



# RACE TO THE TOP - EARLY LEARNING CHALLENGE

PANEL REVIEW BY APPLICANT

**NORTH CAROLINA**



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	20	20	20	20	20	<b>20</b>
(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.	20	20	18	20	20	17	<b>19</b>
(A)(3) Aligning and coordinating early learning and development across the State	10	9	10	10	10	8	<b>9.4</b>
(A)(4) Developing a budget to implement and sustain the work of this grant.	15	15	12	15	15	13	<b>14</b>
<b>B. High-Quality, Accountable Programs</b>							
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	10	9	7	10	10	8	<b>8.8</b>
(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System	15	15	13	13	15	11	<b>13.4</b>
(B)(3) Rating and monitoring Early Learning and Development Programs	15	15	12	15	15	11	<b>13.6</b>
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	20	20	20	18	18	20	<b>19.2</b>
(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.	15	15	15	15	15	15	<b>15</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.	15	15	12	13	15	12	<b>13.4</b>
(C)(2) Supporting effective uses of Comprehensive Assessment Systems.	15	12	13	10	9	11	<b>11</b>
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.	15	14	15	13	14	12	<b>13.6</b>
(C)(4) Engaging and supporting families.	15	15	13	10	12	10	<b>12</b>

<b>D. A Great Early Childhood Education Workforce</b>							
(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.	-	-	-	-	-	-	
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	40	40	38	35	32	36	<b>36.2</b>
<b>E. Measuring Outcomes and Progress</b>							
(E)(1) Understanding the status of children’s learning and development at kindergarten entry.	20	10	20	15	16	16	<b>15.4</b>
(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.	20	12	18	16	16	16	<b>15.6</b>
<b>Total Points for Selection Criteria</b>	<b>280</b>	<b>256</b>	<b>256</b>	<b>248</b>	<b>252</b>	<b>236</b>	<b>249.6</b>
Competitive Preference Priority 2:* Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System	10	10	10	10	10	10	<b>10</b>
Competitive Preference Priority 3:** Understanding the Status of Children's Learning and Development at Kindergarten Entry	Yes/No	No	Yes	Yes	Yes	Yes	<b>10</b>
Absolute Priority: *** Promoting School Readiness for Children with High Needs.	Yes/No	Yes	Yes	Yes	Yes	Yes	<b>Yes</b>
<b>Total Score</b>							<b>269.6</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.