clear information regarding their management plan. For example, the table includes items needed to fulfill the project implementation and evaluation and correlates with the timelines and milestones proving a consistent approach to project execution. The plan clearly supports and fosters collaboration among their target staff and identifies key milestones by quarter. (p. e34). As part of the process of collaboration, the school administrators will sign a letter of support outlining the roles and responsibilities of the school and project staff.
- (2) The project personnel as illustrated on p. e35, will oversee the project and have vast experience in administering grants and data coordination. The importance of a project having quality project personnel will ensure that the management plan is executed properly and within budget. The roles and experience of key staff are duly noted and appropriate for development and implementing the proposed project (p. e35).
- (3) Based on partnerships and collaborations with the district, the applicant presents a favorable chance through a sustainability plan that demonstrates commitment to providing for ongoing capacity building and consistency of resources to effectively disseminate program components (p. e36). Project resources that will be shared such as consumable materials by each respective school or district will provide the ability to continue to be sustained.

Weaknesses:

None noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

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Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted
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