

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

Status: Submitted

Last Updated: 10/27/2016 12:57 PM

## Technical Review Coversheet

Applicant: Clatsop County (S419C170013)

Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	10	10
<b>Sub Total</b>	<b>10</b>	<b>10</b>
<b>Quality of the Preschool Program Design</b>		
<b>Quality of the Preschool Program Design</b>		
1. Quality of Program Design	25	25
<b>Sub Total</b>	<b>25</b>	<b>25</b>
<b>Preschool PFS Partnership</b>		
<b>Preschool PFS Partnership</b>		
1. Preschool PFS Partnership	25	25
<b>Sub Total</b>	<b>25</b>	<b>25</b>
<b>Quality of the Work Plan</b>		
<b>Quality of the Work Plan</b>		
1. Quality of the Work Plan	25	25
<b>Sub Total</b>	<b>25</b>	<b>25</b>
<b>Quality of the Project Leadership and Team</b>		
<b>Quality of the Project Leadership and Team</b>		
1. Quality of Leadership	5	5
<b>Sub Total</b>	<b>5</b>	<b>5</b>
<b>Budget Narrative</b>		
<b>Budget Narrative</b>		
1. Budget Narrative	10	10
<b>Sub Total</b>	<b>10</b>	<b>10</b>
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority</b>		
1. Competitive Priority	5	5
<b>Sub Total</b>	<b>5</b>	<b>5</b>
<b>Absolute Priority – Feasibility Study</b>		
<b>Absolute Priority – Feasibility Study</b>		
1. Absolute Priority	0	0

	<b>Sub Total</b>	0	0
<b>Absolute Priority – Feasibility Study</b>			
<b>Absolute Priority – Feasibility Study</b>			
1. Absolute Priority		0	0
	<b>Sub Total</b>	0	0
	<b>Total</b>	105	105

# Technical Review Form

Panel #11 - PFS Panel - 11: 84.419C

Reader #1: \*\*\*\*\*

Applicant: Clatsop County (S419C170013)

## Questions

### Selection Criteria - Need for Project

- 1. The Secretary will consider the needs of the Target Population. In determining the need for the proposed project, the Secretary will consider the magnitude of the need of the Target Population for the services to be provided by a potential PFS project. Applicants should clearly state and demonstrate the extent of the problem facing the Target Population using data and other relevant information.**

#### Strengths:

The applicant clearly identifies, describes and documents specific gaps and weaknesses in services, infrastructure and opportunities of the targeted population which consists of three and four year-olds who do not have access to preschool as well as children currently in preschool programs that are not of high-quality. The Project proposes conducting a feasibility study to expand access to and improve the quality of preschool programming for children who qualify for free and reduced lunch, children who fall just above the threshold for free and reduced lunch and children who are English Learners in two rural counties in Northwestern Oregon. The extent of the problem is stated using detailed data regarding demographics, low incomes, health disparities, food insecurity, school performance and unmet demand for service. The applicant cites recent supporting documents, such as Community Health Assessments, Graduation Rates and Child Population Data as well as current research supporting their goals.

#### Weaknesses:

No weaknesses noted.

Reader's Score: 10

### Quality of the Preschool Program Design - Quality of the Preschool Program Design

- 1. The Secretary will consider the quality of the design of the proposed preschool program. In determining the quality of the design of the proposed preschool program, the Secretary will consider the extent to which the intervention strategy is likely to improve student outcomes for the Target Population, based on quantitative, qualitative, or theoretical evidence, including the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable and will demonstrate student success. In responding to this criterion, applicants should identify clearly specified and measurable outcomes for the preschool program and explain how these outcomes can be achieved by the program. While these outcomes will inform the selection of Outcome Measures for the PFS project, they do not limit a grantee from evaluating additional Outcome Measures in the course of completing the Preschool PFS Feasibility Study.**

#### Strengths:

The Project proposes to explore the use of PFS financing to create high-quality preschool classrooms by both expanding slots and improving the quality of existing slots. The creation of a Northwest Oregon Kinder Ready Collaborative, informed by research and evidence on effective preschool elements, will build on the existing preschool system and explore delivery in public school districts. As the preschools in the two proposed counties currently use a range of curricula, from widely recognized and research-based to self-developed programs, a central requirement of the Collaborative will be the proposal of an effective, evidence-based curricula. The applicant lists nine features found to be effective in research,

including comprehensive domains of learning, specific learning goals, culturally and linguistically responsive, ongoing assessment and family involvement. Additionally, the program will be guided by the State's "Early Learning and Kindergarten Guidelines" due to be released in January, 2017. During the Feasibility Study, different curricula options will be assessed on the likelihood of improving student outcomes. These options were selected through the applicant's initial research based on a National Center on Quality Teaching and Learning review. Feasibility Study financing would be used to perform detailed assessment of each curricula and expected effects in the two proposed counties. Leading options for further exploration in each domain include two to four choices in the areas of General Preschool, Social-Emotional Learning, Literacy and Mathematics. Another component of the Collaborative will be the implementation of professional development initiatives to ensure adequate professional development opportunities. A detailed plan is discussed including discussions with Child Care Resource and Referral, Eastern Oregon University, Western Oregon University, Portland State University and Pacific University. Continued discussions with Clatsop Community College and expansion of discussions with local school districts and agencies to continue aligning professional development activities is discussed. The Collaborative will require, recruit and retain teachers with high qualifications by providing compensation comparable to kindergarten teachers and lists specific strategies to maintain a maximum child-to-instructional staff ratio of no more than 10 to 1. The applicant discusses a plan to incorporate safeguards for protecting students in special education and those suspected of having a disability, including reaching out to local parent and community groups and agencies as well as adherence to the State's parent and student "Rights and Responsibilities". A Plan to effectively serve high-need populations is discussed which includes bilingual staff to communicate with English Learners and their families, being culturally responsive to reflect the community it serves, addressing transportation issues by providing transportation to children and assisting families, parents, caregivers and those who impact the lives of young children as active partners in participating in preschool-related events. Outreach to low-income and homeless families is detailed and coordinates services with agencies such as Human Services, Housing Authority, local food banks, medical providers and local emergency shelters. The Feasibility Study would also be used to support working families by assessing the viability of delivering a full-day preschool program to both three- and four-year-olds. Research is cited by the applicant to ensure improved outcomes for the students as all as making the program accessible to working parents. Based on research of the impact of high-quality preschool, the proposed Feasibility Study would assess priority outcomes including the increased development of social-emotional skills, increased vocabulary development, improved school attendance, reduced number of children requiring special education services K-12, increased percentage of students demonstrating third grade reading fluency, increased percentage of high school graduation, decreased student behavior discipline referrals and decreased involvement with law enforcement. A table outlining outcomes and probable assessments to measure progress on the outcomes as well as identify the current interval of those assessments is included. The proposed counties would work with its County and feasibility partners to identify specific measurement intervals for each outcome as related to a PFS project during the Feasibility Study. The proposal states rigorous quality and outcome monitoring and a plan to build on the momentum generated at the state level with Oregon's launch of a Quality Rating and Improvement System (QRIS). The applicant identifies short-term, medium-term and long-term student achievement with clearly specified and measurable outcomes for the program and bases them on quantitative, qualitative or theoretical evidence.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 25**

**Preschool PFS Partnership - Preschool PFS Partnership**

- 1. The Secretary will consider the quality of the Preschool PFS Partnership. In evaluating a Preschool PFS Partnership, the Secretary will consider the following:**

Reader's Score: 25

Sub Question

1. (c)(1) The quality of an existing Preschool PFS Partnership, including the history of the collaboration, or, if a Preschool PFS Partnership does not exist, the quality of the plan to form a Preschool PFS Partnership.

**Strengths:**

Clatsop County, the applicant County, has been exploring innovative financing options for preschool for the past year. Although a full Preschool PFS Partnership is not yet in place, the County and other organizations in the region have laid the groundwork to quickly build a successful partnership, rooted in the existing NW Oregon Preschool Collaborative. The existing partnerships and plan to form a PFS Preschool Partnership appear to be high-quality.

**Weaknesses:**

No weakness noted.

Reader's Score: 15

2. (c)(2) The extent to which the roles and responsibilities of members or proposed members of a Preschool PFS Partnership are clearly described and are appropriate and sufficient to successfully implement a PFS project.

**Strengths:**

The applicant describes a plan to form a Preschool PFS Partnership by first selecting a PFS intermediary who will engage partners to fill Project roles. Roles and responsibilities of proposed Project members are described and include such groups as Government entities serving as funders, outcomes payors, independent evaluator, service providers and key community stakeholders such as Northwest Parenting, Northwest Early Learning Hub, Department of Health and Northwest Regional Education Services all of whom have committed support during the study and after a PFS project is launched. In addition, many of the proposed members have committed to provide data and resource support for the study and engage as needed in a PFS project.

**Weaknesses:**

No weaknesses noted.

Reader's Score: 10

Quality of the Work Plan - Quality of the Work Plan

The Secretary will consider the quality of the work plan. In determining the quality of the work plan, the Secretary will consider the following factors:

Reader's Score: 25

Sub Question

1. (d)(1) The adequacy of the work plan to achieve the objectives of the proposed Feasibility Study project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks on time. Applicants should identify whether a contractor will conduct the Feasibility Study and, if appropriate, the extent to which the timeline for selecting and hiring the contractor is reasonable and sufficient for completing the project on time and within budget.

## Sub Question

### Strengths:

The Work Plan appears detailed and comprehensive, sufficient to achieve goals on time and within budget. The county will contract with an experienced intermediary to conduct the feasibility study through a competitive procurement process. Expectations for the position include experience both conducting preschool feasibility studies and structuring transactions, developing agreements, raising capital and supporting ongoing performance management. Candidates would be expected to have previously completed at least ten preschool feasibility studies and have experience in early childhood development and education as well as work experience in rural communities. The applicant has already been in discussions with a number of intermediaries for over a year and expects to generate immediate interest in performing the feasibility study. The applicant also details the proposed feasibility study methodology in an overview of each phase of the process. This includes identifying target populations and geographies, preschool program design and evidence review, service provision and data availability, defining metrics, analyzing economics and developing a preliminary evaluation design. A detailed Project hypothesis is included focusing on target population, intervention, program design, service provision, outcome metrics, evaluation design, payor support, operations and project economics, including a cost-benefit analysis, to be confirmed in the feasibility study.

### Weaknesses:

No weaknesses noted.

**Reader's Score:** 12

2. **(d)(2) The adequacy of procedures for ensuring stakeholder feedback in the operation of the proposed Preschool PFS Feasibility Pilot. If the Feasibility Study includes the reduction in special education placement as a Financial Benefit, the extent to which the work plan includes outreach to and involvement of the representatives from the State and local special education community or individuals with special education expertise, including groups representing families.**

### Strengths:

The applicant details plans for local leaders from the early learning community as well as the special education community to be engaged stakeholders throughout all phases of the project. The county will solicit feedback from community groups including Social Service agencies such as the NW Oregon Housing Authority, Lower Columbia Hispanic Council and Department of Human Services. Additional feedback will be solicited from families, school administrators and other local education stakeholders to ensure the program design, outcome measures and payment mechanism includes safeguards to ensure students receive needed supports. Partner roles would be clearly defined in the procurement process. The contractor will conduct all phases of the feasibility study and prepare a final written report of the findings. The County's primary role will be to manage the federal grant, facilitate access to data, make connections with relevant stakeholder groups and offer feedback in an ongoing manner through weekly or bi-weekly working group sessions with the contractor team. If the study finds PFS is viable, the contractor and the County would work to formalize a Preschool PFS Partnership and develop a PFS project to improve early learning outcomes, help identify project partners, develop the PFS agreement, establish a plan for rigorous evaluation and implement services. If PFS is not found feasible, the contractor would support the County to develop steps to explore alternatives and or capacity-building actions to support high-quality preschools. Twenty-one letters of support demonstrate the willingness of key community organizations to support the project both during feasibility and after a PFS project is launched.

### Weaknesses:

No weaknesses noted.

**Reader's Score:** 10

3. **(d)(3) The extent to which the time commitments of the project director and team and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Sub Question**

**Strengths:**

The feasibility study will take place over approximately twelve months and is detailed in a work plan and an illustrative PFS Feasibility Study Work Plan which confirms the applicant's Project hypothesis. In addition, the proposal details roles and responsibilities of proposed project members including government entities that will serve as outcomes payors, independent evaluator, service providers, key community stakeholders, intermediary and funders. The applicant also details the proposed feasibility study methodology in an overview of each phase of the process. This includes identifying target populations and geographies, preschool program design and evidence review, service provision and data availability, defining metrics, analyzing economics and developing a preliminary evaluation design. The applicant appears to have highly-engaged, strong local support to adhere to the study time commitments appropriately and adequately.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

**Quality of the Project Leadership and Team - Quality of the Project Leadership and Team**

- 1. The Secretary will consider the quality of the project leadership and team. The Secretary will consider the extent to which the applicant has the project and financial management experience necessary to manage the Preschool PFS Feasibility Pilot, including:**

**Reader's Score: 5**

**Sub Question**

- 1. (e)(1) Managing and overseeing similar projects (e.g., PFS or other project related work, experience with early childhood education) with specific examples of prior accomplishments and outcomes; and**

**Strengths:**

The two participating counties have assembled a collaborative project team to facilitate partnerships and coordination with relevant early childhood stakeholders and support a successful feasibility study. The resumes of Project Director, Preschool Quality and Education Liaison and Project Coordinator detail extensive experience in education, child care and community health partnerships as well as experience managing and overseeing similar projects and partnerships.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

- 2. (e)(2) Managing Federal grants, including plans for ensuring compliance with Federal guidelines.**

**Strengths:**

The applicant states that Clatsop County is prepared to manage a feasibility study grant and ensure compliance among all partners. Specifically, the Project Director has four years of experience as Director of Special Services overseeing all federal grants including Title I, homeless education programs and development and direction of a Title III program serving Limited English Proficient students. In addition, the County Manager has a history of intergovernmental collaboration serving as CEO of a membership organization comprised of local governments,

**Sub Question**

which administers a variety of early childhood, anti-poverty, planning, economic development, workforce development and energy efficiency programs on behalf of local, state and federal government. The largest programs administered by the organization are Head Start and Early Head Start. His more than thirty years of leadership experience also includes overseeing local early educational programs.

**Weaknesses:**

No weakness noted.

**Reader's Score: 2**

**Budget Narrative - Budget Narrative**

- 1. The Secretary will consider the adequacy of resources necessary to complete the Feasibility Study, including any philanthropic or other resources that may be contributed toward the project. In determining the adequacy of resources, the Secretary will consider the extent to which the budget will adequately support program activities and achieve desired outputs and outcomes.**

**Strengths:**

In addition to an experienced PFS intermediary, the two participating counties and their partners will dedicate significant staff resources to work closely with the intermediary including a dedicated full-time Project Director, Preschool Quality and Educational Liasion and Data Collection Analyst. The team will facilitate data access, community outreach and management of the federal grant. Local health and education stakeholders such as NW Early Learning Hub and Care Oregon's Coordinated Care Organization are contributing staff time to provide project coordination and oversight. Further networking with leaders within and beyond the counties will be enhanced throughout the cradle to career alignment efforts of Oregon and the NW Regional Achievement Collaborative. The proposed budget appears to adequately support program activities and achieve desired outputs and outcomes. The budget narrative includes personnel, fringe benefits, travel, equipment, supplies, contractual, construction training stipends as well as direct and indirect costs.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority**

- 1. Competitive Priority: Outcome Measures Across Various Domains**  
**To meet this priority, an applicant must propose a Feasibility Study to evaluate if PFS is viable that would evaluate social and emotional or Executive Functioning Outcome Measures, or both. These potential outcome measures may be predictive of future school success, cost savings, cost avoidance, and other societal benefits, and may appropriate to include in a PFS project. (up to 5 points)**

**Strengths:**

The proposed PFS study includes social emotional outcomes with both counties committed to including a focus on outcomes such as self-control, openness, engagement with others, the ability to plan and resilience as well as improved vocabulary development, school attendance and long-time life outcomes, include them as a priority for any subsequent PFS project depending on the findings in the feasibility study. Both have demonstrated commitment to promoting social emotional-learning through existing evidence-based programs and would expect the feasibility study to build off this

commitment. As social emotional learning is a priority for the preschools in both counties, significant resources for programs to strengthen the initiative have been generated. For example, Clatsop County has established a social emotional learning collaboration led by the retired Medical Director of Oregon CCO and a local trauma counselor; the Head Start programs in both counties have implemented the Incredible Years Classroom Dinosaur curriculum, a social-emotional learning curriculum recommended by the National Center on Quality Teaching and Learning and, through local grants, the collaborative has supplied all willing daycares, preschools, kindergartens and early learning centers with "Pocket Full of Feelings," a classroom kit aiming to make the teaching and development of emotional literacy a fundamental part of raising children.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study**

- 1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.**

Yes

**Reader's Score: 0**

**Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study**

- 1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.**

**Strengths:**

The proposal is ambitious and comprehensive and meets the Absolute Priority by proposing a feasibility study to explore whether PFS is an appropriate option for improving preschool access and achieving positive outcomes in Clatsop and Tillamook counties. The applicant appears to have highly-engaged, strong local support to adhere to the study time commitments and a goal to provide high-quality preschool so that the targeted children are well prepared for kindergarten, become proficient readers by third grade and graduate from high school ready for the workforce or further education. In addition, the applicant describes a plan to formalize a Preschool PFS Partnership if the study finds PFS is viable and, if not, a plan to explore alternatives and/or capacity-building.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   10/27/2016 12:57 PM

Status: Submitted

Last Updated: 10/31/2016 12:41 PM

## Technical Review Coversheet

Applicant: Clatsop County (S419C170013)

Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	10	10
<b>Sub Total</b>	<b>10</b>	<b>10</b>
<b>Quality of the Preschool Program Design</b>		
<b>Quality of the Preschool Program Design</b>		
1. Quality of Program Design	25	12
<b>Sub Total</b>	<b>25</b>	<b>12</b>
<b>Preschool PFS Partnership</b>		
<b>Preschool PFS Partnership</b>		
1. Preschool PFS Partnership	25	16
<b>Sub Total</b>	<b>25</b>	<b>16</b>
<b>Quality of the Work Plan</b>		
<b>Quality of the Work Plan</b>		
1. Quality of the Work Plan	25	20
<b>Sub Total</b>	<b>25</b>	<b>20</b>
<b>Quality of the Project Leadership and Team</b>		
<b>Quality of the Project Leadership and Team</b>		
1. Quality of Leadership	5	5
<b>Sub Total</b>	<b>5</b>	<b>5</b>
<b>Budget Narrative</b>		
<b>Budget Narrative</b>		
1. Budget Narrative	10	10
<b>Sub Total</b>	<b>10</b>	<b>10</b>
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority</b>		
1. Competitive Priority	5	5
<b>Sub Total</b>	<b>5</b>	<b>5</b>
<b>Absolute Priority – Feasibility Study</b>		
<b>Absolute Priority – Feasibility Study</b>		
1. Absolute Priority	0	0

	<b>Sub Total</b>	0	0
<b>Absolute Priority – Feasibility Study</b>			
<b>Absolute Priority – Feasibility Study</b>			
1. Absolute Priority		0	0
	<b>Sub Total</b>	0	0
	<b>Total</b>	105	78

# Technical Review Form

Panel #11 - PFS Panel - 11: 84.419C

Reader #2: \*\*\*\*\*

Applicant: Clatsop County (S419C170013)

## Questions

### Selection Criteria - Need for Project

- 1. The Secretary will consider the needs of the Target Population. In determining the need for the proposed project, the Secretary will consider the magnitude of the need of the Target Population for the services to be provided by a potential PFS project. Applicants should clearly state and demonstrate the extent of the problem facing the Target Population using data and other relevant information.**

#### Strengths:

- The applicant clearly states that the target population includes three and four year old children living in Clatsop and Tillamook counties in Northwest Oregon who do not have access to preschool or who are currently enrolled in low-quality programs. Special priority will be given to children that qualify for free and reduced lunch, children who fall just above this income threshold (up to 300% FPL), and children who are English Learners.
- The applicant uses data to describe the target populations' needs, showing in three of Clatsop County's five school districts, nearly 35% of children do not graduate high school, with even higher rates for children who are economically disadvantaged, English Learners, or who have disabilities.
- Approximately 30% of preschool-age children living in Clatsop and Tillamook counties lack access to preschool, and only one out of 54 preschools is rated at a 3 or above in the state's QRIS system.

#### Weaknesses:

No weaknesses noted.

Reader's Score: 10

### Quality of the Preschool Program Design - Quality of the Preschool Program Design

- 1. The Secretary will consider the quality of the design of the proposed preschool program. In determining the quality of the design of the proposed preschool program, the Secretary will consider the extent to which the intervention strategy is likely to improve student outcomes for the Target Population, based on quantitative, qualitative, or theoretical evidence, including the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable and will demonstrate student success. In responding to this criterion, applicants should identify clearly specified and measurable outcomes for the preschool program and explain how these outcomes can be achieved by the program. While these outcomes will inform the selection of Outcome Measures for the PFS project, they do not limit a grantee from evaluating additional Outcome Measures in the course of completing the Preschool PFS Feasibility Study.**

#### Strengths:

- The applicant proposes the creation of the Northwest Oregon Kinder Ready program. The applicant provides theoretical evidence for the effectiveness of this program by describing key characteristics to ensure quality including: an evidence-based curriculum, professional development for teachers and staff, high qualifications for teachers, low teacher-child ratios, inclusion of children with disabilities, and inclusion of high needs populations.
- The applicant provides research evidence showing that one-year of high-quality prekindergarten can improve kindergarten readiness and improved academic achievement.
- The applicant states that they will assess the following outcomes: social-emotional development, vocabulary

development, school attendance, reduced special education placements, 3rd grade reading proficiency, high school graduation rates, reduced behavioral referrals, and decreased involvement with law enforcement.

**Weaknesses:**

- The applicant states that providers will select curricula from a set of evidence-based models, and provides a table with leading options for further exploration. The table includes 12 programs, documenting evidence for the effectiveness of the High/Scope curriculum. It is unclear whether the other 11 programs have comparable evidence of effectiveness. There is a lack of detail indicating if each of these curriculums are likely to improve student outcomes in a measurable way. In addition, it is unclear if the applicant is proposing a feasibility study of each program or how the intensity [of delivery] and focus of different curriculums impact the evaluation design.
- The applicant states that the Northwest Oregon Kinder Ready Collaborative will develop initiatives to ensure adequate professional development opportunities. However, several of these initiatives include continuing discussions, expanding discussions, and exploring deeper partnerships – it is unclear from these descriptions whether these efforts will actually lead to adequate professional development supports.
- The applicant states that their program will include rigorous quality and outcome monitoring, however table 3 outlining proposed outcomes does not include any measurable outcomes during the preschool year. It is not explicit that these measures would be available across all sites. It is unclear how the applicant will link preschool measures and measures that will be collected in kindergarten and beyond. Additionally, the applicant does not provide a clear theory of change articulating how preschool components will lead to specific and measurable outcomes.

**Reader's Score: 12**

**Preschool PFS Partnership - Preschool PFS Partnership**

- 1. The Secretary will consider the quality of the Preschool PFS Partnership. In evaluating a Preschool PFS Partnership, the Secretary will consider the following:**

**Reader's Score: 16**

**Sub Question**

- 1. (c)(1) The quality of an existing Preschool PFS Partnership, including the history of the collaboration, or, if a Preschool PFS Partnership does not exist, the quality of the plan to form a Preschool PFS Partnership.**

**Strengths:**

- The applicant demonstrates a great deal of community support for the proposed project. Specifically, they provide more than 20 letters of support spanning government, educational, and community and funding partners. Although the applicant has not yet built a Preschool PFS Partnership, they do have existing relationships to build from including a relationship with Western Oregon University.

**Weaknesses:**

- There is a lack of detail provided for how, in practical steps, a Preschool PFS Partnership will be developed from the supportive groups. The applicant states that once they choose an intermediary to conduct the feasibility study the applicant will leverage the intermediary's existing relationships, indicating a full plan has not been developed. They have not yet selected the intermediary.

**Sub Question**

**Reader's Score: 10**

- 2. (c)(2) The extent to which the roles and responsibilities of members or proposed members of a Preschool PFS Partnership are clearly described and are appropriate and sufficient to successfully implement a PFS project.**

**Strengths:**

- The applicant provides broad descriptions of the roles of government entities, independent evaluators, service providers, key community stakeholders, the intermediary, and funders.

**Weaknesses:**

- There is a lack of detail clearly describing the specific responsibilities of all partnership members. Specifically, the applicant states that they plan to hire an intermediary who will provide guidance on what to do and that partnership roles would be clearly defined in the procurement process, indicating that specific roles and responsibilities of partnership members have not yet been developed.

**Reader's Score: 6**

**Quality of the Work Plan - Quality of the Work Plan**

- 1. The Secretary will consider the quality of the work plan. In determining the quality of the work plan, the Secretary will consider the following factors:**

**Reader's Score: 20**

**Sub Question**

- 1. (d)(1) The adequacy of the work plan to achieve the objectives of the proposed Feasibility Study project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks on time. Applicants should identify whether a contractor will conduct the Feasibility Study and, if appropriate, the extent to which the timeline for selecting and hiring the contractor is reasonable and sufficient for completing the project on time and within budget.**

**Strengths:**

- Clearly defined milestones are provided including: procurement, intervention and evidence, preschool program design, local data analysis, define metrics and analyze economics, preliminary evaluation, payor readiness.
- The applicant will be hiring a contractor to conduct the Feasibility Study. They have allotted 2 Months' time to select and hire this person. This is reasonable and sufficient for implementing a competitive procurement process by a county government with hiring infrastructure in place.

**Weaknesses:**

- There is a lack of clearly defined responsibilities. Although the county states they will be in charge managing the grant, facilitating access to data, making connections with stakeholders, and other feedback and meetings, they state that partner roles will be clearly defined in the procurement process.
- The detailed work plan indicates that phase 1 and phase 2 of the study are to be completed in 10 Months' time. It is not clear whether this is feasible given the lack of defined partnership roles, the large number of activities scheduled to take place each month, and wide variability in service delivery models associated with 12 different curriculums.

Sub Question

Reader's Score: 9

2. (d)(2) The adequacy of procedures for ensuring stakeholder feedback in the operation of the proposed Preschool PFS Feasibility Pilot. If the Feasibility Study includes the reduction in special education placement as a Financial Benefit, the extent to which the work plan includes outreach to and involvement of the representatives from the State and local special education community or individuals with special education expertise, including groups representing families.

**Strengths:**

- The applicant states they will incorporate safeguards for protecting students in special education and with disabilities. Specifically, they will reach out to and consult with parent groups, inclusive childcare programs, and the NW Regional Education District.
- The applicant will provide training on the process for referring children for special education each year during orientation.
- The applicant will ensure stakeholder feedback by working with the contractor to set up site visits with potential service providers, as well as collect feedback via surveys and interviews.

**Weaknesses:**

no weaknesses noted

Reader's Score: 10

3. (d)(3) The extent to which the time commitments of the project director and team and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

**Strengths:**

- The time commitments of the Project Coordinator and Preschool Quality and Education Liaison are appropriate. Each is scheduled to spend approximately 5-10 hours per week engaging in the local community.

**Weaknesses:**

- The project director will commit 100% time to the proposed project. This is an inadequate allocation given that his role on the project has not been clearly defined. The applicant states that the project director will be the local liaison between all organizations, schools, community groups, and third party resources. This could reasonably be accomplished in less than 40 hours per week.
- The applicant lists a part-time Data Collection Assistant, to be hired at the beginning of the grant term. There is a lack of clarity regarding this individual's responsibilities. Are they putting together local information on the childcare provision?

Reader's Score: 1

**Quality of the Project Leadership and Team - Quality of the Project Leadership and Team**

1. The Secretary will consider the quality of the project leadership and team. The Secretary will consider the extent to which the applicant has the project and financial management experience necessary to manage the Preschool PFS Feasibility Pilot, including:

**Reader's Score: 5**

**Sub Question**

- 1. (e)(1) Managing and overseeing similar projects (e.g., PFS or other project related work, experience with early childhood education) with specific examples of prior accomplishments and outcomes; and**

**Strengths:**

- Clatsop County is prepared to manage the feasibility study grant and ensure compliance with all partners. The County Manager has more than 30 years experience in leadership.
- The applicant has project and financial management experience necessary to manage the PFS Feasibility Pilot. Specifically, the project director previously served as assistant principal of a middle school (6 years) and elementary school (13 years) and Special Services Director for a school district. As Special Services Director he oversaw Special Education, all federal programs (including Title I and ELD) and curriculum. Additionally, they have experience working in early childhood and building partnerships as evidenced by his experience acting as coordinator for Clatsop Kinder Ready, a countywide consortium that works with parents, preschools, child-care providers, elementary schools and other child-centered groups.

**Weaknesses:**

no weaknesses noted

**Reader's Score: 3**

- 2. (e)(2) Managing Federal grants, including plans for ensuring compliance with Federal guidelines.**

**Strengths:**

- The project director has over 4 years experience overseeing all Federal grants provided to Seaside School District while serving as Director of Special Services.
- Clatsop County manager is responsible for \$60 million annual budget and leading a staff of 250.

**Weaknesses:**

no weaknesses noted

**Reader's Score: 2**

**Budget Narrative - Budget Narrative**

- 1. The Secretary will consider the adequacy of resources necessary to complete the Feasibility Study, including any philanthropic or other resources that may be contributed toward the project. In determining the adequacy of resources, the Secretary will consider the extent to which the budget will adequately support program activities and achieve desired outputs and outcomes.**

**Strengths:**

- The budget adequately supports program activities. Specifically, a detailed budget and budget justification include line items for key project personnel, fringe benefits, travel, and contractors.
- The budget includes \$225,000 to hire a contractor to conduct the feasibility study, including expectations for 10% of a senior member's time, and 30-40% time for three additional team members. The county will run a competitive procurement.

**Weaknesses:**

No weaknesses noted

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority**

**1. Competitive Priority: Outcome Measures Across Various Domains**

To meet this priority, an applicant must propose a Feasibility Study to evaluate if PFS is viable that would evaluate social and emotional or Executive Functioning Outcome Measures, or both. These potential outcome measures may be predictive of future school success, cost savings, cost avoidance, and other societal benefits, and may appropriate to include in a PFS project. (up to 5 points)

**Strengths:**

- The applicant proposes a PFS Feasibility Study that includes outcome measures for self-control, openness, and engagement with others, the ability to plan, and resilience.
- The applicant will include an evidence-based, social emotional curriculum in the Northwest Oregon Kinder Ready Preschool Collaborative.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study**

- 1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.**

Yes

**Reader's Score: 0**

**Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study**

1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.

**Strengths:**

The applicant proposes a feasibility study to determine if and how PFS might work in order to expand and improve preschool for the target population.

The applicant explains in detail the needs of the target population and links preschool participation with measurable short-medium- and long-term outcomes.

**Weaknesses:**

The applicant suggests implementing a range of curriculums without providing sufficient evidence of their effectiveness or a solid plan for evaluating the feasibility of them.

There is a lack of detail regarding what preschool data is currently being collected and will be accessible for the study.

**Reader's Score:**     **0**

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**Status:**           Submitted  
**Last Updated:**   10/31/2016 12:41 PM

Status: Submitted

Last Updated: 10/31/2016 12:35 PM

## Technical Review Coversheet

Applicant: Clatsop County (S419C170013)

Reader #3: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	10	10
<b>Sub Total</b>	<b>10</b>	<b>10</b>
<b>Quality of the Preschool Program Design</b>		
<b>Quality of the Preschool Program Design</b>		
1. Quality of Program Design	25	20
<b>Sub Total</b>	<b>25</b>	<b>20</b>
<b>Preschool PFS Partnership</b>		
<b>Preschool PFS Partnership</b>		
1. Preschool PFS Partnership	25	25
<b>Sub Total</b>	<b>25</b>	<b>25</b>
<b>Quality of the Work Plan</b>		
<b>Quality of the Work Plan</b>		
1. Quality of the Work Plan	25	24
<b>Sub Total</b>	<b>25</b>	<b>24</b>
<b>Quality of the Project Leadership and Team</b>		
<b>Quality of the Project Leadership and Team</b>		
1. Quality of Leadership	5	3
<b>Sub Total</b>	<b>5</b>	<b>3</b>
<b>Budget Narrative</b>		
<b>Budget Narrative</b>		
1. Budget Narrative	10	10
<b>Sub Total</b>	<b>10</b>	<b>10</b>
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority</b>		
1. Competitive Priority	5	5
<b>Sub Total</b>	<b>5</b>	<b>5</b>
<b>Absolute Priority – Feasibility Study</b>		
<b>Absolute Priority – Feasibility Study</b>		
1. Absolute Priority	0	0

	<b>Sub Total</b>	0	0
<b>Absolute Priority – Feasibility Study</b>			
<b>Absolute Priority – Feasibility Study</b>			
1. Absolute Priority		0	0
	<b>Sub Total</b>	0	0
	<b>Total</b>	105	97

# Technical Review Form

Panel #11 - PFS Panel - 11: 84.419C

Reader #3: \*\*\*\*\*

Applicant: Clatsop County (S419C170013)

## Questions

### Selection Criteria - Need for Project

- 1. The Secretary will consider the needs of the Target Population. In determining the need for the proposed project, the Secretary will consider the magnitude of the need of the Target Population for the services to be provided by a potential PFS project. Applicants should clearly state and demonstrate the extent of the problem facing the Target Population using data and other relevant information.**

#### Strengths:

Sufficient details are provided describing the needs of the rural Target Population. Data describing needs come from a variety of sources. Many of the three and four year olds that will be targeted for enrollment in the PFS-funded preschool currently are not served by any preschool program. Others may have attended existing preschools, but few in the area are of good quality. Of special concern in the region is the low high school graduation rates, especially for high school students from economically-disadvantaged families. An added strength of the proposal is the attention paid to assessing the number of children in the region relative to the number of existing preschool slots. The applicants believe that there are 300 children per year not served by preschool and another 300 children who attend preschools that are not of good quality.

#### Weaknesses:

None noted.

Reader's Score: 10

### Quality of the Preschool Program Design - Quality of the Preschool Program Design

- 1. The Secretary will consider the quality of the design of the proposed preschool program. In determining the quality of the design of the proposed preschool program, the Secretary will consider the extent to which the intervention strategy is likely to improve student outcomes for the Target Population, based on quantitative, qualitative, or theoretical evidence, including the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable and will demonstrate student success. In responding to this criterion, applicants should identify clearly specified and measurable outcomes for the preschool program and explain how these outcomes can be achieved by the program. While these outcomes will inform the selection of Outcome Measures for the PFS project, they do not limit a grantee from evaluating additional Outcome Measures in the course of completing the Preschool PFS Feasibility Study.**

#### Strengths:

The preschool programming will be overseen by the NW Oregon Kinder Ready Collaborative. The plan is to offer 600 preschool slots a year. Three hundred slots would be offered to students who otherwise would not have access to preschool. The other 300 slots would be for students who already are in preschool programs that are not of high quality. The preschool slots would be offered in public school sites as well as private or non-profit centers. Students could

participate full time for up to two years. Programs would have some choice among various curriculum packages and would implement staffing ratios associated with high quality provision. Oregon has just started to use a QRIS system to assess the quality of preschool and daycare programs and this rating system would be used to assess program quality. There is recognition that children in rural settings will need to be provided with transportation. The discussion of preschool quality in the proposal is closely linked to the research literature. The outcomes to be assessed include socio-emotional skills (as measured by the Oregon Kindergarten assessment), vocabulary development (using a choice among several assessment tools), school attendance records, third grade reading proficiency, and later outcomes such as high school graduation, disciplinary infractions and involvement with the juvenile and adult justice system, and administrative data on special education placement. The proposal includes citations from the literature to support the likelihood that high quality preschool program participation can affect these outcomes. Given that the children to be served by a proposed PFS initiative are unlikely to have attended good quality preschools without the PFS funding, the evidence presented in this proposal suggests that there is a strong possibility that the new preschool programming will positively affect outcomes.

**Weaknesses:**

The applicant mentions that the ability of local providers to provide 600 slots a year will be assessed as part of the feasibility study. Importantly, the preschool programs funded by the PFS initiative will be of high quality. But given the rural setting and the high number of high school dropouts, it seems that there might be difficulties in hiring a sufficient number of good quality preschool teachers. Given that 300 of these slots will be in new facilities, there could be more information provided about the likelihood of finding physical space for this intervention.

**Reader's Score: 20**

**Preschool PFS Partnership - Preschool PFS Partnership**

- 1. The Secretary will consider the quality of the Preschool PFS Partnership. In evaluating a Preschool PFS Partnership, the Secretary will consider the following:**

**Reader's Score: 25**

**Sub Question**

- 1. (c)(1) The quality of an existing Preschool PFS Partnership, including the history of the collaboration, or, if a Preschool PFS Partnership does not exist, the quality of the plan to form a Preschool PFS Partnership.**

**Strengths:**

The proposal contains a detailed plan to develop a Preschool PFS partnership. The applicants recognize that both the counties and the various school districts may potentially serve as Payors, and letters of support are included from these parties. The proposal lists other organizations that have expressed support for the initiative. Many of these organizations have existing relationships through their current and past involvement in preschool through third grade alignment issues. The applicants indicate that the feasibility study itself will help determine specific roles such as the government entities that will be responsible for making the success payments to the funders. Letters of support are included from various potential payors. Interestingly, a health care organization has expressed interest in serving as a payor if the feasibility study reveals that there are health savings arising from the preschool programming. Overall, the applicant has presented a credible plan for creating a PFS Partnership.

Sub Question

**Weaknesses:**

None noted.

**Reader's Score: 15**

2. **(c)(2) The extent to which the roles and responsibilities of members or proposed members of a Preschool PFS Partnership are clearly described and are appropriate and sufficient to successfully implement a PFS project.**

**Strengths:**

The roles and responsibilities of the proposed members, including the government payors, the evaluator, the service providers, intermediaries and funders, are well described. A strength of the proposed partnership is the variety of partners and their apparent awareness (at least from their letters of support) of basic PFS elements. For example, the proposed partners seem to be aware that the key preschool outcomes that are important for PFS projects are those that generate government cost savings. Among the proposed partners, there seems to be an understanding that the identification of the payors will be made as a result of the PFS feasibility study.

**Weaknesses:**

None noted.

**Reader's Score: 10**

**Quality of the Work Plan - Quality of the Work Plan**

**The Secretary will consider the quality of the work plan. In determining the quality of the work plan, the Secretary will consider the following factors:**

**Reader's Score: 24**

Sub Question

1. **(d)(1) The adequacy of the work plan to achieve the objectives of the proposed Feasibility Study project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks on time. Applicants should identify whether a contractor will conduct the Feasibility Study and, if appropriate, the extent to which the timeline for selecting and hiring the contractor is reasonable and sufficient for completing the project on time and within budget.**

**Strengths:**

The work plan seems adequate for achieving the objectives of the proposed feasibility study. The work plan divides the proposed activities into three phases. Phase 1 involves spending up to two months procuring the contracted intermediary to conduct the PFS feasibility study. The next phase involves surveying the literature supporting the evidence that high quality preschool is associated with cost savings to governments. Learning about the target population and understanding the capacity of local service providers are some of the activities undertaken in the second phase. The final 5 to 7 months are expected to be devoted to the economic analysis that will estimate the likely cost savings associated with the measured outcomes of preschool participation and provide guidance on evaluation and implementation issues for the actual PFS-funded expansion of preschool programming. Although

**Sub Question**

this contractor has not been chosen yet, the applicants have identified some key qualifications that the successful contractor will have. The timeline of one year of funding seems appropriate.

**Weaknesses:**

None noted.

**Reader's Score: 12**

2. **(d)(2) The adequacy of procedures for ensuring stakeholder feedback in the operation of the proposed Preschool PFS Feasibility Pilot. If the Feasibility Study includes the reduction in special education placement as a Financial Benefit, the extent to which the work plan includes outreach to and involvement of the representatives from the State and local special education community or individuals with special education expertise, including groups representing families.**

**Strengths:**

The proposal describes a procedure for ensuring stakeholder feedback involving multiple partners. In addition to schools and county partners, the partners include child care providers, health care providers, and parents. There is discussion of how feedback will be solicited from families, school administrators and other community stakeholders about various aspects of the PFS initiative, including needed safeguards to "ensure students will receive all the supports they deserve." More discussion of the importance of safeguards for children potentially eligible for special education services elsewhere in the proposal specifically names local organizations that will be involved in the partnership. Finally, an outreach plan is described that is intended to make connections with homeless and food insecure families to make sure they have access and awareness of the preschool program.

**Weaknesses:**

None noted.

**Reader's Score: 10**

3. **(d)(3) The extent to which the time commitments of the project director and team and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Strengths:**

The time commitments of the project director and team members seem appropriate. The proposed timeline is 12 months. The plan is to hire a contractor to conduct the feasibility study within 2 months. The contractor would then work for 10 months. The project director will work full time on this project. He will be assisted by a 20 hour a week data collection assistant who will make sure that the contracted intermediary is able to obtain all needed data in a timely manner. Two other staff members will contribute approximately 10 hours a week each to the feasibility study. These three staff members will work with the contractor. The proposed timeline is tight and requires that local partners are prompt in sharing needed data. Importantly, for that purpose the data collection assistant working half time will be an important part of the project.

**Weaknesses:**

The decentralized nature of the preschool expansion may present added complications for assessing capacity or for estimating the preschool costs to be used in the estimation of potential cost savings. The 12 month period is fairly tight.

Sub Question

Reader's Score: 2

Quality of the Project Leadership and Team - Quality of the Project Leadership and Team

1. The Secretary will consider the quality of the project leadership and team. The Secretary will consider the extent to which the applicant has the project and financial management experience necessary to manage the Preschool PFS Feasibility Pilot, including:

Reader's Score: 3

Sub Question

1. (e)(1) Managing and overseeing similar projects (e.g., PFS or other project related work, experience with early childhood education) with specific examples of prior accomplishments and outcomes; and

**Strengths:**

The project leadership team has prior experience in working with collaborations of early learning providers. In addition to the significant experience offered by the project leader, the qualifications of the preschool quality and education liaison are significant as well. Among the three lead members of the team, their combined experiences and community connections are varied and important.

**Weaknesses:**

The various stakeholder involvements of the leadership team are well described, but more information could have been provided about specific outcomes related to previous initiatives.

Reader's Score: 2

2. (e)(2) Managing Federal grants, including plans for ensuring compliance with Federal guidelines.

**Strengths:**

There is evidence presented in the proposal that this team has experience managing federal grants and complying with federal guidelines. The evidence presented mainly describes the experience of the County and the County manager, who has significant experience in this area. The project director has some experience with applying for and being awarded grants for improving health and dental care for school children.

**Weaknesses:**

The project director and the preschool quality liaison have important career experiences that will serve them well in this PFS collaboration. However, there was only limited evidence presented about their experiences managing federal grants.

Reader's Score: 1

Budget Narrative - Budget Narrative

1. The Secretary will consider the adequacy of resources necessary to complete the Feasibility Study, including any philanthropic or other resources that may be contributed toward the project. In determining the adequacy of resources, the Secretary will consider the extent to which the budget will adequately support program activities and achieve desired outputs and outcomes.

**Strengths:**

The budget seems well described and appropriate for the feasibility study. The time frame is 12 months. There is sufficient funding in the proposal for several local project members in addition to the funding for the contractor. The county is contributing the cost of the project manager. A health care organization is contributing the time of an employee who will work 10 hours a week for the PFS feasibility study.

**Weaknesses:**

Although a budget was included, there was little discussion of it in the proposal.

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority**

**1. Competitive Priority: Outcome Measures Across Various Domains**

To meet this priority, an applicant must propose a Feasibility Study to evaluate if PFS is viable that would evaluate social and emotional or Executive Functioning Outcome Measures, or both. These potential outcome measures may be predictive of future school success, cost savings, cost avoidance, and other societal benefits, and may appropriate to include in a PFS project. (up to 5 points)

**Strengths:**

This proposal includes plans to include outcome measures other than test scores. Socio-emotional skills will be assessed in kindergarten. The applicants suggest that the outcomes of school attendance and the number of discipline referrals in grades K-12 are included in this category. Expanding the idea of what is measured as an SEL indicator is a useful contribution of this proposal.

**Weaknesses:**

In other studies, researchers have encountered difficulty in using data on school disciplinary infractions because schools vary so greatly on what they record. This outcome may not be useful.

**Reader's Score: 5**

**Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study**

1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.

Yes

**Reader's Score: 0**

**Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study**

- 1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.**

**Strengths:**

This proposal satisfies the Absolute Priority. The applicant has proposed a feasibility study that would expand local high-quality preschool access to 600 children a year. The applicants propose to expand existing preschool programming in a mixed delivery system to 300 unserved children in a mostly rural area and improve the quality of existing preschools that would serve an additional 300 children a year. The proposed partnership builds upon current interest in Oregon and the involved counties in improving child care quality among public and non-public providers. A notable contribution of this proposal is the interest in assessing cost savings arising from health care improvements and creating a partnership with a health care provider who would serve as a payor. Several socio-emotional outcomes are included as well. The applicant has proposed a feasibility study that would expand local high-quality preschool access to 600 children a year.

**Weaknesses:**

None noted.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 10/31/2016 12:35 PM