OK21CCLC
OKLAHOMA 21ST CENTURY
COMMUNITY LEARNING CENTERS

PEER REVIEW

TRAINING WEBINAR

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
CHAMPION EXCELLENCE

PEER REVIEW TRAINING WEBINAR

- Program Purpose
- Resources and Tips for Reviewing the Grant Applications
- Program Goals and Priorities
- Navigating the on-line Grants Management System
- Scoring the Applications
- Who to Call for Assistance

PROGRAM PURPOSE

The 21st Century Community Learning Centers (21st CCLC) grant is a federal grant administered by the Oklahoma State Department of Education designed to –

- Provide opportunities for **academic enrichment**, including tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- Offer a broad array of additional services, programs and activities designed to **complement the regular academic program** of participating students; and
- Offer families of students served by community learning centers opportunities for **active and meaningful engagement** in the children's education, including opportunities for literacy and related educational development.

REVIEWER RESOURCES

- Federal and State Guidance should be read prior to beginning peer reviews
  - http://ok.gov/sde.21cclc

- Click on the “Resources for Current Grantees” tab on the right-hand menu to see
  - USDE Guidance (Federal Guidance) – note sections F and G
  - OSDE Guidelines (State Guidance)

GOALS OF OKLAHOMA 21st CCLC

GOAL 1 – Improve both academic and non-academic outcomes for regularly attending participants.

GOAL 2 – Promote a physically and emotionally safe place to attend and continual instruction to promote healthy bodies, minds, and habits.

GOAL 3 – Provide opportunities for parents and students to learn and connect with their community together.

GOAL 4 – Build organizational capacity to deliver high-quality programming to all participants attending 21st CCLC programming.

PRIORITIES OF THE OKLAHOMA 21st CCLC

Absolute Priorities:

- Items that MUST be addressed by ALL grantees.
  - Serve students who attend a school site that is eligible for designation as a Title I school-wide program
  - Evidence of community partnerships
  - Program goals and objectives based on research that provides evidence of success

Competitive Priorities:

- State specific priorities where additional points MAY be awarded to a grantee
  - Applicants serving students who attend a school with a site designation of Priority

USE OF FUNDS

- Funds must be used solely for the purpose of creating local community learning centers
- Grant funds must be used only to supplement, not supplant any federal, state, and local funds currently being used to support activities allowable under the 21st CCLC program
- All costs must be reasonable, necessary, allocable, and properly documented to carry out the program
- Costs must be directly linked to the size of the program and to specific goals, objectives, and activities

TIPS FOR READING

- Students needs come first
- Program will keep students engaged
- “More of the same”
  - This application emphasizes innovation, with opportunities for for hands-on, project-based learning opportunities
- Evidence – based methods that ENHANCE the regular school day
- Narrative and budget alignment are evident
- All sections of the grant must be complete to score
  - If items are missing no points should be awarded

TIPS FOR READING

- Out-of-the-box, but feasible
- Applicant's intentions are clear and specific
- Look beyond the jargon – the applicant has capacity to implement the plan presented
- Ideas presented flow logically
- Applicants provide a complete response to the selection criteria
- Activities outlined in various sections of the application are consistent
- Community partnerships are integrated into the design from planning to implementation, and evaluation

TIPS FOR COMMENTING

- Provide comments for any low or high scores
- In your comments, please note:
  - Missing information
  - Unique ideas
  - Creative programming
  - Why a particularly low or high score was given
- Be specific, professional, and clear in your comments

NAVIGATING
THE GRANTS MANAGEMENT SYSTEM
(GMS)

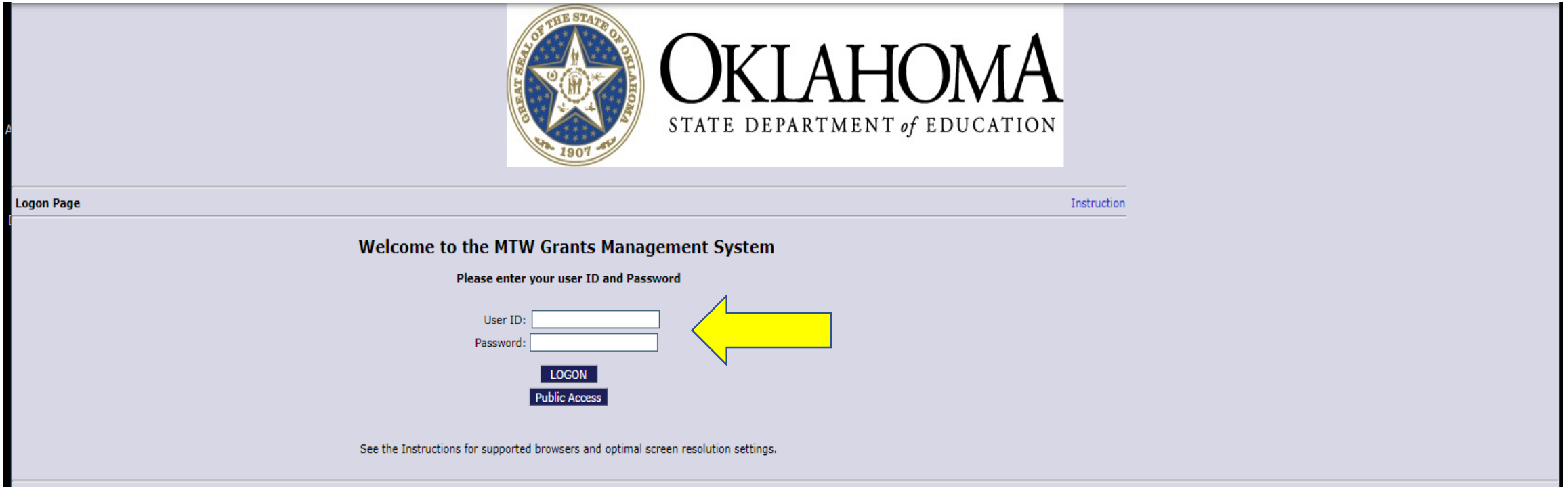
WORKING IN THE GMS

- Do not use the back button on the browser
- Turn off the browser pop-up blockers
- Do not double click in the system
- Save your work often

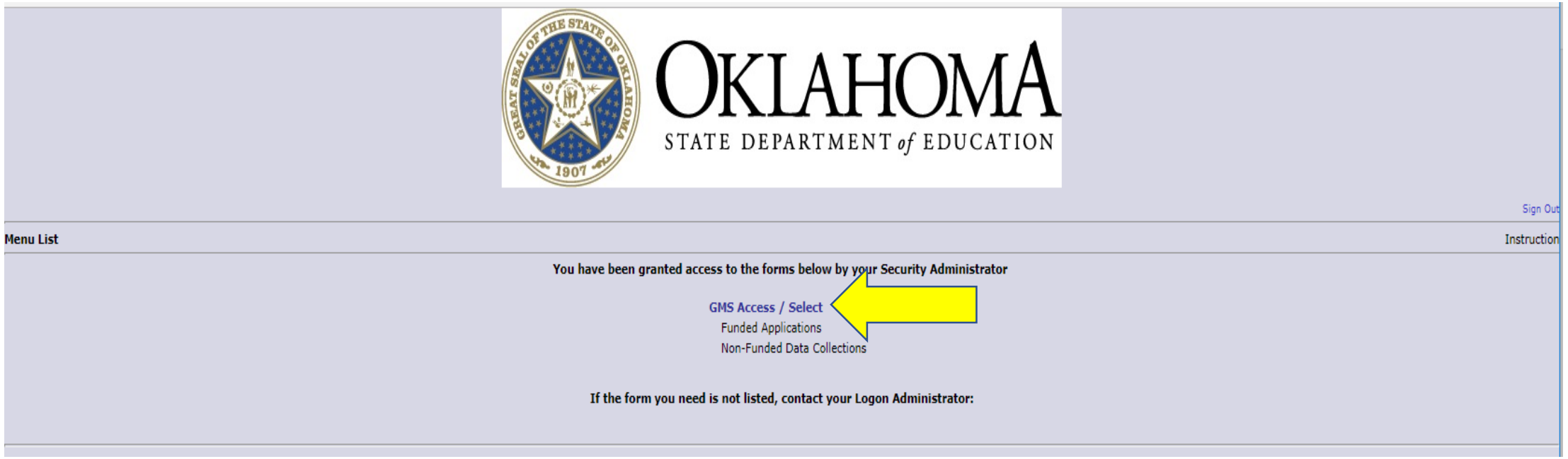
ACCESSING THE GMS

- Access the GMS and logon at:
  - https://egrantsweb.sde.ok.gov/OSDEGMSWebv02/logon.aspx
- Enter your user ID and password and click the LOGON button

STEP 1: Grants Management System (GMS) Login

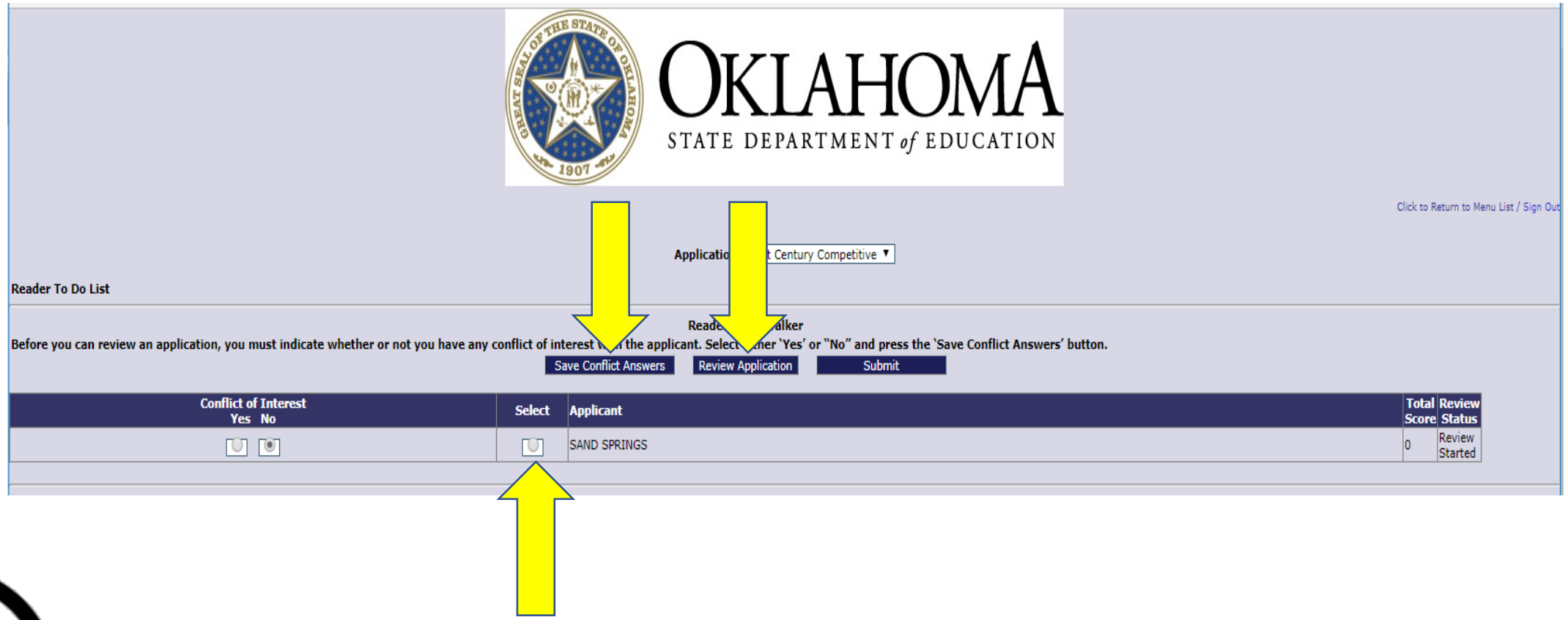


STEP 2: GMS Access/Select

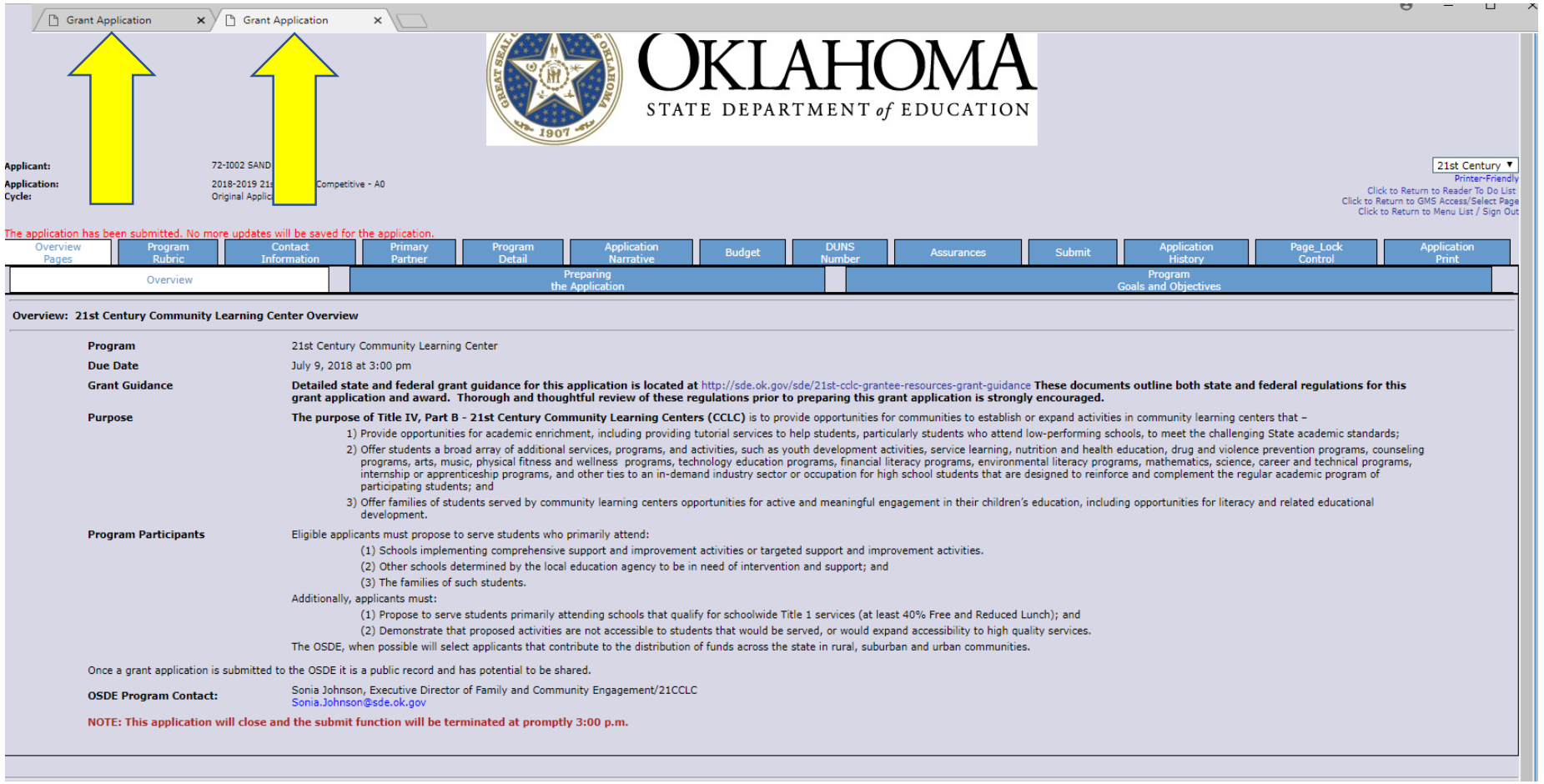


STEP 3: Reader Review

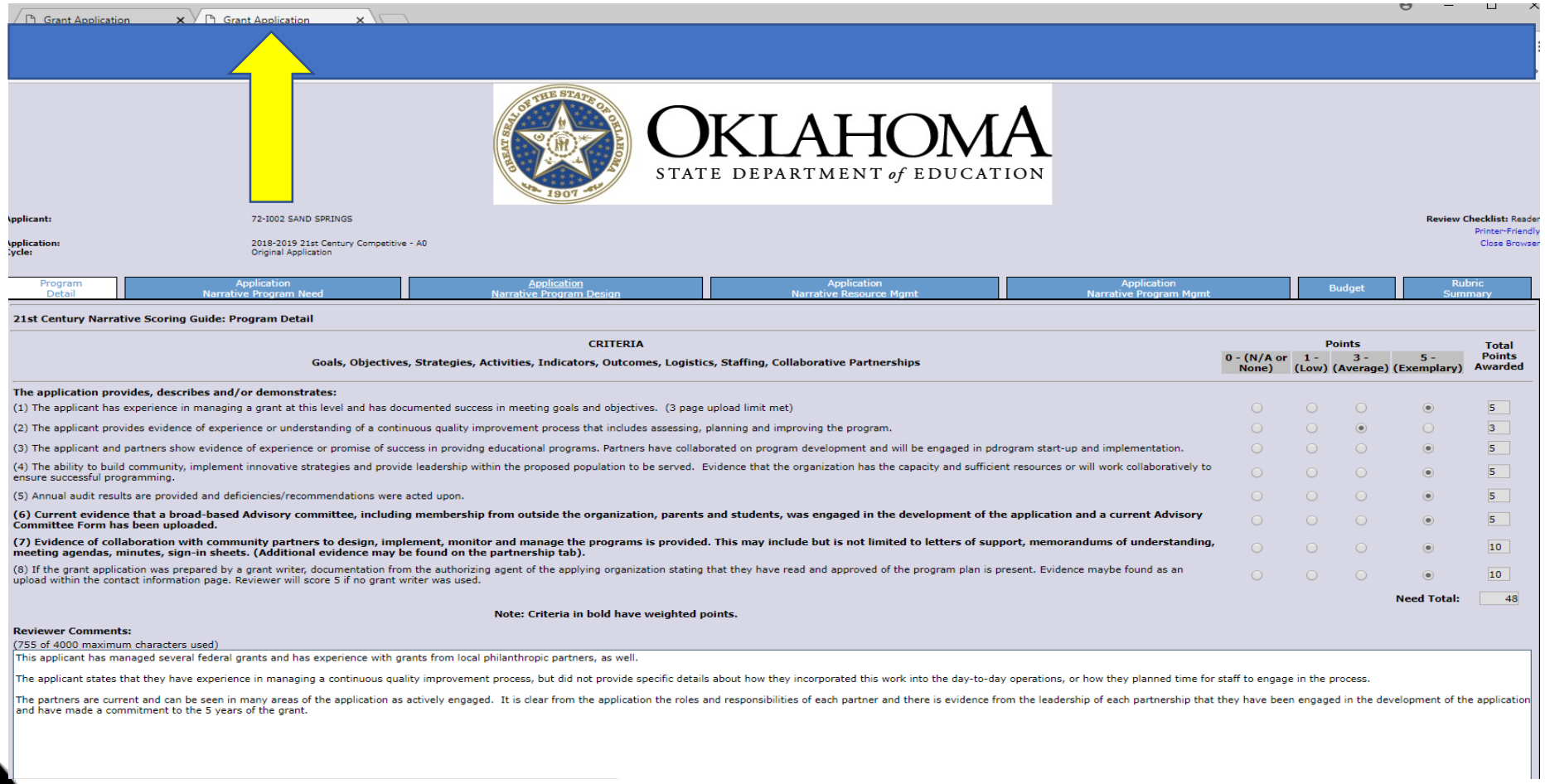
STEP 4: Reader To Do List



STEP 5: Scoring the Application



STEP 5: Scoring Applications



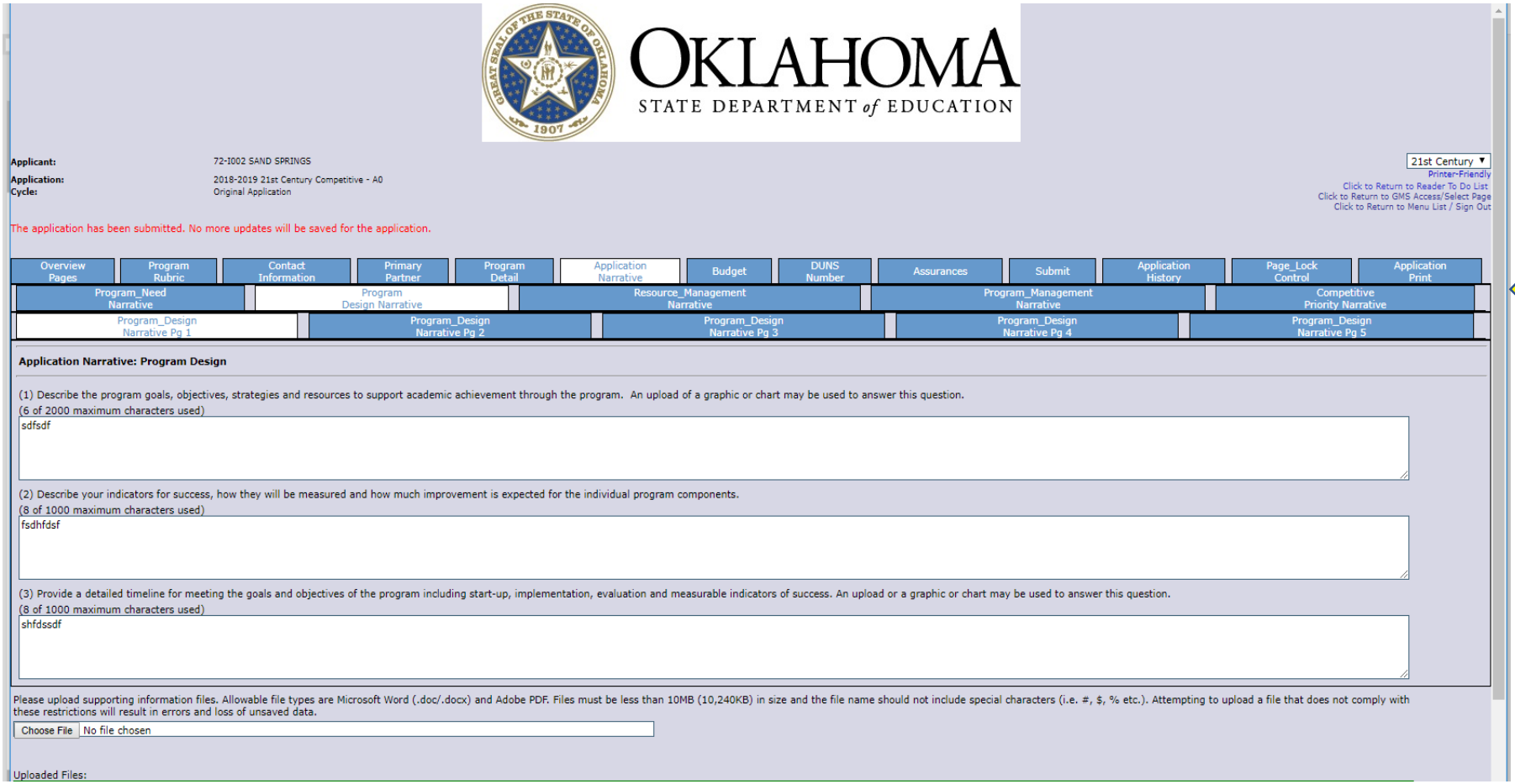
READING AND SCORING APPLICATIONS

Upon clicking “Review Application” two windows will open:

- The applicant’s application; and
- The (pop-up window) score sheet tabs for that application
  - Save scores and comments in the score pop-up tab
  - A sample rubric is included in the application, but does not contain the save function

- Failure to close previous browsers can result in scoring for subsequent applicants being written onto the score sheets of the wrong applicants

MULTIPLE LEVELS OF TABS



Grant Application | Grant Application

OKLAHOMA
STATE DEPARTMENT of EDUCATION

Applicant: 72-I002 SAND SPRINGS

Application: 2018-2019 21st Century Competitive - A0
Cycle: Original Application

Review Checklist: Reader
Printer-Friendly
Close Browser

Program Detail | Application Narrative Program Need | Application Narrative Program Design | Application Narrative Resource Mgmt | Application Narrative Program Mgmt | Budget | Rubric Summary

21st Century Narrative Scoring Guide: Program Detail

CRITERIA Goals, Objectives, Strategies, Activities, Indicators, Outcomes, Logistics, Staffing, Collaborative Partnerships	Points 0 - (N/A or None)	1 - (Low)	3 - (Average)	5 - (Exemplary)	Total Points Awarded
The application provides, describes and/or demonstrates:					
(1) The applicant has experience in managing a grant at this level and has documented success in meeting goals and objectives. (3 page upload limit met)	○	○	○	◉	5
(2) The applicant provides evidence of experience or understanding of a continuous quality improvement process that includes assessing, planning and improving the program.	○	○	◉	○	3
(3) The applicant and partners show evidence of experience or promise of success in providng educational programs. Partners have collaborated on program development and will be engaged in pdrogram start-up and implementation.	○	○	○	◉	5
(4) The ability to build community, implement innovative strategies and provide leadership within the proposed population to be served. Evidence that the organization has the capacity and sufficient resources or will work collaboratively to ensure successful programming.	○	○	○	◉	5
(5) Annual audit results are provided and deficiencies/recommendations were acted upon.	○	○	○	◉	5
(6) Current evidence that a broad-based Advisory committee, including membership from outside the organization, parents and students, was engaged in the development of the application and a current Advisory Committee Form has been uploaded.	○	○	○	◉	5
(7) Evidence of collaboration with community partners to design, implement, monitor and manage the programs is provided. This may include but is not limited to letters of support, memorandums of understanding, meeting agendas, minutes, sign-in sheets. (Additional evidence may be found on the partnership tab).	○	○	○	◉	10
(8) If the grant application was prepared by a grant writer, documentation from the authorizing agent of the applying organization stating that they have read and approved of the program plan is present. Evidence maybe found as an upload within the contact information page. Reviewer will score 5 if no grant writer was used.	○	○	○	◉	10
				Need Total:	48

Note: Criteria in bold have weighted points.

Reviewer Comments:
(755 of 4000 maximum characters used)

This applicant has managed several federal grants and has experience with grants from local philanthropic partners, as well.

The applicant states that they have experience in managing a continuous quality improvement process, but did not provide specific details about how they incorporated this work into the day-to-day operations, or how they planned time for staff to engage in the process.

The partners are current and can be seen in many areas of the application as actively engaged. It is clear from the application the roles and responsibilities of each partner and there is evidence from the leadership of each partnership that they have been engaged in the development of the application and have made a commitment to the 5 years of the grant.

SCORING APPLICATIONS

- Assign scores by selecting a radio button.
- The Total Points Awarded will be calculated upon clicking “Save Page.”
- MAKE SURE to click “SAVE PAGE,” and that no error messages display at the top of the page.
- Comments should be entered any time a reader scores a question with the highest or lowest possible score. Comments are optional for scores in the middle of the possible range.
- Complete scoring for EACH tab. The final score sheet tab will show the cumulative score that the reader has awarded to the applicant.

SCORING

But what do the numbers really mean?

SCORING SCALE

0 – Inadequate/None

- No information;
- Does not answer the specific points of the question;
- Offers no supporting documents;
- No use of evidence based methods of child/youth/program development; and/or
- Areas of the application and budget do not adequately reflect the program plans.

SCORING SCALE

1 – Minimal/Low

- Provides only minimal information for the reviewer;
- Little to no use of evidence based methods of child/youth/program development; and/or
- Areas of the application and budget reflect only the minimum essentials to carry out program plans for five years.

SCORING

3 – Adequate/Average

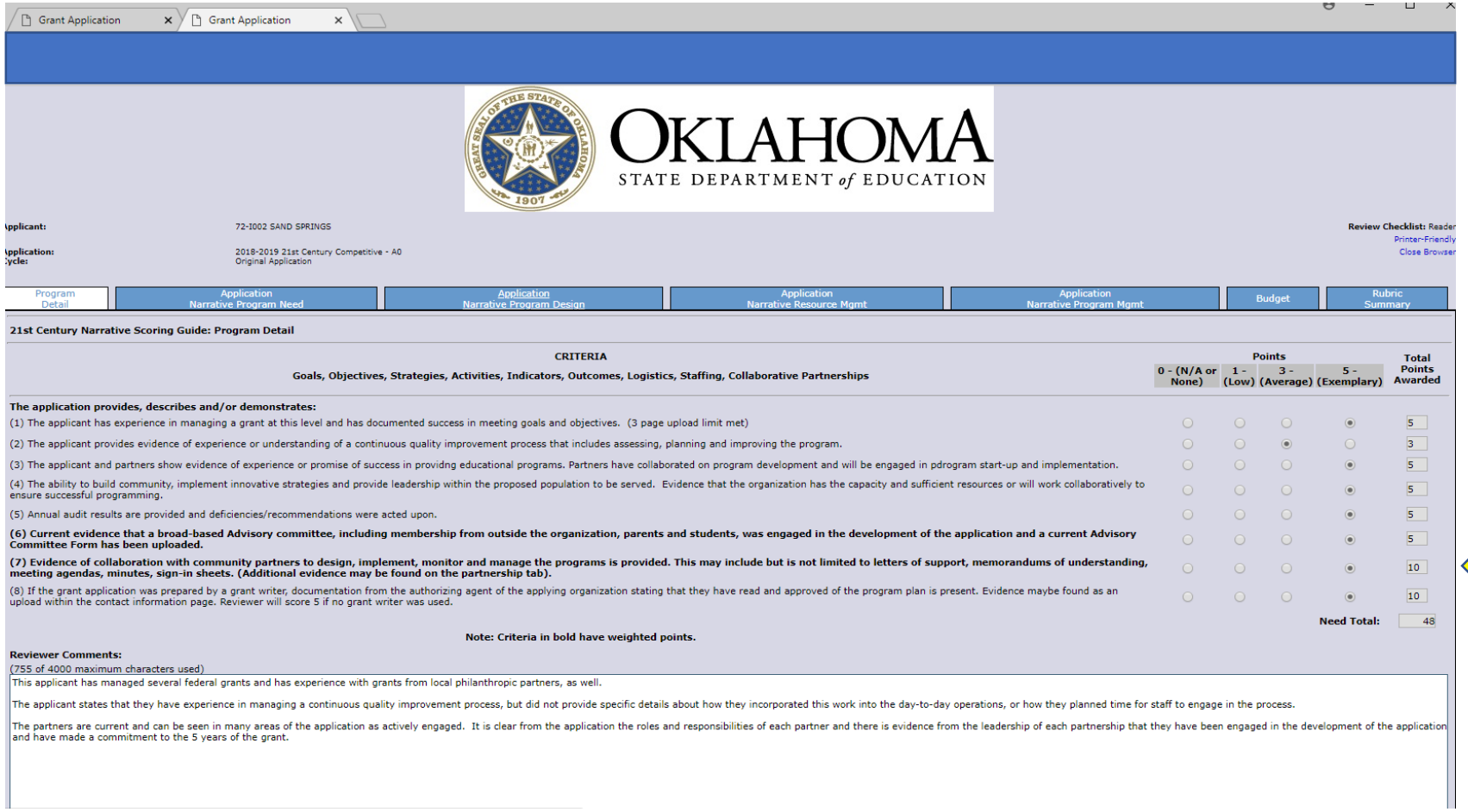
- Provides details and a clear outline for engaging out-of-school time activities;
- Makes good use of relevant research and methods of child/youth/program development;
- All areas of the application and budget cite specific ways the community, partners, and families are or will be involved; and/or
- The budget reflects specific use of funds and a focus on well paid certified staff and quality, sustainable training, materials, and services.

SCORING SCALE

5 – Excellent/Exemplary

- Provides a comprehensive plan implementing evidence-based methods and use of data;
- Illustrates innovation in out-of-school time, clearly incorporates Oklahoma Academic Standards, and draws on existing partnerships with the community;
- All areas of the application reflect already existing input from the community, partners, families, and students; and/or
- The budget reflects strong and innovative use of funds, including a clear outline for sustainability of the program after funding ends.

WEIGHTED ITEMS



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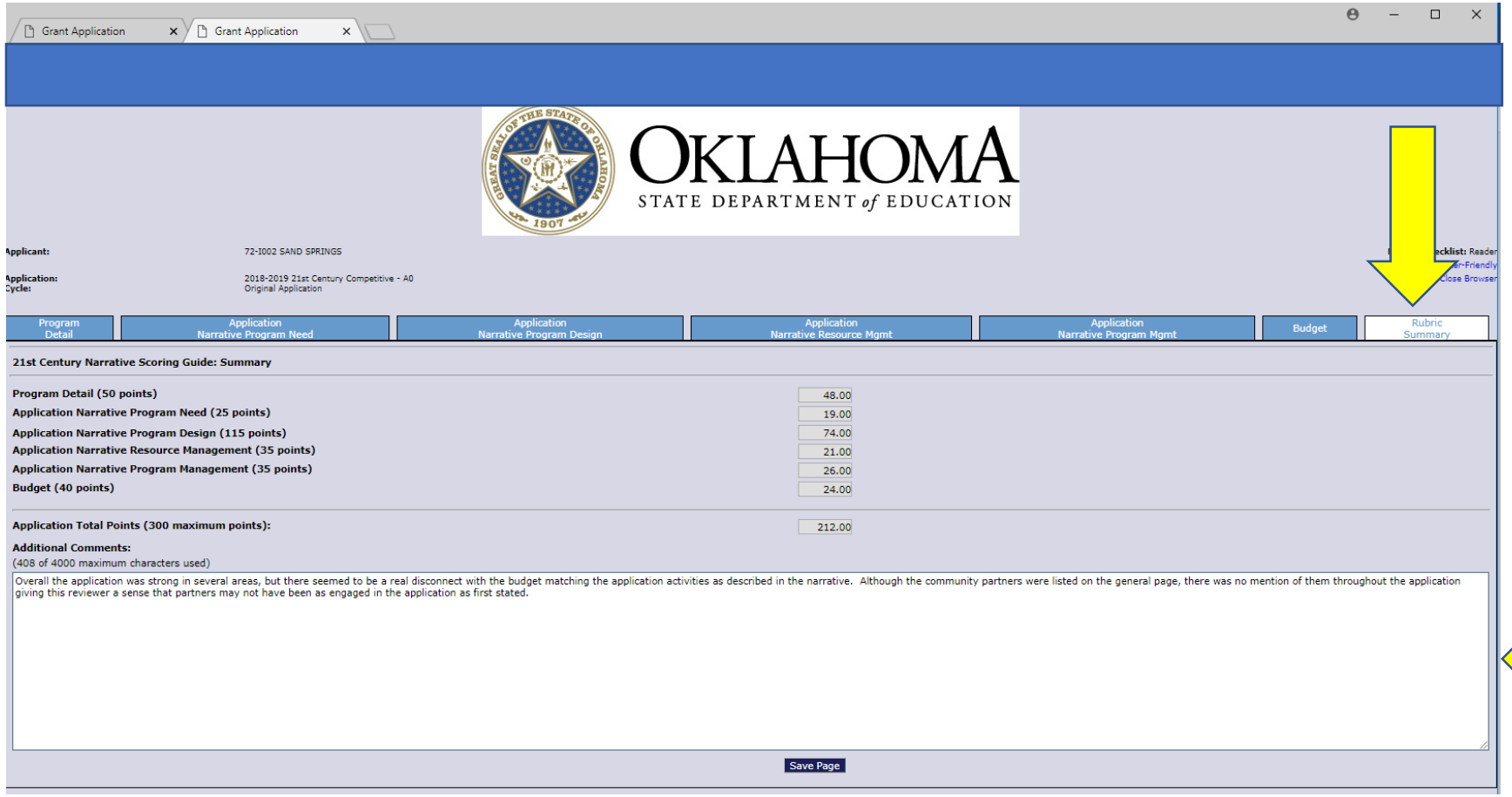
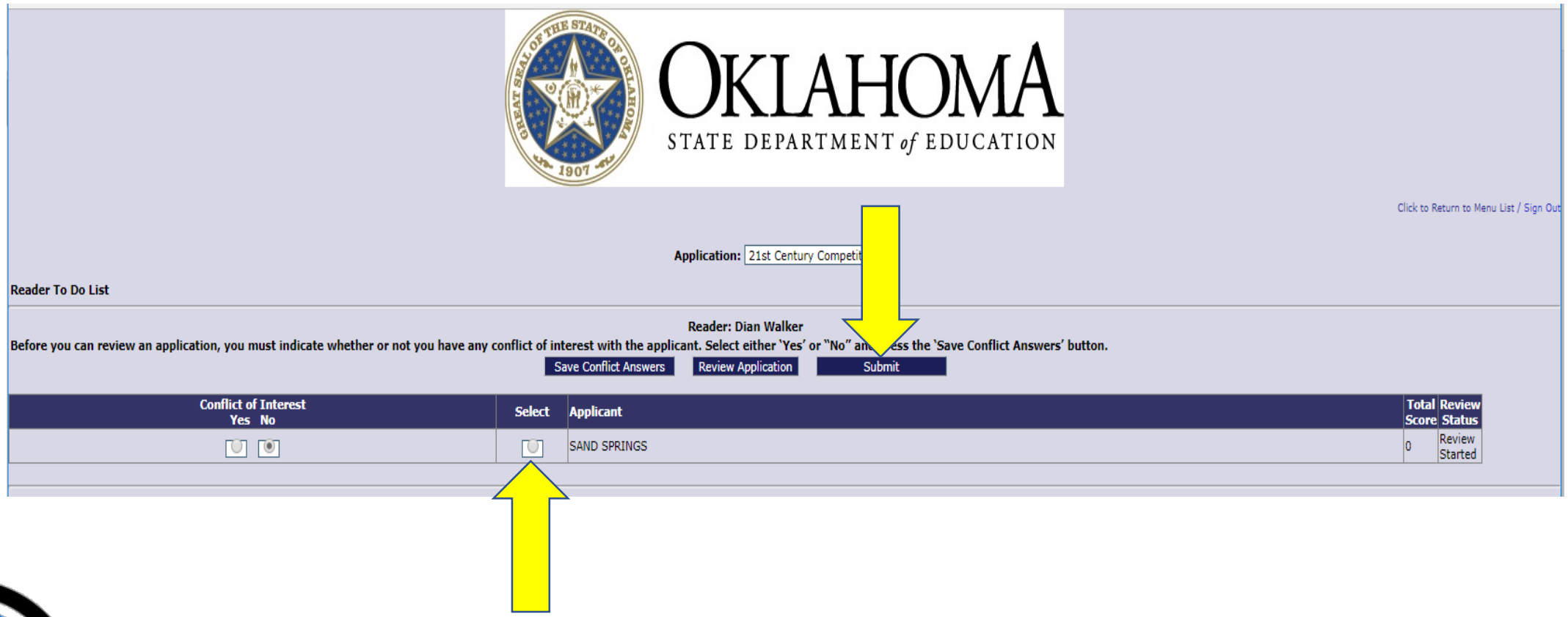
RUBRIC SUMMARY



SUBMITTING SCORES AND COMMENTS



SUBMITTING SCORES AND COMMENTS

Once the application has been scored, it must be submitted. No further changes can be made by the reader once an application is submitted.

To submit each application:

- Go to the Reader To Do List page
- Select the radio button next to the application
- Click the “Submit” button

The Review Status will change to “Completed” when the scores have been submitted.

Once all scores have been submitted no further action is needed.

FINAL REMINDERS

- Turn off your pop-up blocker for this website as soon as you log-in.
- Watch your score sheets
  - Score on the pop-up score sheet, NOT the sample rubric found in the grant application.
- Save often
  - If there is no save key then you are in the wrong place.
- Ask for help
  - Call or email the 21st CCLC office with questions or comments.

THANK YOU!

We appreciate you sharing your time and talents with us through this process!

Sonia Johnson

405-522-6225

Sonia.Johnson@sde.ok.gov