Making Effective Use of the PREP Pilot Period for Program Implementation

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Portland Public Schools and Education Northwest
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
Personalized, Relevant, and Engaged for Postsecondary

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

Year 1
2017-18

Year 2
2018-19

Year 3
2019-20

Year 4
2020-21

Year 5
2021-22

Year 6 (NCE)
2022-23

Development

Pilot

Implementation study

Impact study

Reporting and dissemination
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
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
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
**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
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)
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
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

Planning Year
Start: October 2017
- Design Team launched
- 2 SSWs hired
- PBL Summer Institute

Pilot Year 1
August 2018-July 2019
- Study Trip to Oakland
- Logic model
- Fidelity rubric

Pilot Year 2
August 2019-July 2020
- New CTE Pathway @ ABC
  - Design & Applied Arts
  - Replication site application
  - Onboarding new site
- Internships for all high school students @ MLC
- New CTE Pathways @ MLC
  - Design & Applied Arts
  - Mass Communications
  - Education

Collaboration Routines (monthly)
- PREP Steering Committee
- Implementation Leadership Team
- School Social Worker PLC
- Cross-site Teacher PLC

Projects, CRLEs, Student Supports
- 3rd SSW hired
- PBL Summer Institute
- Logic model 2
- Fidelity rubric 2
- PBL Summer Institute

PBL & GVC tensions
Turnover of Lead Staff
Pandemic

KEY
- CRLE = Career Related Learning Experience
- CTE = Career & Technical Education
- GVC = Guaranteed Viable Curriculum
- PBL = Project Based Learning
- PLC = Professional Learning Community
- PREP = Personalized, Relevant, Engaged for Postsecondary
- SSW = School Social Worker

PREP Planning and Pilot
# Establish standing teams and collaboration routines

<table>
<thead>
<tr>
<th>Team</th>
<th>Participants</th>
<th>Meetings</th>
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</table>
| 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     | Administrators from each campus  
                      School Social Work Manager  
                      Project Director  
                      MPG Director, MPG Area Senior Director  
                      Evaluator as appropriate | Monthly |
| Leadership Team    | Implementation Leadership Team +  
                      Office of Teaching and Learning  
                      -College and Career Readiness  
                      -STEAM  
                      Office of Student Supports  
                      -Student Services | Quarterly |
| Steering Committee |                                                                              |                   |
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

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<thead>
<tr>
<th>Evaluation Design</th>
<th>Define and Codify Core Components of PREP</th>
<th>Measure PREP Implementation</th>
<th>Measure PREP Impact</th>
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<tbody>
<tr>
<td>Develop the implementation and impact study approach</td>
<td>Develop logic model and indicators</td>
<td>Define levels of implementation and fidelity rubric</td>
<td>Estimate the impact of PREP on school level outcomes</td>
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<td>Develop data collection protocols</td>
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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
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
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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