

# Review Criteria

## Prekindergarten Expansion Grant

**FY 2022**

### Applicant

Grant Contact:

\_\_\_\_\_

Organization/School System:

\_\_\_\_\_

### Reviewer

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Score Summary

Section	Maximum Score	Reviewer's Score
Project Summary	10	
Quality Benchmarks & Programmatic Plan	20	
Classroom Staffing Pattern	10	
Project Management/Key Personnel/Collaborating Partners	10	
Evaluation & Monitoring of Learning	10	
Maryland EXCELS and Accreditation	20	
Budget Forms	10	
Implementation Plan	10	
<b>TOTAL</b>	<b>100</b>	
Priority Points (optional)		

**Required Components:**

Proposals must 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).
- Classroom Staffing Pattern
- 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
- Verification of published Maryland EXCELS Level with a plan in place to reach Level 5 by the identified deadline, if applicable (certificate indicating published level)
- Documentation that the program providing early childhood education is accredited by Maryland State Department of Education (MSDE) or by an MSDE recognized accrediting agency
- 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
- All tables and charts must follow prescribed formats.
- The prescribed coversheet must be the first page of the proposal. Do not include the Grant Application cover sheet and instructions.
- The original coversheet must be signed in blue ink.

## Prekindergarten Expansion Grant

### Application Review Rubric

#### FY 22 Project Summary

Marginal	Adequate	Excellent
<b>1</b>	<b>5</b>	<b>10</b>
Project Summary is <b>unclear</b> and <b>does not thoroughly explain</b> the overall programs' goals, strategies, and objectives which include curriculum and resources that will be used to address early learning standards.	Project Summary gives information about programs' goals, strategies, and objectives which include curriculum and resources that will be used to address early learning standards, and <b>partially explains</b> the overall goals of the PreK Expansion Grant.	Project Summary gives <b>specific</b> information about programs' goals, strategies, and objectives which include curriculum and resources that will be used to address early learning standards, and <b>thoroughly explains</b> the overall goals of the PreK Expansion Grant.

**Points earned: \_\_\_\_\_ out of 10**

**Reviewer Notes:**

#### Quality Benchmarks and Program Improvement Plan

Marginal	Adequate	Excellent
<b>2.5</b>	<b>10</b>	<b>20</b>
Plan meets fewer <u>than 4</u> characteristics of the Definition of High Quality Prekindergarten which includes: 1. Plan for recruitment & eligibility 2. Yearly professional development that supports grant goals and school readiness 3. Describe how the program will provide a full-day (6.5 hour) session/180 days per school year 4. Recommended curriculum & curriculum training 5. Screening & referral process 6. Specialized services	Plan meets <u>4 out of 6</u> characteristics of the Definition of High Quality Prekindergarten which includes: 1. Plan for recruitment & eligibility 2. Yearly professional development that supports grant goals and school readiness 3. Describe how the program will provide a full-day (6.5 hour) session/180 days per school year 4. Recommended curriculum & curriculum training 5. Screening & referral process 6. Specialized services	Plan meets <u>all</u> characteristics of the Definition of High Quality Prekindergarten which includes: 1. Plan for recruitment & eligibility 2. Yearly professional development that supports grant goals and school readiness 3. Describe how the program will provide a full-day (6.5 hour) session/180 days per school year 4. Recommended curriculum & curriculum training 5. Screening & referral process 6. Specialized services

Points earned: \_\_\_\_\_ out of 20

**Reviewer Notes:**

**Classroom Staffing Pattern**

Marginal	N/A	Excellent
1		10
Charts not completed as prescribed for all Lead Teachers and Assistant Teachers, and all documentation is not provided.		Completes charts as prescribed and provides all supporting documentation for Lead Teachers and Assistant Teachers, including documentation referenced in Appendix C, if applicable. See directions on pages 13-14 of the application.

Points earned: \_\_\_\_\_ out of 10

**Reviewer Notes:**

### Project Management, Key Personnel, Collaborating Partners

Marginal	Adequate	Excellent
1	5	10
<p>Information is detailed for <u>one</u> of the following components:</p> <ol style="list-style-type: none"> <li>1. Key personnel are listed.</li> <li>2. Resumes are provided.</li> <li>3. Partnerships and collaboration between local school systems and community based programs is explained.</li> </ol>	<p>Information is detailed for <u>two</u> of the following components:</p> <ol style="list-style-type: none"> <li>1. Key personnel are listed.</li> <li>2. Resumes are provided.</li> <li>3. Partnerships and collaboration between local school systems and community based programs is explained</li> </ol>	<p>Information is detailed for <u>all</u> of the following components:</p> <ol style="list-style-type: none"> <li>1. Key personnel are listed</li> <li>2. Resumes are provided.</li> <li>3. Partnerships and collaboration between local school systems and community based programs is explained</li> </ol>

Points earned: \_\_\_\_\_ out of 10

<p><b>Reviewer Notes:</b></p>     
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### Evaluation and Monitoring of Learning

Marginal	Adequate	Excellent
1	5	10
<p><u>Only one of the four</u> required components is addressed:</p> <ol style="list-style-type: none"> <li>1. What type of data and instruments will be used to monitor the quality of the prekindergarten program? (e.g., CLASS and/or use of other quality indicators or rating systems)?</li> <li>2. How will this information be utilized to support continuous quality improvement in your program?</li> <li>3. Describe how the progress of all prekindergarten students will be monitored throughout the year to ensure school readiness?</li> </ol>	<p><u>Only two of the four</u> required components is addressed:</p> <ol style="list-style-type: none"> <li>1. What type of data and instruments will be used to monitor the quality of the prekindergarten program? (e.g., CLASS and/or use of other quality indicators or rating systems)?</li> <li>2. How will this information be utilized to support continuous quality improvement in your program?</li> <li>3. Describe how the progress of all prekindergarten students will be monitored throughout the year to ensure school readiness?</li> </ol>	<p><u>All of the required</u> components are addressed:</p> <ol style="list-style-type: none"> <li>1. What type of data and instruments will be used to monitor the quality of the prekindergarten program? (e.g., CLASS and/or use of other quality indicators or rating systems)?</li> <li>2. How will this information be utilized to support continuous quality improvement in your program?</li> <li>3. Describe how the progress of all prekindergarten students will be monitored throughout the year to ensure school readiness?</li> <li>4. How are parents informed about</li> </ol>

4. How are parents informed about student progress and/or areas of concern?	4. How are parents informed about student progress and/or areas of concern?	student progress and/or areas of concern?
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Points earned: \_\_\_\_\_ out of 10

**Reviewer Notes:**

**Maryland EXCELS Publishing & Accreditation Plan**

Marginal	Adequate	Excellent
<b>1</b>	<b>10</b>	<b>20</b>
Program is published at Level 3 <b>and</b> has a written plan in place to reach Level 5 and accredited status in five years.	Program is published at Level 4 (or is accredited) <b>and</b> has a written plan that outlines the structures and strategies in place to reach Level 5 by June of 2022 and maintain accreditation status.	Program/school is published at Level 5 <b>and</b> has <b>clear</b> plan that outlines the structures and strategies in place to meet/maintain EXCELS Level 5 and accreditation status.

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 E 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 is not aligned with the implementation plan.	Budget narrative is complete, but partially aligns to implementation plan. Budget sheet is provided but does not relate to the budget narrative or math is incorrect.	Budget narrative is complete and aligns with the implementation plan. Budget sheet is completed as per budget narrative, and calculations are correct.

**Points earned: \_\_\_\_\_ out of 10**

<b>Reviewer Notes:</b>
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**Implementation Plan**

Marginal	Adequate	Excellent
0	3.75	10
Goals, activities, and strategies identified in the project summary <b>are not addressed</b> in the Implementation Plan	Goals, activities, and strategies identified in the project summary are listed in the Implementation Plan but <b>are not explicit</b> on how the project will progress throughout the length of the Grant.	Goals, activities, and strategies identified in the project summary are addressed in the Implementation Plan and <b>are explicit</b> in describing how the project will progress throughout the length of the Grant.

**Points earned: \_\_\_\_\_ out of 10**

<b>Reviewer Notes:</b>
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Optional

Priority Points – 1 point for each area. Please indicate which area(s) the applicant is seeking additional points by marking as “X” in the shaded box below:

	LSS Only		All Programs		All Programs
	<b>1</b>		<b>1</b>		<b>1</b>
	LSS will <u>partner with community-based early childhood programs</u> to establish Pre-K slots.		The program will <u>support English Learners (EL)</u> in full, meaningful participation throughout the program.		The program will support <u>children with disabilities</u> , regardless of income, in full, meaningful participation throughout the program.

**Points earned: \_\_\_\_\_ out of 3**

Points are earned **only** if the applicant provides detailed information on how the priority area will be addressed, as per the application, providing specific information on the processes or procedures that will be implemented, as well as specific partnerships that will be forged to meet the goals of the priority area (if applicable).

<b>Reviewer Notes:</b>          
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**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.**

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**Reviewer Printed Name**

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**Date**

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**Reviewer Signature**

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**Date**

### **Definition of a High Quality Prekindergarten Program**

*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 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 a teacher assistant with an AA in Early Childhood, CDA, or enrolled in a program to obtain these credentials
- (b) High-quality professional development for all staff (must be 15 hours of early childhood PD);
- (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 in each classroom with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program (6.5 hours);
- (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
- (i) Instructional staff salaries are commensurate with the salaries and benefits of local PreK-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.