



2016-2021 ESD/SVP RFP Reviewer
Training

**Peer Reviewer Training
for the ESD/SVP RFP 2016-2021
January 2016**

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

Agenda

Part 1:

- Background of ESD/SVP Grant Program
- Purpose of the Peer Review
- Time Line and Design of the Peer Review
- Responsibilities of Reviewers and SED staff
- Q&A

Part 2:

- Overview of the RFP
- Program Requirements
- Q&A

Part 3:

- Peer Review Process
- How to Score Applications
- How to Review the Narrative, Budget and Partnership Agreements
- Writing Objective Reviewer Comments
- Q&A

Part 4:

- Reviewing Applications in ReviewRoom
- Q&A

Part 1: Background

- The Extended School Day/ School Violence Prevention (ESD/SVP) program is authorized under Education Law section 2814.
- Provide opportunities for School safety activities and Extended day activities

Purpose of the Peer Review



Time Line and Design of the Peer Review

- January 21st – February 8th
- Two Peer reviewers for each application



- Approximately 12 applications per person
- 3rd reviewer if scores are more than 15 points apart



Responsibilities of Peer Reviewers

Reviewers are expected to:

- Become familiar with the RFP <http://www.p12.nysed.gov/funding/2016-2021-extended-school-day-violence-prevention-program/home.html>.
- Study and review preparation materials provided by SED.
- Review the Questions and Answers prepared for potential applicants
- <http://www.p12.nysed.gov/funding/2016-2021-extended-school-day-violence-prevention-program/nysed-rfp-esd-svp-2016-2021-qa.pdf>
- <http://www.p12.nysed.gov/funding/2016-2021-extended-school-day-violence-prevention-program/nysed-rfp-esd-svp-2016-2021-qa-part-2.pdf>
- Participate and review this Webinar training.
- Maintain confidentiality.
- Report any conflict of interest.
- Agree to review at least 12 proposals within the allotted review period.
- 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 selection criteria.
- Do not evaluate one application against another.
- Prepare constructive strength and concern comments on the evaluation rubric.
- Ensure that all scores are accurately entered.

Responsibilities of Peer Reviewers

- Provide comments for each section to reflect the reason for the score.

CLEAR
CONCISE
CONCRETE

- An overall summary of the applicants strengths and areas for improvements are required at the end of your review



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
- ✓ Verify Per student cost
- ✓ Determine the \$1.2 million per geographical region allocation cap
- ✓ Determine overlap in schools served, if awarded funds

Questions and Answers

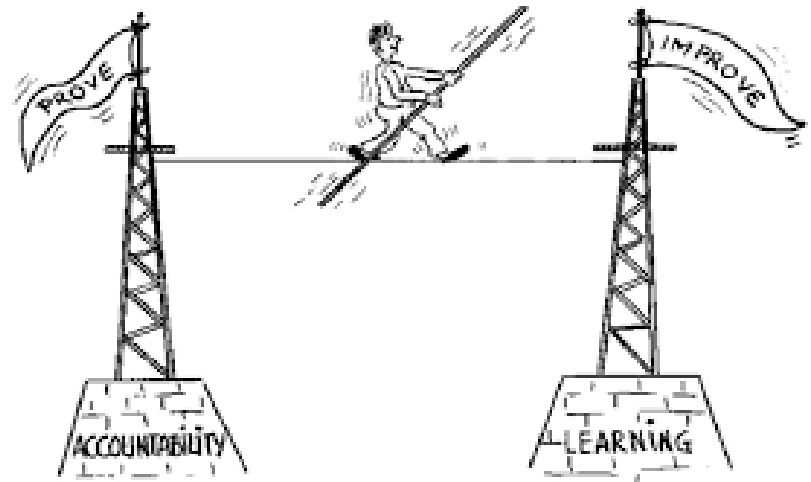
FEEDBACK has changed



PEER Review Feedback

Part 2: RFP Overview

- Who is eligible to apply
- Local evaluation/ Use of the Quality Self-Assessment Tool(QSA)
- Program Requirements ESD/SVP
- Unallowable Cost



Who is Eligible to Apply for ESD/SVP Funds

Public school districts and not-for-profit organizations working in collaboration with a public school district(s) are eligible to apply.



REMINDER: SED STAFF WILL CONFIRM ELIGIBILITY

Appendix F

Collaborating School District/Agency Statement of Commitment

- This form must be completed by all collaborating school districts and agencies.
- On behalf of the collaborating agency, _____, I hereby commit to cooperate and participate in the collaborative development/implementation of a plan to provide extended school day programs and/or school violence prevention strategies.
- FURTHER: I agree to provide activities and services as described in the plan.
- I agree to permit the use of equipment, facilities and resources as described in the plan.
- _____
- Type or Print name of collaborating school district/agency
- _____
- Signature of the collaborating Superintendent/Executive Director
(Please use Blue Ink)
- _____
- Type or Print Name of Superintendent/Executive Director Date

Local Evaluation

- A periodic independent evaluation, contracted by the grantee, is required to assess the ESDSVP project and the 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.
- The Quality Self-Assessment Tool should be used twice a year. (QSA Explained on next slide)
- Independent evaluator cannot be the primary grant writer of the RFP
- Section VIII of the 2016-2021 ESDSVP RFP.



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 that was developed by the New York State Afterschool Network (NYSAN).

- 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



Program Requirements Specific to ESD

- Maximum allocation of \$1,600 per student.
- Serve children within the range of grades Pre-K-12.
- Serve a minimum of 50 children.
- Operate outside the regular school day; programs may operate before or after school, on Saturdays, Sundays and/or during the summer.
- Operate for a minimum of two hours a day; for at least 3 days per week.
- Provide extracurricular enrichment activities including but not limited to athletics, academic enrichment, art, music, drama, academic tutoring, mentoring, community services and related programs that will increase student achievement and contribute to school violence prevention.

Program Requirements Specific to SVP

- SVP program activities may take place during the school day. School safety activities include goods and services to provide safe corridors, diversity programs, collaboration with law enforcement agencies or community-based organizations, metal detectors, intercom systems and other intra-school communication devices, devices to increase the security and safety of program personnel and students.
- SVP programming may occur in a non-school setting
- There are no cost per student cost for SVP

Other Program Requirements

- **Unallowable Costs:** Unallowable costs are those expenditures that are not appropriate, reasonable, or necessary to support the project activities and goals. Specific examples of unallowable costs include, but are not limited to, rewards and incentives, participant stipends, staff or participant uniforms or shirts (except for safety purposes), major remodeling, purchasing a vehicle, funding for staff time outside the approved schedule, funding events/activities for non-ESD/SVP participants, and/or absorbing 100% of costs for supplies/equipment shared by non-ESD/SVP programs.

Questions and Answers



Part 3: The Peer Review Process

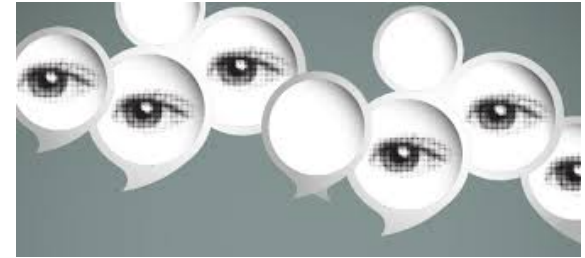
YOUR TO DO LIST

- Read the RFP, RFP Application, and Posted Questions and Answers
- Review the Guidebook and other materials sent to all reviewers
- **Return** signed Confidentiality statement
- Upon receipt of application list, **Return** signed Conflict of Interest Form



What to Look for in Each Application

- Application Checklist
- Application Cover Page
- [Appendix D: Composite Budget](#)
- [Appendix E: Collaborating Agency/School District Form](#)
- [Appendix F: Collaborating School District/Agency Statement of Commitment](#)
- [Appendix G: Participating Schools Form](#)
- [Appendix H: Statement of Goals, Objectives, Activities, and Performance Indicators](#)
- [Appendix I: Extended School Day Program Site Information](#)
- [Appendix L: M/WBE Documents](#)
- [Appendix M: Consortium Member Partner Disclosure Partnership Agreement](#)
- Program Narrative
- FS-10 Budget (July 1, 2016 to June 30, 2017)



How to Score a Proposal

- Follow the Scoring Guide and Rubric!
- Be objective
- Score each proposal on its own merit, not in comparison to another application.



Reviewing the Program Narrative

Follow the Scoring Guide and Rubric!

The Program Narrative is not to exceed 12 pages and should respond to each of the four sections listed below.

1. Need for Program (15 points)

2. Work Plan (30 points)

3. Project Staffing and Management (25 points)

4. Quality of Program Evaluation (10 points)



PEER REVIEW



Reviewing the Budget

We will address how to read and evaluate budget narratives and FS-10 Budget Proposals, including how to determine whether expenses are allowable to the program, required cost caps are adhered to, and sufficient description of requested funding is provided.

Budget and Budget Narrative (20 points) is not included in the 12 page count.

Reviewing the Budget



Peer reviewers will evaluate budgets based on four criteria:

- The applicant demonstrates program expenditures that are reasonable and are primarily targeted to the provision of direct services to students that are justified in the budget narrative (5 points)
- The applicant demonstrates a system for tracking costs that are allocated specifically for the Extended School Day/School Violence Prevention Program. (5 points)
- The applicant accurately demonstrates the allocation of funds to each budget category of the FS-10 budget form and Composite Budget. (5 points)
- Expenditures in the budget are within the limits (cost caps) established in this RFP. (5 points)

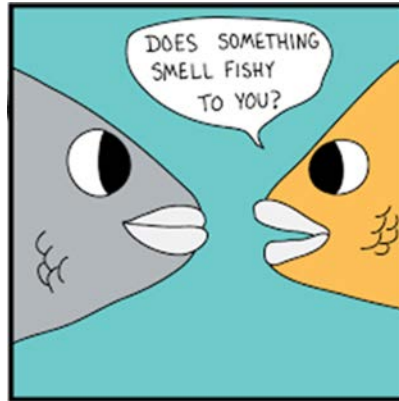
More on Budgets



Increased Fiscal Accountability:

- Maximum allowable cost per student for ESD only: \$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 5% for planning and professional development;
- No more than 3% for local program evaluation.

Reviewing the Budget



Reviewing Partnership Agreements

Follow the Scoring Guide and 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.
- Applicants do not lose points for unsigned agreements

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 simply describe 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 simply describe.
 - Document your evaluation.
 - Be tactful.
 - Use complete sentences.
 - Use proper grammar and spelling.
 - Use objective language



Objectives

Rating Guidelines:

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. Criteria appear to be minimally met, but limited information is provided about approach and strategies. Lacks focus and detail.
Poor	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	Criteria are not addressed.

A. Evaluation Criteria: Identify the specific needs of the target population and provide current and specific cited data to strongly document each of those needs.

Applicant received 4 out of 4 points, Very Good

Reviewer Comment: Identification of 5 major needs was supported by use of data and statistics.

B. Evaluation Criteria: Thoroughly explain how the program will successfully address the needs of the targeted population.

Applicant received 4 out of 4 points, Very Good

Reviewer Comment: Program is designed with activities that specifically address the stated needs

C. Evaluation Criteria: Thoroughly explain how the program will successfully address the needs of the targeted population.

Applicant received 4 out of 4 points, Very Good

Reviewer Comment: Did an excellent job describing the community and needs using specific data. However it lacked detail in describing how the proposed program/activities will address the needs other than stating there are no other programs for kids to go to.

D. Evaluation Criteria: On the Statement of Goals, Objectives, and Activities Form the timeline to implement the goals is realistic and aligned appropriately to the activities.

Applicant receive 3 out of 4 points, Good

Reviewer Comment: The completion timeline is very general and does not include any specific target dates or differentiate when specific activities will occur to ensure implementation is meeting expected outcomes.

E. Evaluation Criteria: On the Statement of Goals, Objectives, and Activities Form the timeline to implement the goals is realistic and aligned appropriately to the activities.

Applicant received 2.50 out of 5 points, Fair

Reviewer Comment: Given the importance of this section, it may have been worthwhile to explain the goals in greater detail and make the correlation to the objectives and linking activities back to the goals.

F. Evaluation Criteria: Describe the activities to increase student involvement in enrichment and project based activities and how they will be measured.

Applicant received 1.25 out of 5 points, Poor

Reviewer Comment: The applicant provides insufficient detail describing the activities to increase student involvement. The applicant provides minimal information describing how performance will be measured.

G. Evaluation criteria: Describes how the activities will be aligned and coordinated with the regular school day activities and how staff will collaborate with regular school day staff.

Applicant received 3 out of 5 points, Good

Reviewer Comment: Very detailed recruitment plan but did not address the retention of students, ensuring full participation of the target population.

H. Evaluation criteria: The applicant demonstrates program expenditures that are reasonable and are primarily targeted to the provision of direct services to students that are justified in the budget narrative.

Applicant received 2.50 out of 5 points, Fair

Reviewer Comment: The applicant's budget narrative lacked sufficient detail. Most of the narrative was a reiteration of the applicants FS-10 which only list the staffing, proposed services, and items to be purchased without a description or justification for the items in each code category.

I. Evaluation criteria: The applicant demonstrates the allocation of funds to each budget category to the FS-10 budget form and Composite Budget.

Applicant received 2.50 out of 5 points, Fair

Reviewer Comment: All of the expenses under the purchased services line appear to be reasonable. There could have been more detail for supplies and materials, 60% of the expenditure is for books and instructional materials. All travel expenses involve conferences. There were some problems with the composite budget. Many of the categories did not add up or correlate to the FS10.

Questions and Answers



The Online Review Process

[Help](#)



Extended School Day/School Violence Prevention Competitive Grant Application 2016-2021

The due date for electronic application submissions to the FluidReview portal is January 15, 2016 at 3:00p.m. Complete applications must be submitted electronically through the FluidReview portal by such time.

Applicant Instructions

"Sign Up" on the right hand side of the page and you will be sent to the account creation page. Once you are on this page, you will be asked to specify a few details such as your email address and your desired password in order to create your account.

An email will be sent to you in order to activate your account. Simply log into your email and click on the activation link.

Once you have created and activated your account, you can log in and will be brought into your main dashboard where you will find additional instructions as well as any tasks that you need to complete in order to submit your application.

In order to complete a task, click on it and you'll be taken to a page where you can complete the task. From there you will either fill out the required information or upload the required document.

Once you have completed all of the required tasks, click on the Submit button at the bottom of the page in order to have your application sent to the review panel for evaluation.

Other helpful tips

In order to log back into your account in the future, please go to <https://nysed-esdsvp.fluidreview.com/>, and sign in using the email address and the password you created.

If you need any help or have any questions during the application process, please click on the Help link in the upper right hand side of your page.

Sign In

Email:

Password:

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Extended School Day/School Violence Prevention

Competitive Grant Application 2016-2021

Reviewer Summary

Below is a list of applications assigned to you. If you have any questions about the review process, please contact Erin Shovlin (eshovlin@mail.nysed.gov). NOTE: Please print and read the Dissemination Program Full RFP found under "Resources" before completing your Review.

Summary

Rankings



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Applicants to be Reviewed: 2

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Submission

Reviewer Rubric

CLM Test submission



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TEST-SUBMISSION



[Click to complete](#)

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Summary | Rankings | | **Download** ▾ |

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Show all ▾

<u>Submission</u>		<u>Reviewer Rubric</u>
<input type="checkbox"/> CLM Test submission		Click to complete
<input type="checkbox"/> TEST-SUBMISSION		Click to complete

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Extended School Day/School Violence Prevention

Competitive Grant Application 2016-2021

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Reviewer Rubric

Go to: [Part 1-Need for Project](#) [Part 2-Workplan](#) [Part 2A-ESD ONLY](#) [Part 2B-SVP ONLY](#) [Parts 2 A and B-Both ESD/SVP](#) [Part 3-Project Staffing and Management](#) [Part 4-Quality of Project Evaluation](#) [Part 5-Budget and Budget Narrative](#)

Reviewer Rubric

0%

Please fill out all required tasks before submitting your review.

Carri LinESD-0004

Reviewers

Please Complete a Reviewer Rubric for each application. Rubric scores are calculated automatically. You may save an incomplete rubric and complete it at a later time. After you submit the Reviewer Rubric, you will no longer be able to make edits. For your convenience, a printable pdf version of the RFP and the Reviewer Rubric is available at: <http://www.p12.nysed.gov/funding/2016-2021-extended-school-day-violence-prevention-program/home.html>

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[Home](#) » [CLM Test submission](#) » [Reviewer Rubric](#)

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Go to: [Part 1-Need for Project](#) [Part 2-Workplan](#) [Part 2A-ESD ONLY](#) [Part 2B-SVP ONLY](#) [Parts 2 A and B-Both ESD/SVP](#) [Part 3-Project Staffing and Management](#) [Part 4-Quality of Project Evaluation](#) [Part 5-Budget and Budget Narrative](#)

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[Home](#) » [CLM Test submission](#) » [Reviewer Rubric](#)

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Go to: [Part 1-Need for Project](#) [Part 2-Workplan](#) [Part 2A-ESD ONLY](#) [Part 2B-SVP ONLY](#) [Parts 2 A and B-Both ESD/SVP](#) [Part 3-Project Staffing and Management](#) [Part 4-Quality of Project Evaluation](#) [Part 5-Budget and Budget Narrative](#)

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[Home](#) » [CLM Test submission](#) » [Reviewer Rubric](#)

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1. Need For Project (Maximum 15 Points)

Describe the population to be served by the proposed program, and discuss how the program will offer educational and enrichment opportunities and/or violence prevention services to students, families, and staff. The characteristics of the population and community to be served are essential factors that inform the design of a successful ESD/SVP extended learning time and/or violence prevention program, ultimately driving support for student enrollment in the program and the overall safety of schools.

a. The applicant describes the community where the target population of students and their families live and go to school. The applicant includes the reason for the selection of the community and the applicant group's ability to serve this particular community, as well as the value of the proposed program in the identified community. (5 points)

- Very Good (5 Points): 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 (3.75 Points): 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 (2.50 Points): Imprecise and non-specific. Criteria appear to be minimally met, but limited information is provided about approach and strategies. Lacks focus and detail.
- Poor (1.25 Points): 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 (0 Points): Criteria not addressed.

Part 1a Reviewer Comments: Strengths

Part 1a Reviewer Comments: Additional Concerns and Questions

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Part 1a Reviewer Comments: Strengths

Part 1a Reviewer Comments: Additional Concerns and Questions

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Part 1a Reviewer Comments: Strengths

Please address additional concerns about, or strengths of the application in Reviewer Comments. Be specific, constructive and fair. These comments will be used to justify scores in the event of a protest, and will be available to applicants should they ask for a debriefing letter about their scores.

Words entered: 48. Min: 10 Max: 50

Part 1a Reviewer Comments: Additional Concerns and Questions

Please address additional concerns about, or strengths of the application in Reviewer Comments. Be specific, constructive and fair. These comments will be used to justify scores in the event of a protest, and will be available to applicants should they ask for a debriefing letter about their scores.

Words entered: 48. Min: 10 Max: 50

Part 1c Reviewer Comments: Additional Concerns and Questions

Please address additional concerns about, or strengths of the application in Reviewer Comments. Be specific, constructive and fair. These comments will be used to justify scores in the event of a protest, and will be available to applicants should they ask for a debriefing letter about their scores.

Words entered: 48. Min: 10 Max: 50

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Is the applicant proposing ESD programming, SVP programming, or both? (Select One)

- ESD (Extended School Day) Programming ONLY
- SVP (School Violence Prevention) Programming ONLY
- ESD AND SVP Programming

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I certify that my review of this application presents no conflict of interest. (Required)

Click 'Save and Continue Editing' below to save your work without submitting your review. This will allow you to return to your review and make changes later on. Your review will not be submitted.

Click 'Save and Exit' below to submit your review. You will not be able to make changes once you have taken this action.

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