

STANDARD OPERATING PROCEDURES MANUAL



Peer Review Process

North Carolina 21st Century Community Learning Centers Program

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Standard Operating Procedures Manual

Level I Peer Review Process

21st Century Learning Centers (21st CCLC) Program

Introduction

The 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities (i.e., before, during and/or after-school programming) for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Formula grants are awarded to state educational agencies, which, in turn, manage statewide competitions and award grants to eligible entities. For this program, “eligible entity” can mean a local educational agency, community-based organization, another public or private entity, or a consortium of two or more such agencies, organizations, or entities.

Applications for the 21st Century Community Learning Centers (CCLC) grants, must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP). All applications submitted through CCIP by the established due date will be reviewed and evaluated.

Overview of the 21st CCLC Application Review Process

As outlined with the North Carolina State Board of Education (SBE) policy TCS-O-001, all 21st CCLC applications submitted will go through the following review process.

Initial Login and Screening: Each application is reviewed by employees of the State educational agency to determine the completeness of the application and eligibility of the organization.

Level I Evaluation: The peer review team is comprised of experienced grant readers from various professions. Impartial reviewers will evaluate each application based on the proposed activities and the capability of the applicant to implement the proposed program. Face-to-face and web-based training is provided for all reviewers.

A review team of three reviewers will assess each application utilizing a Rating Rubric. Scores from the independent evaluations will be averaged to determine a final rating for each application. Each proposal will be included in one of the five following quality bands:

1. Excellent
2. Strong
3. Average
4. Weak
5. Unacceptable

Level II Evaluation: Applications recommended for funding by the review team will be reviewed by a smaller team of reviewers (which may include the division director and review team chairpersons). These reviewers will use the following criteria and will assign priority points to applications that meet with specific funding priorities.

1. Jointly submitted by local education agency and at least one public or private community organization (or when exception is met by local education agency)
2. Propose to serve underserved geographical regions of the state
3. Designed to implement programs for students attending Focus or Priority Schools
4. Propose to provide a summer program component
5. Are novice applicants

Level III Evaluation: Using evaluation results from the level I and level II evaluations, the division director and other leadership appointed by the appropriate chief officer, jointly determine with the appropriate SBE Committee the final recommendations to the SBE for approval based on the total amount of funds requested compared to the total amount of funds available.

Upon approval from the SBE, the General Contact Person and Fiscal Agent (if different organization from the General Contact) will be notified via email and written letter through standard mail. All applicants that are not funded will be notified via email and written letter through standard mail with written comments from the peer reviewers to support improved proposals in future competitions.

For information on appeals, go to: <http://www.ncpublicschools.org/21cclc/resources/>.

According to findings from a performance audit conducted by the North Carolina Office of the State Auditor (that spanned the period of July 1, 2013, through June 30, 2014, and was reported in June 2015), it was determined that:

- *“The Department of Public Instruction’s (DPI) 21st Century Community Learning Centers (Program) grant selection process meets federal and state requirements for the Program.”*
- *“DPI uses consistent criteria to select grant recipients. DPI ensures the use of consistent criteria by embedding the program’s purpose in DPI’s request for proposal documents, DPI policy and procedures manuals, and application evaluation tools.”*

Purpose of Standard Operating Procedure Manual

The purpose of this Standard Operating Procedure (SOP) manual is to outline the processes employed in carrying out a fair and objective “Level I” peer-review of all applications that are submitted to NCDPI for possible 21st CCLC funding. This SOP aligns with ED's *Handbook for the Discretionary Grant Process* (ED Handbook) and will be updated biennially and/or prior to each 21st CCLC grant application cycle.

Section I. Oversight of Peer Review Process

Level 1 reviews are accomplished through a contract (i.e., task order) with the SERVE Center at the University of North Carolina at Greensboro (UNC-G). This section of the SOP describes NCDPI's and SERVE Center's roles and responsibilities for implementation and oversight of the peer review process.

I.A. NCDPI Roles and Responsibilities

By outlining the review procedures in this manual, NCDPI provides transparency in ensuring a high quality 21st CCLC (a) peer reviewer selection process and (b) peer review process.

The Federal Program Monitoring and Support Division staff is responsible for ensuring that the peer review process is in compliance with applicable legal and policy requirements. In this role, they oversee the peer review process and related activities that are carried out under the contract with SERVE Center. NCDPI has approval authority over all aspects of the peer review including, but not limited to, the selection of peer reviewers and the development of the application and training materials.

I.B. SERVE Roles and Responsibilities

SERVE is contracted by and works collaboratively with the NCDPI Federal Program Monitoring and Support Division staff to design and implement objective processes for: (a) recruiting and selecting Level I grant reviewers, (b) organizing the training for reviewers and providing them with all materials needed, (c) assigning applications to reviewers to avoid potential conflicts of interest, (d) providing ongoing technical assistance to reviewers during their grant reviews, (e) collecting scores and feedback/comments on each application from reviewers, (f) analyzing/reporting application scores to NCDPI, and (g) conducting verifications of absolute and competitive priority requirements (where needed).

Peer Review Project Director: This SERVE staff member has the overall responsibility for ensuring a high quality and fair peer review process. The duties of the Peer Review Project Director include, but are not limited to, the following:

- Ensuring on-going collaboration and communication with NCDPI Federal Program Monitoring and Support Division;
- Providing NCDPI feedback on proposed application materials, processes, and instruments;
- Reviewing and approving SERVE deliverables to be submitted to NCDPI for approval; and
- Providing presentations, as needed for federal- and state-level reporting requirements and requests.

Peer Review Project Manager: This SERVE staff member provides the day-to-day management of the Level I peer review process. The duties of the Peer Review Project Manager include:

- Handling the logistics of the reviewer recruiting and selecting process;
- Managing the development/facilitation of the peer reviewer trainings;
- Responding to and documenting procedural and administrative questions;
- Identifying/addressing any conflicts of interest;
- Assigning applications to peer reviewers;
- Monitoring the progress of individual reviewers;
- Analyzing data and compiling a rank-order list of applications to NCDPI;
- Collecting feedback from grantee applicants and peer reviewers regarding ways to improve the processes; and
- Preparing SERVE deliverables to be submitted to NCDPI.

Section II. Recruiting Level I Grant Reviewers

To ensure a fair and competitive application review process, it is essential to recruit and train a sufficient number of peer reviewers so that there are three peer reviewers evaluating each 21st CCLC application that is submitted to NCDPI. Prior to recruiting peer reviewers, SERVE solicits input from NCDPI staff regarding preferred reviewer criteria and suggestions for ways to recruit reviewers. Once all reviewer applications are submitted, SERVE assesses each applicant's materials and proposes recommendations to NCDPI for peer reviewer selections/invitations.

II.A. "Call for Reviewers" Solicitation

"Call for Reviewers" documents are developed to seek individuals interested in reviewing 21st CCLC grant proposals and direct them to an online application form. The recruitment materials encourage individuals with one or more of the following qualifications to apply:

- experience with out-of-school or extended day programs or knowledge of research or practice on this topic;
- experience with or knowledge of research and practice in designing, implementing, or evaluating interventions for at-risk students from high poverty schools;
- experience with working with communities to forge meaningful partnerships that foster commitment to improving the lives of youth and their families;
- relevant experience in an education-related field;
- experience with conducting evaluations of education programs or community programs for at-risk youth;
- experience as a grant reviewer (preferably in education); and/or
- experience as a project director/manager/coordinator of a grant-funded project.

II.B. Peer Reviewer Application Form

A peer reviewer application form is provided to collect information including, but not limited to: a) educational attainment; b) employment status; c) relevant work experience

and expertise; d) availability, e) professional references; and f) certification that applicant is not associated with any school district or organization that is submitting a 21st CCLC grant application during the current competition. In addition, applicants are encouraged to submit a three-page or less resume.

II.C. Recruitment Material Dissemination

The “Call for Reviewers” and reviewer application form is posted on both the NCDPI and SERVE websites and shared with relevant community-based organizations, nonprofits, education-focused associations, and universities/colleges across the state. Notification of the online application may also be sent via email to individuals with prior experience and/or networks related to 21st CCLC.

Section III. Selecting Level I Grant Reviewers

To begin the selection process, SERVE first completes a summary form for each applicant’s educational attainment, experience and background, content area expertise, experience in reviewing grant applications, and availability. Using this information, SERVE’s Peer Review Project Manager compiles an initial list of “recommended” reviewers. Subsequently, two additional SERVE staff members individually and independently review all the reviewer application materials to determine if they agree/disagree with the recommendations. After individually reviewing the reviewer applications, the Peer Review Project Manager convenes the group to discuss the strengths and weaknesses of all applications in order to reach consensus and create a roster of SERVE recommended peer reviewers. SERVE submits the proposed roster with accompanying information to NCDPI for review and approval.

III.A. Notification of Peer Reviewers

Once NCDPI approval is complete, both selected and non-selected applicants are contacted individually (via email) to notify them of their selection/non-selection as a peer reviewer. Those selected are provided with an overview of reviewer responsibilities, including: mandatory attendance at reviewer training, meeting reviewer timelines, ensuring there is no conflict of interest, adhering to confidentiality policies, etc. (however, it is important to note that these responsibilities will be further defined and discussed during the reviewer training sessions). In addition, selected peer reviewers are asked to provide SERVE Operations Department additional information that is required to initiate the SERVE contract process. Contracts stipulate the amount reviewers will receive for attending trainings and the proposed compensation for each completed application review.

III.B. Initial Conflict of Interest Screening

Reviewers are also required to sign a conflict of interest form (developed by NCDPI) indicating that it is their responsibility to notify SERVE if they are assigned an application in which they (a) currently have or previously had a financial or prejudicial vested interest and/or (b) currently are, or previously were employed, regardless of the time period that has elapsed since the employment so that they can be removed from the scoring of such application. (See Appendix B)

Section IV. Reviewer Training

Once peer reviewers are selected, they are trained to ensure a common understanding and use of the scoring rubric. It is important to note that all reviewers are required to attend training as a precondition for serving as a reviewer. SERVE works closely with NCDPI to develop and deliver peer reviewer training that covers the substantive programmatic requirements of the competition, such as the authorized activities, absolute priorities, selection criteria, and guidelines/expectations about scoring methods and practices. More specifically, the face-to-face, one-day training includes an overview of: (a) the 21st CCLC program components and the grant review process, (b) content and use of the scoring criteria/rubrics, (c) the CCIP online application system through which the reviewers access their assigned applications, (d) an online data entry system through which reviewers enter their scores, and (e) guidelines for providing summary written comments for the applicants. In addition, the face-to-face training (or a follow-up webinar) includes a practice review of a sample application, followed by a whole group debrief/reflection.

IV.A. Use of Scoring Rubric

The rubrics in the RFP are used in scoring the applications. A common understanding of the rubric promotes higher inter-rater reliability than the use of the scoring rubric without the training or in-depth understanding of the rubric dimensions; thus, the majority of the training time is spent helping reviewers understand each scoring dimension on the rubric.

IV.B. Scoring and Comments Guidance

In addition, the training emphasizes the importance of peer reviewer comments that summarize clearly the strengths and weaknesses of an application in a way that aligns with the scoring of the applications. High scores should be supported by a summary of strengths in the application, just as low scores should be supported by a summary of weaknesses. Thus, the training emphasizes the importance of aligning reviewer comments with reviewer scores to present the clearest possible assessment of the application.

Section V. Assignment of Applications

NCDPI reviews all applications for completeness and applicant eligibility and sends a list of all 21st CCLC applications received through “Draft Completed” in CCIP (including Organization Name, Application Code, and County) to SERVE. To assign three reviewers to independently score each application, SERVE staff: (a) add applicant information into an assignment spreadsheet; (b) add an applicant regional code based on the county information provided by NCDPI; and (c) reassign any reviewers if the spreadsheet “flags” a matched regional code and/or if other conflicts of interest are identified (either by SERVE staff or indicated by reviewer).¹

¹ To ensure assignment of applications to reviewers in a systematic way, a reviewer assignment Excel spreadsheet is developed by SERVE. The spreadsheet is designed to ensure that no reviewer is assigned an application from his or her own region. More specifically, the process/spreadsheet “flags” any rows (i.e., assignments) in which an applicant regional code and a reviewer regional code match (thus indicating a need for reassignment).

V.A. Quality Control of Application Assignments

SERVE conducts various quality control checks. For example:

- two staff members independently review the assignment spreadsheet by doing sorts/filters by individual application and by individual reviewer.
- creating a template that pulls and organizes the assignment data into a Word document (i.e. a one-page overview of the application information as well as the information on the three reviewers assigned). The one-page overviews are printed out, posted on a wall, and checked by at least two SERVE staff members.

V.B. Communicating Assignments to Reviewers

A list of grant review assignments is provided to each reviewer with the names/codes of applications they were responsible for reviewing. These lists are emailed to each reviewer as an attachment. Prior to emailing these lists, SERVE conducts an additional check to make sure all data on the lists matches the information in our database.

Section VI. Ongoing Technical Assistance to Reviewers

In addition to the face-to-face and webinar training for reviewers, SERVE provides “real-time” technical assistance to reviewers, as needed, during their scoring of the assigned applications. Reviewers are encouraged to contact the Peer Review Project Manager by phone or via email if they have questions or need clarifications regarding any part of the review process. This process of support DOES NOT include assistance with actual scoring, but rather questions about the online data entry of scores, etc.

The Peer Review Project Manager acts as the single-point-of-contact providing consistency and efficiency of communication to reviewers. When a reviewer has a process question, SERVE confirms answers with NCDPI, if needed, before responding to the question. This on-going technical assistance approach is important because the peer reviews are conducted remotely and using online systems including the (a) North Carolina Comprehensive Continuous Improvement Plan (CCIP) online system to access applications and (b) SERVE Qualtrics online system to enter scores for each application.

Questions from peer reviewers and responses provided by SERVE and/or NCDPI are culled to create a Frequently Asked Questions (FAQ) document—which is updated and shared with reviewers via email during the review period. Furthermore, in preparation for any new grant competition, FAQs documents are revisited by SERVE and NCDPI staff in order to better inform upcoming training and/or communications regarding future Level I processes.

Section VII. Collecting Reviewer Scores and Comments

Peer reviewers are responsible for scoring their assigned applications and submitting the scores and comments for each application by the predetermined deadline (unless an extension is requested and approved by the Peer Review Project Manager).

VII.A. Reviewer Scoring Forms

SERVE works in collaboration with NCDPI to develop and/or update forms that systematically lead the reviewers through the scoring process. The purpose and use of all forms is explained to reviewers during face-to-face training described above. Examples of forms from prior years include:

- *First Read Notes Page*—reviewers use to make notes from their “first scan/read” of the application (See Appendix C)
- *Reviewer Scoring Guide*—reviewers use to select numeric score for each scoring dimension from the rubric provided to applicants in the RFP (See Appendix D)
- *Score Sheet Summary*—reviewers use to first document their ratings and then enter their scores into Qualtrics (See Appendix E)
- *Completion Checklist*—reviewers use to track the completeness/status of their assigned applications (See Appendix F)

VII.B. Online Scoring System

Since the review process is conducted remotely/off-site, SERVE creates an online data entry system for reviewers to enter their numeric scores and overall comments for each application assigned. Reviewers can access the system anywhere as long as they have an internet connection and the web-link provided to them during the reviewer training. SERVE explains the use of the system to the reviewers during the training.

The online system is a secured, password-protected site designed to collect the following information for each application reviewers are assigned:

- *Reviewer Information:* reviewer name and unique ID
- *Applicant Information:* applicant name and organization code
- *Reviewer Numeric Scores:* Scores for each of the scoring dimensions/rubrics (e.g., Needs Assessment, Timeline, Capacity to Implement and Sustain, Needs Assessment and Program Design, Program Activities Aligned to Scientifically-Based Research, Parent and Family Involvement, Program Evaluation, Budget/Allocation of Resources/Cost/Budget Integration, and Plan Relationships)
- *Reviewer Comments:* Paragraph or less summary of application strengths and areas for improvement

VII.C. Quality Control Check to Identify Missing Data

Reviewers are instructed to enter numeric scores and overall comments in the online system for each application they were assigned. As part of a data review for completeness, SERVE:

- Downloads scores entered by reviewers into an Excel spreadsheet
- Filters data by applicant name to ensure each application has scores from three reviewers
- Filters data by reviewer to ensure each reviewer enters scores for each of their assigned applications

When missing data are identified, SERVE contacts the reviewer to determine the reason for the missing data and works collaboratively with the reviewer to ensure all required data are successfully entered into the online system.

Section VIII. Analyzing and Reporting Application Scores

Any review process will have variation in scores, which is why three peer reviewers are required to evaluate each application (such that the average of the three scores minimizes the impact of any low or high score on a particular application). In other words, it is anticipated that there will be instances where very qualified peer reviewers will come to different conclusions about the quality of a given application; and as a result, there will be variations in scoring among peer reviewers. Thus, SERVE conducts several analyses to describe the extent of variation in reviewer scores.

VIII.A. Examining Reliability

In order to assess inter-rater reliability, the intra-class correlation coefficient (ICC) is estimated. The ICC assesses the consistency of measurements made by multiple raters. Because all reviewers do not score all applications, SERVE uses a one-way model for the ICC (Hallgren, 2012). The total score for each application (i.e., the sum of scores on all the dimensions) is used to calculate reliability. Generally, ICC values less than 0.40 are considered “poor”, between 0.40 and 0.59 are considered “fair”, between 0.60 and 0.74 are considered “good”, and above 0.75 are considered “excellent” (Hallgren, 2012).²

VIII.B. Reporting Scores

For each application, the three reviewers’ total scores and the overall score average across the three reviewers are provided in an Excel workbook to NCDPI for review. SERVE and NCDPI then schedule a conference call in order to talk through the data—as a means to ensure everything is presented in a format that best meets NCDPI’s needs.³

Section IX. Absolute and Competitive Priority Verification

In preparation for the Level II review, SERVE assists NCDPI by developing spreadsheets that document “absolute” and “competitive” data reported by applicants compared to “absolute” and “competitive” data that are publically available on the NCDPI website.

Section X. Peer Review Process Evaluation

As a strategy to ensure the on-going continuous improvement of the 21st CCLC application and review processes, SERVE collects feedback from grantee applicants and peer reviewers regarding ways to improve the processes.

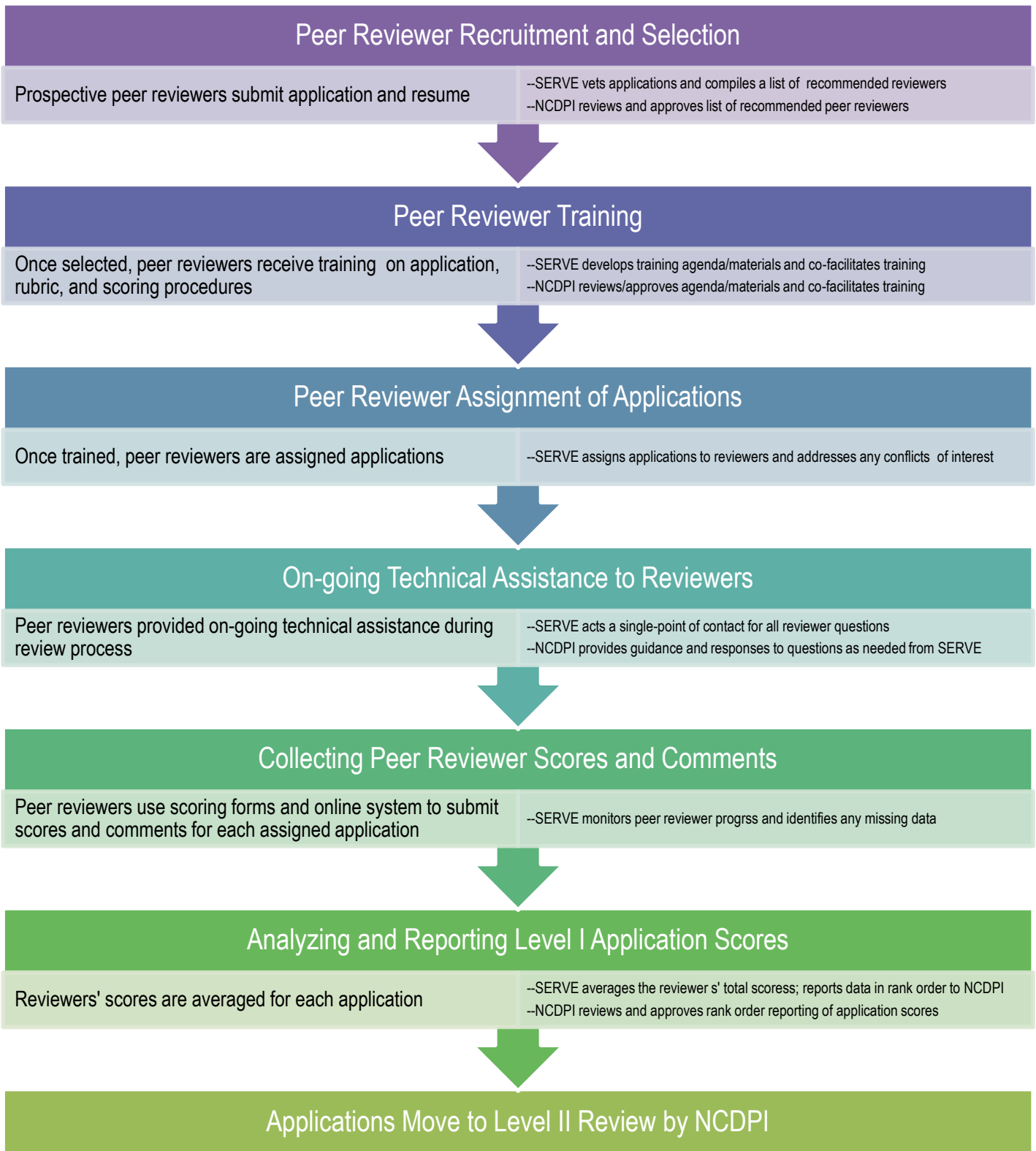
² In 2014, the *irr* package in R (Gamer, Lemon, Fellows, & Singh, 2010) was used resulting in an estimate of inter-rate reliability for the 144 applications, with each scored by 3 reviewers, of 0.755, suggesting “excellent” consistency among the reviewers.

³ In 2014, it was determined that NCDPI needed to link the applications with the DUNS number (as listed in the CCIP online system) for the next review levels; thus, SERVE agreed to pull those numbers and document them in the workbook. Once all revisions were made, SERVE submitted a final Excel file with applicants’ scores to NCDPI.

Section XI. Post Peer Review Activities

For additional supporting documentation or presentations requested from various state-level entities (e.g., SBE, state auditor's office) and/or the federal-level entities (e.g., Program Officer, 21st CCLC monitors), SERVE provides NCDPI relevant information regarding the Level I review, as needed.

APPENDIX A: LEVEL I REVIEW FLOWCHART OF SERVE AND NCDPI RESPONSIBILITIES AT EACH STEP



APPENDIX B: SAMPLE CONFLICT OF INTEREST FORM

**21st Century Community Learning Centers
Reviewer Conflict of Interest Form**

This form is to be completed prior to reviewing proposals for the 21st Century Community Learning Centers.

Proposal Reviewers, acting on behalf of the North Carolina Department of Public Instruction, must perform all functions related to the review and rating of grant applications with professional objectivity. While reviewers are responsible for scoring applications, not making final decisions about funding, it is critical that any/all scoring is done with impartiality toward all applicants.

Please read the following, and if able to attest that you will comply with the statements, sign where indicated.

I attest that I did not help to prepare one or more 21st Century Community Learning Centers applications during the 2014-15 competition.

I agree to remove myself from the proposal review process for any applications assigned to me in which I currently have or previously had a financial or prejudicial vested interest(s). I agree to notify SERVE Center, as the grant review process coordinating agency, in writing (via email) of any possible conflict of interest prior to reviewing any such proposals. Conflict of interest means any situation that would bias my scoring for or against a proposal or that might create the appearance of a conflict in scoring any particular proposal.

Additionally, I agree that I will notify SERVE if I am assigned a proposal submitted by an entity where I or a relative currently are, or previously were employed, regardless of the time period that has elapsed since the employment so that I can be removed from the scoring of such application. A relative is defined as a spouse, child, child’s spouse, parent, parent’s spouse, sibling, and sibling’s spouse.

I, _____, have read and understood the above conflict-of-interest statement.

Signature

Date

**APPENDIX C: SAMPLE SCORING DOCUMENT
FIRST READ FORM**

**21st Century Community Learning Centers
2014 Grant Application First Read Notes Guide**

Applicant Name _____
Applicant Number _____ Reviewer Number _____

Before you start scoring each application section by section, read quickly over all sections of the application online and make notes about the who, what, why of the proposal so that you have a big picture of what is being proposed before you start the scoring section by section. Some questions are provided below as a possible note-taking structure for your quick first read.

You will find when examining the rubrics for scoring the nine sections of the application that the differences between “leading”, “developing”, and “lacking” have to do, in part, with the clarity of what is being proposed. Words such as comprehensive, clear and concise, detailed, or specific are used in descriptors under “Leading” (10-8 score range); words such as brief, general, and somewhat clear are used in descriptors under “Developing” (7-4 score range); and words such as limited and lacking are used for descriptors under “Lacking” (3-1 score range). This quick read can help you determine whether you understand the big picture of what is being proposed.

Who will this program serve (organizations, types of students)?

What programming is proposed for the after school hours and the summer portion (is it clear what opportunities/activities students will experience on a day-to-day basis)?

What is the staffing proposed to work with the students (who, how many, from where)?

What student outcomes are identified in the proposal (i.e., how will students benefit from participating in the program)?

What is proposed in terms of sustaining the funding over time?

APPENDIX D: SAMPLE SCORING DOCUMENT APPLICATION REVIEWER SCORING GUIDE

Applicant Name _____

Applicant Number (Org Code): _____

Reviewer Number: _____

Needs Assessment (PT)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

| The applicant provides a description of the needs assessment conducted to determine the proposed program. | | | | | | | | | | |
|---|---|---|-------------------------|--|---|---|---|---|---|--|
| Leading (10-8) | | | Developing (7-4) | | | | Lacking (3-1) | | | |
| Applicant provides: <ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive summary of the needs of all stakeholders including the school, students, and community it will serve. <input type="checkbox"/> An analysis that includes specific data sources with a thorough cross-analysis of all key domains (perspective, demographic, process, and outcome). <input type="checkbox"/> An analysis of at least four (4) risk factors that place students in jeopardy of academic failure or behavioral penalties. | Applicant provides: <ul style="list-style-type: none"> <input type="checkbox"/> A brief summary of the needs of some stakeholders including the school, students, and community it will serve. <input type="checkbox"/> An analysis that includes specific data sources with some cross-analysis under some of the key domains. <input type="checkbox"/> An analysis of two (2) or three (3) risk factors that place students in jeopardy of academic failure or behavioral penalties. | | | Applicant provides: <ul style="list-style-type: none"> <input type="checkbox"/> A limited summary of the needs with an insufficient description of the school, students, and community it will serve. <input type="checkbox"/> A brief analysis that includes limited data sources. <input type="checkbox"/> A limited analysis that lacks disaggregated data or connections to needs of the target population. | | | Summary of needs of all stakeholders to be served Analysis that includes various kinds of data Analysis of risk factors | | | |
| Circle your score for Needs Assessment. | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| <i>This space provided to record your notes on this section.</i> | | | | | | | | | | |
| | | | | | | | | | | |

Risk Factors: poverty rates in the schools to be served; percentage or recent growth of Limited English Proficient students and adults; reading and math scores; educational levels for the identified students and their families; trends in EOC and EOG test data, especially for any Priority and Focus schools to be served; school truancy rate; juvenile crime rates; violent and drug-related offenses; short-term suspension or office referral rates; long-term suspension or expulsion data; attendance data; graduation rates; school dropout rate; survey results that support program needs; interviews with stakeholders; and other county, school, or local education agency data.

Timeline (FA-6)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

| The applicant provides a plan for community outreach, staff recruitment and retention, professional development and training for staff, and student travel including timelines and persons responsible for implementing the plan. | | | | | | | | | | |
|--|----------|----------|--|----------|----------|----------|--|----------|----------|---|
| Leading (10-8) | | | Developing (7-4) | | | | Lacking (3-1) | | | |
| Applicant provides: | | | Applicant provides: | | | | Applicant provides: | | | |
| <input type="checkbox"/> A clear and concise description of how the program will disseminate information about the program to the community. | | | <input type="checkbox"/> A general description of how the program will disseminate information about the program to the community. | | | | <input type="checkbox"/> A limited description of how the program will disseminate information about the program to the community. | | | Dissemination of program information |
| <input type="checkbox"/> Specific recruitment and retention plans for staffing the program, including volunteers, if applicable. | | | <input type="checkbox"/> General recruitment and retention plans for staffing the program, including volunteers, if applicable. | | | | <input type="checkbox"/> Limited recruitment and retention plans for staffing the program, including volunteers, if applicable. | | | Staff recruitment & retention |
| <input type="checkbox"/> A detailed plan for staff training and professional development including volunteers, and how it is aligned to specific program goals and priorities. | | | <input type="checkbox"/> A general plan for staff training and professional development including volunteers, with some alignment to specific program goals. | | | | <input type="checkbox"/> Limited plans for staff training and professional development including volunteers. | | | Professional Development for staff & volunteers |
| <input type="checkbox"/> A clear description of how students will be safely transported to and from the center and home. | | | <input type="checkbox"/> A general description of how students will be safely transported to and from the center and home. | | | | <input type="checkbox"/> A general description of how students will be safely transported to and from the center and home. | | | Student transportation |
| <input type="checkbox"/> All descriptions provide clear timelines and persons responsible for implementing the plan. | | | <input type="checkbox"/> Descriptions provide some timelines and persons responsible for implementing the plan. | | | | <input type="checkbox"/> Limited to no detail about timelines and persons responsible for implementing the plan. | | | Timelines & responsibilities for implementation |
| Circle your score for Timeline. | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| <i>This space provided to record your notes on this section.</i> | | | | | | | | | | |
| | | | | | | | | | | |

Capacity to Implement and Sustain (FA-7)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

| The applicant describes the organization’s experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. | | | | | | | | | | | | | | |
|---|----------|----------|---|----------|----------|----------|--|----------|----------|--|--|--|--|--|
| Leading (10-8) | | | Developing (7-4) | | | | Lacking (3-1) | | | | | | | |
| <p>Applicant provides:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A thorough description of the existing resources within the organization the program will use in implementing the program. <input type="checkbox"/> A clear description of external collaborative partnerships and resources that will be contributed and used to implement the program supported by customized partnership agreements. <input type="checkbox"/> A detailed plan that seeks support from community members and potential funders for program sustainability including a description of how record keeping, data collection, and student growth will be used to build sustainability beyond the funded project. <input type="checkbox"/> A detailed description that explains how costs will be covered in years three (3) – four (4) and beyond. | | | <p>Applicant provides:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A general listing of existing resources within the organization and how the resources will be used to support the program. <input type="checkbox"/> A general description of external partnerships and resources provided to support the program supported by general partnership agreements. <input type="checkbox"/> A general plan to seek support from community members and potential funders for program sustainability. <input type="checkbox"/> A general description that explains how costs will be covered in years (3) – (4) and beyond. | | | | <p>Applicant provides:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A limited description of existing organization resources. <input type="checkbox"/> Limited to no information regarding collaborative partnerships. <input type="checkbox"/> A limited plan to seek support from community members and potential funders for program sustainability. <input type="checkbox"/> A brief description with non-specific information about how costs will be covered in years (3) – (4) and beyond. | | | | <p>Use of existing resources for program implementation</p> <p>External collaborative partnerships & resources</p> <p>Plan for seeking support for sustainability</p> <p>How costs are covered years 3 – 4, and beyond</p> | | | |
| Circle your score for Capacity to Implement & Sustain. | | | | | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | |
| <i>This space provided to record your notes on this section.</i> | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

Needs Assessment and Program Design (must align to Needs Assessment in Planning Tool) (FA-8)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

| The applicant provides and demonstrates how results of the needs assessment was used to determine the proposed program design and how the program design will address student academic needs. | | | | | | | | | | |
|--|----------|----------|--|----------|----------|----------|---|----------|----------|--|
| Leading (10-8) | | | Developing (7-4) | | | | Lacking (3-1) | | | |
| Applicant provides: <input type="checkbox"/> A clear description of the program design with specific alignment to comprehensive summary of the needs of all stakeholders including the school, students, and community it will serve. <input type="checkbox"/> A clear description of how the program design and activities will address the academic needs of students. | | | Applicant provides: <input type="checkbox"/> A general description of the program design that is somewhat aligned to the needs of stakeholders. <input type="checkbox"/> A general description of how the program design and activities will address the academic needs of students. | | | | Applicant provides: <input type="checkbox"/> A description of the program design with little to no alignment to of all stakeholders. <input type="checkbox"/> A limited description of how the program design and activities will address the academic needs of students. | | | |
| <i>Circle your score for Needs Assessment and Program Design.</i> | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| <i>This space provided to record your notes on this section.</i> | | | | | | | | | | |
| | | | | | | | | | | |

Program Activities Aligned to Scientifically-Based Research (FA-9)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

The applicant describes how program activities are based on scientifically-based research which provides evidence that the activities will help students meet the State and local student academic achievement standards.

| Leading (10-8) | Developing (7-4) | Lacking (3-1) | |
|--|--|---|---|
| Applicant provides: <input type="checkbox"/> A clear description of how each indicated research-based program activity will help students meet academic achievement standards. <input type="checkbox"/> Three (3) or more citations of relevant scientifically-based research that is less than ten years old, and supports either program implementation or program activities. | Applicant provides: <input type="checkbox"/> A somewhat clear description of how each indicated research-based program activity will help students meet academic achievement standards. <input type="checkbox"/> Fewer than three (3) citations of related scientifically-based research less than ten years old and links to either program implementation or program activities. | Applicant provides: <input type="checkbox"/> Limited to no description of how indicated research-based activities will help students meet academic achievement standards. <input type="checkbox"/> No specific citations to support how program activities will impact academic performance or the citations provided are unrelated to the program activities proposed. | How research-based activities support academic achievement Current, relevant, research cited |

Circle your score for Activities Aligned to Scientifically-Based Research.

| | | | | | | | | | |
|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|

This space provided to record your notes on this section.

Parent and Family Involvement (FA-10)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

| The applicant describes a plan to engage parents and families of the students served by community learning centers that includes ongoing regular communication, opportunities for literacy and related educational development, and staff training needed to effectively implement the plan. | | | | | | | | | | |
|--|----------|----------|--|----------|----------|----------|--|----------|----------|---|
| Leading (10-8) | | | Developing (7-4) | | | | Lacking (3-1) | | | |
| Applicant provides: <ul style="list-style-type: none"> <input type="checkbox"/> Detailed plan for ongoing and regular communication with parents/families that increases likelihood of engagement. <input type="checkbox"/> A detailed description of specific activities and timelines for parents/families that includes opportunities for literacy and related educational development as well as how parents can support the academic needs of students. <input type="checkbox"/> A comprehensive staff professional development plan that supports the implementation of a parent/family involvement plan. | | | Applicant provides: <ul style="list-style-type: none"> <input type="checkbox"/> A brief plan for periodic communication with parents/families. <input type="checkbox"/> A general description of activities for parents/families that focus on how parents can support the academic needs of students. <input type="checkbox"/> Staff training that supports the implementation of the parent /family involvement plan. | | | | Applicant provides: <ul style="list-style-type: none"> <input type="checkbox"/> Limited to no information on communication plans with parents/families. <input type="checkbox"/> A brief plan with activities that lack a focus on the academic needs of students. <input type="checkbox"/> Limited to no description of staff training plans related to parent/family involvement. | | | |
| | | | | | | | | | | Activities that support parent/family literacy and student academic achievement |
| | | | | | | | | | | Staff professional development related to parent/family involvement planning |
| Circle your score for Parent and Family Involvement. | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| <i>This space provided to record your notes on this section.</i> | | | | | | | | | | |
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Program Evaluation (FA-11)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

| The applicant provides a description of the evaluation process that includes data collections aligned to program goals, how the results will be used to improve the program, and how the results will be shared. | | | | | | | | | | |
|---|----------|----------|---|----------|----------|----------|--|----------|----------|---|
| Leading (10-8) | | | Developing (7-4) | | | | Lacking (3-1) | | | |
| Applicant provides: <ul style="list-style-type: none"> <input type="checkbox"/> A detailed description of the evaluation process of assessing effective program goals and objectives. <input type="checkbox"/> Detailed quantitative and qualitative data collections that pertain to the overall program goals and objectives. <input type="checkbox"/> A detailed description of how evaluation results will be used to inform program improvement. <input type="checkbox"/> Comprehensive methods to share program evaluation results with parents, community partners, and multiple stakeholders. | | | Applicant provides: <ul style="list-style-type: none"> <input type="checkbox"/> A general description of the evaluation process of assessing effective program goals and objectives. <input type="checkbox"/> General reference to data collections needed to effectively measure program goals and objectives. <input type="checkbox"/> General description of how results will be used to improve the program. <input type="checkbox"/> General description of methods to share program evaluation results with parents, community partners, and multiple stakeholders. | | | | Applicant provides: <ul style="list-style-type: none"> <input type="checkbox"/> Limited to no description of the evaluation process. <input type="checkbox"/> Limited to no description of data collections that are needed to evaluate the program. <input type="checkbox"/> Limited to no reference to how results will be used to improve the program. <input type="checkbox"/> Limited to no description of methods to share program evaluation results with parents, community partners, and multiple stakeholders. | | | Process of assessing program goals & objectives Data collection methods Plan for using results for program improvement Plan for sharing evaluation results w/multiple stakeholders |
| Circle your score for Program Evaluation. | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| <i>This space provided to record your notes on this section.</i> | | | | | | | | | | |
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Budget/Allocation of Resources/Costs/Budget Integration (FA-12)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

| The applicant provides a budget description that demonstrates costs that are reasonable and necessary, and aligns cost descriptions to the proposed programming. | | | | | | | | | | |
|--|----------|----------|---|----------|----------|----------|--|----------|----------|--|
| Leading (10-8) | | | Developing (7-4) | | | | Lacking (3-1) | | | |
| Applicant provides: <input type="checkbox"/> A detailed budget narrative that clearly aligns to activities proposed for program. <input type="checkbox"/> A detailed description of costs that sufficiently demonstrate that all costs are reasonable and necessary in relation to the number of students and adults to be served. | | | Applicant provides: <input type="checkbox"/> A budget narrative that somewhat aligns to activities proposed for program. <input type="checkbox"/> A description of the costs that are generally reasonable and necessary in relation to the number of students and adults to be served. | | | | Applicant provides: <input type="checkbox"/> A limited budget narrative with insufficient information related to proposed budget activities. <input type="checkbox"/> A description of costs that lacks a reasonable and necessary relation to the number of students and adults to be served. | | | |
| Circle your score for Budget/Allocation of Resources/Costs/Budget Integration. | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| <i>This space provided to record your notes on this section.</i> | | | | | | | | | | |
| | | | | | | | | | | |

Plan Relationships (FA)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

| The applicant provides SMART goals and objectives that include strategies, evaluation tools, and timelines aligned to the goals for the program and NC Priority Performance Measures. | | | | | | | | | | |
|---|----------|----------|---|----------|----------|----------|--|----------|----------|--|
| Leading (10-8) | | | Developing (7-4) | | | | Lacking (3-1) | | | |
| Applicant provides: <ul style="list-style-type: none"> <input type="checkbox"/> Five NC Priority Performance Measures with at least 3 from NC Priority 1 and at least 1 from NC Priority 2. <input type="checkbox"/> Objectives aligned to the selected NC priorities and stated program goal, with corresponding implementation strategies, and evaluation tools. <input type="checkbox"/> Program goals and objectives clearly reflect a focus on academics <u>and</u> the 21stCCLC Principles of Effectiveness. | | | <ul style="list-style-type: none"> <input type="checkbox"/> Objectives somewhat aligned to the selected NC priorities and stated program goal, with corresponding implementation strategies, and evaluation tools. <input type="checkbox"/> Program goals and objectives clearly reflect a focus on academics <u>or</u> the 21stCCLC Principles of Effectiveness. | | | | Applicant: <ul style="list-style-type: none"> <input type="checkbox"/> Identified fewer than 5 NC Priority Performance Measures or measures from only one NC Priority category. <input type="checkbox"/> Objectives do not align to stated program goals and NC priorities, or do not correspond to the stated implementation strategies or evaluation tools. <input type="checkbox"/> Objectives and goals lack an academic focus. | | | Five NC Priority Measures Objectives aligned across NC priorities, program goals, implementation strategies, and evaluation tools Focus on academics and 21 st CCLC Principles of Effectiveness |
| Circle your score for Plan Relationships. | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| <i>This space provided to record your notes on this section.</i> | | | | | | | | | | |
| | | | | | | | | | | |

- NC PRIORITY (1):** Participants in the 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
- 1a.** The percentage of elementary, middle, or high school 21st CCLC regular program participants whose mathematics grades improved from fall to spring.
 - 1b.** The percentage of elementary, middle, or high school 21st CCLC regular program participants whose English language arts grades improved from fall to spring.
 - 1c.** The percentage of elementary, middle, or high school 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments.
 - 1d.** The percentage of elementary, middle, or high school 21st CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.
 - 1e.** The percentage of elementary, middle, or high school 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation.
 - 1f.** The percentage of elementary, middle, or high school 21st CCLC regular program participants with teacher-reported improvements in student behavior.
- NC PRIORITY (2):** 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.
- 2a.** The percentage of 21st CCLC reporting emphasis in at least one core academic area.
 - 2b.** The percentage of 21st CCLC offering enrichment and support activities in other subject matter areas.

**APPENDIX E: SAMPLE SCORING DOCUMENT
SCORE SHEET SUMMARY**

Applicant Name _____

Applicant Number _____

Reviewer Number _____

21st CCLC Applicant Score Sheet Summary

| Scored Sections | Score |
|---|--------------|
| Needs Assessment | |
| Timeline | |
| Capacity to Implement and Sustain | |
| Needs Assessment and Program Design | |
| Program Activities Aligned to Scientifically-Based Research | |
| Parent and Family Involvement | |
| Program Evaluation | |
| Budget/Allocation of Resources/Costs/Budget Integration | |
| Plan Relationships | |
| TOTAL SCORE | |

Summary Comments

Provide a few brief comments that encapsulate your scoring rationale related to the quality of the overall application. Feedback should be constructive and serve to assist the applicant in developing a stronger proposal in the future.

Strengths:

Areas for Improvement:

APPENDIX F: SAMPLE SCORING DOCUMENT ASSIGNMENT/COMPLETION CHECKLIST

21st CCLC Reviewer Application Assignment Overview (Sample)

Reviewer Name (Reviewer #): _____

Maximum Number Assigned: 30

Directions: Below are the 21st CCLC grant applications you have been assigned. Use this form to track the completion of the various review stages. More specifically, for each application you review:

- check the box to confirm there is no conflict of interest for you to review the application;
- check the box to indicate you completed the *First Read Notes Page*;
- check the box to indicate you completed the *Reviewer Scoring Guide* (i.e., nine rubric scores and score sheet summary);
- check the box to indicate you completed the *Reviewer Scoring Summary*;
- enter the date you entered your score sheet summary data (nine rubric scores and comments) into the on-line Qualtrics system;
- enter the “Total Score” (maximum of 90 – high score of 10 X 9 dimensions) you assigned to the application (i.e., “Total Score” from Qualtrics);
- note any comments you have (only if needed).

| Tab# | Applicant Name | Applicant Number (Org Code) | No conflict of interest (✓) | First Read Notes Page completed (✓) | Reviewer Scoring Guide completed (✓) | Reviewer Scoring Summary completed (✓) | Entered data on-line (mm/dd/yy) | Total Score | Comments to us if needed (e.g., conflict of interest, trouble accessing application waiting for technical assistance) |
|------|---------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------------------|--|---------------------------------|-------------|---|
| 1 | Boys and Girls Club | AP-001 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 2 | XXX XXXX XXXX | AP-009 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 3 | XXX XXXX XXXX | AP-011 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 4 | XXX XXXX XXXX | AP-015 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 5 | XXX XXXX XXXX | AP-021 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 6 | XXX XXXX XXXX | AP-024 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 7 | XXX XXXX XXXX | AP-033 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 8 | XXX XXXX XXXX | AP-037 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 9 | XXX XXXX XXXX | AP-040 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 10 | XXX XXXX XXXX | AP-060 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 11 | XXX XXXX XXXX | AP-072 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 12 | XXX XXXX XXXX | AP-087 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 13 | XXX XXXX XXXX | AP-101 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 14 | XXX XXXX XXXX | AP-132 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 15 | XXX XXXX XXXX | AP-138 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |

| Tab# | Applicant Name | Applicant Number (Org Code) | No conflict of interest (√) | First Read Notes Page completed (√) | Reviewer Scoring Guide completed (√) | Reviewer Scoring Summary completed (√) | Entered data on-line (mm/dd/yy) | Total Score | Comments to us if needed (e.g., conflict of interest, trouble accessing application waiting for technical assistance) |
|------|----------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------------------|--|---------------------------------|-------------|---|
| 16 | XXX XXXX XXXX | AP-156 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 17 | XXX XXXX XXXX | AP-168 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 18 | XXX XXXX XXXX | AP-170 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 19 | XXX XXXX XXXX | AP-176 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 20 | XXX XXXX XXXX | AP-195 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 21 | XXX XXXX XXXX | AP-221 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 22 | XXX XXXX XXXX | AP-250 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 23 | XXX XXXX XXXX | AP-267 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 24 | XXX XXXX XXXX | AP-280 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 25 | XXX XXXX XXXX | AP-291 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 26 | XXX XXXX XXXX | AP-292 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 27 | XXX XXXX XXXX | AP-301 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 28 | XXX XXXX XXXX | AP-305 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 29 | XXX XXXX XXXX | AP-309 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 30 | XXX XXXX XXXX | AP-312 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |

Note: All applications must be reviewed and scores for the nine dimensions (with rationale/comments where appropriate) entered in the online system by **11:00 PM May 5, 2014**. Hard copies must be mailed to SERVE Center no later than **May 8, 2014** in the box/envelope provided at the face-to-face training. Payment for the training and individual reviews will not be processed until hard copies are received at the SERVE Center office.¹

Initial to confirm no conflicts of interest: _____ Date: _____

¹ I agree to remove myself from the proposal review process for any applications assigned to me in which I currently have or previously had a financial or prejudicial vested interest(s). I agree to notify SERVE Center, as the grant review process coordinating agency, via email (to kmooney@serve.org) of any possible conflict of interest prior to reviewing any such proposals. This conflict of interest would include any situation that would bias my opinions for or against a proposal or that might create the appearance of a conflict in scoring any particular proposal. Additionally, I agree that I will notify SERVE if I am assigned a proposal submitted by an entity where I or a relative currently are, or previously were employed, regardless of the time period that has elapsed since the employment. A relative is defined as a spouse, child, child's spouse, parent, parent's spouse, sibling, and sibling's spouse.