

**New York State
Guidebook**

for

**Extended School
Day/School Violence
Prevention (ESD/SVP)
Reviewers**

New York State Education Department
Review Process
ESD/SVP
January 2016

Foreword

The purpose of this Guidebook is to assist you, the reviewer, in understanding the review process. It provides you with important guidelines for reviewing the applications and the Department's expectations of you as a reviewer.

Thank you for your important contribution to the review process and happy reading!

TABLE OF CONTENTS

I. INTRODUCTION TO THE APPLICATION PROCESS 4

- A. Background..... 4***
- B. Statutory Basis..... 4***
- C. Eligibility..... 5***
- D. Definitions 6***
- E. Program Requirements..... 6***
- F. Competitive Priorities 9***

II. ORGANIZATION OF APPLICATION..... 9

III REVIEW TECHNICAL INFORMATION 10

- A. Introduction 10***
- B. Confidentiality 10***
- C. Conflict Of Interest 10***
- D. Freedom of Information Act 11***

IV. EVALUATION CRITERIA AND TECHNICAL REVIEW FORM 12

- A. Program Narrative and Evaluation Criteria..... 12***
- B. The Technical Review Form (See Attachment) 15***

V. THE REVIEW PROCESS 16

- A. Review Participants 16***
- B. Application Review Functions..... 18***
- C. After the Review 20***

I. INTRODUCTION TO THE APPLICATION PROCESS

A. Background

For more than a decade, The Extended School Day/School Violence Prevention Grant Program has been a continuation grant. There were 104 programs statewide, in 2015 receiving funds for extended day programs, violence prevention programs and a combination of both.

The extended school day programs support after-school programs and other extended learning opportunities (before-school, weekends, summers, etc.), and the school violence prevention programs supports school safety activities during the school day or during after school time for students across New York State. The primary focus of grant recipients should be afterschool programming that provides a balance of academic enrichment and youth development activities and/or violence prevention programs through a variety of strategies that are implemented during and/or after the school day. Eligible applicants are NYS public school districts, including special act school districts and not –for- profit organizations in collaboration with school districts.

The programs' fundamental goal is to provide a comprehensive array of programs and services through collaboration between school districts and community partners, by providing academic enrichment and positive youth development opportunities to students

Application review is a crucial part of the Extended School Day/School Violence Prevention funding process and is designed to ensure that projects are worthwhile and that awards are fair and impartial. The critical step in application review is objective evaluation by reviewers like you. As a result of your efforts, a select number of applications will be funded for a period of five years. Those selected will provide after school programs and, in some cases, weekend and summer programs and/or violence prevention programs in schools throughout the State. Because your reviews are the foundation for higher level decisions, the ESD/SVP Program Office has developed The Guidebook for ESD/SVP Program Application Reviewers to clarify your responsibilities and sharpen your review skills. The Guidebook is intended both to make your task easier and to improve the quality of application reviews.

B. Statutory Basis

The Extended School Day/School Violence Prevention Grant Program is a New York State funded program. Education Law section 2814 provides regulation surrounding the implementation of this program. The New York State Education Department (NYSED) anticipates that there will be \$24.3 million appropriated in the approved NYS budget.

The purpose of this funding is to create or expand opportunities for our youth across the state through

- (1) providing opportunities for academic enrichment, including providing tutorial services to help students to meet State and local student academic achievement standards in core academic subjects such as, reading and mathematics, offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and/or
- (2) providing and maintaining a safe and secure school environment for students and school staff through activities such as: safe corridor programs, diversity programs, collaborative school safety programs with law enforcement agencies or community based organizations, security and safety equipment and personnel.

C. Eligibility

Public school districts and not-for-profit organizations working in collaboration with a public school district(s) are eligible to apply. Priority will be given to applications that include high-need public school districts as defined by districts ranked 1-4 on the Need/Resource Capacity Category Index, or have at least 50 Limited English Proficient (LEP) students. (See attached lists.) In order for an application to receive priority, at least 50% of the districts included in the application must be on one of the priority lists (SED staff will assess the priority status and applicable points for each applicant).

The not-for-profit applicant must demonstrate that its proposed program was developed and will be carried out in active collaboration with the school district partners. A partnership signifies meaningful involvement in planning, as well as specific individual or joint responsibilities for program implementation.

Each applicant/fiscal agent must submit, as part of the application, a signed Collaborating School District/Agency Statement of Commitment, Appendix F with each of its partnering agencies.

E. Program Requirements

Extended School Day/School Violence Prevention programs must have at least one of three strands of program activities; extended school day, violence prevention or a combination of the two.

Extended school day programs must:

- Serve children within the range of grades Pre -K-12;
- Operate outside the regular school day; programs may operate before or after school, on Saturdays, Sundays and/or in the summer;
- Operate for a minimum of two hours a day; for at least 3 days per week;

- Provide extra curricular 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;
- Serve a minimum of 50 children.

School safety and violence prevention programs:

- May include but not be limited to; safe corridors programs, diversity programs, collaborative school safety programs with law enforcement agencies or community-based organizations, metal detectors, intercom and other intra-school communication devices and other devices to increase security and the safety of school personnel and students, and other programs including comprehensive school-based intervention models, approved by the commissioner, that reduce violence and improve school safety;

- May include comprehensive school-based intervention models that must coordinate and collaborate with other services currently being provided in the school district, incorporate appropriate school violence prevention and intervention services, coordinate appropriate funding sources to ensure the efficient delivery of services, include provisions for the involvement of teachers, parents, school administrators in the development and implementation of the program, a detailed statement identifying specific performance goals, and a proposed timetable for implementation and achievement of such goals.

In both programs, no more than 5% of the funds can be used for professional development, including attending conferences, and no more than 10% can be used for administration.

The following activities are intended to advance student achievement, positive youth development, and services to students. Consistent with the goal of providing a comprehensive array of programs and service, applicants are strongly encouraged to incorporate several of these activities in their proposals.

Grantees are not limited to providing activities within the following list:

Extended School Day Programs

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education programs
- Tutoring services
- Mentoring programs
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement
- Physical fitness and wellness activities, nutrition education
- Technology education programs
- Expanded library service hours
- Programs that promote parental involvement

- Programs that provide assistance to students who have been truant, or suspended, to allow the students to improve their academic achievement
- Drug and violence prevention, counseling programs and character education programs

For violence prevention programs:

- Drug and violence prevention, counseling programs and character education programs,
- Diversity programs
- Safe corridors
- Collaborate school safety programs with community based organizations
- Positive Behavioral Interventions and Supports (PBIS)
- Bullying and gang prevention programs
- Goal setting and self esteem programs
- Programs that promote healthy choices for life
- Alternative education programs for at-risk students
- Security personnel and devices such as; metal detectors, intercoms systems, resource officers,

F. Competitive Priorities

When you receive the applications to review, State Education Department staff will have already verified the applicant's eligibility for funding and determined its competitive priority, if any.

1. Priority will be given, in each region, first to applications with a final average score of 70 (without including priority points) or above that include high-need public school districts as defined by districts ranked 1-4 on the Need/Resource Capacity Category Index (See Appendix J).
2. Applicants can qualify for a maximum of 2 priority points based on the following criteria:
 - A. Limited English Proficiency Points applies to districts: Applicants will receive 1 priority point based on the School's three-year average Limited English Proficiency student percentage per student enrollment (See Appendix K).
 - B. Persistently Dangerous Schools Designation applies to school buildings: Applicants will receive 1 priority point if they appear on the 2015-16 Persistently Dangerous List using Violent and Disruptive Incident Reports (VADIR) data.
<http://www.p12.nysed.gov/sss/ssae/schoolsafety/vadir/>

In order for an applicant to be eligible for the Limited English Proficiency priority point, at least 50% of the districts included in the application must be on the list in Appendix K

of the ESDSVP RFP. In order for an applicant to be eligible for the VADIR priority point, at least 50% of the schools included in the application must be on the NYSED 2015-16 Persistently Dangerous List.

II. ORGANIZATION OF APPLICATION

A complete application should contain the following:

Payee Information Form/NYSED Substitute W-9 Form (not required for LEAs) See: http://www.oms.nysed.gov/cafe/forms/PIform.pdf
Application Checklist
Application Cover Page (with original signatures in blue ink)
Collaborating Agencies/School Districts Form(Appendix E)
Collaborating Agency/School District Statement of Commitment (Appendix F)
Participating Schools Form (Appendix G)
Program Narrative
Budget Narrative
Statement of Goals, Objectives, Activities, and Performance Indicators (Appendix H)
Extended School Program Site(s) Information Form (Appendix I)
Composite Budget (Appendix D)

FS-10 Budget Proposal (July 1, 2016 to June 30, 2017)
Partnership Agreement (not applicable for school district applying without a partner)
Consortium Member Partner Disclosure (Appendix M)
M/WBE Documents Package (Appendix L)
Worker's Compensation Documentation (encouraged)
Disability Benefits Documentation (encouraged)

Note: Applicants were directed **not** to submit supplementary materials such as letters of support, videos, publications, press clippings, testimonial letters, etc. because they will **not** be reviewed. Any that were included in the application package have been discarded.

III. PEER REVIEW TECHNICAL INFORMATION

A. Introduction

The New York State Education Department receives applications in confidence and protects the confidentiality of their contents. Every effort is also made to avoid any situation that would present a conflict of interest for a reader. Abuse of confidentiality and undetected conflict of interest undermines the entire review process. Please read this section carefully. You will be required to sign a statement of confidentiality prior to beginning the review. If you have concerns regarding any application you may be assigned to read, you are responsible for reporting this matter to the ESD/SVP program staff immediately.

B. Confidentiality

The entire grants review process is confidential. You may not discuss an application or your written comments or scores with anyone else before, during, or after your review. Do not, under any circumstances, contact an applicant to obtain further information.

Reviewers' comments enjoy a similar confidentiality. Please help us protect your confidentiality by using your reviewer code assigned by the State Education Department. Review forms are never provided to applicants before reviewers' names are deleted. A list of reviewers' names may be furnished, however, if requested.

C. Conflict Of Interest

The ESD/SVP Program staff attempt to eliminate any situation that would present a conflict of interest for a peer reviewer. All reviewers will be assigned to review proposals outside of their funding pool (New York City, Big 4 Cities or Rest of State). All reviewers must sign a statement of "no conflict" prior to beginning the peer review process.

Before you receive the applications for review, you will receive an email that lists the applications being assigned to you. Please review this list. If you have a conflict or think you may have a conflict, contact the ESD/SVP Program staff immediately. Also respond quickly to verify that you have not identified any potential conflicts of interest.

Review assignments may be changed if necessary. Circumstances that could be called a conflict of interest may or may not exclude you from serving as a reviewer. If at any time, you think you may have a conflict of interest, contact the ESD/SVP program staff immediately.

Conflicts of interest may arise if:

- An application has been submitted for this competition in which you or your spouse will benefit financially from grant funds (if awarded).
- You or your spouse are affiliated with an organization that submitted an application, but you will not benefit financially from that application.
- An applicant named you as a consultant in an application with or without your prior knowledge.
- A situation exists that may be perceived as a conflict, such as reviewing proposals from your region of the State, reviewing proposals in which a family member (other than your spouse) stands to benefit financially, reviewing proposals from an organization or individual with whom you are negotiating employment, etc.

D. Freedom of Information Act

Each applicant can request to receive a copy of the reviewer comments for his or her application. The public may also request individual reviewer comments under the Freedom of Information Act (FOIA). Therefore, as you write comments, be aware that the Technical Review Forms will be sent to the applicants and may be sent to the general public. Even though your name is removed when the forms are made public, you must exercise care when writing comments. It is important that your comments are *clear, legible, well justified*, and that they reflect *a thorough review of the ~~entire~~ application based on the selection criteria* governing this application.

IV. EVALUATION CRITERIA AND TECHNICAL REVIEW FORM

A. Program Narrative and Evaluation Criteria

The Program Narrative has four sections. Each section is weighted with a maximum point value and a point range that signifies Excellent, Good, Fair or Weak.

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	Sketchy 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

Each section also contains evaluation criteria that have individual point values. As a reviewer, you are responsible for using only the evaluation criteria to guide your rating of the applications.

The program narrative of each application should reflect the five sections listed below. Reviewers should score and comment on each section according to the applicants responses.

Program Abstract (0 points)

Provide a one-page summary of the program's proposed mission, identified key partnership organizations, targeted students and family participants, key design elements and other unique characteristics of the program. No other information should be provided in the abstract.

1) Need for Project (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. Suggested tools to justify the need are:

- 1) **Publically published School Climate and Culture Survey Data administered to students, teachers, and parents.**
- 2) **Violent and Disruptive Incident Reporting (VADIR) Data reported to IRS: Show a propensity to address incident categories as reported in the 2013-14 VADIR Data.**

Evaluation criteria:

- a. Describe the population that will be served and the community where the target population resides. (5)
- b. Identify the specific needs of the children to be served. Provide current and specific cited data to strongly document each of those needs. School Climate and Culture Survey, VADIR Data, Youth Risk Behavior Data, academic achievement, percentage of students eligible for free and/or reduced price lunch, percentage and/or rapid growth of limited English proficient students, attendance, and dropout rates. (5)
- c. Identify the needs of the students and families to be served. Provide current and specific cited data that strongly document each of those needs. (5)

2) **Work Plan (30 points)**

Provide a description of the proposed program; specifically, how the program design links activities, content, and goals and objectives with the identified needs of the students, their families and the community. Include key elements of program design that are innovative or unique to the program's mission and goals, and are core to the program's overall design. Please address the following as they relate to the proposed program(s).

For all applicants: (Maximum 10 points)

Evaluation criteria:

- i. Describe the key features that are core to the program's overall design and demonstrate how the design elements will serve the diverse needs of all students being served. The applicant must address how students will travel safely to and from the program and their homes. Present evidence of success if drawing on existing models, or present research or other information that supports the efficacy of the proposed program design if the program design does not have a precedent. (5 points)
- ii. Using the identified needs, complete the Template for the **Statement of Goals, Objectives, Activities, and Performance Indicators (Appendix H)**. Clearly state the program's objectives, planned activities, timeline, and performance indicators and measures for each. Limit to one page per goal. (Duplicate form as needed). (5 points)

2A. Extended School Day (20 points)

Grant recipients may use the ESD/SVP funds for programs conducted outside the regular school day to provide activities including, but not limited to, academic enrichment, art, music, drama, academic tutoring, mentoring, student leadership development, community service, recreation and related programs that will increase student achievement and contribute to school violence prevention.

Explain how students will be recruited and retained in the program, and provide a plan on how attendance will be taken and how the proposed program activities will be aligned with the regular school day.

Evaluation criteria:

- Complete an Extended School Program Site Information (Appendix I) for each site of the proposed extended school day program. (4)
- Describe how the activity will be aligned and coordinated with the regular school day activities and how staff will collaborate with regular school day staff. (4)
- Describe procedures for taking attendance on a daily basis, by each activity. (4)
- Describe how students will be recruited and retained in the program. (4)
- Describe how stakeholders have meaningful involvement in the planning and design of ESD programming (4)

2B. School Violence Prevention (20 points)

Grant recipients may use funds for school violence prevention activities. They may include, but are not limited to, safe corridors, diversity programs, collaborative school safety activities with local law enforcement or community-based organizations, metal detectors, intercom systems and other intra-school communication devices and other devices to increase school security and the safety of school personnel and students, conflict resolution, peer mediation and social/emotional skill development, and other programs including comprehensive school-based intervention models. These programs should be consistent with the purposes for the school safety plans required by section 2801-a, of Education Law.

Provide a description of how the proposed program will be consistent with the school safety plan(s), how key stakeholders have been and will continue to be involved with implementation, and how goods and services, and program activities enhance and support school safety.

Evaluation criteria:

- Clearly describes how the proposed program is consistent with participating district(s) school safety plan(s). (5)
- Describes the equipment needs to ensure the safety of students, families, and staff. (5)
- Describes how teachers, school administrators and other stakeholders have been involved and will have ongoing meaningful involvement in the planning and implementation of the program. (5)
- Describe how the program activities are coordinated with other services being provided in the participating school districts(s) and are coordinated with other funding sources to ensure efficient delivery of services. (5)

3) Project Staffing & Management (25 Points)

- a. Briefly describe all professional positions (full-time and part-time) that will be assigned directly to the project. Define role and scope of designated positions. If submitting multiple proposals for two or more geographically separate buildings, each proposal should identify internal controls for any overlapping personnel. (5 points)**
- b. If the ESD/SVP activities take place in a school building, all staff must be trained in and familiar with the School Emergency Response Plan and emergency procedures. (5 points)**
- c. Attach the current resumes for all full-time and part-time professionals, including instructional staff, to be assigned to the project. In the event staff has not been hired provide the position descriptions. The Project Director should have a minimum of a bachelor's degree with 3-5 years of program administration & management experience, experience in fiscal management and budgetary oversight, and experience working with extended school day and violence prevention programming. The Assistant Director or Coordinator should have a minimum of 1-3 years of program administration & management experience as well as experience working with extended school day and violence prevention programming. (5 points)**
- d. Describe a management plan that will assure the effective completion of project activities, given the fiscal and other resources available. Consortium applicants should demonstrate collaboration in order to establish best practices among consortium partners; describe coordination and maintenance of all reports, student records, and fiscal transactions; describe how the consortium will provide leadership and programmatic oversight of each site. (MOUs for each member agency are to be submitted to NYSED and kept on file (it is recommended that the MOUs be submitted with the application; however, funding for project and work cannot commence prior to submission of MOUs from each consortium member institution.) The consortium management plan**

should also include the organizational relationships between headquarters or the lead agency and each member institution. (5 points)

- e. Provide an organization chart that indicates the management structure of the program within the agency. Consortium applicants should provide an organization chart of the consortium arrangement. (5 points)**

Evaluation criteria:

- Describes all professional positions (fulltime and part-time) and provides the position descriptions that will be assigned directly to the project. The applicant describes internal controls for overlapping personnel. (5 points)
- Provides the process for training of staff providing services to students to include but not limited School Building Safety Plans, Student Code of Conduct, and the School Emergency Response Plan. (5 points)
- Provides a program chart that includes the names and titles for all fulltime and part-time staff, and the current resumes of those providing services to the project, or the position descriptions of staff not hired. The Project Director should have a minimum of a bachelor's degree with 3-5 years of program administration & management experience, experience in fiscal management and budgetary oversight, and experience working with extended school day and violence prevention programming. The Assistant Director or Coordinator should have a minimum of 1-3 years of program administration & management experience as well as experience working with extended school day and violence prevention programming. (5 points)
- Describes the management plan that will assure the effective completion of project activities, given the fiscal and other resources available. Consortium applicants only: Demonstrate collaboration in order to establish best practices among consortium partners; describe coordination and maintenance of all reports, student records, and fiscal transactions; describe how the consortium will provide leadership and programmatic oversight of each site. (Partnership Agreement (PA) for each member agency are to be submitted to NYSED and kept on file (it is recommended that the PA be submitted with the application; however, funding for project and work cannot commence prior to submission of PAs each consortium member entity.) The consortium management plan should also include the organizational relationships between headquarters or the lead agency and each member entity. (5 points)
- Provides an organization chart that indicates the management structure of the project within the agency. (Consortium applicants only: Provide an organization chart of the consortium arrangement.). (5 points)

4. Quality of Project Evaluation [10 Points]

Present a comprehensive program level evaluation plan that enables ongoing program assessment and quality improvement. Describe how evaluation is aligned with the goals, measurable objectives and the expected outcomes of the proposed program.

The extent to which the program describes the data and evaluation plan that is aligned with the goals, measurable objectives and the expected outcomes of the proposed program.

The extent to which the program provides how information gained from the evaluation will be used to monitor progress and guide ongoing efforts for continuous program improvement.

The extent to which the program provides evidence of the application of the NYSAN Quality Self-Assessment Tool for program implementation, planning for program improvement.

The extent to which the qualifications of the external evaluator is consistent to collect and analyze data to assess progress toward meeting the program's goals and objectives.

Evaluation criteria:

- Describes how data and evaluation plans. are aligned with the goals, measurable objectives and the expected outcomes of the proposed program; (3 points)
- Describes how information gained from the evaluation will be used to monitor progress and guide ongoing efforts for continuous project improvement. (2 points)
- Describes how the NYSAN Quality Self-Assessment Tool will be used for project implementation and planning for program improvements. (2 points)
- Identifies and describes the qualifications of the external evaluator who will collect and analyze data to assess progress toward meeting the project's goals and objectives. (3 points)

5) Budget and Budget Narrative (20 points)

This section will describe proposed expenditures that are appropriate, reasonable, and necessary to support the project activities and goals. The proposed budget (FS-10) should reflect all required components of the program. The expenditures must supplement and not supplant services currently supported by local expenditures of federal, state, or local funds.

Applicants must describe how the proposed expenditures are appropriate, reasonable and necessary to support the project activities and goals. For each budget category, describe how the costs are reasonable in relation to the number of children to be served, the services to be provided and the anticipated results and benefits.

Evaluation criteria:

- The applicant demonstrates program expenditures that are reasonable and are primarily targeted to the provision of direct services to student (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 demonstrates the allocation of funds to each budget category of the FS-10 budget form, and how the budget reflects services to be provided and the anticipated results and benefits. (5 points)
- Expenditures in the budget are within the limits (cost caps) established in this RFP. (5 points)

B. The Technical Review Form (*See Attachment*)

1. Description

As you evaluate an application you will provide written comments and numerical scores for each of the evaluation criteria. You will enter these comments and scores in Fluid Review. Fluid Review is comprised of a summary page and a comment/score sheet for each selection criterion of the ESDSVP RFP.

The summary page asks for the scores for each criterion and the total score. Each page of the technical review form identifies one selection criterion and provides space for reviewers to comment on the strengths and weaknesses of an applicant's response to the criterion and to assign a numerical score reflective of those strengths and weaknesses.

2. Scoring

The numerical scores you assign to an application's response to the selection criteria must be consistent with the comments you write. Comments and scores should reflect the

same overall assessment; in addition the Fluid Review system will automatically calculate scores.

V. THE REVIEW PROCESS

The State Education Department ESD/SVP Program is responsible for identifying projects that best address the specific needs of the students through extended day and violence prevention activities. To accomplish this task, it relies on a process of review that permits all eligible institutions to submit applications and compete for available funding. The ESD/SVP Program screens timely applications for eligibility and conformity to the general administrative regulations and selects application reviewers. The application review process involves an initial objective evaluation by reviewers and a follow-up screening by program staff.

A. Review Participants

1. ESD/SVP Program Staff Who Administer the Review Process

- Receive applications and verify eligibility and priority status of each
- Recruit and select reviewers
- Assign applications to reviewers
- Provide informational materials to prepare the reviewers for their responsibilities
- Provide technical assistance to the reviewers
- Verify final scores and select applications for funding
- Approve budgets and assist in the preparation of grants and grant contracts
- Verify font size is acceptable.

2. Review and Rating of Application

Each application will be reviewed by two reviewers. Each reviewer is asked to read approximately twelve to fourteen applications. Peer reviewers are selected by the ESD/SVP Program Office on the basis of their general and specialized experience in a program area. Reviewers are expected to draw upon their expertise in evaluating applications according to the scoring criteria included in the application package. The reviewer is the primary source of objective assessment and bears a large responsibility for making an accurate evaluation.

If individual scores are more than 15 points apart, another reviewer will rate the application. The two scores mathematically closest to each other will be averaged for the final score unless the difference between the third review score and the first two are equidistant; in which case the third reviewer's score will solely be used

In the event of tie scores, the score on the following parts of the Proposal Narrative will be used to determine the higher score on:

- item 2. Work Plan, and if still tied;
- item 1. Need for Program.

Applicants whose total score averages below 70 points on the 100 point scale of the proposal (for both program narrative and budget / budget narrative score combined) will not be eligible to receive an ESD/SVP award.

Priority will be given to applications with a final average score of 70 or above that include high-need public school districts as defined by districts ranked 1-4 on the Need/Resource Capacity Category Index or have at least 50 LEP students. In order for an application to receive priority, at least 50% of the districts included in the application must be on one of the priority lists. **SED will have checked the priority before the applications are sent to the reviewers.**

Applications will be ranked according to the final average score from highest to lowest in their respective region. Awards will be made in each region in rank order of score:

Priority will be given, in each region, first to applications with a final average score of 70 or above that include high-need public school districts as defined by districts ranked 1- 4 on the Need/Resource Capacity Category Index. (See Appendix J of the RFP.) In order for an application to receive priority, at least 50% of the districts included in the application must be on one of the priority lists. Second, to all other applications, in rank order, with a final average score of 70 or above until funds are insufficient to fund the next ranking applicant in that region in full.

A maximum of 2 priority points are available based on the following criteria:

A. Limited English Proficiency Points applies to districts: Applicants will receive 1 priority point based on the School's three-year average Limited English Proficiency student percentage per student enrollment (See Appendix K).

B. Persistently Dangerous Schools Designation applies to school buildings: Applicants will receive 1 priority point if they appear on the 2015-16 Persistently Dangerous List using Violent and Disruptive Incident Reports (VADIR) data. <http://www.p12.nysed.gov/ss/ssae/schoolsafety/vadir/> In order for an applicant to be eligible for the Limited English Proficiency priority point, at least 50% of the districts included in the application must be on the list in Appendix K of the ESDSVP RFP. In order for an applicant to be eligible for the VADIR priority point, at least 50% of the schools included in the application must be on the NYSED 2015-16 Persistently Dangerous List.

Responsibilities of the Peer Reviewer:

- Become thoroughly familiar with the program announcement, including program priorities.
- Study the review preparation materials provided by the ESD/SVP program.
- Review the Question and Answers prepared for the potential applicants.
- Understand how to apply the selection criteria.
- 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 problem.
- 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.
- Be aware that not all applications will be deserving of a really high score or a really low score all will be unique.
- Prepare constructive strength and weakness comments on the Technical Review Forms.
- Ensure that all scores are accurately computed and reported.
- Submit all Technical Review Forms to the SED ESD/SVP program office as instructed.

B. Application Review Functions

1. Reading the Applications

Before you start your review, consider the number of applications you must review and the amount of time allotted for your review. Then, decide how much time you can spend on each application. Some applications may require more time, others less; establishing a maximum number of hours for review will ensure each application receives sufficient attention.

Reading Tips

- Read with a purpose.
- Focus on information related to the criteria.
- Skim over nonessential information.
- Concentrate on key words/phrases.
- Read critically.
- Read quickly.
- Don't try to memorize.
- Take notes, if necessary.
- Relax and clear your mind of personal concerns.
- Minimize distractions.

Formatting and Style Requirements

Formatting errors will result in considerable penalties - e.g., the proposal will not be reviewed in its entirety or the proposal will be rejected. If you discover any formatting or style errors during your review, contact SED immediately in order that a determination can be made.

Unallowable supplementary materials submitted with the applications (videos, publications, press clippings, letters of support testimonial letters) have already been discarded.

- The Program Narrative cannot exceed 12 single-spaced pages, with 12 point font size and one-inch margins. The font size will be reviewed by SED staff.
- The 12 page limit does not include Program Abstract, Collaborating Agency/School District Form, Collaborating School District/Agency Statement of Commitment, Statement of Goals, Objectives, and Activities Performance Indicators, Extended Day Program Site Information, the FS-10 budget.
- Charts are not allowed. Charts cannot be used for narrative purposes.
- The 12 pages do not include the Budget (FS-10), Partnership Agreement(s) or commitment letters that will result in additional funding or other support for the program.

2. Writing Comments

Your comments should focus on the strengths and weaknesses of an application's response *to the evaluation criteria*. Although you may find many additional strengths and weaknesses as you read, you are not expected to comment on each one.

When writing your comments be aware that ESD/SVP staff will expect thorough evaluations of an application's response to the selection criteria. 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 for Writing Comments

- All sections must have a comment
- Be specific.
- Evaluate rather than simply describe.
- Document your evaluation.
- Be tactful.
- Write legibly.
- Use complete sentences.

- Use proper grammar and spelling.

3. Analysis of Applications

Every application will respond to the selection criteria to some degree. Your task is first to locate the relevant response and then to analyze the quality of that response. Your analysis should be an objective appraisal that focuses on *how well* the application responds to the selection criteria.

Guidelines for Analysis:

- The applicant's intentions must be clear and specific, not obscured by meaningless jargon.
- The ideas presented must flow logically.
- The application must provide a complete response to the selection criteria.
- The activities outlined in the different sections of the application must be consistent with each other.
- The activities proposed by the applicant must be consistent with current, accepted knowledge and ideas in that field.
- Formatting requirements have been followed.
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C. After the Review

- The ESD/SVP Program Staff receives the list of recommended projects and may negotiate the final funding level for each. The program office then notifies successful applicants and issues the awards.
- The ESD/SVP Program Office monitors the programs throughout the five-year funding period.