

Hello, I'm Elizabeth Whipple, New York's 21st CCLC State Coordinator.

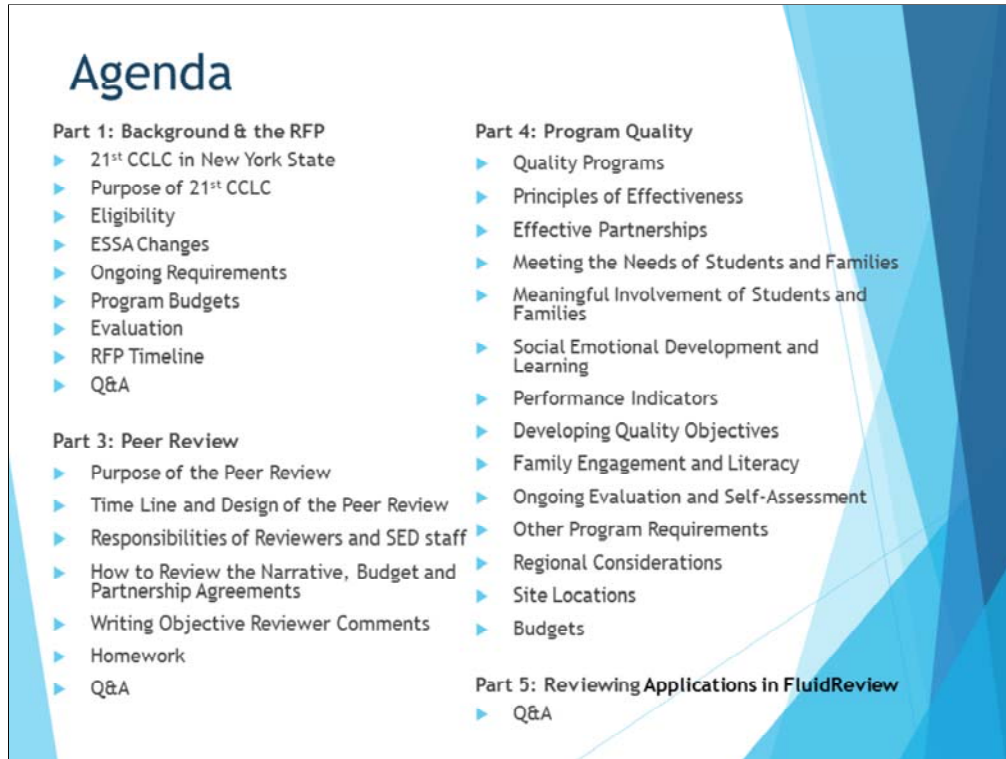
Welcome, and thank you for your willingness to assist in this critical work. Applicants have spent countless hours preparing applications intended to serve New York's highest need students and their families. Hundreds of school districts, community-based organizations and for-profit agencies will apply, and funding is only available to award a fraction of their programs.

SED and the 21st CCLC applicants are depending on each of you to use your knowledge and experience in expanded learning programming to score proposals objectively and fairly. Over the next two hours we will give you the tools you need to do a great job.

How to ask Questions during the Webinar

- Accessing the Chat feature
- Q&A after each section of the Webinar
- Be brief and specific, if possible

SED Staff are here on the webinar to receive questions – Carri & Raffaele. Questions can be submitted in the chat window in the lower right. Audio has been muted for participants. We'll answer questions in chat during the webinar, and there will also be an opportunity to ask questions at the end of each section. Please be as specific and brief as possible in your questions.



We'll start by briefly discussing the history of the 21st Century program in New York, and what the current cohort of grantees looks like. We'll discuss the new RFP and its requirements, including what has changed and what will remain the same as in previous rounds of funding.

We'll discuss some background information about the 21st CCLC program and go over the content of the current Request for Proposals.

Then we'll talk about the peer review process and logistics.

The bulk of our time will be spent discussing program quality, and what you as a reviewer should be looking for as you score applications.

Finally, we'll spend a few minutes discussing FluidReview - the online system we'll be using to conduct reviews.

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Part 1: Background & the RFP

Let's start by discussing some program background and discussing the current RFP.

Background

- The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015.
- 2003 -New York State began Administration of Grants
- 7th Round of Funding since 2003

21st Century Community Learning Centers began as a grant program directly administrated by the USDOE. As the program grew, it became unwieldy and in 2003, states began to administer these grants

The program continues to evolve and has become a more robust and layered initiative.

This RFP will determine awardees for New York's 7th round of funding.

21st CCLC in New York State

Currently Funded Programs:

- Round 6: 129 grants
- All Round 6 grants will sunset on June 30, 2017

Over half of the grantee lead agencies in New York are Community Based Organizations.

There are currently 129 21st Century grants operating around the state, totaling 78.4 million dollars. All of these awards will sunset on June 30th, 2017. It should be noted that currently, community-based organizations are the lead agencies for more than half of New York's 21st Century programs, which is higher than in most other states.

Round 7 RFP Overview

- ▶ Purpose of 21st CCLC
- ▶ Who is eligible to apply
- ▶ Funding Allocations & Priorities
- ▶ Changes to the program as a result of ESSA, the Every Student Succeeds Act
- ▶ Components of the program that remain the same as in the previous Round
- ▶ RFP Timeline

We will spend a few minutes talking about the purpose of the 21st CCLC program, who is eligible to apply, funding priorities and allocations, changes to the program as a result of the Every Student Succeeds Act, or ESSA, and components of the program that remain the same as in previous rounds of funding. Finally, we'll go over the RFP timeline. Most of this information comes directly from the RFP, which you are responsible for reading.

Purpose of 21st CCLC

- Opportunities for academic enrichment, including tutorial services, to help students meet challenging State academic standards;
- Additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students:
 - Youth development; service learning; nutrition & health education; drug & violence prevention; counseling programs; arts & music; physical fitness & wellness; technology education; financial literacy; environmental literacy; mathematics; science; career & technical programs; internship or apprenticeship programs; and other ties to an in-demand industry sector or occupation for high schools students; and
- Family opportunities for active & meaningful engagement in their children's education, including opportunities for literacy & related educational development

All centers must offer all three components listed above. Grantees may not meet this requirement by providing one component at a center serving one cohort of students and another component at a different center serving a different cohort of students.

All programs must include the 10 essential elements of quality programs (QSA)

In accordance with legislation, every 21st Century program must have three major components. The first is academic enrichment. Academic enrichment means activities that supplement, enhance, or reinforce what is learned during the regular school day. Academic enrichment is not a repetition or follow-up drill of the classroom lesson. Study halls and homework help are not academic enrichment. Small group tutoring **would** be considered academic enrichment. Let me repeat that first part. ***Study halls and homework help do not constitute academic enrichment.*** A simple example of academic enrichment for elementary school might be a cooking activity in which the student measures the ingredients using fractions learned in the math classroom. An example for middle school might be a cultural event to celebrate a country that students are learning about in a social studies class. As reviewers, we'll be asking you to take a critical look at applicants' proposed enrichment activities to determine the extent to which they supplement, enhance and reinforce. High-quality enrichment is challenging, creative, engaging and fun. As a rule, it should not look like a traditional classroom.

The second component of each 21st Century program involves a variety of additional services, programs, and activities, including Youth development; service learning; nutrition & health education; drug & violence prevention; counseling programs; arts & music; physical fitness & wellness; technology education; financial literacy; environmental literacy; mathematics; science; career & technical programs; internship or apprenticeship programs; and other ties to an in-demand industry sector or occupation for high schools students – these activities encourage students to develop into well-rounded and healthy adults who are contributing members of their community.

The third component of every 21st Century program is the provision of opportunities for families to have active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. For example, families might benefit from workshops on how to support their child's education or periodic check-in calls home to discuss a student's positive contributions to the program. Families may also benefit from instruction in English as a second language, computer skills, financial literacy, or assistance in preparing resumes to look for better jobs. This component should consist of **ongoing** programs and services. Occasional family events are encouraged, but are not sufficient to meet this program requirement.

All centers must offer all three components listed above. Grantees may not meet this requirement by providing one component at a center serving one cohort of students and another component at a different center serving a different cohort of students.

Programs should reflect the ten essential elements of quality after school programming described in the RFP and contained in the Quality Self-Assessment Tool, which will be discussed later.

Who Can Apply for Funding?

- LEA's - Public school districts, charter schools, private schools
- BOCES
- Nonprofit agencies
- City or county government agencies
- Faith-based organizations
- Institutions of higher education
- Indian tribes or tribal organizations
- For-profit corporations

Either the LEA or the other agency may be the lead fiscal agent for the program.

REMINDER: NYSED will determine eligibility.

Any public or private organization that meets the eligibility requirements can apply for 21st Century funding, including public school districts, charter schools, private schools, BOCES, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, Indian tribes or tribal organizations and for-profit corporations.

For the purpose of this RFP, local education agencies (LEAs) are public school districts, charter schools, and private schools. All LEAs must apply in partnership with another agency, which may include BOCES, not-for-profit and for-profit organizations, faith-based organizations, local government agencies and institutions of higher education.

Either the LEA or the partner agency may be the lead applicant, and will also be the fiscal agent responsible for the program.

School Eligibility

FEDERAL PRIORITY

Programs must primarily target students who attend schools that are eligible for Title I school wide programs or schools that serve a high percentage of students receiving free or reduced price lunches (40% free lunch in NYC, or 40% free and reduced lunch in ROS).

At least 2/3 of the students the applicant is proposing to serve must attend a school that meets this criteria.

REMINDER: NYSED will determine eligibility.

In order for a 21st Century program application to be eligible for review, it must primarily target students who attend schools that:

- A. Are eligible for Title I school-wide programs; or
- B. Have a free and reduced lunch rate of at least 40%.

If an applicant proposes to serve students from more than one school, at least 2/3 of the students the applicant is proposing to serve must attend a school that meets the criteria.

Funding Allocations

- Federal funds - ESSA , Title IV, Part B
 - Approximately \$86 million for new programs this year
 - 55% to New York City, with a minimum of three awards per borough where as many applications exist that achieve a passing score before priority points are applied.
 - 15% to Big Four Cities of Buffalo, Rochester, Syracuse and Yonkers
 - 30% to Rest of State

21st Century programs are federally funded by Title 4, Part B of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015. For this round of funding, approximately 86 million dollars is anticipated to be available annually in New York State to support programming.

The State Education Department administers these funds. It awards funds to all parts of the State by distributing 55 percent of the award money to New York City, 15 percent to the Big Four Cities of Buffalo, Rochester, Syracuse and Yonkers, and 30 percent to the Rest of the State.

This year, each borough in New York City will be guaranteed a minimum of three grant awards where as many applications exist that achieve a passing score before priority points are applied.

Funding Allocations, Con't

- Each Lead Applicant Agency may apply for an annual grant of a minimum of \$50,000 to a maximum of \$1,200,000. Agencies applying for multiple grants will be limited to a maximum annual award of \$1,200,000.
- Up to \$1,200,000 set aside for successful for-profit applicants, not awarded by geographic region, with a limit of \$400,000 per for-profit application.
- The amount of annual funds requested divided by the number of students served must not exceed an annual amount of \$1,600.

Each applicant may apply for an annual grant of a minimum of 50,000 dollars to a maximum of 1.2 Million dollars. Agencies applying for multiple grants will be limited to a maximum annual award of 1.2 million dollars.

In addition, 1.2 Million dollars of the available funds are set aside to fund for-profit organizations that apply. Each for-profit application is limited to 400,000 dollars. This amount is not allocated geographically.

The total annual amount of funding requested divided by the number of students served must not exceed \$1,600, meaning the maximum request amount per student is \$1,600.

Funding Priorities

3 Priority Points will be applied to applications proposing to serve:

- ▶ Priority Schools, including Struggling and Persistently Struggling Schools (Identified on the Feb. 26, 2016 list)
- ▶ Focus Schools (Identified on the Feb. 26, 2016 list)
- ▶ High Need Rural Schools (Category 4 on the Need/Resource Capacity Index)
- ▶ Persistently Dangerous Schools (Appearing on the 2016-17 Persistently Dangerous List)
- ▶ Limited English Proficiency Student Percentage of 5% or more (Three-year average)

If an application proposes to serve students in more than one school, at least 2/3 of the total students served must attend a school on one of the competition priority lists above to be eligible for priority points.

In this round of funding, schools will receive 3 priority points if they fall into one or more of the following categories:

- Priority Schools, including Struggling and Persistently Struggling Schools, and Focus Schools, as identified in the February 26, 2016 listing;
- High Need Rural Schools, as identified as Category 4 on the Needs Resource Capacity Index;
- Schools designated Persistently Dangerous for 2016-17; and
- Schools in which the respective three-year average Limited English Proficiency student percentage per student enrollment of the school is equal to or greater than 5%.

Lists of qualifying schools for all of these categories are linked on page 11 of the RFP. Schools appearing on multiple lists will not receive additional points.

If an application proposes to serve students in more than one school, at least 2/3 of the total students served must attend a school on one of the competition priority lists above for the application to be eligible for priority points.

SED staff will check for priority point eligibility and add any relevant points to reviewer scores. Reviewers do not need to worry about this.

Every Student Succeeds Act

21st CCLC Purpose:

- ▶ Inclusion of language to reflect additional services and programs to include service learning, nutrition and health education, financial literacy, environmental literacy, math, science, career and technical programs, internship or apprenticeship opportunities, and other ties to an in-demand industry sector or occupation for high school students designed to reinforce and complement the regular academic program of participating students
- ▶ Inclusion of language emphasizing active and meaningful involvement for families in their children's education

The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, or ESSA, created several changes to Title IV, part B, 21st Century Community Learning Centers.

The language defining the purpose of 21st CCLC was amended to include language reflecting additional services and programs to include service learning, nutrition and health education, financial literacy, environmental literacy, math, science, career and technical programs, internship or apprenticeship opportunities, and other ties to an in-demand industry sector or occupation for high school students designed to reinforce and complement the regular academic program of participating students.

Additionally, language was added to emphasize active and meaningful involvement for families in their children's education.

Every Student Succeeds Act

Authorized Activities

New language adds:

- ▶ Emphasis on a well-rounded education
- ▶ Literacy, including financial and environmental
- ▶ Programs to support a healthy and active lifestyle
- ▶ Services for individuals with disabilities
- ▶ Cultural programs
- ▶ Parenting skills
- ▶ STEM
- ▶ Partnerships with in-demand field of the local workforce/career competencies and readiness

ESSA also added language expanding authorized activities to explicitly include emphasis on a well-rounded education, financial and environmental literacy, programs to support a healthy and active lifestyle, services for individuals with disabilities, cultural programs, parenting skills, STEM, partnerships with in-demand fields of the local workforce, and career competencies and readiness.

Every Student Succeeds Act

Expanded Learning Program Activities

- ▶ Applicants requesting use of funds during the traditional school day must demonstrate an expanded learning program that provides students at least 300 additional program hours before, during, and/or after the traditional school day.

Applicants requesting use of funds during the school day under ESSA must demonstrate an expanded learning program that provides students at least 300 additional program hours before, during and/or after the traditional school day.

Expanded learning includes the time that a school expands its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated number of hours in a school day, days in a school week, or days or weeks in a school year to meet the compulsory number of annual hours. Applicants requesting use of 21st CCLC funds during the mandatory school day must demonstrate that the expanded learning program of the school(s) served, inclusive of the proposed 21st CCLC program, will provide students at least 300 additional program hours per year before, during, or after the traditional school day.

Applicants requesting use of funds during the school day will be asked, in the Participating Schools Form, to provide the 2017-18 number of annual hours of mandatory attendance, the number of hours of expanded learning programs excluding 21st CCLC, and the number of hours of proposed 21st CCLC. Awarded applicants must maintain at least 300 hours of expanded learning beyond the traditional school day throughout the life of the grant to remain eligible to use funds during the mandatory school day.

For the purposes of this RFP, the “traditional” school year is defined as 900 hours of instruction (typically 180 days x 5 hours per day) per year at the elementary level through grade 6, and 990 hours of instruction (180 days x 5.5 hours per day) in grades 7-12.

For the purposes of this RFP, the “mandatory” school day, week or year is defined as the hours of attendance that all students enrolled in the school are required to be present for.

Every Student Succeeds Act

Peer Review Process

- ▶ Peer reviewers may not include any applicant, or representative of an applicant, that has submitted an application for the current application period.
- ▶ This applies if an individual is:
 - ▶ Employed or contracted by an agency acting as Lead Applicant in a proposal.
 - ▶ Employed or contracted by an agency acting as a partner in a proposal.
- ▶ If you misunderstood this requirement and fall into either of the categories above, contact 21CRFP@nysed.gov immediately following this webinar.

In previous rounds of funding, applicants were able to act as peer reviewers for applicants competing in geographic regions other than their own. ESSA prohibits any applicant, or representative of an applicant, from reviewing applications for the current application period.

The Department conducted a national search for qualified individuals with diverse expertise, geographic location, gender, racial and ethnic representation to participate in the peer review process that will be used for the 21st CCLC applications. The most qualified reviewers will be individuals who are familiar with the operation of high quality youth programs in schools and communities.

Ongoing Requirements

- Taking Attendance by Activity
- Documenting use of time during the school day
- Tracking costs allocated to the program

Evaluation and research data has shown that the longer students attend a 21st Century program, the more likely they are to achieve academic success. Round 7 Programs must provide a plan for keeping individual student attendance by time in each activity, in order to meet or exceed the legislative intent of a minimum of 90 hours per year (to equal 30 days per year at three hours per day), and to provide data that will accurately reflect achievement.

Applicants requesting 21st CCLC program funding during the mandatory school day must document procedures for monitoring 21st CCLC program attendance during the school day.

Programs must have a documented system for tracking program costs that are specifically allocated for the 21st Century program, including funds spent during school hours. Schools may not use these dollars to supplant school day staffing and/or activities.

Ongoing Requirements

- Private School Consultation
- Partnership agreements
- Partner v. Vendor
- SACC Registration
- Quality Self-Assessment Tool (QSA) - 2x/year

Many of the application requirements remain the same.

If private schools are in the area to be served by a proposal, the applicant was required to contact them to determine their interest in sending their students to participate in your program. Reviewers do not need to worry about the Private School Consultation Form.

Partnership agreements between the applicant and its partners are required. Partnership agreements clearly define the role and responsibilities of each of the partners. Certain roles and responsibilities listed on the Sample Partnership Agreement in this RFP are required, and in addition, partners should add customized details specific to the program they are offering. Reviewers should confirm that all partners in the application are represented in the partnership agreement and consider any customization of the Sample Partnership Agreement provided in the RFP.

We often receive questions about whether an organization is a partner or a vendor. A partner is an organization that is active in the planning and implementation of the 21st Century Program. The partner has specific responsibilities for the program. A vendor, however, would provide a product, such as curriculum materials, or a service such as a series of dance lessons or local evaluation services, but would have no other input or responsibility.

School Age Child Care Registration may be required for programs you are reviewing. Reviewers do not need to worry about confirming this.

The Program Quality Self-Assessment Tool, or QSA, must be used twice each year. More details about the QSA will be presented later as well.

Evaluation Reporting Requirements

- As Per the Evaluation Manual
 - Evaluability - as a first step, your evaluator will assess whether your program is ready to be evaluated. Are all the preconditions and capacities in place to fully implement a high quality program?
 - Implementation/Formative Evaluation - measuring the implementation fidelity - Are you implementing your program according to your grant proposal, e.g. activities, target populations, etc.
 - Impact/Outcome Evaluation - measuring results - Answering the questions, “What difference did the program make?” “Was the program successful in meeting its objectives?”

All 21st Century grantees are required to hire an independent evaluator who will assist in supporting high quality programming, which in turn helps to ensure a high probability of positive student academic, social-emotional and behavioral outcomes. Round 7 program evaluators are required to use The Evaluation Manual, which contains a roadmap for evaluation that will assist in measuring program outcomes. Evaluation must include:

Evaluability – as a first step, the evaluator will assess whether a program is ready to be evaluated. Are all the preconditions and capacities in place to fully implement a high quality program? This is a critical point of contact in ensuring program success from the very beginning stages.

Implementation/Formative Evaluation – measuring the implementation fidelity – Is the applicant implementing the program according to the grant proposal, e.g. activities, target populations, etc.

Impact/Outcome Evaluation - measuring results - Answering the questions, “What difference did the program make?” “Was the program successful in meeting its objectives?”

Round 7 program evaluators must, at a minimum, use the reporting tools and schedule which are detailed in the Evaluation Manual. The manual is located in the Resources for Applicants web page of the FluidReview submission portal for the RFP.

Round 7 RFP Timeline

Dates & Deadlines	
Sept. 26, 2016	Request for Proposals (RFP) issued
Oct. 5, 2016	Technical Assistance Webinar
Oct. 11, 2016	Questions Due
Oct. 26, 2016	Questions & Answers Posted
Oct. 31, 2016	Notice of Intent Due
Nov. 21, 12PM (NOON), 2016	Application due in FluidReview
Nov. 21, 2016	Signature pages due (postmarked)
Nov., 2016 –Feb., 2017	Eligibility & Peer Review
April/May, 2017	Awards Announced (Tentative)
July 1, 2017	Funding & Programs begin

On this slide you see the timeline for this funding competition.

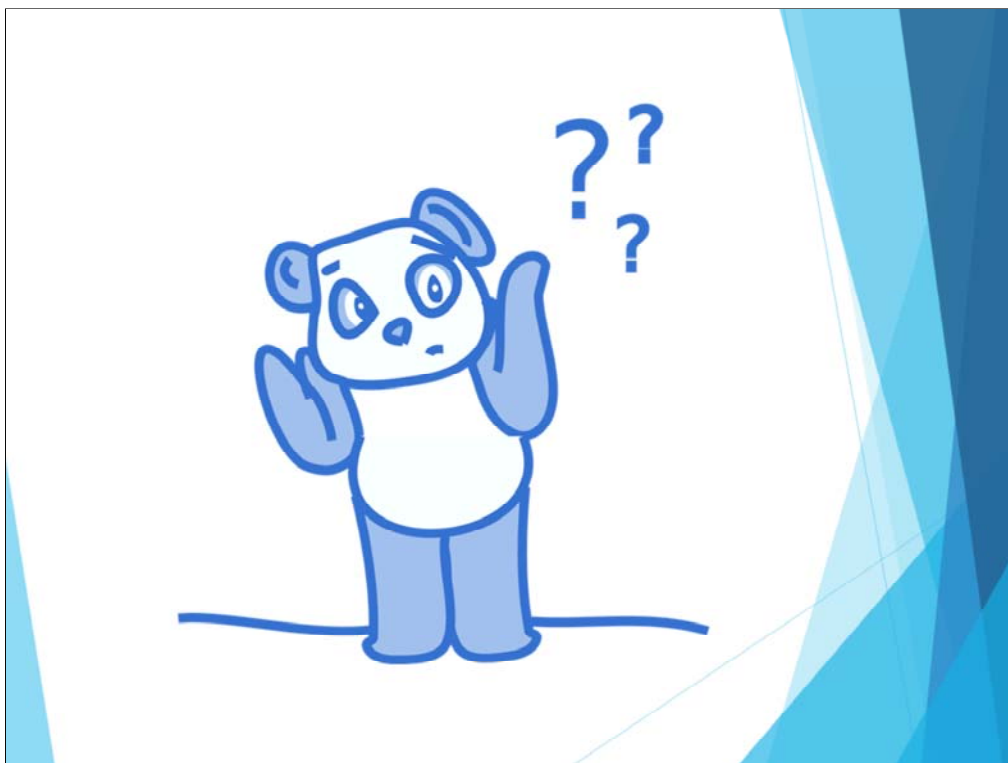
The RFP was released on September 26th, 2016. Proposals are due in the FluidReview Portal by Monday, November 21st, 2016 at 12:00 p.m. **Not** 5:00 p.m. or 3:00p.m., **12:00 p.m. Noon**. Packets containing required forms with original signatures must be postmarked on or before November 21st.

After all applications are received, the Department will screen each one to ensure that the eligibility requirement has been met and to determine which proposals qualify for priority points. These priority points will be explained later in this webinar.

During December and through early February, all eligible applications will be reviewed using an electronic peer review process. We'll talk more about that later as well.

Selected proposals are tentatively scheduled to be announced in April or early May and grant or grant contract preparation will begin.

Funding and programs will begin on July 1, 2017.



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Part 2: Peer Review

Let's talk about you, peer reviewer.

Purpose of the Peer Review

- ▶ ESSA §4204 LOCAL COMPETITIVE GRANT PROGRAMS
 - ▶ (e) PEER REVIEW- In reviewing local applications under this part, a State educational agency shall use a rigorous peer-review process or other methods to ensure the quality of funded projects

The U.S. Department of Education requires a peer review of applications to help ensure that proposed projects are worthwhile and that the review process is objective, fair and impartial. Your fair, objective and thorough reviews are the foundation of higher level State Education Department (SED) funding decisions. As a result of your efforts, a select number of high quality applications will be funded for a period of five years. The Guidebook for 21st CCLC Program Application Reviewers is intended to improve the quality of application reviews and make your task easier by clarifying your responsibilities and sharpening your review skills.

Reviewer Eligibility

Peer Review Process

- ▶ Peer reviewers may not include any applicant, or representative of an applicant, that has submitted an application for the current application period.
- ▶ This applies if an individual is:
 - ▶ Employed or contracted by an agency acting as Lead Applicant in a proposal.
 - ▶ Employed or contracted by an agency acting as a partner in a proposal.
- ▶ If you misunderstood this requirement and fall into either of the categories above, contact 21CRFP@nysed.gov immediately following this webinar.

This slide is a repeat but we wanted to emphasize this information because it is new. In previous rounds of funding, applicants were able to act as peer reviewers for applicants competing in geographic regions other than their own. Current ESSA regulation prohibits any applicant, or representative of an applicant, from reviewing application for the current application period.

The Department conducted a national search for qualified individuals with diverse expertise, geographic location, gender, racial and ethnic representation to participate in the peer review process that will be used for the 21st CCLC applications. The most qualified reviewers will be individuals who are familiar with the operation of high quality youth programs in schools and communities.

Time Line and Design of the Peer Review

- ▶ *First Review: November 30th - December 21st
- ▶ 3rd reviewer if scores are more than 15 points apart
- ▶ *Third Reviews: January 3rd - January 24th
- ▶ Two Peer reviewers for each application
- ▶ 8-16 applications per person, depending on commitment.

**Dates are approximate and subject to change.*

The due date for the RFP was extended by one week, from November 14th to the 21st. SED will then begin the process of verifying signatures, and determining eligibility and priority points for each application. Upon completion of this task, we will begin the review process. As noted by the asterisk, we anticipate that first reviews will take place between November 30th and December 21st, and that third reviews would take place between January 3rd and January 24th, but these anticipated dates could be subject to change due to unforeseen circumstances.

With this RFP, there will be two reviewers for each application. Although you will be paired with another reviewer, you will not have the opportunity to discuss your scores. If the point spread between the two reviewers is more than 15 points, a third reviewer will be used. Some of you will act as 3rd reviewers only. (We will let you know soon if you are to be one of the paired first reviewers or a 3rd reviewer.)

Responsibilities of Peer Reviewers

Reviewers are expected to:

- ▶ Become familiar with the RFP <http://www.p12.nysed.gov/funding/2017-2022-21st-ccllc/home.html>.
- ▶ Study and review the Peer Review Manual provided by SED.
- ▶ Review the Questions and Answers prepared for potential applicants: <http://www.p12.nysed.gov/funding/2017-2022-21st-ccllc/2017-2022-21st-ccllc-grant-application-ga.pdf>.
- ▶ Participate in Webinar training on November 16, 2016.
- ▶ Maintain confidentiality.
- ▶ Report any conflict of interest.
- ▶ Contact SED immediately if you discover that the application has not been formatted properly, the narrative is too long, or other potential problems arise.
- ▶ Provide a specific and well-documented qualitative evaluation of each application.
- ▶ Evaluate each application individually against the Scoring Rubric. Do not evaluate one application against another.
- ▶ Prepare constructive strength and concern comments on the evaluation rubric.
- ▶ Ensure that all Scoring Rubrics are accurately completed in the specified timeframe.

Peer Reviewers are expected to:

- ▶ Become familiar with the RFP,
- ▶ Study and review the Peer Review Guidebook provided by SED,
- ▶ Review the Questions and Answers prepared for potential applicants,
- ▶ Participate in this Webinar training,
- ▶ Maintain confidentiality throughout the entire process and beyond,
- ▶ Report any conflict of interest,
- ▶ Contact SED immediately if you discover that the application has not been formatted properly, the narrative is too long, or other potential problems arise,
- ▶ Provide an objective, specific, qualitative and well-documented evaluation of each application assigned,
- ▶ Evaluate each application individually against the selection criteria. Do not evaluate one application against another,
- ▶ Prepare constructive strength and concern comments on the evaluation rubric, and
- ▶ Ensure that all Scoring Rubrics are accurately completed in the specified timeframe.

Application Review

- ▶ Assignments based on what you said you could complete in a three-week period in your application - between 8 and 16 application.
- ▶ Reviewers will not receive more applications than they agreed to, but may receive fewer.
- ▶ To be eligible for payment, reviewers must:
 - ▶ Complete all assigned reviews within 15 business days of receipt.
 - ▶ Return the following documents to SED:
 - ▶ Signed Substitute W-9 Form
 - ▶ Signed Reviewer Agreement & Confidentiality Statement
 - ▶ Signed Conflict of Interest Form
 - ▶ Signed forms must include a wet ink signature and be postal mailed to:
Student Support Services
Attn: 21st CCLC Peer Review
NYS Education Department
89 Washington Ave., 318M-EB
Albany, NY 12234
- ▶ Payments may take some time to process.

Applications will be assigned to you for review based on the number of applications you indicated you would review in your initial application. We estimate each application will take approximately three hours to review, with initial reviews taking slightly more time and later reviews taking less. Of course, everyone is different and you may find they take you more or less time on average.

If you no longer believe you can commit to the number of reviews you initially indicated, you've forgotten what was in your application, or you would like to commit to more reviews, please contact 21CRFP@nysed.gov immediately following this webinar. Starting tomorrow, we'll begin to issue Reviewer Agreements via email. Please send signed agreements, along with your signed Substitute W-9 form to the address on the slide. You'll also find this address in your manual.

Please DO NOT send your signed Conflict of Interest Form until you have reviewed the complete list of applications assigned to you.

Responsibilities of The State Education Department

Tasks completed by SED prior to the peer review (don't worry about these things)

- ✓ Determine Eligibility of partner schools.
- ✓ Award Priority points
- ✓ Determine Geographic locations for scoring and funding purposes
- ✓ Required signatures on Cover Page and FS-10 Budget
- ✓ Verify Per student cost
- ✓ Determine if School Age Child Care License is required
- ✓ Determine overlap in schools served, if awarded funds

Before applications are assigned to reviewers, SED staff will review them for eligibility. Reviewers do NOT need to worry about the following things:

- Eligibility. We'll take care of making sure both lead applicants and the students they propose to serve meet the eligibility requirements.
- Priority Points. Schools in priority funding categories may receive additional points. We'll take care of this and add those points to reviewer scores where applicable.
- Geographic locations. SED staff will determine which geographic area a proposal will primarily serve.
- Signatures on the Cover Page and Budget. SED staff will verify these signatures on the hard copies submitted via postal mail. (Reviewers should look for signatures on Partnership Agreements, though.)
- Per Student Cost. SED will verify applicants have not exceeded the \$1,600 per student cap.
- SACC Licensing. SED will determine whether a program requires a School-Aged Child Care License.
- School Overlap. SED will verify that only one award per building is made. (Though we always appreciate the heads up if you notice you have two applications proposing to serve the same school.)

Application Documents

- Mandatory Notice of Intent
- Application Cover Page
- Payee Information Form/NYSED Substitute W-9 Form (if required)
- Program Summary Form
- Participating Schools Form
- Private School Consultation Form
- Partnering Agencies Form
- Program Sites Form
- ***Program Narrative**
- ***Composite Budget**
- ***FS-10 Budget (July 1, 2017 to June 30, 2018)**
- ***Partnership Agreement(s)**
- School-Age Child Care (SACC) License (optional)
- M/WBE Documents Package
- Proof of Workers Compensation Coverage (if required)
- Proof of Disability Benefits Coverage (if required)
- Mailed Application Package

When you view the list of application documents, it will seem overwhelming at first. In the list above, the documents in gray are not relevant to your review and can be ignored. The documents in black should be reviewed for context, and the documents in black with asterisks will provide the information necessary to complete your review. Remember: Don't worry about signatures

Reviewing the Program Narrative

Follow the Scoring Guide and Rubric!

The Program Narrative (not to exceed 25 pages) should respond to each of the sections listed below.

- ▶ 1) Executive Summary - not to exceed 2 pages (1 point)
- ▶ 2) Need for Project (8 points)
- ▶ 3) Key Elements of Program Design (20 points)
- ▶ 4) Use of Time (10 points)
- ▶ 5) Program Management (16 points)
- ▶ 6) Quality of Program Evaluation (10 points)
- ▶ 7) Organizational Leadership and Quality of the Management Plan (15 points)
- ▶ 8) Adequacy of Resources (20 points)

For this RFP, we have broken down the scoring rubric into a set of questions for each section listed on the slide. Each application should include a brief Executive Summary, an explanation of the Need for the Project, a description of the Key Elements of Program Design, an explanation of the Use of Time, a plan for Program Management, and a defense of the applicant's Organizational Leadership and Quality of their Management Plan. Finally, the narrative should address the Adequacy of Resources allocated to the proposed program.

Each section has a maximum point value and contains specific evaluation criteria that have individual point values. You will determine the number of points to be awarded to each of the criteria, signifying Very Good, Good, Fair, Weak or Missing Response. These categories are outlined in the guidebook and are specifically explained for each scoring indicator in the rubric.

An application (except from a for-profit applicant) must receive a final average score of 75 or higher out of 100 points (not including priority points) to be considered for funding. For-profit applications will be scored a little differently. If your review team is tasked with for-profit applications, we'll reach out to you directly to address the differences.

The Program Narrative cannot exceed 25 double-spaced pages, paginated, using one-inch margins and Times New Roman or Arial standard font in 12-point. The allowed 25 pages includes the Executive Summary and "Template for Goals and Objectives Based on 21st Century Community Learning Centers Performance Indicators." Charts can be used ONLY to display numerical data or activity schedules. Charts may be single spaced but must be in Times New Roman or Arial standard font in 12-point type using one-inch margins. Other types of charts are not allowed. Charts cannot be used for narrative purposes. The 25 pages do not include the Budget (FS-10), the Composite Budget, or Partnership Agreement(s)

Please contact 21st Century program staff immediately if you have serious concerns about the formatting of an application.

Remember: As a reviewer, you are responsible for using only the evaluation criteria on the Application Scoring Evaluation Rubric to guide your rating of the applications.

How to Score a Proposal

- ▶ Follow the Scoring Rubric!
- ▶ Be objective
- ▶ Score each proposal on its own merit, not in comparison to another application.
- ▶ Do not, under any circumstances, contact an applicant to obtain further information.

The scoring rubric is available in the RFP, and must be completed via the FluidReview online system. In FluidReview, the application is formatted as a multiple choice survey. The rubric provides specific answer criteria for each question. Reviewers should attempt to answer each question as objectively as possible.

Score each proposal individually. You are not ranking your proposals, and should not rate them in comparison to one another. Rely solely on the scoring rubric to maintain objectivity.

Do not, under any circumstances, contact an applicant to obtain further information.

Writing Objective Reviewer Comments

In each section, Reviewers comments are required:

- ▶ **Strengths:**
- ▶ **Additional Concerns and Questions:**
 - ▶ Your comments should focus on the strengths and additional concerns and questions of an application's response to the evaluation criteria.
 - ▶ Thorough evaluations of an applicant's responses to the selection criteria are very important. Comments should not summarize what the application says. Comments must evaluate the application content concisely, clearly, and comprehensively. Be sure to differentiate comments based on fact from those based on professional judgment.
- ▶ **Guidelines:**
 - ▶ Be specific.
 - ▶ Evaluate rather than summarize.
 - ▶ Document your evaluation.
 - ▶ Be tactful.
 - ▶ Use complete sentences.
 - ▶ Use proper grammar and spelling.
 - ▶ Use objective language

When completing your review, you will not be able to continue to the next section until you have added your comments about the section you just scored. Your comments should address strengths of the application as well as concerns and questions. Comments should always be aligned with the evaluation criteria established in the scoring rubric. Comments should be specific and should evaluate the proposal rather than summarize it. Please do not simply reiterate the contents of the application in your comments.

Applicants will have the opportunity to request a debriefing letter after awards are made. Your comments will be shared within that letter, so please be tactful, use complete sentences and objective language, and be aware of grammar and spelling. If you're struggling to develop a comment, think about what you might say to the applicant that would help them write a stronger proposal the next time.

Remember that the comments may also be read by a third party in the event of a protest. When this happens, your comments provide defense of the applicant's score. The comments really do matter!

Writing Objective Reviewer Comments

Evaluation Criteria: Describe the reason for the selection of the community and the value of the proposed program in the identified community (2 points)

Applicant received 2 out of 2 points, Very Good

Reviewer Comment: The narrative gives a clear and detailed description of the reason for the selection of the community citing current statistics to support the selection, and provides a detailed description of how the proposed program will alleviate current gaps in educational opportunities for students and families.

In the next few slides, we'll go over a few sample comments relative to specific criteria.

(Read slide): In this slide, the applicant was asked to Describe ...

Writing Objective Reviewer Comments

Evaluation Criteria: Complete the Template for Goals and Objectives based on the 21st Century Performance Indicators below. Clearly state the program's objectives, activities, performance indicators and measures for each. (10 points)

Applicant received 5 out of 10 points, Fair

Reviewer Comment: Some of the program activities were missing indicators and/or measures and it was not always entirely clear how they were connected to the performance goals and objectives.

Read Slide

In this slide, the applicant was asked to Complete ...

Writing Objective Reviewer Comments

Evaluation Criteria: Describe how the activities will be aligned and coordinated with the regular school day and school day teachers, challenging State learning standards, school and district goals and career readiness standards; (2 points)

Applicant received 1.5 out of 2 points, Good

Reviewer Comment: While strategies are not currently in place that have been shown to be effective, the applicant proposes a plan for regular communication with school day teachers so that programming is continually aligned with State Standards and district goals on an ongoing basis.

Read Slide

Writing Objective Reviewer Comments

Evaluation Criteria: Describe how the NYS Guidelines for Social and Emotional Development and Learning will be reflected in the proposed program; (2 points)

Applicant received 1 out of 2 points, Fair

Reviewer Comment: Applicant identifies a limited approach for the program to incorporate the NYS Guidelines for Social and Emotional Development and Learning. While the NYS Guidelines are mentioned, they appear to be minimally reflected in the proposed program.

Read Slide

Writing Objective Reviewer Comments

Evaluation Criteria: Describe how students and parents have been meaningfully involved in planning and design of the program. Include how students and parents will have ongoing, meaningful involvement in planning throughout the duration of the program; (2 points)

Applicant received a score of .5 points, Weak

Reviewer Comment: There is little evidence provided that parents and students had a strong role in the planning and design of the program. A needs assessment had been conducted in prior years but there was no mention of planning meetings with these key stakeholders that have taken place or will take place.

Read Slide

Writing Objective Reviewer Comments

Evaluation Criteria: Describe how families of participants will be provided ongoing opportunities for meaningful engagement in their children's education, including opportunities for literacy and related educational development. (2 points)

Applicant received 2 out of 2 points, Very good

Reviewer Comment: The applicant clearly describes detailed plans for family literacy activities, including ESL and computer literacy classes as well as parenting workshops. These are classes that families had indicated they were interested in attending.

Read Slide

The Peer Review Process

HOMEWORK ASSIGNMENTS

- ▶ Read the RFP and Posted Questions and Answers
- ▶ Review the Guidebook and other materials sent to all reviewers
- ▶ **Return** signed Reviewer Agreement
- ▶ **Return** signed Confidentiality statement
- ▶ Upon receipt of application list, **Return** signed Conflict of Interest Form
- ▶ **RETURN INFORMATION FOR HONORARIUM !!**

Homework assignments are as follows:

- Read the RFP and Posted Questions and Answers
- Review the Guidebook and other materials sent to all reviewers
- Return signed Reviewer Agreement
- Return signed Confidentiality statement
- Upon receipt of application list, Return signed Conflict of Interest Form
- RETURN the paperwork for the HONORARIUM !!



The background of the slide features an abstract design with overlapping translucent blue polygons of various shades, creating a modern, geometric look. The text is centered on the left side of the slide.

Part 3: Program Quality

Lets spend some time discussing criteria for reviewing program quality.

Quality Programs

- Meet the needs of students and families
- Cultivate Effective Partnerships
- Promote Meaningful Involvement
- Offer Positive Youth Development
- Set Quality Objectives
- Use the Principles of Effectiveness
- Have Ongoing Evaluation/Self Assessment

21st Century Programs involve a comprehensive approach to providing quality expanded learning experiences for students and their families. We will focus on what is involved in creating a quality program, and sustaining quality through the life of the 21st Century grant.

Topics we will cover are:

- Meeting the needs of students and families
- Effective partnerships
- Meaningful involvement of students and families
- Positive youth development
- Quality objectives
- Principles of effectiveness, and
- Ongoing evaluation and self assessment

Developing Quality Program: Principles of Effectiveness

- Assessment of objective data to identify need
- Research-based program activities that meet the stated needs
- An established set of performance measures (achievement, attendance, behavior, etc.) to demonstrate outcomes

Creating a quality 21st Century program includes basing that program on the Principles of Effectiveness, developed by the United States Department of Education. They include:

1. Assessment of objective data to identify need. Applicants should prove need through current and specific data regarding students, families and the community where they live.
2. Use of research-based program activities to address the identified needs. When providing services in core academic areas where scientifically-based research has been conducted and is available – such as reading and math – a 21st Century program should employ strategies based on that research.
3. Development of an established set of performance measures (achievement, attendance, behavior, etc.) to demonstrate outcomes.

What this means is that applicants for funding should provide a well thought-out plan for programming. Sound planning and a focus on research-based activities and learning will be the key to program quality. Remember to keep these principles in mind as you review the applicant's program goals and objectives.

Effective Partnerships

- At least one LEA and one CBO
- Collaboration in planning and design
- History of working together
- Substantial roles in delivery of services, sharing grant resources and having significant involvement in management and oversight
- Linkage with the school day
- Program activities are integrated with the regular school day program
- Clear communication

All 21st Century programs must reflect a partnership between at least one local education agency and one community-based organization.

Effective partnerships begin prior to writing the actual RFP, when potential partners meet regularly to collaborate and plan for program design. The applicant should describe time allocation for collaborative planning and professional development for school staff and partnering organizations, in order to build strong systems of program delivery.

A solid partnership should be evident through all stages of programming, from initial planning, through implementation, to evaluation. It can be very obvious to grant reviewers when partnerships are thrown together at the last minute to apply for funding. So whenever applicable, an applicant should include a description of the history of collaborative work.

Partners should have substantial roles in the delivery of services and sharing of grant resources, and they should have significant involvement in management and oversight of the grant.

Linkage with the school day is one of the most important aspects of the 21st Century grant, and developing strong partnerships to promote that linkage is paramount.

The application should describe how program activities will be aligned and coordinated with the regular school day, and how staff will collaborate with school day teachers, whether the applicant proposes to offer programming to extend the regular school day, or has programming outside of the school day.

It is also important for the applicant to discuss with school partners how records will be accessed for evaluation and reporting purposes. At times this can become a stumbling block between schools and outside agencies, so reviewers should make sure the applicant addressed this issue as part of program design.

Methods of communication between schools and community organizations that are well-defined from inception of the program will be beneficial for all involved throughout the life of the grant.

Reviewing Partnership Agreements

Follow the Scoring Rubric!

Partnership Agreements should:

- ▶ Reflect the narrative and describe the role and responsibilities of each partnering agency.
- ▶ Include some customized responsibilities in addition to the required items listed on the agreements.

Use the criteria in the scoring rubric to evaluate Partnership Agreements. They should reflect the narrative, should demonstrate collaboration and shared decision-making, and should clearly define the roles and responsibilities of each program partner.

Partnership Agreements should include the content from the Sample Agreement provided in the RFP, but should also include customization to reflect the unique aspects of the partners' relationship.

Meeting the Needs of Students and Families

- Describe the community where students and their families live and go to school
- Based on local data (Be specific!)
 - - Poverty / free & reduced lunch rates
 - - Literacy / education levels
 - - Needs of the community
- Provide services not currently available
- Provide opportunities for families' active and meaningful engagement in their children's education
- Provide literacy services for families

In the Need for Project section of the RFP, it is important to clearly describe the community where students and their families live and go to school. The characteristics of the population and community to be served are essential factors that inform the design of a successful 21st CCLC expanded and extended learning time program, ultimately driving support for student enrollment in the program. Be sure to reference local data which includes but is not limited to poverty, free and reduced lunch rates, literacy and education levels, and needs of the community. The proposal should convey a concrete understanding of the community, as well as what services are not currently available to families in order to help frame the proposal in relation to the need for a 21st Century program in that area. Be mindful to provide data that is current and specific enough to strongly support those needs.

Families should have opportunities for families' active and meaningful engagement in their children's education. Providing literacy and other educational development opportunities for families of students is an essential element of 21st Century programming, along with academic enrichment and youth development. Opportunities for families should be ongoing, such as computer classes, GED classes, English as a second language, job readiness skills, etc. While it is valuable to invite families to the program for celebrations, presentations and family nights, the focus on families' engagement should be ongoing.

Meaningful Involvement of Students and Families

- In Planning and Design
- During Program Implementation
- In Evaluation

A quality 21st Century program establishes a strong collaboration and relationship with students, families, and the community in order to achieve program goals. You will find that the theme of promoting meaningful involvement of students and families is woven throughout the RFP.

Students and families should be involved in all aspects of the program, beginning with planning and design. One way to receive initial input is to gather information from student or parent surveys, focusing on wants and needs for programming. All partners, including youth, families, and the community, need to decide how youth participation will be incorporated. There are several questions to keep in mind when thinking about how to involve students and families in your program, including;

- How will consistent and active participation be promoted from the start, and how will families be involved in decision making and planning? Grantees are required to have an advisory Board that meets quarterly. Look for stakeholder involvement that includes family involvement and depending on the age of the students, student involvement when appropriate as well.
- Once the program is implemented, what opportunities will youth participants have to express their ideas, concerns and opinions? How will program staff communicate with families regarding information about matters concerning their child, as well as information about community resources to meet their needs?
- When evaluating the program, how will students and families be meaningfully involved? What methods will be used to gain insight and feedback from these most important stakeholders?

All of these questions should be carefully considered when planning for programming.

Social Emotional Development and Learning

- ▶ Outreach to and engagement of families and community;
- ▶ Attention to school - classroom environment and relationships;
- ▶ Skill acquisition through sequenced social - emotional learning opportunities and standards-based instruction;
- ▶ After school, out-of-school, extra curricular and service learning and mentoring;
- ▶ Alignment of district and school personnel, policies, and practices to support students;
- ▶ Collaboration between school district and community-based service providers;
- ▶ Staff development for administrative, instructional, student support staff and willing partners.

The NYS Guidelines for Social and Emotional Development and Learning were adopted by the Board of Regents in 2011 for voluntary use by schools. Social and emotional development and learning is facilitated through seven approaches in some combination of:

- Outreach to and engagement of families and community;
- Attention to school classroom environment and relationships;
- Skill acquisition through sequenced social - emotional learning opportunities and standards-based instruction;
- After school, out-of-school, extra curricular and service learning and mentoring;
- Alignment of district and school personnel, policies, and practices to support students;
- Collaboration between school district and community-based service providers;
- Staff development for administrative, instructional, and student support staff and willing partners.

In this RFP, applicants are asked to describe how the Guidelines will be reflected in opportunities for youth development and enrichment through hands-on project-based activities, service learning, and other experiences not typically offered in the traditional classroom setting.

Performance Indicators

Objective 1 – 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services for students and their families.

- 1.1 Core educational services
- 1.2 Enrichment and support activities
- 1.3 Community involvement
- 1.4 Services to parents and other adult community members
- 1.5 Extended hours

Objective 2 – Students participating in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

- 2.1 Achievement
- 2.2 Behavior

The goal of all 21st Century programs in the United States is to enable public elementary and secondary schools to plan, implement, or expand learning opportunities for the benefit of the educational, health, social service, cultural and recreational needs of students and their families.

Performance Indicators, listed in their entirety in the application, are designed to support the development of program objectives for implementation and student outcomes that meet this federal statutory goal.

Core educational services: 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Enrichment and support activities: 100% of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

Community involvement: 100% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

Services to parents and other adult community members: 100% of Centers will offer services to parents of participating children.

Extended hours: More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during summer and holidays.

Achievement: Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

Behavior: Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Developing individual program objectives will be explained more clearly in the next slide.

Developing Quality Objectives

Developing SAFE and SMART Objectives that are based on Performance Indicators

SAFE:

- Sequenced, Active, Focused and Explicit

SMART:

- Objectives are Specific and activities detailed
- Desired outcomes can be Measured
- Objectives are Attainable and Realistic
- Objectives include Timelines for progress

By developing SAFE and SMART program objectives, applicants will create a framework for quality programming, and a roadmap for useful evaluation and sustainability efforts.

By SAFE program objectives we mean effective programs are **Sequenced, Active, Focused and Explicit** – They should be **highly Focused** on personal and social skill development; use activities that are **Sequenced** and coordinated to achieve **Explicitly identified outcomes** for youth; and require **Active** involvement of youth.

Always remember, objectives should be based on the federal 21st Century Performance Indicators, which are listed in Appendix 6 of the RFP and will be reviewed in the next slide.

All objectives should also be SMART - ***Specific***, with detailed program activities to support the objective, so that outcomes can be ***Measured***.

It is important that objectives also be ***Attainable*** and ***Realistic***. Saying that you will have 100% parent participation, or that 95% of students will increase their test scores by a whole letter grade in one year may be wishful thinking, but may not be realistic or attainable. It is admirable to create rigorous objectives in order to promote positive achievement, but don't set the bar so high that desired outcomes will be out of reach.

Finally, objectives should include a ***Timeline*** for progress which will help with data collection to measure success of the students and the program.

Template for Goals and Objectives

Objective 2 – Students participating in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.		
Sub-objective 2.2 - Behavior. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.		
Program Objective 2.2-1: <i>Regular attendees will learn conflict resolution skills and other coping strategies that will result in improved behavior.</i>		
Activities in support of this program objective	Performance indicator(s) of success	How progress will be measured
<i>Peer Mediation as needed, Conflict Resolution skills 2x/week, Mentor Program 1x/week</i>	<i>Disciplinary referrals will be reduced by 3% each year from established baseline.</i>	<i>Office Disciplinary Referrals</i>

The Template for Goals and Objectives can be found in the grant application. This template **MUST** be used by applicants to provide their program objectives for their grant. They have been instructed to paste the template, **without the instructions**, into the body of the 25-page narrative.

This example shows just one very simple program objective, but applicants may have more than one indicator or measure of progress, and they may also have more than one Program Objective for each Sub-Objective. Applicants were instructed to add additional program objectives, by copying and pasting the rows and cells as needed.

In this example, the Program Objective is that regular attendees will learn conflict resolution skills and other coping strategies that will result in improved behavior.

Activities to support the program objective should include what participants will actually do. Note that activities should be quantified whenever possible.

Performance Indicators of Success state how an applicant will know if the activity is successful.

How progress is measured describes the tools that will be used to measure this progress or success. In this case, disciplinary referrals are used.

A reminder: Be sure the applicant's performance indicators are specific, measurable, attainable and realistic, with reasonable time allocated for successful implementation.

Family Engagement and Literacy

Meaningful family engagement includes engaging parents and guardians in their children's education as well as in ongoing 21st CCLC planning and program improvement efforts.

Services for families should be based on a needs assessment, parent/guardian surveys, and/or demographic trends to determine what the families need and want. Examples of appropriate literacy services might be computer classes, resume preparation, English as a second language, assistance in understanding and supporting their children's learning at home, and how to communicate effectively with school.

The applicant should address meaningful family engagement and literacy opportunities. Services for families should be based on a needs assessment, parent/guardian surveys, and/or demographic trends to determine what the families need and want. Describing community needs is important as well. Examples of appropriate literacy services might be computer classes, resume preparation, English as a second language, assistance in understanding and supporting their children's learning at home, and how to communicate effectively with school.

Each program proposal should be designed to meet the needs that are unique to the community, student and families being served. Even if the same organization applies for several grants, each application should reflect these unique needs, and the program should be specifically designed to meet those needs.

Ongoing Evaluation and Self-Assessment

- Ongoing self assessment – Network for Youth Success QSA (Available at <http://networkforyouthsuccess.org/qsa>)
- Annual Performance Report (APR)
- The Role of the Independent Evaluator

Evaluation and assessment are an integral part of all 21st Century programs.

The Quality Self Assessment tool (or QSA) must be used twice each year. You will find a link to the QSA under Program Requirements in the RFP. It is important to remember that the QSA is a planning and self-assessment tool - not an evaluation tool. The overall goal of self-assessment should be to elicit input from all stakeholders in order to promote program quality and effective outcomes. Many grantees include use of the QSA during their quarterly advisory meetings but how grantees incorporate its use can vary.

The Annual Performance Report (or APR) is a federal web-based reporting system and is required for all 21st Century grantees across the country to report to the federal government. This comprehensive report consists of data gathered for such things as attendance, free and reduced lunch rates, ethnicity, ELA and Math grades, state assessment scores, program activities and components, and more. Programs need to be aware of this report from the onset in order to gather necessary data throughout the year.

As stated in an earlier slide, each grantee must contract with an independent evaluator to conduct periodic evaluation of the 21st Century program's progress toward achieving its objectives. The evaluator should also work in concert with the applicant on the QSA and APR. The applicant should describe how the results of the evaluation will be used to refine, improve and strengthen the program, and should be made available to the public upon request. The evaluator must adhere to the Evaluation Manual. The cost of an independent evaluator may not exceed 8% of the total annual grant award. For this RFP, the evaluator must be a vendor, not a partner.

Use of the Quality Self-Assessment Tool

Programs are to be designed to include the 10 essential elements of high quality out-of-school time programs outlined in the Program Quality Self-Assessment (QSA) Tool.

- 1.Environment and Climate
- 2.Administrative and Organization
- 3.Relationships
- 4.Staffing and Professional Development
- 5.Programming and Activities
- 6.Linkages Between the School Day and After School Programs
- 7.Youth Participation and Engagement
- 8.Parent, Family and Community Partnerships
- 9.Program Sustainability and Growth
- 10.Measuring Outcomes and Evaluation

Grantees are required to use the QSA twice each year. Applicants should describe how they will meet this requirement and reviewers should look for evidence of these elements throughout the proposal.

Local Evaluation

- ▶ A periodic independent evaluation, contracted by the grantee, is required to assess the 21st CCLC grantee's progress toward achieving its objectives to provide a high-quality program.
- ▶ The results of the evaluation must be (1) used to refine, improve, and strengthen the program; and (2) made available to the public upon request.
- ▶ Students and families should have meaningful involvement throughout the evaluation process.
- ▶ Intended Evaluator cannot be the primary grant writer of the RFP.

All grantees are required to have an independent local program evaluator. The local program evaluation requirements are outlined in the Evaluation Manual. The local program evaluator may not be the primary grant writer of a proposal.

Applications should also reflect that students and parents are highly valued in all aspects of the grant, including evaluation.

Other Program Requirements

- ▶ **Attendance:** Providing a plan for keeping student attendance by time in each activity to meet or exceed the 21st CCLC legislative intent of a minimum of 90 hours per year (30 days per year for three hours per day).

Applicants should describe how the use of time in the 21st CCLC program best meets the identified needs of students and their families and leverages student interest to have positive impacts on attendance, engagement, and academics, all of which are critical to student success.

Regional Considerations

Rural Areas

May have:

- ▶ smaller schools with fewer resources, a much lower tax base and declining enrollments.
- ▶ Cultural diversity
- ▶ No mass transit and wide-ranging geographic isolation
- ▶ Technological isolation
- ▶ Rural students that leave their local communities after high school or college
- ▶ Strong sense of community

This slide serves as a reminder about what to expect from a high needs rural program in contrast to a high needs urban program. Upstate rural school districts may have only 130 students K-12 and no industry. There may be 56 students in a graduating class, versus 560 students in a suburban or urban district. One rural district may serve children from three different counties.

Although rural schools may have a student population of over 95% Caucasian, they may also have significant diversity in terms of religion, language (more and more ESL students), family composition and socioeconomic status.

Rural programs may incorporate transportation for students which may use a large percentage of 21st CCLC dollars for this purpose due to the distances between the program and students' homes. Students who are in most need of the program may not be able to attend unless transportation is provided.

Unlike urban or suburban areas families who may be able to walk or take a bus to a library, school or a community center to gain internet access and the information it can convey, some rural families do not have or cannot afford access to the internet.

Regional Considerations, Cont.

Big 4 and Long Island

May Have:

- ▶ Contract issues which affect cost allocations
- ▶ Transportation costs related to school of choice, or public transit
- ▶ Struggling businesses
- ▶ Higher costs of living
- ▶ English Language Learners and tremendous cultural diversity
- ▶ Long Island has 127 school districts and is home to the largest and smallest school districts in NYS outside of New York City.
- ▶ Several of the State's lowest performing school districts

This slide serves as a reminder about what to expect when reviewing applicants from what SED refers to as The Big 4, and Long island. Applications from these areas may reflect contract issues which affect cost allocations, transportation costs related to school of choice, or public transit, struggling businesses, higher costs of living, high numbers of English Language Learners, and tremendous cultural diversity.

Long Island has 127 school districts and is home to the largest and smallest school districts in NYS outside of New York City.

Several of the State's lowest performing schools are located in these regions.

Regional Considerations, Cont.

New York City

NYCDOE Organizational Structure

- ▶ 32 Community School Districts (each district has a Community School District Superintendent)
- ▶ Special Education District (D75)
- ▶ Alternate Learning Centers District (D88)
- ▶ Over 1,700 schools

This slide lists some unique aspects of NYC applicants. (Read info on slide) Be sure to review the information in your packets, as NYC has many nuances that are different from the rest of the state.

Various Site Location Options

All 21st Century Community Learning Centers must be located in a safe and easily accessible facility...

- ▶ At School
- ▶ At a Community Based Organization
- ▶ No more than one program per site
- ▶ May serve two separate cohorts of students from one school

All 21st Century Community Learning Centers must be located in a safe and easily accessible facility. Possible program locations include, but are not limited to; schools and community based organization facilities

There may only be one 21st CCLC program per school. A separate cohort of students from a school with a 21st CCLC program may be served by another 21st CCLC program if it occurs at a location other than the school.

Reviewing the Budget

Follow the Scoring Guide and Rubric!

- ▶ FS-10 Budget (July 1, 2017 to June 30, 2018)
- ▶ Be sure Composite Budget aligns with FS-10 Budget
- ▶ Be sure budget reflects what is written in the narrative

The narrative should describe the purpose of the allocation of funds to each budget category of the FS-10 Budget Form and how the budget adheres to mandatory funding caps for administration (10%), planning and professional development (5%), and evaluation (8%) and the provision of minimum direct service by lead agency (15%). Direct service excludes purchased services and administrative costs. Reviewers should verify the applicant has indicated compliance with each of these budget caps in the application's Composite Budget, but need not verify the applicant's calculations.

FS-10 Budget Form

- Costs are to be adequate and reasonable
- Transportation costs are allowable
- Nutrition costs are not allowed
- If equipment has a unit cost of \$5,000 or less, place it in “Supplies and Materials”
- No budget narrative
- Composite Budget

All proposed budgets for the 21st CCLC program are to be prepared on an FS-10 form.

Costs for 21st CCLC proposals should be adequate and reasonable. Costs will vary according to geographic area, as well as from proposal to proposal. Most importantly, costs should be adequate to provide quality programming, and be reasonable within the context of an organization and its community.

Transportation costs are allowable, including busing or other forms of public transportation such as the use of Metro cards in New York City, and/or field trips.

Funding for nutritional services is not allowed and must be obtained from sources other than 21st Century, but applicants are strongly encouraged to provide children with a healthy snack as part of a comprehensive program. Many schools will be eligible to receive funds through the United States Department of Agriculture (USDA) Food and Nutrition Service for after school snacks, and in some cases, to provide meals.

Items with a unit cost under \$5000 are considered to be Supplies and Materials. Incentives, rewards and awards for students are not allowed.

For an item to be considered as Equipment, it must have a unit cost of at least \$5,000.

A budget narrative is no longer a part of the budget or proposal for funding. The Adequacy of Resources section of the program narrative should include more detail so that the budget is understandable to the reviewer.

A summary Composite Budget is also required. It will reflect a summary of the budget categories on the FS-10 and the total number of children the applicant proposes to serve, resulting in a total cost per child. If the cost per student is over 1,600 dollars, the application will not be reviewed. It is certainly allowable to have a cost per student of less than 1,600 dollars.

More on Budgets

Increased Fiscal Accountability:

- ▶ Maximum allowable cost per student: \$1,600.
- ▶ Minimum of 15% direct service must be provided by the lead fiscal agent;
- ▶ No more than 10% of the total annual award for administrative costs, inclusive of Indirect Costs;
- ▶ No more than 8% for local program evaluation.
- ▶ No more than 5% for planning and professional development;

Increased Fiscal accountability: In the past, budgets have been incredibly varied, and often top-heavy on admin costs. Also, some lead organizations did not carry their weight in delivering direct services – they acted more as a bank than a partner.

Composite Budget

Applicant Name:						
NYSED Use Only: Applicant Number			Col A	Col B	Col C	Col D
Expenditure Category	Budget Code	Amount	Direct Service by L.A.	Admin Expense	Evaluation expense	Plan and Prof Dev Expense
1 Salary for Professional Personnel	15	148,600	108,600	0	0	0
2 Salary for Non-Professional Personnel	16	26,760	0	15,750	0	0
3 Purchased Services	40	135,000	0	0	0,000	0
4 Supplies & Materials	45	14,000	0	0	0	0
5 Travel Expense	46	25,300	0	0	0	0
6 Employee Benefits	80	80,350	20,350	0	0	0
7 SUBTOTAL (of Lines 1-6)		433,140	137,330	15,750	8,000	0
8 Indirect Cost	90	19,780	0	19,780	0	0
9 PROCES Services	49	0	0	0	0	0
10 Minor Remodeling	35	0	0	0	0	0
11 Equipment	20	0	0	0	0	0
12 GRAND TOTAL (Lines 7-11)		433,140	137,330	35,530	8,000	0
13 Number of Students Served		30				
14 Cost Per Student		14,438				
15 Percentage of Budget			30%	8%	2%	0%

≤\$1,600

≥15%

≤10%

≤8%

≤5%

Here's an example composite budget to show you where to look for the relevant information.

We'll address the red arrows from left to right.

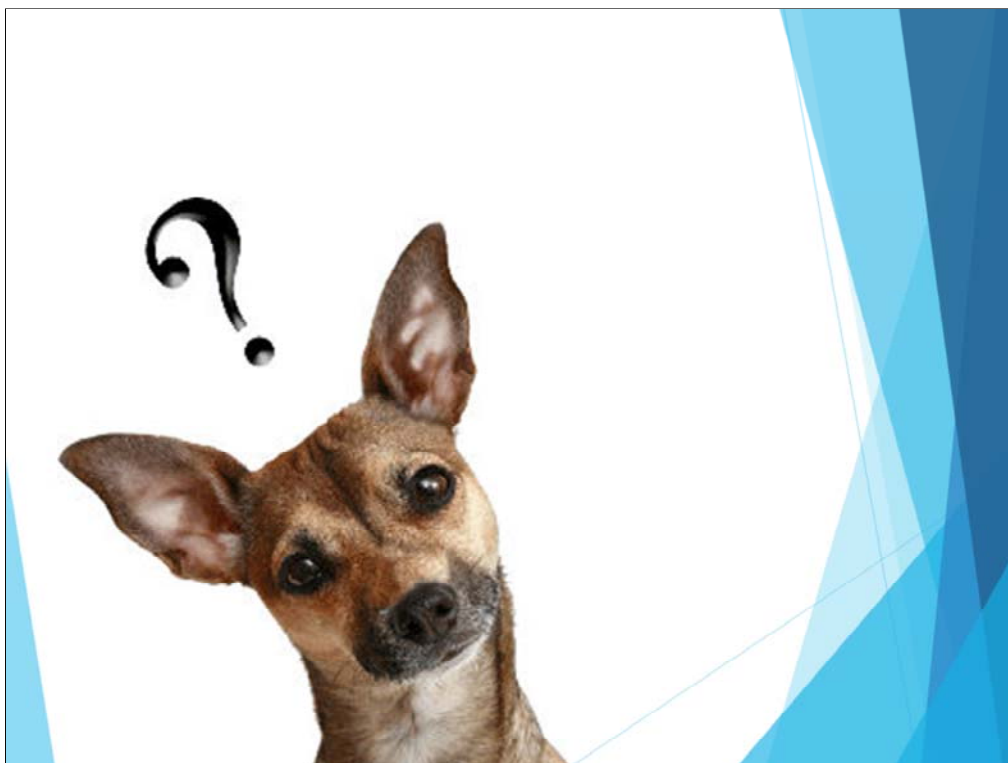
The maximum allowable cost per student: \$1,600. This is automatically calculated by the Composite Budget form. If you notice a discrepancy between the number of students the applicant indicates they intend to serve in the Participating Schools Form and here, or a discrepancy between the total budget amount listed in the Composite Budget and FS-10 Proposed Budget, please let us know.

Moving to the right, the 2nd arrow points to the percentage of service provided by the lead fiscal agent. This must be at least 15%, and may not include Purchased Services, since those services are not provided by the lead fiscal agent.;

The 3rd arrow points to the percentage of the budget allocated for administrative costs, inclusive of Indirect Costs. This may be no more than 10% of the total annual award.

No more than 8% may be used for local program evaluation; and

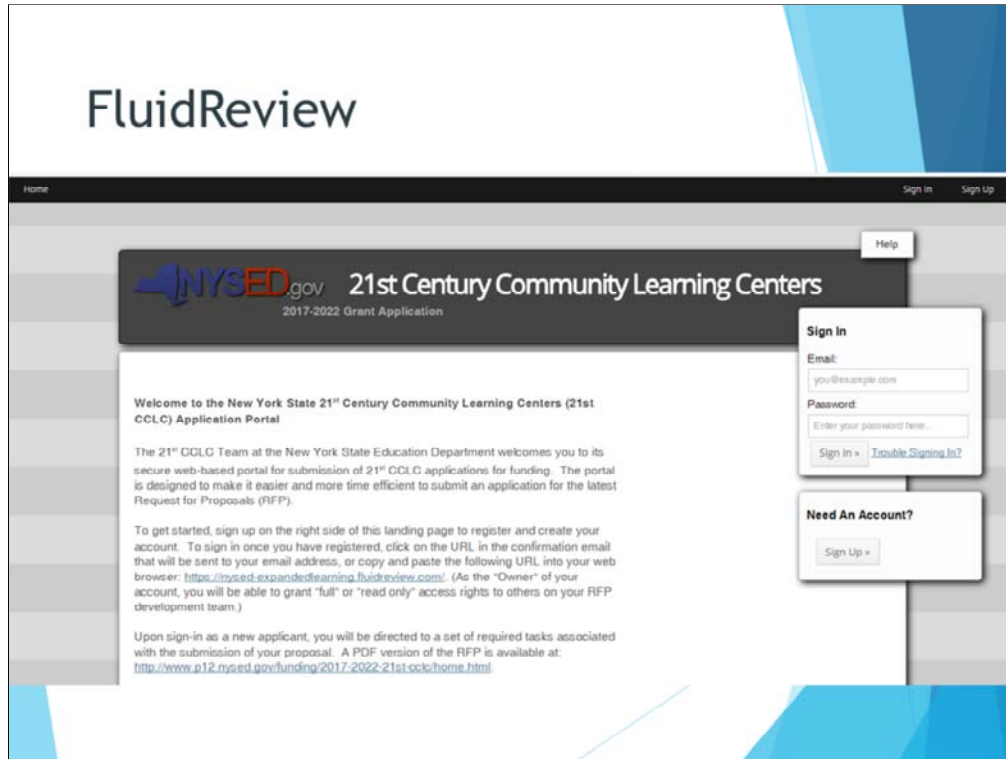
No more than 5% may be used for planning and professional development.



The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side and bottom of the slide, creating a modern, dynamic feel.

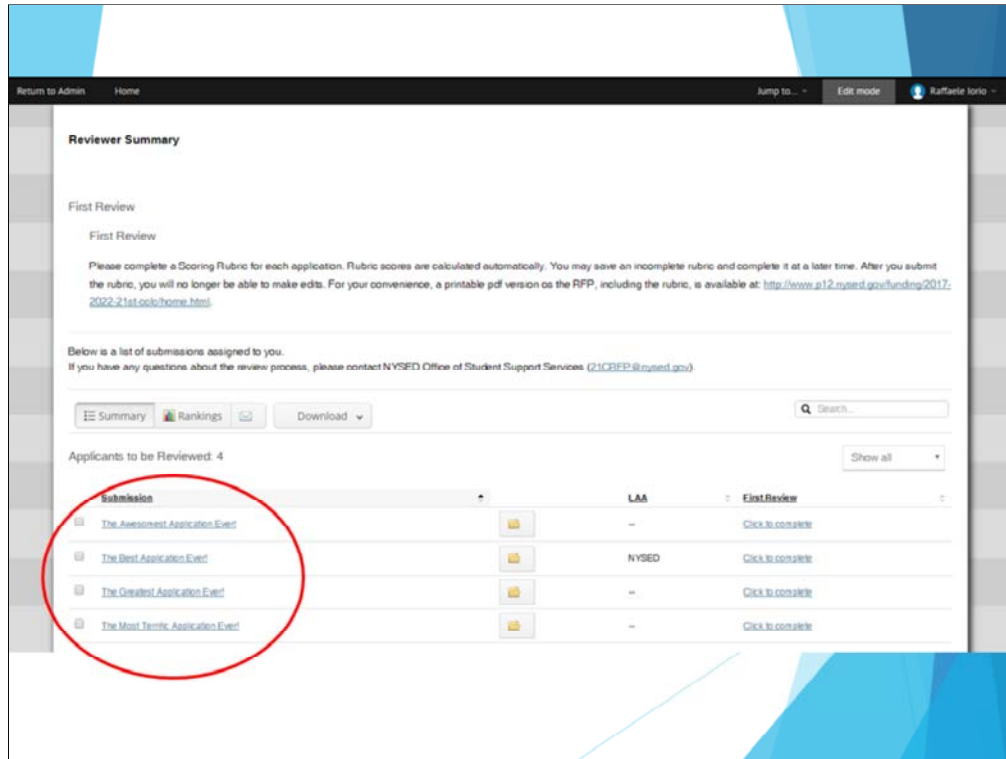
Part 4: Scoring Applications in FluidReview

We're getting close to the end, but want to spend a few minutes going over what to expect when using our online system, FluidReview.



As in Round 6, the peer review process will occur entirely online this year at FluidReview.com. For those of you returning. FluidReview was formerly called ReviewRoom. Reviewers will receive an invitation to the 21st CCLC FluidReview portal following today's webinar.

Reminder: Do not, under any circumstances, contact an applicant to obtain further information.



Once you have logged into the FluidReview portal, you will see a list of applications that have been assigned to you.

Reviewer Summary

First Review

First Review

Please complete a Scoring Rubric for each application. Rubric scores are calculated automatically. You may save an incomplete rubric and complete it at a later date. After you submit the rubric, you will no longer be able to make edits. For your convenience, a printable pdf version of the RFP, including the rubric, is available at: <http://www.p12.nysed.gov/funding/2017-2022-21st.cdc/home.html>

Below is a list of submissions assigned to you.
If you have any questions about the review process, please contact NYSED Office of Student Support Services (21CDEP@nysed.gov)

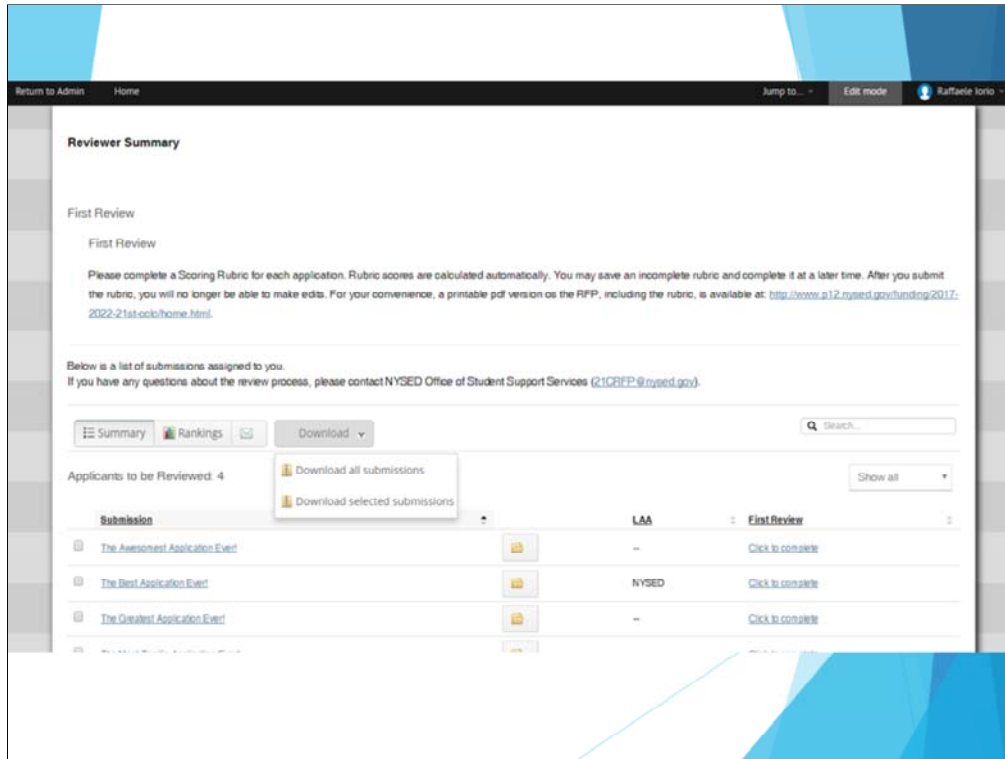
Summary Rankings Download

Search

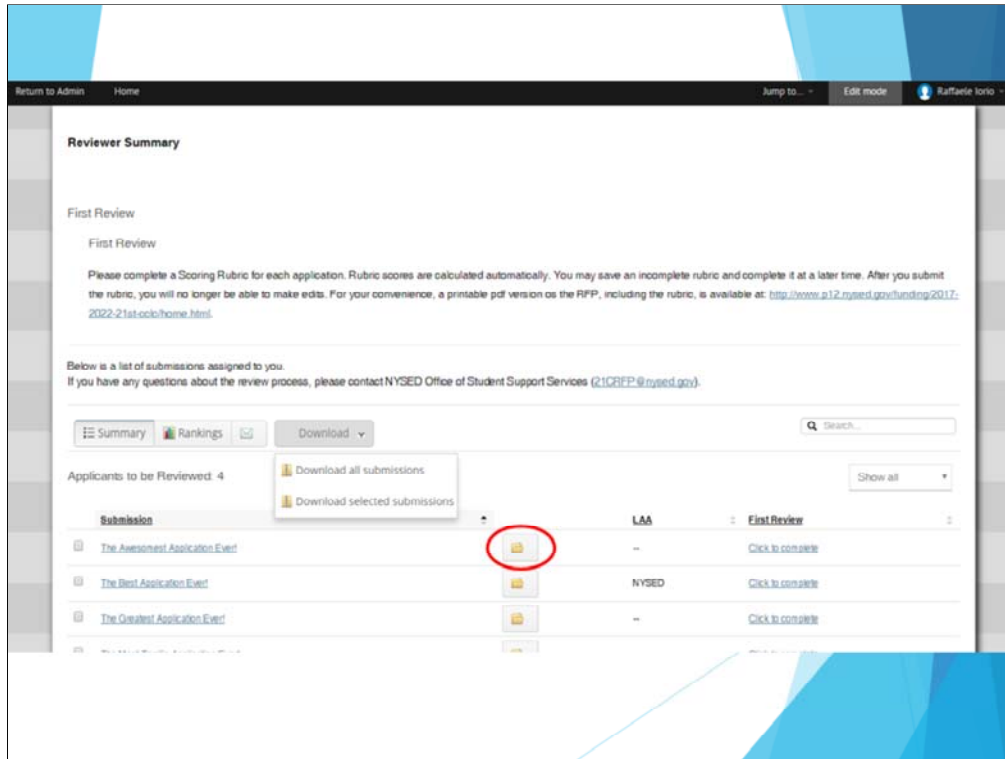
Applicants to be Reviewed: 4 Show all

Submission	LAA	First Review
The Assessment Application Event	—	Click to complete
The Best Application Event	NYSED	Click to complete
The Greatest Application Event	—	Click to complete
The Most Terrible Application Event	—	Click to complete

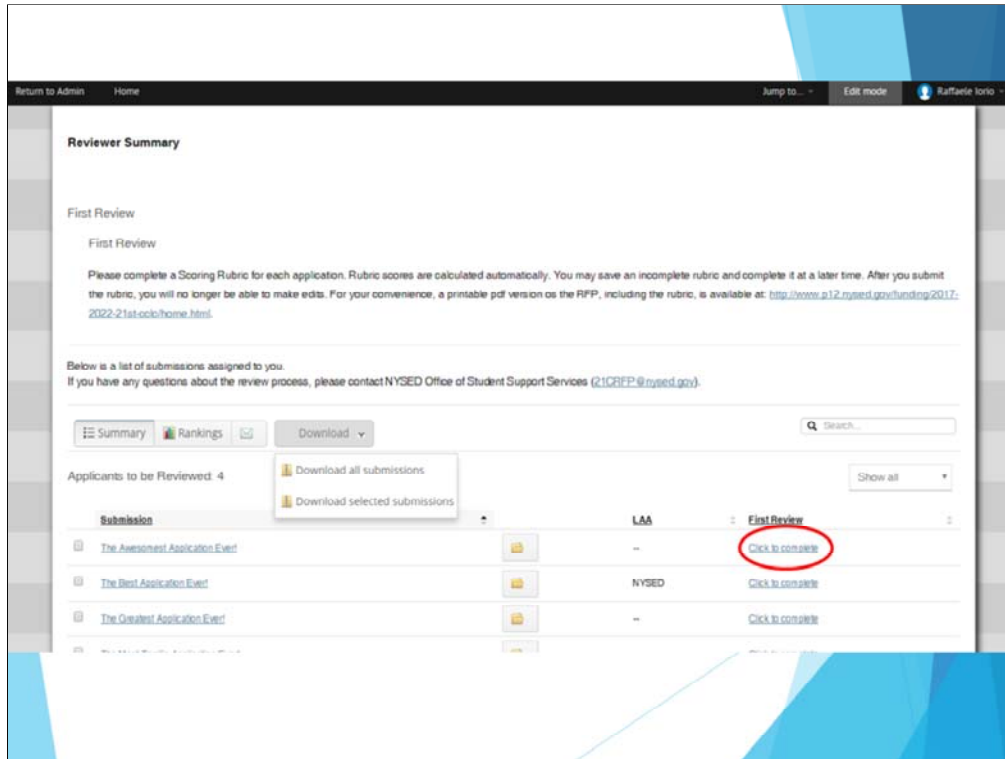
For your convenience, a printable pdf version of the RFP, including the Reviewer Rubric, is available at the link shown on the slide. The link is also available in your Reviewer Manual.



You may download all proposals assigned to you at once by clicking on download, then download all submissions, or you may check the box next to one or more submissions you want to download, then click on download, then download selected submissions. Using this option will generate a single PDF document of each entire application.



Alternatively, especially for those of you who prefer to work online, you may view your assigned proposals online. When you click on the folder link to the right of the application title, you'll open up a list of the documents included in that application, for example the cover page, narrative, or budget, and you'll be able to open each document separately.



Once you have reviewed a proposal, “Click to complete” its Scoring Rubric.

21017-2022 21st Century Community Learning Centers Grant Application Appendix B: Composite Budget Settings Help

NYSSED.gov 21st Century Community Learning Centers
2017-2022 Grant Application

Go to: 1. Executive Summary 2. Need for Project 3. Key Demographics 4. Program Design 5. Use of Time 6. Program Management 7. Quality of Program Evaluation 8. Organizational Leadership and Quality of the Management Plan 9. Adequacy of Resources 10. Summary of Application Strengths and Concerns

Application Scoring Rubric

Review Criteria:

Very Good: Specific and comprehensive. Complete, detailed, and clearly articulated information as to how the criteria are met. They will include well-conceived and thoroughly developed ideas.

Good: General but sufficient detail. Adequate information as to how the criteria are met, but some areas are not fully explained and/or questions remain. Some minor inconsistencies and weaknesses.

Fair: Imprecise and non-specific. Limited information is provided about approach and strategies. Lacks focus and detail.

Weak: Does not meet the criteria, fails to provide information, provides inaccurate information, or provides information that requires substantial clarification as to how the criteria are met.

Missing Response: Question is not addressed.

5. Program Management

Describe how the applicant will manage the 21st CCLC program in order to meet the needs of the target population including health, nutrition and safety needs, and will ensure equitable access to meet the needs of special populations. Provide a detailed explanation of how all program partners will adhere to mandated data collection and reporting. The applicant should describe time allocation for collaborative planning and professional development for school staff and partnering organizations in order to build strong systems of program delivery. (10 points maximum)

5-a. Describe the provisions that have been made to access individual student records and to share individual and aggregated student data for the purpose of program evaluation in compliance with applicable laws relating to privacy and confidentiality. (3 points maximum)

Back Save & Continue Editing Next

You can use the “Go To” links at the top of the page for quick access to a specific section of the rubric. If you use this feature, make sure you’ve completed all sections of the rubric before you submit. If you find yourself unable to access the submit button, you may want to go back to the beginning and ensure each section is complete.

The progress bar in the upper right indicates the section of the rubric you’re in, which may or may not actually reflect your progress. If you do the sections in order, the progress bar will be correct. If you jump to section 8 first, the progress bar will indicate you are substantially complete, even though you haven’t done the first 7 sections yet.

Return to Admin
Home
Jump to...
Edit mode
Raffaella Iorio

2. Need for Project

Describe the population to be served by the program and discuss how the proposed program will offer students and families educational and enrichment opportunities that are not currently available. The characteristics of the population and community to be served are essential factors that inform the design of a successful 21st CCLC program, ultimately driving support for student enrollment in the program. (8 points maximum)

2-a. Describe the reason for the selection of the community and the value of the proposed program in the identified community (2 points maximum)

- ☐ **Very Good** - The narrative gives a clear and detailed description of the reason for the selection of the community and the value of the proposed program in the identified community. (2 points)
- ☒ **Good** - The reason for the selection of the community and the value of the proposed program is generally addressed. (1.5 points)
- ☐ **Fair** - The reason for the selection of the community and the value of the proposed program is minimally addressed. (1 point)
- ☐ **Weak** - The reason for the selection of the community and the value of the proposed program requires substantial clarification. (.5 points)
- ☐ **Missing Response** - There is no correlation between the reason for the selection of the community and the value of the proposed program in the identified community. (0 points)

2-b. Identify the specific population of students and families to be served, and any unique needs by sub-group such as students with disabilities, English language learners, and socioeconomic status. Provide current and specific cited data to strongly document students' and families' needs and resources. Data sources may include, but are not limited to, grades and test scores, percentage of students eligible for free and/or reduced lunch, percentage and/or rapid growth of English language learners, attendance, incidence of high-risk behaviors, dropout rates, poverty rates, literacy rates and education levels. Include available results of recent needs assessments, including target population surveys, interviews, and focus groups (4 points maximum)

- ☐ **Very Good** - The narrative identifies specific needs of the children to be served and draws upon a broad scope of current and specific cited data to document the needs of the students. (4 points)
- ☐ **Good** - Current data are used to identify and describe the different areas of need in general for students, and how the program will address those needs. (3 points)
- ☒ **Fair** - Not all the data used to identify and describe the different needs of students are current. (2 points)
- ☐ **Weak** - Identified needs are not well documented and/or are not consistent with the description of the student population. (1 point)
- ☐ **Missing Response** - Identified needs are not addressed. (0 points)

Back
Save & Continue Editing
Next

Answer each question honestly and fairly. You may save an incomplete Rubric and complete it at a later time.

Return to Admin Home Jump to ... Edit mode Raffaele Iorio

2. Need for Project

Describe the population to be served by the program and discuss how the proposed program will offer students and families educational and enrichment opportunities that are not currently available. The characteristics of the population and community to be served are essential factors that inform the design of a successful 21st CCLC program, ultimately driving support for student enrollment in the program. (8 points maximum)

2-a. Describe the reason for the selection of the community and the value of the proposed program in the identified community (2 points maximum)

- ☐ **Very Good** - The narrative gives a clear and detailed description of the reason for the selection of the community and the value of the proposed program in the identified community. (2 points)
- ☒ **Good** - The reason for the selection of the community and the value of the proposed program is generally addressed. (1.5 points)
- ☐ **Fair** - The reason for the selection of the community and the value of the proposed program is minimally addressed. (1 point)
- ☐ **Weak** - The reason for the selection of the community and the value of the proposed program requires substantial justification. (0.5 points)
- ☐ **Missing Response** - There is no correlation between the reason for the selection of the community and the value of the proposed program in the identified community. (0 points)

Clicking here will change this answer to "Missing Response."

2-b. Identify the specific population of students and families to be served, and any unique needs by sub-group such as students with disabilities, English language learners, and socioeconomic status. Provide current and specific cited data to strongly document students' and families' needs and resources. Data sources may include, but are not limited to, grades and test scores, percentage of students eligible for free and/or reduced lunch, percentage and/or rapid growth of English language learners, attendance, incidence of high-risk behaviors, dropout rates, poverty rates, literacy rates and education levels. Include available results of recent needs assessments, including target population surveys, interviews, and focus groups (4 points maximum)

- ☒ **Very Good** - The narrative identifies specific needs of the children to be served and draws upon a broad scope of current and specific cited data to document the needs of the students. (4 points)
- ☐ **Good** - Current data are used to identify and describe the different areas of need in general for students, and how the program will address those needs. (3 points)
- ☐ **Fair** - Not all the data used to identify and describe the different needs of students are current. (2 points)
- ☐ **Weak** - Identified needs are not well documented and/or are not consistent with the description of the student population. (1 point)
- ☐ **Missing Response** - Identified needs are not addressed. (0 points)

Clicking here will change this answer to "Very Good."

Back Save & Continue Editing Next

Beware the dangers of clicking around. Clicking anywhere on a multiple choice option will change your response to that option, whether you click in the radio button or within the answer text. Make sure to check your answers before moving on to the next section. If you're using a touch screen, be especially careful not to inadvertently change answers as you scroll. Try to use the area outside the answer choices.

Return to Admin Home Jump to... Edit mode Raffaele Iorio

Missing Response - The narrative does not address the current gaps in community services and opportunities. No information is provided to offer a clear picture of services and activities that are not currently available to students and families. (0 points)

2. Reviewer Comments: Need for Project

2. Strengths
Field requires a minimum of 20 and a maximum of 200 words.

The applicant provides a logical reason for choosing the community and outlines how it will benefit targeted students and families.

Words entered: 20. Min: 20 Max: 200

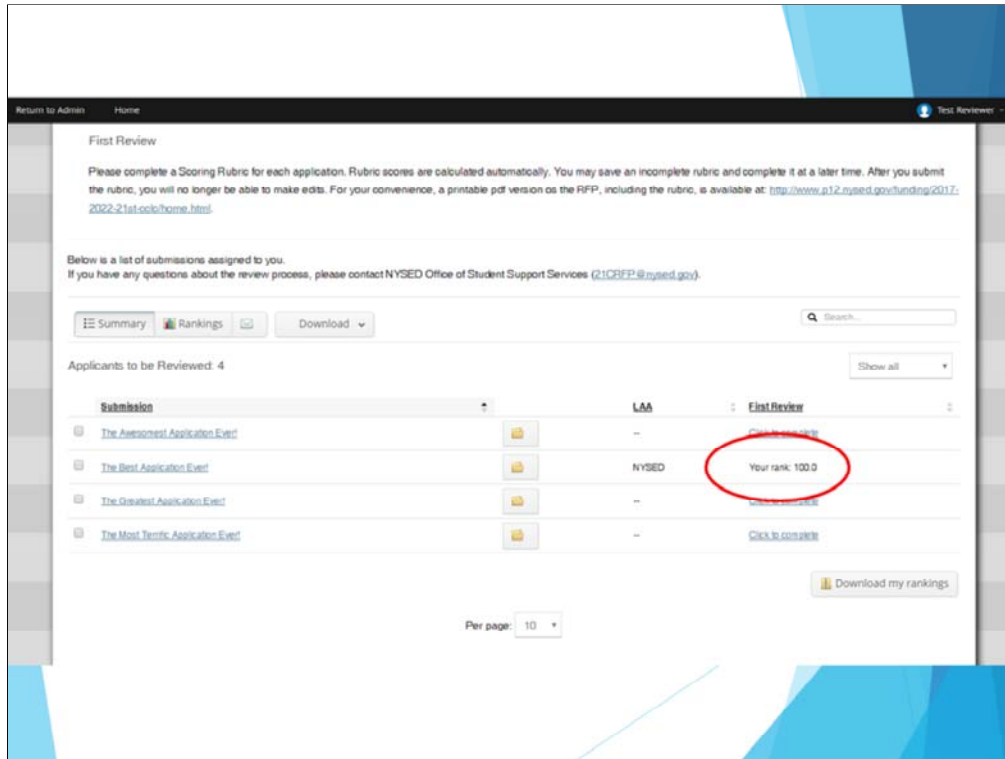
2. Additional Concerns and Questions
Field requires a minimum of 20 and a maximum of 200 words.

Applicant could provide a more detailed explanation of the proposed program's specific benefits to the students and families to be served. The applicant provides data to support the needs of students, but the data is not current and may no longer represent the population to be served.

Words entered: 47. Min: 20 Max: 200

Back Save & Continue Editing Next

Please address additional concerns about, or strengths of the application in Reviewer Comments. Be specific, constructive and fair. These comments are mandatory and will be used to justify scores in the event of a protest, and will be provided to applicants should they ask for a debriefing letter about their scores. When writing comments, consider how your feedback could help the applicant to improve the application.



Rubric scores are calculated automatically.

After you submit the Reviewer Rubric, you will no longer be able to make edits.

Please contact us at 21CRFP@nysed.gov or 518-486-6090 if you have questions about completing the Rubric, or if you accidentally submit a rubric you were not finished with.

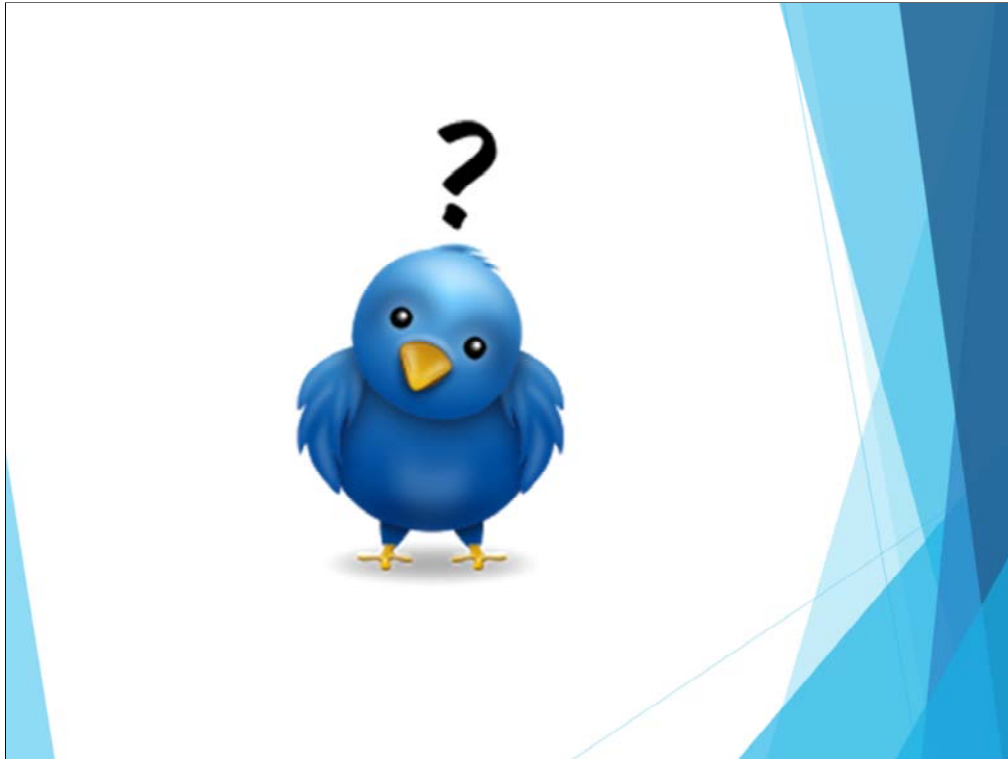
What happens after the Peer Review?

- Department submits request for payment of Peer Reviewer stipends.
- Department notifies the successful applicants.
- Department prepares the grants for LEAs and municipalities; grant contracts or contracts for all others.
- The applicant signs and returns the prepared contract to Department.
- Both the NYS Attorney General and Comptroller must approve.
- Department initiates the payment process.
- Advance payment of 20% to all except for-profit organizations.

Once the peer review is completed, there are several steps involved between notifying successful applicants, generating payment and starting programs.

The Department will submit the request for reviewer payment once all reviews are complete. Please be patient. This can take some time to process.

After the Department notifies applicants that have been selected to receive 21st Century funding, the program office must prepare grants for LEA's and municipalities, and grant contracts for all others, including CBOs, colleges and universities, charter schools, and for-profit organizations. After being reviewed by the Department's Fiscal Management office, the grant contracts are sent to the applicant to be signed by the CEO, and returned to the Department. The Department's attorney, the NYS Attorney General and NYS Comptroller must then approve them. This process may take eight weeks or more. For LEA's and municipalities who have grants rather than grant contracts, the turn-around time may be shorter. It is critical that reviewers complete their reviews within the specified timeframe in order to ensure prompt funding of programming and services to children and families.



THANK YOU!!

- ▶ 21st CCLC State Team: Elizabeth Whipple, Carri Manchester & Raffaele Iorio

- ▶ 518-486-6090

- ▶ 21CRFP@nysed.gov

- ▶ Send Confidentiality Statement, Reviewer Agreement and honorarium paperwork by Monday, 11/21, to:

New York State Education Department
Office of Student Support Services
Attn: 21st CCLC Peer Review
89 Washington Ave., 318M-EB
Albany, NY 12234

- ▶ The Conflict of Interest form should be returned as soon as you receive the list of applications assigned to you.

Thank you, thank you!

As always, please contact us if you have questions or concerns, if emergencies come up, etc.

Now go get to work on your homework. Make sure to send your signed Confidentiality Statement, Reviewer Agreement and honorarium paperwork via postal mail by this coming Monday, November 21st.

If there are any further questions, we can stay a little longer and try to address them here...

If not...

Thanks again, have a great night.