



**2020 Education Innovation and Research (EIR) Project Directors
and Evaluators Technical Assistance Meeting**

Virtual Meeting | October 21–23, 2020

Making Effective Use of the PREP Pilot Period for Program Implementation

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Poll

Who's in the Room?

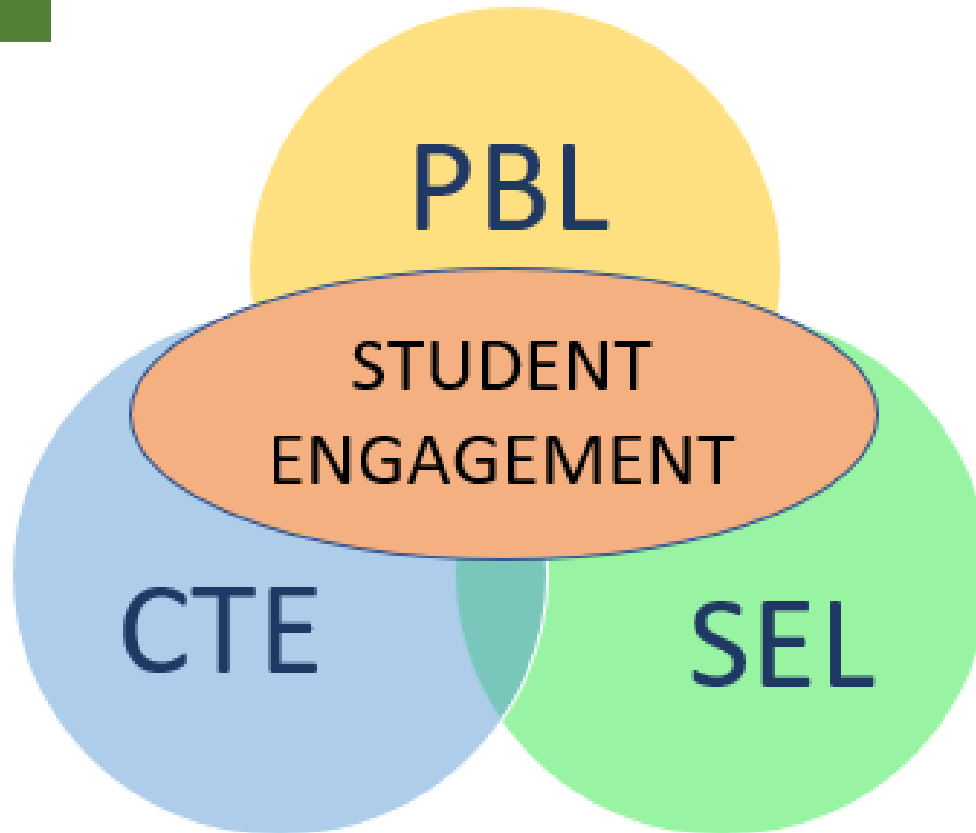
About PREP

- 2017 Early-Phase EIR grant
- Portland Public Schools
 - Portland, Oregon
 - Urban
 - 50,000 students
 - Largest and most diverse school system in Oregon



PREP

Personalized, Relevant, and Engaged for Postsecondary



4

Schools

49

Staff

600

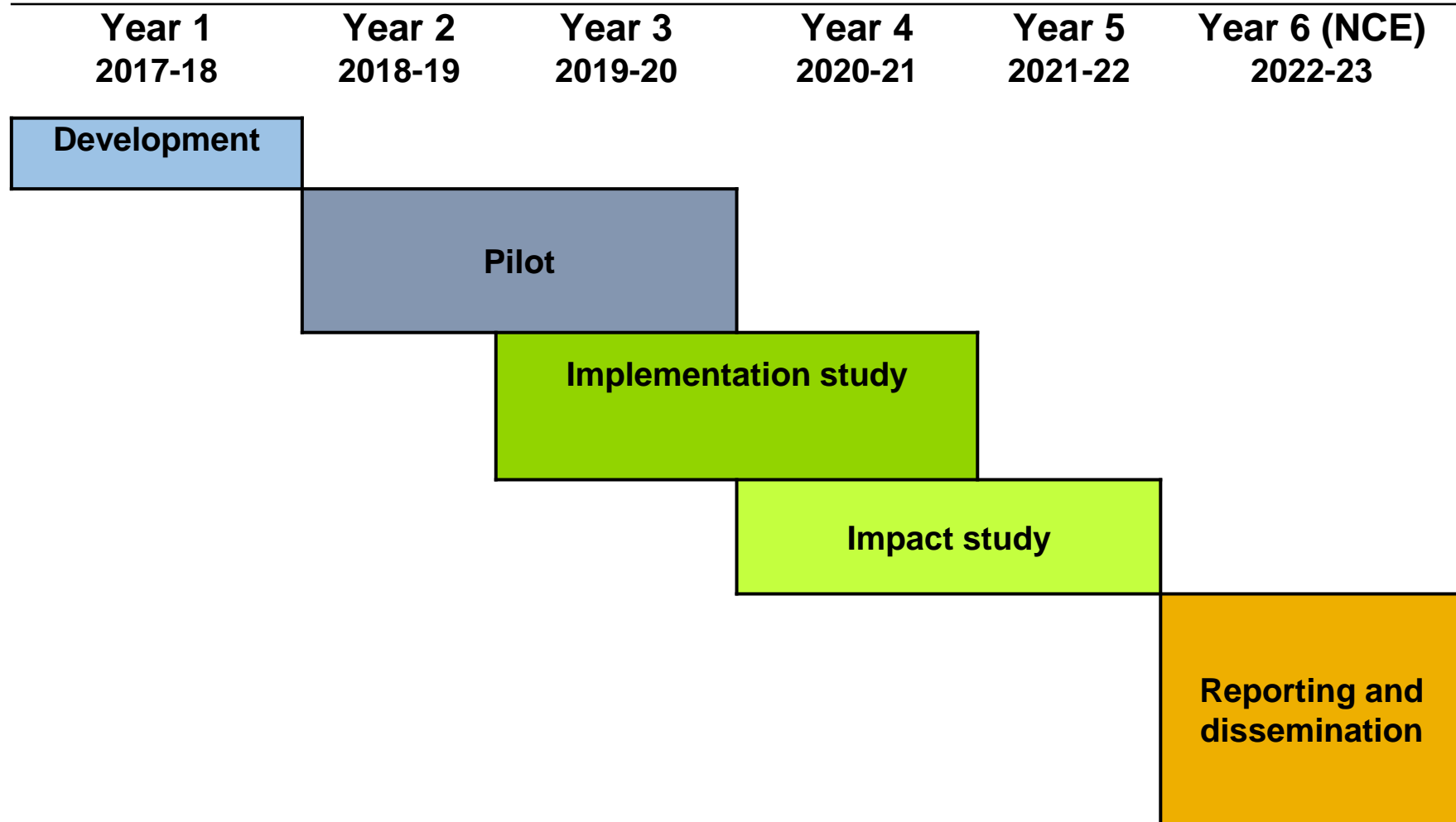
Students

A project of Portland Public Schools funded by the U.S. Department of Education's Education Innovation and Research (EIR) grants program.



PREP Project Phases

2017-2023



Pilot Phase was Necessary

We still have an important problem to solve

- Many students, especially our high-need and most underserved students, disengage and disconnect from school before they graduate from high school.
- Decades of secondary school improvement is consistent about what works, but not about how to make what works, work.

Pilot Phase was Intentional

From outset, we adopted a pilot mindset

- Admit we don't yet know how to solve the problem
- Celebrate desire and ideas for change and improvement
- Commit to designing, testing, learning, and iterating together
- Keep at it until we land on a design and implementation processes that are feasible, effective, and adaptive enough to support expansion

Pilot Phase was Productive

We developed, tested, and learned about:



Designing

balance fidelity
and fit



Implementing

strategies and
conditions



Measuring

feasibility and
outcomes



**What was your favorite class
or learning experience in
high school?
Why was it your favorite?**

Share your thoughts in the chat
(single words or short phrases please)

Designing

What our pilot taught us about balancing fidelity and fit

Career and Technical Education 1

VISION

- Grow formal programs of study
- Students complete programs
- Students earn dual credit
- Students graduate and continue chosen pathway in college and/or workplace

REALITY

Programs of study involve:

- Extensive licensure requirements
- Facilities—equipment, supplies
- Three courses for program completion

Career and Technical Education 2

Solutions

- Grow Programs of Study
- Broaden range of career-connected learning
 - Awareness—career fairs, interest inventories
 - Exploration--speakers, job shadowing
 - Experience--simulation, work-based learning, internship

Project Based Learning 1

VISION

All teachers:

- Participate in training, coaching
- Are super excited about PBL
- Engage students in projects
- Work across disciplines
- Partner with community
- Document & assess projects

REALITY

Most teachers:

- Participate in training
- Are curious about PBL
- Engage students in a project

Some teachers:

- Work across disciplines
- Partner with community

Project Based Learning 2

Solutions

- Involve teachers in designing framework and rubric
- Strengthen training, coaching routines
- Communicate expectations
- Spotlight successful projects
- Strengthen system for documenting & assessing projects

Social Emotional Learning 1

VISION

School social workers (SSWs):

- Co-plan supports & interventions (schoolwide, targeted, intensive)
- Train staff
- Monitor progress
- Improve process

REALITY

School social workers (SSWs):

- Build relationships & trust
- Identify common SEL approach
- Build relationships & trust
- Clarify roles
- Build relationships & trust
- Co-plan supports & interventions (schoolwide, targeted, intensive)

Social Emotional Learning 2

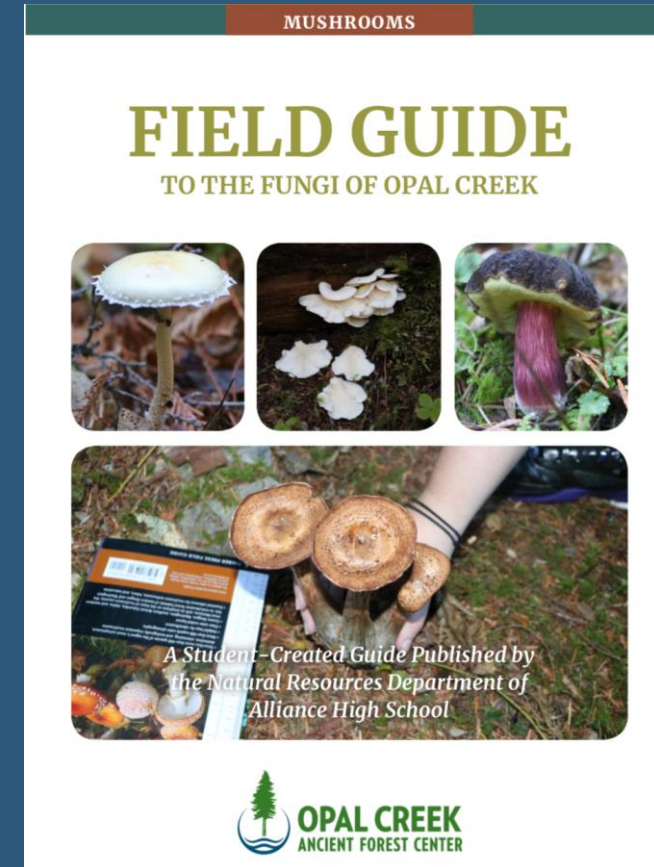
Solution(s)

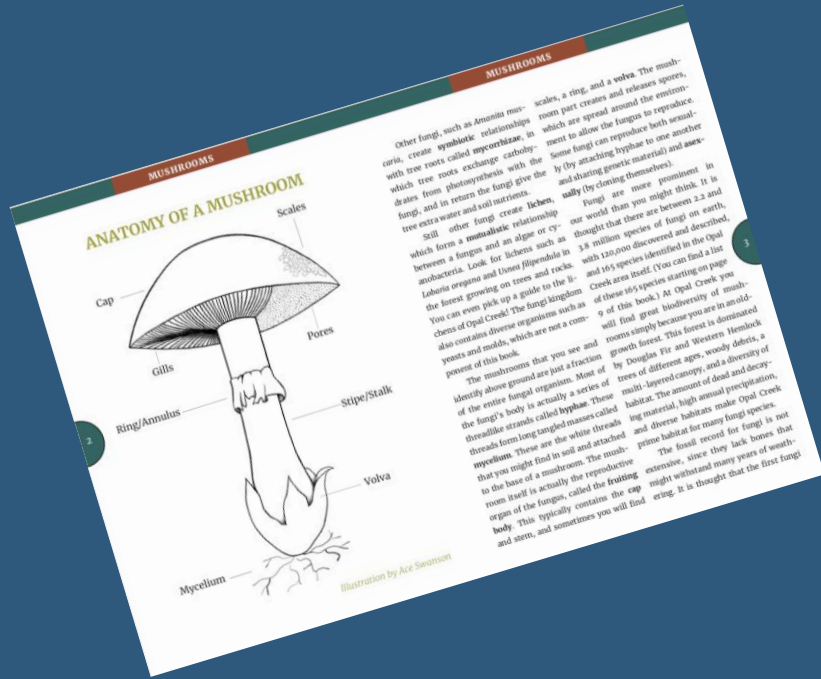
- Build in time for School Social Workers (SSWs) to establish relationships and trust
- Provide training and professional learning community (PLC) for SSWs
- Design & expect foundational SEL practices
 - **Tier 1:** advisory & staff training
 - **Tier 2:** affinity & action groups
 - **Tier 3:** 1:1 counseling & case management

Integrating PREP Design Elements

Example:

OPAL CREEK FIELD GUIDE Alliance at Meek HS





SURPRISE WEBCAP

Cortinarius semisanguineus

Dimensions:

Cap Diameter: 2-8
Stalk Width: 0.5-1.2
Stalk Height: 4-9
cm



Look for lovely red or dark red crowded gills under a dry, bell-shaped or volva. The stipe is long, slim, smooth, and cylindrical, and is usually paler than the cap often with a yellowish cortina, especially when young. *C. semisanguineus* has no ring or volva.

Cortinarius is a very large genus with many very similar-looking

Can I eat it?

No! It's poisonous.

Where does it hang out?

Creates ectomycorrhizal relationships with trees. Most common from late summer through November. It has been found in the Pacific Northwest, Europe, and Scandinavia.

Fun Fact

Can be used to dye yarn.

species that can be hard to tell apart, so be cautious if you see a mushroom that looks like this, as it contains the toxin orellanine which can damage the liver and kidney—and lead to death. To verify, look for a rusty brown spore print.

- Torence Weldon

- Center photo by Walt Sturgeon under CC-BY-SA 3.0



Photo by Frank Gardiner aka Zonda Grattus Luridiformis under CC BY 3.0



Photo by Dick Culbert from Gibsons, B.C., Canada under CC-BY-2.0

Opal Creek Field Guide--the final product of an 18-week collaborative project that integrated project-based, career-connected, and social-emotional learning

Student Benefits



Poll

How much did your design change
as you began implementing it?

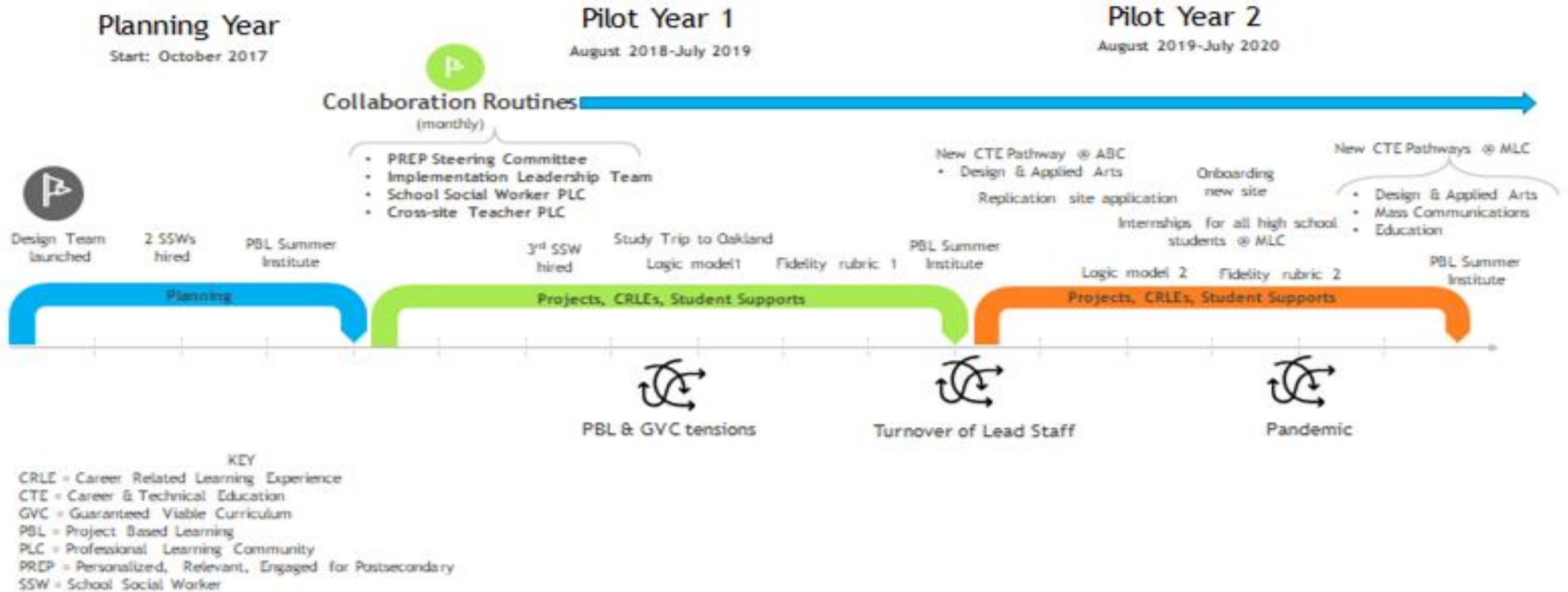
Implementing

What our pilot taught us about strategies and conditions for success

Pilot Sites

- Multiple Pathways to Graduation, K-12 Cohort of Schools and Programs
- **Three** district-administered alternative schools
 - Alliance High School @ Benson
 - Alliance High School @ Meek
 - Metropolitan Learning Center K-12
- **Variation** in schedules, grade levels, enrollment cycles
 - Lots of opportunity for creative adaptation....and fatal mutation

PREP Journey Map



PREP Planning and Pilot

Establish standing teams and collaboration routines

Team	Participants	Meetings
Design Team	Administrators from each campus School Social Work Manager Project Director MPG Director & Area Senior Director School innovation/PBL consultants	Twice Monthly Initially
Implementation Leadership Team	Administrators from each campus School Social Work Manager Project Director MPG Director, MPG Area Senior Director Evaluator as appropriate	Monthly
Steering Committee	Implementation Leadership Team + Office of Teaching and Learning -College and Career Readiness - STEAM Office of Student Supports -Student Services	Quarterly

Power of Collaboration Routines

Secures project and sustains progress

- Buffers project from staff transitions at project and building levels
- Ensure district leaders across departments are informed and engaged
 - Align project with district priorities, e.g. equity, culturally responsive instruction
 - Reiterate agreements with district around flexibility to innovate

Professional Learning Communities

Open spaces where lead teachers and staff can be spark plugs for success

- Cross-site subject-area PLCs
- Quarterly cross-site convenings to showcase projects & plan
 - Working to build cross site project based learning projects
- Cross-site School Social Worker PLC
- Involve lead teachers and SSWs in onboarding new sites

Opportunities to Learn

Input drives continuous improvement

- Study trip to Oakland
- Yale RULER training for school social workers
- Annual PBL training

**What lessons did you learn from
your pilot?**

**How did they shape your
evaluation?**

Breakout or share reflections in chat

Measuring

What our pilot taught us about measuring feasibility, fidelity and outcomes

Evaluation Activities

Evaluation Design

Develop the implementation and impact study approach

Define and Codify Core Components of PREP

Develop logic model and indicators

Measure PREP Implementation

Define levels of implementation and fidelity rubric

Develop data collection protocols

Measure PREP Impact

Estimate the impact of PREP on school level outcomes

Defining the Core Components of PREP

Lessons from Pilot

- Leadership is a core component of PREP
 - Specify leadership role in logic model & fidelity rubric
- Begin orientation and planning in replication sites six months prior to implementation
 - Engage full site team, including school social worker

Measuring PREP Implementation : Indicators and fidelity rubric

Lessons from Pilot

- Adjust expectations of PBL implementation
- Create a system/rubric to assess PBL quality
- Specify SEL activities that are part of implementation
- Include data on broader set of career-related learning experiences

Measuring PREP Implementation: Test Data Sources and Protocols

Lessons from Pilot

- Improve systems to collect data on participation in professional development activities
- Potentially use participant surveys for SEL measures
- Adjust administrative data requests

Measuring PREP Impact

Lessons from Pilot

- Establish relationships with PPS data
 - Solidify understanding of measures (e.g. measuring attendance)
 - Understand the extent that outcome measures are collected

“There is no greater power on earth than
an idea whose time has come”

- *Victor Hugo*

Q&A

Thank You

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