



# RACE TO THE TOP - EARLY LEARNING CHALLENGE

PANEL REVIEW BY APPLICANT

## ARKANSAS



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	13	14	16	17	8	<b>13.6</b>
(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.	20	18	20	15	20	4	<b>15.4</b>
(A)(3) Aligning and coordinating early learning and development across the State	10	7	8	6	5	4	<b>6</b>
(A)(4) Developing a budget to implement and sustain the work of this grant.	15	14	14	14	11	4	<b>11.4</b>
<b>B. High-Quality, Accountable Programs</b>							
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	10	6	8	8	6	6	<b>6.8</b>
(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System	15	12	10	12	10	9	<b>10.6</b>
(B)(3) Rating and monitoring Early Learning and Development Programs	15	14	15	12	15	9	<b>13</b>
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	20	10	16	12	14	8	<b>12</b>
(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.	15	5	15	8	5	3	<b>7.2</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.	-	-	-	-	-	-	
(C)(2) Supporting effective uses of Comprehensive Assessment Systems.	30	17	24	15	18	12	<b>17.2</b>
(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	13	24	15	20	10	<b>16.4</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	20	24	15	24	4	<b>17.4</b>
<b>E. Measuring Outcomes and Progress</b>							
(E)(1) Understanding the status of children’s learning and development at kindergarten entry.	40	24	24	32	28	4	<b>22.4</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>173</b>	<b>216</b>	<b>180</b>	<b>193</b>	<b>85</b>	<b>169.4</b>
Competitive Preference Priority 2:* Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System	10	4	6	4	5	5	<b>4.8</b>
Competitive Preference Priority 3:** Understanding the Status of Children's Learning and Development at Kindergarten Entry	Yes/No	No	No	Yes	Yes	No	<b>0</b>
Absolute Priority: *** Promoting School Readiness for Children with High Needs.	Yes/No	Yes	Yes	Yes	Yes	No	<b>Yes</b>
<b>Total Score</b>							<b>174.2</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.