Review Criteria

Prekindergarten Expansion Grant for Expansion of Prekindergarten Services

FY2020

Grant Contact:

_____

Organization or School System:

_____

Reviewer

Name: _____

Signature: _____

Date: _____

Score Summary

Section	Maximum Score	Reviewers Score
Project Summary	10	
Quality Benchmarks & Programmatic Plan	20	
Project Management/ Key Personnel/ Collaborating Partners	10	
Evaluation and Monitoring of Learning	20	
Maryland EXCELS Publishing & Accreditation Plan	20	
Budget Forms	10	
Implementation Plan	10	
TOTAL SCORE	100	

Required Components: Proposals <u>must</u> contain the following:

- A Cover Sheet complete with project contact information

- Project Summary which speaks to specific goals of the upcoming grant (see description in application). Summary must meet the definition of High Quality Prekindergarten program

- Completed Quality Benchmarks & Programmatic Plan with responses to the items in each category and supporting documents attached

- Lists Project Management/Key Personnel & Collaborating Partners and resumes provided

- Description of the Evaluation & Monitoring of Learning

- Documentation that the program/school providing early childhood education services is either published at Level 4 in Maryland EXCELS with a plan to reach Level 5 by June 2020 or published at Level 5

- Documentation that the program providing early childhood education is seeking accreditation by MSDE or by an MSDE recognized accrediting agency (if not already accredited.)

- A Budget Narrative addressing the requested funding amount and In-Kind contribution; a complete and accurate C-125 form

- An Assurances page signed by the Head of the Grantee Agency or Superintendent of Schools

- An Implementation Plan that outlines how grant activities will be carried out

Prekindergarten Expansion Grant for Expansion of Prekindergarten Services

Application Review Rubric

FY 20 Project Summary

Marginal	Adequate	Excellent
1	**5**	**10**
Project Summary is unclear and does not thoroughly explain the overall goals of the PreK Expansion Grant.	Project Summary gives specific information about programs, but the narrative partially explains the overall goals of the PreK Expansion Grant.	Project Summary gives specific information about programs, and the plan thoroughly explains the overall goals of the PreK Expansion Grant.

Points earned:_____out of 10

Reviewer Notes:

Quality Benchmark & Programmatic Plan

Marginal	Adequate	Excellent
2.5	**10**	**20**
Plan meets fewer than 4 characteristics of the Definition of High Quality Prekindergarten which includes: 1. Plan for recruitment & eligibility 2. Certified teacher in ECE or job announcement (Certificate is attached.) 3. Assistant teacher qualifications (Diploma, CDA or credential is attached) 4. Yearly professional development 5. Recommended curriculum 6. Screen & referral process	Plan meets 4 out of 6 characteristics of the Definition of High Quality Prekindergarten which includes: 1. Plan for recruitment & eligibility 2. Certified teacher in ECE or job announcement (Certificate is attached.) 3. Assistant teacher qualifications (Diploma, CDA or credential is attached) 4. Yearly professional development 5. Recommended curriculum 6. Screen & referral process	Plan meets all characteristics of the Definition of High Quality Prekindergarten which includes: 1. Plan for recruitment & eligibility 2. Certified teacher in ECE or job announcement (Certificate is attached.) 3. Assistant teacher qualifications (Diploma, CDA or credential is attached) 4. Yearly professional development 5. Recommended curriculum 6. Screen & referral process

Points earned:_____out of 20

Reviewer Notes:

Project Management, Key Personnel and Educational Staff / Collaborating Partners

Marginal	Adequate	Excellent
1	**5**	**10**
Information is detailed for one of the following components: 1. Key personnel are listed. 2. Resumes are provided. 3. Partnerships and collaboration between local school systems and community based programs is explained.	Information is detailed for two of the following components: 1. Key personnel are listed. 2. Resumes are provided. 3. Partnerships and collaboration between local school systems and community based programs is explained	Information is detailed for all of the following components: 1. Key personnel are listed 2. Resumes are provided. 3. Partnerships and collaboration between local school systems and community based programs is explained

Points earned:_____out of 10

> **Reviewer Notes:**

Evaluation and Monitoring

Marginal	Adequate	Excellent
5	**10**	**20**
Only one of the three required components is addressed: 1. Progress monitoring of prekindergarten students and communication with parents 2. Steps to support school readiness through instruction 3. Specific information on data and instruments used to monitor the quality of the Pre-K program	Two of the three required components are addressed : 1. Progress monitoring of prekindergarten students and communication with parents 2. Steps to support school readiness through instruction 3. Specific information on data and instruments used to monitor the quality of the Pre-K program	All of the required components are addressed: 1. Progress monitoring of prekindergarten students and communication with parents 2. Steps to support school readiness through instruction 3. Specific information on data and instruments used to monitor the quality of the Pre-K program.

Points earned:_____out of 20

> **Reviewer Notes:**

Maryland EXCELS Publishing & Accreditation Plan

Marginal	Adequate	Excellent
1	**10**	**20**
Program is published at Level 4 but does not have a plan in place to reach Level 5 by June 2020.	Program is published at Level 4 (or is accredited) **and** has a plan in place to reach Level 5 by June of 2020.	Program/school is published at Level 5 **and** has outlined a **clear** plan to maintain level of quality.

Points earned:_____out of 20

Reviewer Notes:

Budget Narrative and C-125 Form

Playground equipment should only be minor moveable items. Teacher salary should be commensurate with the starting pay for local school system teacher. See the Appendix B in the grant application.

Marginal	Adequate	Excellent
0	**5**	**10**
Budget narrative is incomplete. MSDE budget form is included but contains mathematical errors.	Budget narrative does not conform to implementation plan. Budget sheet is provided but does not relate to budget narrative or math is incorrect.	Budget narrative is complete and conforms to implementation plan. Budget sheet is completed as per budget narrative, and calculations are correct.

Points earned_____out of 10

Reviewer Notes:

Implementation Plan

Marginal	Adequate	Excellent
0	**3.75**	**10**
Goals, activities, and strategies in the Implementation Plan are not provided or are limited.	Goals, activities, and strategies in the Implementation Plan are listed but are not explicit on how the project will progress throughout the length of the Grant.	Goals, activities, and strategies in the Implementation Plan are explicit and describe how the project will progress throughout the length of the Grant.

Points earned:_____out of 10

Reviewer Notes:

Reviewer's Commendations:

Reviewer's Recommendations:

General comments or questions:

By signing below, I confirm that I have reviewed the attached renewal application. I will only share my comments and the contents of this review with the MSDE grant manager. I will submit all documentation accompanying the application with this signed rubric and will not copy or share any part of this application with anyone except the MSDE grant manager.

_____ _____
Reviewer Printed Name   **Date**

_____ _____
Reviewer Signature   **Date**

<u>Definition of a High Quality Prekindergarten Program</u>

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

(a) High staff qualifications, including a teacher holding a State certification for teaching in early childhood education or a bachelor's degree in any field pursuing residency through the Maryland Approved Alternative Preparation Program (MAAPP), a State-approved alternate pathway, which includes coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, as well as teaching assistants with appropriate credentials;

(b) High-quality professional development for all staff;

(c) A child-to-instructional staff ratio of no more than 10 to 1;

(d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition;

(e) A Full-Day program;

(f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

(g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;

(h) Individualized accommodations and supports so that all children can access and participate fully in learning activities; Show citation box

(i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;

(j) Program evaluation to ensure continuous improvement;

(k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and

(l) Evidence-based health and safety standards.