



# RACE TO THE TOP - EARLY LEARNING CHALLENGE

PANEL REVIEW BY APPLICANT

IOWA



Selection Criteria	Available Points	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Average Points
<b>A. Successful State Systems</b>							
(A)(1) Demonstrating past commitment to early learning and development	20	13	18	12	16	10	<b>13.8</b>
(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.	20	16	14	16	14	15	<b>15</b>
(A)(3) Aligning and coordinating early learning and development across the State	10	6	6	7	8	6	<b>6.6</b>
(A)(4) Developing a budget to implement and sustain the work of this grant.	15	8	4	6	8	7	<b>6.6</b>
<b>B. High-Quality, Accountable Programs</b>							
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	10	6	4	5	6	6	<b>5.4</b>
(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System	15	8	5	9	10	9	<b>8.2</b>
(B)(3) Rating and monitoring Early Learning and Development Programs	15	6	6	8	9	8	<b>7.4</b>
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	20	8	4	10	12	11	<b>9</b>
(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.	15	6	2	6	10	10	<b>6.8</b>
<b>C. Promoting Early Learning and Development Outcomes for Children</b>							
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.	-	-	-	-	-	-	
(C)(2) Supporting effective uses of Comprehensive Assessment Systems.	30	14	2	12	15	10	<b>10.6</b>
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.	30	6	15	9	9	10	<b>9.8</b>
(C)(4) Engaging and supporting families.	-	-	-	-	-	-	

<b>D. A Great Early Childhood Education Workforce</b>							
(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.	40	23	5	24	30	25	<b>21.4</b>
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	-	-	-	-	-	-	
<b>E. Measuring Outcomes and Progress</b>							
(E)(1) Understanding the status of children's learning and development at kindergarten entry.	20	8	10	11	10	10	<b>9.8</b>
(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.	20	16	16	16	15	20	<b>16.6</b>
<b>Total Points for Selection Criteria</b>	<b>280</b>	<b>144</b>	<b>111</b>	<b>151</b>	<b>172</b>	<b>157</b>	<b>147</b>
Competitive Preference Priority 2:* Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System	-	-	-	-	-	-	-
Competitive Preference Priority 3:** Understanding the Status of Children's Learning and Development at Kindergarten Entry	Yes/No	No	No	No	No	No	<b>0</b>
Absolute Priority: *** Promoting School Readiness for Children with High Needs.	Yes/No	No	No	No	No	No	<b>No</b>
						<b>Total Score</b>	<b>147</b>

\* Applicants are eligible to earn up to 10 points for Competitive Preference Priority 2: Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. The total awarded to the applicant for Priority 2 is based on an average of individual reviewer scores in this section.

\*\* Applicants are eligible for either 0 or 10 points for Competitive Preference Priority 3: Understanding the Status of Children's Learning and Development at Kindergarten Entry. The total awarded to the applicant for Priority 3 is not based on an average of individual reviewer scores in this section. Rather, 10 points are added to the applicant's Average Total Score if a majority of reviewers determined that the applicant has met the priority.

\*\*\* The Applicant will be determined to have met the absolute priority if the majority of reviewers responded "yes".

- Applicants could choose to respond to two or more criteria from Section C, one or more criteria from Section D and one or more criteria from Section E, as well as either or both of the competitive preference priorities. A dash (-) indicates that the applicant did not choose to respond to a particular criterion or priority.