

# **SECTION 5: HOW APPLICATIONS WILL BE REVIEWED, EVALUATED, DEVELOPED, AND FINALIZED**



**OREGON  
DEPARTMENT OF  
EDUCATION**

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## Section Snapshot

This section describes the values and processes applications will move through to complete review.

### VALUES AND PRINCIPLES<sup>72</sup> INFORMING ODE'S APPROACH TO THE EVALUATION AND REVIEW PROCESS

ODE has identified four principles that will guide our approach to reviewing applications and co-development of the Longitudinal Performance Growth Targets for each eligible applicant:

1. **Keep it as simple as possible.** In seeking to support nuance and honor different community needs and contexts, the legislature put forward detailed expectations for districts and ODE. Within that framework, ODE aims to keep what it asks of districts and other eligible applicants to document and communicate as simple and tied to the language of the initiatives as possible.
2. **Offer the right amount of challenge and support.** ODE's constant challenge and priority will be to balance offering steady and useful support to applicants while being clear about the role ODE plays to monitor, evaluate, and intervene where called to do so.

3. **Treat “complying with application requirements” like educators treat student work.** As a student applies effort in coursework but needs time to revise, re-engage with materials, or be supported with an accommodation, educators step in to provide needed supports. Likewise, as ODE reviews plans and applications, they must also offer scaffolds and tools to aid applicants in meeting their desired goals and outcomes.
4. **Grow shared responsibility and public confidence.** How we collectively implement this integrated guidance is essential to the outcomes we seek. New ideas and approaches to building shared ownership and growing public confidence are pursued in the process of review so that we can ensure sustained investment and trust over the decades to come<sup>72</sup>.

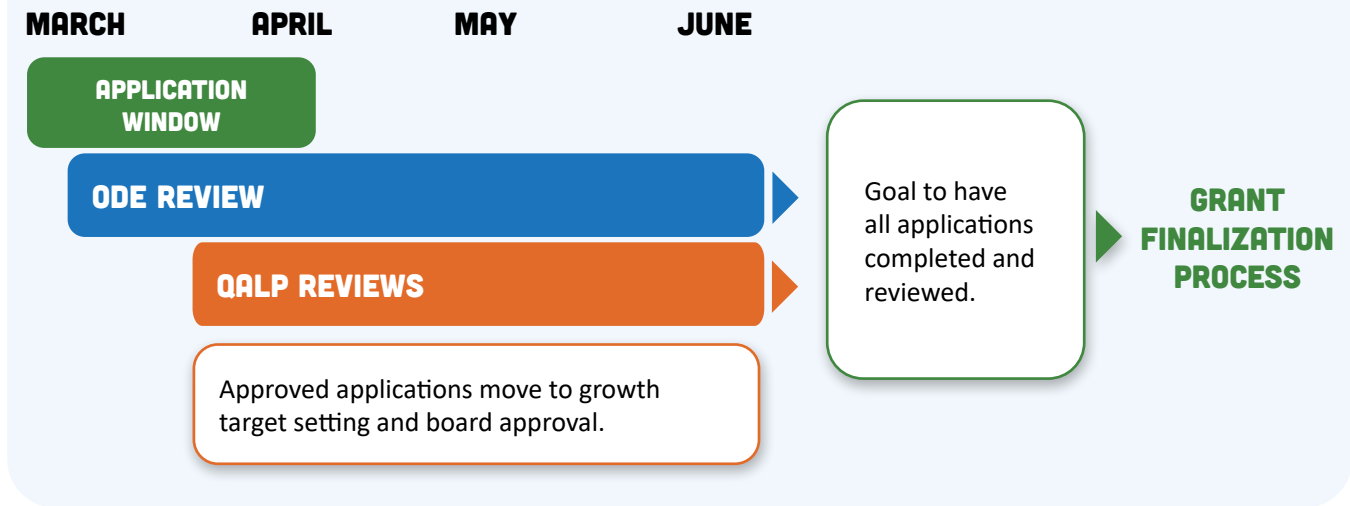
### THE EVALUATION PROCESS

Each application must undergo the following three-step evaluation process for approval:

1. Public Review and Board Approval at the applicant or local level
2. ODE Review
3. Quality Assurance & Learning Panel (QALP) review

<sup>72</sup> It is worth noting that these six programs represent approximately 10% of operating budgets for most districts with most other funding coming through the State School Fund (SSF). Communities are likely interested to understand how these processes and plans relate to overall district and school budgeting.

## 2023 REVIEW PROCESS TIMELINE



The timing for this process is outlined as a rough-guide as there are a number of variables, including when applicants submit and the quality of submissions, that can impact these processes.

If a district has required Tribal Consultation, it must be completed before step one of the process outlined above. For more information around Tribal Consultation please consult the [Tribal Consultation Toolkit](#).

### STEP 1: PUBLIC REVIEW AND BOARD APPROVAL

Presenting the integrated application to an applicant’s governing board is beneficial because investments in education must be accompanied by transparency and accountability. Sharing the application is key to being responsive to community needs and building trust.

Before the application is submitted during the March 2023 submission window<sup>73</sup>, the four-year application is required to be:

1. Posted to the applicant’s website and accessible in their main office;
2. Presented to the governing board with the opportunity for public comment (not a consent agenda item); and
3. Approved by the governing board.

The evidence that must be submitted with the application to demonstrate the three requirements above include:

- URL where application is posted on the applicant’s website, and
- Board meeting minutes showing the application was presented with opportunity for public comment and formally approved by the governing board.

<sup>73</sup> This aligns with best practice budgeting processes

In order to support a robust engagement process and good stewardship of funding, applicants are recommended to discuss with their communities during the planning process:

- How engagement has helped inform:
  - The alignment and integration of multiple plans including alignment with regional initiatives
  - Braiding of funds to support large overarching goals across initiatives without losing the specific aims or focus of each initiative
  - Any complexities in the adjustment and development of the new application
- New learnings and priorities raised from community engagement and ongoing partnerships
- Next steps or processes to continue to receive funding

## **STEP 2: ODE REVIEW**

The next step in the application review process will be completed by ODE. This will be completed in two stages. First, ODE staff supporting applicants in a given region will review for completion and provide any key context notes. Then, ODE staff reviewers trained to review and evaluate plans according to the evaluation criteria and overall ODE guidance will complete the formal review. Attention will be given to teaming ODE reviewers who bring a diversity of lived and professional experience.

The purpose of the ODE review is to conduct a comprehensive evaluation of the application to ensure all of the following:

1. Application completion
2. Legal sufficiency
3. Clearly defined use of funds that meets the intent of the laws

ODE reviewers evaluate the information submitted and make an assessment using the criteria listed below:

1. Planning Process and Community Engagement
2. Plan and Budget
3. Public Review and Board Approval

ODE will release the criteria by which applications will be reviewed by ODE to meet requirements in late Fall 2022.

ODE reviewers will have access to applicant's disaggregated data. Reviewers will reach agreement on one of four assessments:

- A. Application meets requirements
- B. Application will meet requirements with small changes
- C. Application needs additional review to determine if requirements have been met
- D. Application needs significant changes to meet requirements

For each application, reviewers will develop and complete a distillation of their findings to present to a Quality Assurance & Learning Panel (QALP). This will include a summary of the application, location and demographic information of the applicant, description of community engagement, planned uses for funds and the sharing of the reviewers' assessment regarding if the applicant complied with all requirements.

## **STEP 3: QUALITY ASSURANCE AND LEARNING PANEL**

In alignment with our commitment to develop shared responsibility and confidence in our public schools and to facilitate learning within and across schools, districts, and communities, the final step of the application review process will consist of a Quality Assurance & Learning Panel (QALP) review. The panel review is not determining whether or not an application meets the requirements. The panel review is either affirming or challenging the assessment made by ODE staff and spurring additional review processes for that given application. The basic concept is to bring together, virtually, panels of people to review and affirm/challenge the determination made by ODE staff while also increasing learning about the work being done in districts, charter schools, YCEPs, JDEPs, regions, and communities across the state of Oregon.

**The purpose of the Quality Assurance and Learning Panel is to:**

1. Support public understanding and grow confidence in the implementation of the various initiatives
2. Create conditions conducive for learning across districts and communities
3. Support ODE's review efforts with a quality check

[More information about panel composition and review process is available here.](#)

## ADDITIONAL ODE REVIEW

When it is determined and affirmed by the QALP that additional review is required, the directors in the office of EII and overseeing Perkins V-CTE will meet and provide additional review for any applications that are advanced to this step. This team will meet with the initial ODE staff reviewers and consider notes from the Quality Assurance and Learning Panel. Applicants and their supporting ESDs may be consulted or engaged with additional questions in this process. The team will make a final assessment and determination. If needed, Assistant Superintendents in EII and the Office of Teaching, Learning, and Assessment will be consulted and make any final decisions.

### **STEP 4: CO-DEVELOPMENT OF LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGT):**

After ODE and QALP reviews, the application process moves into work to co-develop and solidify Longitudinal Performance Growth Targets which are addressed in more detail in Section 6 and in [Appendix I](#).

**While asked for at the time of application submission, ODE will not consider the growth targets and related documentation as part of its review and determination if application requirements have been met.** Co-development and agreement on a monitoring and evaluation framework for each applicant, including the Longitudinal Performance Growth Targets, will take place once an applicant has been determined to meet all requirements. ODE does not recommend governing board approval of the Longitudinal Performance Growth Targets or any other evaluative criteria until LPGTs are finalized by the applicant and ODE and inserted in a corresponding grant agreement. The finalized grant agreement (inclusive of the LPGTs) will then go before the local school board for approval prior to its execution by ODE procurement and funds being released to the grantee.

## **SMALLER DISTRICTS ARE RELEASED FROM LONGITUDINAL PERFORMANCE GROWTH TARGET SETTING**

Detailed further in Section 6, Oregon's smallest districts are required to be members of a CTE regional consortium, but for the other programs contained in this guidance, ODE will focus solely on the local optional metrics and the progress markers as described below.<sup>74</sup>

ODE will support applicants in co-developing LPGTs in collaboration with ESD Liaisons. This work will include finalizing baseline, stretch, and gap-closing targets for each of the common metrics. The aim of this co-development effort is to create meaningful opportunities for grantees to re-analyze current data, center focal student groups, and support public transparency and learning, while not being penalized for complexities in the current available data.

<sup>74</sup> Small districts must still comply with all Perkins monitoring and reporting requirements as part of a CTE consortium.

## **OPTIONAL REVIEW PROCESS TO SUPPORT STRONG PLANNING AND APPLICATIONS**

The more opportunities to share and elicit meaningful feedback around an application the better it will be. Below are some optional review processes that districts and schools have engaged in the past. Please consider using some or all of these as you are developing your plan and application:

- Self-assessment
- Work with your ESD and CTE Regional Coordinator
- Include your local community colleges and universities
- Peer Reviews to share best practices between schools and districts as well as to provide feedback to one another
- Charter schools may wish to solicit feedback from their sponsors
- Check your work against consistent patterns of feedback that have held up submissions in the past