Selection Criteria	Available Points	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Average Points
A. Successful State Systems							
(A)(1) Demonstrating past commitment to early learning and development	20	10	15	10	13	8	**11.2**
(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.	20	8	11	8	10	8	**9**
(A)(3) Aligning and coordinating early learning and development across the State	10	4	7	6	6	5	**5.6**
(A)(4) Developing a budget to implement and sustain the work of this grant.	15	9	11	7	6	5	**7.6**
B. High-Quality, Accountable Programs							
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	10	6	6	7	7	4	**6**
(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System	15	9	10	8	10	6	**8.6**
(B)(3) Rating and monitoring Early Learning and Development Programs	15	9	8	8	9	6	**8**
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	20	6	12	10	12	6	**9.2**
(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.	15	6	8	7	6	2	**5.8**
C. Promoting Early Learning and Development Outcomes for Children							
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.	20	7	12	10	10	5	**8.8**
(C)(2) Supporting effective uses of Comprehensive Assessment Systems.	20	5	12	10	5	5	**7.4**
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.	20	7	11	9	10	8	**9**
(C)(4) Engaging and supporting families.	-	-	-	-	-	-	

D. A Great Early Childhood Education Workforce							
(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.	20	8	20	10	12	7	**11.4**
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	20	9	12	14	14	4	**10.6**
E. Measuring Outcomes and Progress							
(E)(1) Understanding the status of children's learning and development at kindergarten entry.	20	6	11	9	8	4	**7.6**
(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.	20	6	14	14	14	4	**10.4**
Total Points for Selection Criteria	**280**	**115**	**180**	**147**	**152**	**87**	**136.2**
Competitive Preference Priority 2:* Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System	10	3	8	9	7	5	**6.4**
Competitive Preference Priority 3:** Understanding the Status of Children's Learning and Development at Kindergarten Entry	Yes/No	No	No	No	No	No	**0**
Absolute Priority: *** Promoting School Readiness for Children with High Needs.	Yes/No	No	Yes	Yes	Yes	No	**Yes**
						Total Score	**142.6**

* 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.