



# RACE TO THE TOP - EARLY LEARNING CHALLENGE

PANEL REVIEW BY APPLICANT

WASHINGTON



| 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         | 18         | <b>19.6</b>    |
| (A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.                                  | 20               | 16         | 18         | 18         | 20         | 16         | <b>17.6</b>    |
| (A)(3) Aligning and coordinating early learning and development across the State   | 10               | 9          | 10         | 9          | 10         | 9          | <b>9.4</b>     |
| (A)(4) Developing a budget to implement and sustain the work of this grant.  | 15               | 13         | 14         | 14         | 15         | 13         | <b>13.8</b>    |
| <b>B. High-Quality, Accountable Programs</b>   |                  |            |            |            |            |            |                |
| (B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System  | 10               | 8          | 8          | 7          | 10         | 8          | <b>8.2</b>     |
| (B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System   | 15               | 12         | 12         | 12         | 15         | 12         | <b>12.6</b>    |
| (B)(3) Rating and monitoring Early Learning and Development Programs   | 15               | 14         | 12         | 10         | 15         | 12         | <b>12.6</b>    |
| (B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs                               | 20               | 16         | 16         | 14         | 20         | 12         | <b>15.6</b>    |
| (B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.   | 15               | 10         | 12         | 12         | 11         | 8          | <b>10.6</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.  | 30               | 27         | 28         | 28         | 30         | 26         | <b>27.8</b>    |
| (C)(2) Supporting effective uses of Comprehensive Assessment Systems.  | -                | -          | -          | -          | -          | -          |                |
| (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness. | -                | -          | -          | -          | -          | -          |                |
| (C)(4) Engaging and supporting families.   | 30               | 28         | 24         | 22         | 30         | 27         | <b>26.2</b>    |

|   |            |            |            |            |            |            |              |
|---|------------|------------|------------|------------|------------|------------|--------------|
| <b>D. A Great Early Childhood Education Workforce</b>   |            |            |            |            |            |            |              |
| (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.  | 40         | 40         | 40         | 32         | 40         | 32         | <b>36.8</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.   | 40         | 38         | 32         | 32         | 32         | 32         | <b>33.2</b>  |
| (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.                         | -          | -          | -          | -          | -          | -          |              |
| <b>Total Points for Selection Criteria</b>  | <b>280</b> | <b>251</b> | <b>246</b> | <b>230</b> | <b>268</b> | <b>225</b> | <b>244</b>   |
| Competitive Preference Priority 2:* Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System | 10         | 9          | 10         | 10         | 10         | 10         | <b>9.8</b>   |
| Competitive Preference Priority 3:** Understanding the Status of Children's Learning and Development at Kindergarten Entry                    | Yes/No     | Yes        | 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>263.8</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.