RFA 202212204

Pre-K Expansion Grant

Application

# **Application Details and Instructions**

1. **Overview of Grant Opportunity**

**Intended Purposes**

Through this application, the Maine Department of Education intends to provide grant funding to School Administrative Units (SAUs) to increase the number of eligible 4-year-olds attending high-quality public pre-kindergarten (pre-k) programming. This funding is provided through Maine’s American Rescue Plan (ARP) allocation. SAUs may apply for grant funding awards for a 1-year period that will support new and expanded programming during the 2023-24 school year. Per statute ([Title 20-A, Part 3, Chapter 203, Sub-chapter 3-Public Preschool Programs for Children 4 Years of Age](http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec4271.html)), preference will be given to SAUs that are seeking to establish public pre-k programming for the first time before awarding grants for expansion of programming; the number and size of awards will depend on the number of applications received and available funds. Also, per statute, competitive priority will be awarded based on the percentage of economically disadvantaged students served by the SAU. All communication regarding this Request for Applications must be made via email to the RFA coordinator: Jane.Kirsling@Maine.gov, and as identified on the [Division of Procurement Service’s Grant RFPs and RFAs webpage](https://www.maine.gov/dafs/bbm/procurementservices/vendors/grants).

SAUs will be considered subrecipients of these grant funds. Any grant awarded must meet [Federal State Fiscal Recovery Funds](https://www.federalregister.gov/documents/2022/01/27/2022-00292/coronavirus-state-and-local-fiscal-recovery-funds) allowability guidance. Applicants must assure that they will agree to meet the requirements of the award as outlined in the Sample Subaward Agreement (Appendix A).

SAUs must use grant funding received to expand existing public pre-k programs. Funding may also be used to increase the amount of time 4-year-olds are attending public pre-k programming. This might include extending the program from part time to full day, full week. Programs funded through these grants must be in compliance with the standards governing public pre-k programs in [Maine Department of Education Rule Chapter 124, Basic Approval Standards: Public Preschool Programs](https://www.maine.gov/sos/cec/rules/05/chaps05.htm). SAUs are encouraged to access the [Maine DOE’s Pre-K Guidebook](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Public%20Pre-K%20Guidebook_1.pdf) as a tool for supporting pre-k programming development.

Only eligible children may be supported by these Pre-K Expansion Grant funds. Eligible children are defined as children who will be at least 4 years of age on October 15 of the school year in which they are enrolled. All proposed general education pre-k classrooms should be inclusive of eligible 4-year-olds, including those who are economically disadvantaged, those with disabilities, and those who are multilingual learners. Children with disabilities must be placed in the Least Restrictive Environment (LRE) determined by the IEP team. This is beneficial for all children and in compliance with federal and state law.

Programs funded through these grant funds must address demonstrated needs that the applicant SAU documents through a thorough Community Needs Assessment (outlined below). Proposed costs should be reasonable and justifiable. **SAUs will be required to document how proposed grant funding will be combined with state and local allocations derived from Essential Programs and Services funding to support increasing the number of 4-year-olds attending public pre-k.** SAUs will also be asked to demonstrate how program sustainability will be achieved beyond the period of grant fund availability.

Public pre-k programs may be offered by SAUs on school grounds or at other facilities that meet local code requirements and the provisions related to space requirements in [Maine Department of Education Rule Chapter 124, Basic Approval Standards: Public Preschool Programs](https://www.maine.gov/sos/cec/rules/05/chaps05.htm). Applicant SAUs are also encouraged to partner with licensed community providers (e.g., private preschools, childcare providers, Head Starts, YMCAs, etc.) and/or other SAUs. However, applying SAUs retain responsibility for setting and meeting program goals, ensuring compliance with state and federal laws and rules as evidenced through monitoring and reporting, and maintaining fiscal controls and records. The applicant SAU will serve in the capacity of fiscal agent.

1. **Definition of Terms**

**081 Teacher Certification**: Birth – kindergarten educator certification, one of two allowable certifications that must be held by the lead pre-k teacher in each classroom.

**029 Teacher Certification:** Pre-K to Grade 3, one of two allowable certifications that must be held by the lead pre-k teacher in each classroom.

**Chapter 124**: Maine Department of Education’s Basic Approval Standards for Public Preschool Programs.

**Community Needs Assessment**: Study of your community used to inform development of public pre-k programming, including estimate of the number of eligible children in the catchment area, community-based providers, amount of need and desired program designs, and opportunities for establishing partnerships.

**Community Partner**:A licensed childcare provider in the community that partners in the provision of public pre-k programming. Examples include, but are not limited to: ​

* Private family childcare ​
* Private center-based childcare​
* Head Start​
* YMCA​
* Boys and Girls Club of America​

**Full Day/Full Week Programming**: State funded pre-k programming offered 5 days a week which children attend for the hours during which the school is regularly in session (8:30-3:00).

**High-Quality**: Providing what research has indicated results in positive outcomes for young children and their families. High-quality public pre-k programs in Maine meet programming standards outlined in Chapter 124.

**MELDS**: **M**aine **E**arly **L**earning and **D**evelopment **S**tandards; A compilation of expected academic and developmental learning standards for children ages 3-5. The MELDs are neither a curriculum nor an assessment but should align with and inform both in early childhood settings.

**MOU**: **M**emorandum **o**f **U**nderstanding agreement between SAU and any partner outlining each entity’s responsibilities in the partnership.

**Public Pre-K**: A public pre-k program offered by an approved Maine public school. Public pre-k classrooms must comply with Rule Chapter 124 and be free to all enrolled. In this application, pre-k refers to a public pre-k program.

**Pre-K Eligible Students**: Refers to children who have turned 4 years old on or before October 15th of the school year they enroll.

**Universal Pre-K**:  Programs with the ability and capacity to serve all 4-year-old students and families in the SAU, whether partnering or not.

**QRIS**: **Q**uality **R**ating and **I**mprovement **S**ystem. ​

**SAU**: **S**chool **A**dministrative **U**nit.

## **Allowable Expenses/Activities**

Funding provided through the Pre-K Expansion Grants is intended to result in increased numbers of 4-year-olds accessing high-quality public pre-k and/or increasing the amount of time in which 4-year-olds access public pre-k programming. Overall, costs must be reasonable and justifiable, support the purposes of the grant program, and align with the pre-k program standards contained in [Maine Department of Education Rule Chapter 124](https://www.maine.gov/sos/cec/rules/05/chaps05.htm).

Allowable expenses/activities for which the funds provided through Pre-K Expansion Grants may be used include:

* Purchase of equipment, materials and supplies necessary for operating high-quality programs (classroom furniture, instructional materials including evidence-based programs/curricular resources, evidence-based assessments, and screening measures, etc.)
* Costs associated with the following:
	+ Retrofitting classroom spaces to accommodate 4-year-olds
	+ Leasing space for operating classrooms;
	+ Establishing or retrofitting playgrounds;
	+ Establishing outdoor learning spaces;
	+ Provision of snacks/meals; and
	+ Providing transportation for 4-year-olds (see further guidance in Appendix B).
* In the case of SAUs that are starting full day, full week pre-k programs and/or expanding current pre-k programs from part day/part week to full day/ full week, costs associated only with the salary and benefits for Education Technician positions
* Costs associated with coordination of public pre-k programming, particularly in the case of programs operated in partnership with community providers
* Costs associated with professional learning related to the provision of high- quality pre-k programming, including support for attainment of required teaching credentials and implementation of instructional programs and assessments

## **Application Components**

A complete and scoreable application for Pre-K Expansion grant funding will include the following components. Please refer to the descriptions in this section when filling in the provided application.

**Criteria A: General Information**

SAUs must complete the following documents as part of their application:

* Application Cover Page & General Assurances
* Debarment, Performance and Non-Collusion Certification
* Partner Listing with Letters of Intent from each partner (if applicable)

These documents will be scored with pass/fail scoring based on completion. If there are any failures (e.g., documents not submitted or submitted but not fully completed), the application will not receive a score.

**Criteria B: Specifications of the Work to be Performed**

**Overview of the project:** The project overview should clearly describe the project’s intended goals, including indication of which of the following strategies the SAU will be engaging in:

* Starting a public pre-k program
* Expanding a public pre-k program by adding classrooms
* Expanding a public pre-k program from part day/part week programming to full day/full week programming.

The overview should describe the status of public pre-k in the SAU currently and summarize the proposal for increasing enrollment and/or beginning in the 2023-24 school year. If increasing enrollment, the number of additional students projected to be served and the number of additional classrooms being added should be clearly indicated along with the proposed programming schedule. If increasing the amount of weekly programming time to full day/full week, the proposed schedule that documents this increase should be included along with a description of any increases in the number of classrooms needed and/or partnerships needed to support full day/full week programming.

**Identification of Need and Community Coordination:** The proposal should include a description of the needs of the SAU related to the provision of public pre-k and of how the needs of the SAU have been identified and will be re-evaluated on a regular basis. The SAU should outline how the funding will enable them to overcome identified barriers related to the provision of public pre-k and to equitably serve eligible four-year-olds in their SAU. Demographics of the SAU (free and reduced meal rates, rates of children served by CDS, percentage of children in SAU identified for special education, percentage of English learners, etc.) should be provided. Consideration of the following factors must also be evident:

* Demonstrated coordination with other early childhood programs and agencies serving children and families in the community to maximize resources,
* Consideration of the extended childcare needs of working parents,
* Provision of public notice regarding the proposal to the community being served, including the extent to which public notice has been disseminated broadly to other early childhood programs in the community; and
* Demonstrated coordination with Child Development Services (CDS).

The SAU should build a case for how the proposed project will address identified needs and lead to better outcomes for children and families.

**Project Description:** Please provide a thorough description of the project you are proposing to address these needs. The description must include the following:

**High-Quality Program Design**

The proposal will include a description and documentation to show how it will start, expand, and/or increase the amount of weekly programming time for 4-year-olds in the SAU. The description will include, but not necessarily be limited to the following:

1. Description of where the program will be housed and how the space will adhere to requirements in Chapter 124 and/or be licensed through Maine’s Child Care Licensing system.
2. Description of the evidence-based, whole child curriculum and assessment system that align with Maine’s Early Learning and Development Standards or a plan for how these decisions will be made prior to opening programs.
3. Description of the multi-tiered system of support and plans for inclusion, including:
* evidence-based methods for meeting the needs of students with disabilities and English learners within the regular classroom setting,
* evidence-based methods for utilizing culturally sustaining practices,
* coordinated participation by staff in IEP processes and meetings; and
* collaboration among teachers, special education staff and intervention teams built into the schedule
1. Description of plan for staffing that meets required credentials.
2. Description of professional learning for pre-k instructional staff and administration.
3. Description of administrative coordination and management plan for pre-k programming.
4. Description of family engagement strategies that will be incorporated, including how families will be informed about students’ progress.
5. Description of transition strategies that will be utilized as children enter and exit pre-k.

**Partnerships (optional)**

SAUs are strongly encouraged to collaborate with partners to provide public pre-k programming. Partnerships often enable SAUs to achieve full day/full week programming for children and to meet the needs of working families. A partnership is characterized by meaningful involvement in the planning, development, and delivery of the proposed program for students and families. Eligible community providers with whom SAUs may partner must be licensed by Maine’s Child Care Licensing division and should have demonstrated experience related to the provision of early care and education for 4-year-old children. A formal MOU will be needed prior to opening programs but is not required for the application. **More information regarding formation of public pre-k partnerships can be found in Appendix C.**

Applicants proposing to develop pre-k programming in partnership with a community provider should describe the nature of the collaboration between the SAU and the partner(s). This description should provide an outline of what each partner will contribute to the successful outcome of the programming, including:

* Name of the partner organization(s),
* Roles and responsibilities of each partner (SAU and community provider),
* Details about staffing for the partnership pre-k classroom,
* Information about the classroom space, and
* For partnerships with licensed childcare providers, a copy of the partner’s Quality Rating and Improvement System certificate documenting achievement of at least a level 3 out of 4 on the current four-step scale or of at least a 4 out of 5 on the star rating scale or other documentation demonstrating the community partner will meet Chapter 124 requirements.

**Recruitment and Enrollment**

Proposals should include a description of the methods the SAU and any partners will use to recruit children for the program, including strategies for attracting hard to reach families. If the program being proposed is universal (i.e., it will be able to serve all eligible 4-year-old in its catchment area), this should be clearly noted. If the program will not be universal, a copy of the SAUs enrollment policy or a description of what will be included in the SAU’s enrollment policy for public pre-k should be included. Enrollment policies should demonstrate an inclusive approach and a commitment to serving children from economically disadvantaged families, children with disabilities, and children who are multilingual learners. Enrollment policies should show evidence that the make-up of pre-k classrooms will mirror, to the greatest extent possible, the demographics of the SAUs K-12 population and be responsive to identified needs within the community.

**Evaluation**

Proposals should include a description of how the SAU will evaluate the implementation and effectiveness of the public pre-k program. This plan should include methods for collecting information that will be useful to program development and ongoing improvement, including opportunity to plan for individual children’s needs, track children’s growth across domains of development, and provide timely and actionable feedback to teachers. SAUs are strongly encouraged to utilize structured observation tools and performance-based assessments in addition to developmental screeners and diagnostic tools. SAUs will indicate in the assurances section of their application compliance with Chapter 124 which requires participation in ongoing technical assistance, including classroom observations. Aggregate data collected through these observations will be shared with SAUs to help inform program development efforts.

**Sustainability**

Proposals will include a description of how the SAU and, if applicable, its partners will ensure sustainability of pre-k programming started or expanded through the Pre-K Expansion Grant funding following the grant period. This description should include an explanation of how the SAU will work to secure necessary funding and continue to meet the program standards outlined in Maine Department of Education rule chapter 124.

**Criteria C: Project Budget**

The budget should include overall projected expenses for the proposed project. The proposed budget for start-up and/or expansion of public pre-k programming by the SAU should include only allowable costs under this grant program. Costs should be reasonable and justifiable for achieving high-quality programming and meeting program standards. The project budget worksheets should be completed and should include descriptions of how projected costs were determined. Estimation of the number of students to be served in the proposed project must be provided. Estimated state/local allocation funding (required) and any other sources of revenue that will be used to fund the proposed project should be included to demonstrate how funding sources will be combined to support programming and should demonstrate forward thinking toward sustainability. Estimated state/local allocation per student figures must be obtained by contacting Paula.B.Gravelle@maine.gov. This estimate will include the state share of the allocation and a local allocation contribution adjusted to reduce the local per student share for the SAU. Indirect costs cannot be supported by Pre-K Expansion Grant funds.

Please refer to the **SAU Budget Example** when developing budget documents.

**Criteria D: Competitive Priorities**

The Department shall award competitive priority points for those proposals meeting the following criteria:

1. **Level of Economic Disadvantage:** Competitive priority points will be awarded to proposals seeking to serve Maine school(s) with high numbers of economically disadvantaged students as indicated by the Department’s Free and Reduced School Lunch Report – [ED 534 for FY 2022.](https://www.maine.gov/doe/schools/nutrition/financial)

|  |  |  |  |
| --- | --- | --- | --- |
| Percentage of school population eligible for Free and Reduced Lunch | Less than 45% | Between 45% and 60% | More than 60%  |
| Priority Points | 0 points | 3 points | 5 points |

1. **Pre-K Partnerships with Community Partners**: Competitive priority points will be awarded to proposals seeking to establish a partnership with a licensed community provider to provide pre-k programming to eligible students in the community. Public pre-k partnerships between School Administrative Units and community providers support the expansion of quality public pre-k programming for 4-year-olds by addressing barriers, such as lack of classroom space for schools, while also supporting and leveraging existing community programming and meeting the needs of children and families. **Refer to Appendix C for more information regarding establishing partnerships with community providers for the provision of public pre-k programming.**

|  |  |  |
| --- | --- | --- |
| Establishment of a partnership with a community partner | No Partnerships | At least one partnership with a community partner |
| Priority Points | 0 points | 5 points |

1. **Full Day, Full Week Instructional Programming**: Competitive priority points will be awarded to proposals seeking to provide more than the minimum of 10 hours per week of instructional programming. Recent research shows that a full day, full week, high-quality program further improves overall student outcomes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of hours of instructional programming | 10-14 hours per week | 15-19 hours per week | At least 20 hours per week but less than full day/full week  | Full day, full week |
| Priority Points | 0 points | 3 points | 4 points | 5 points |

## **Eligibility to Submit Bids**

All Maine School Administrative Units (SAUs) as defined by 20-A M.R.S. §1(26) are eligible to submit bids in response to this Request for Applications. SAUs may apply with the intention of partnering with community providers, but the SAU remains the applicant and must be the fiscal agent for the proposed program.

## **Awards**

The Department anticipates making multiple awards as a result of this Request for Applications. The number and size of awards will depend on the number of proposals received and available funds. Issuance of this RFA in no way constitutes a commitment by the State of Maine to make grant awards. Recognizing there are many variables that will influence proposals, award sizes are to range between $20,000 and $500,000; based on number of applicants and availability. Applications will be evaluated after the due date, and a Selection Package will be posted to the Division of Procurement Services website. Award amounts in approved grant requests will be finalized in February of 2023 once EPS allocations are finalized. The Department reserves the right to eliminate the lowest scoring application(s) and/or make awards at amounts less than that requested, whichever is in the best interest of the State. The Department reserves the right to issue partial awards.

Any person aggrieved by the award decision that results from this Request for Applications may appeal the decision to the Director of the Bureau of General Services in the manner prescribed in 5 MRSA § 1825-E and 18-554 Code of Maine Rules, Chapter 120 (found here: [Chapter 120](https://www.maine.gov/dafs/bbm/procurementservices/policies-procedures/chapter-120)). The appeal must be in writing and filed with the Director of the Bureau of General Services, 9 State House Station, Augusta, Maine, 04333-0009 within 15 calendar days of receipt of notification of contract award.

**Statutes**

Pre-k expansion grants are authorized under [Title 20-A, Part 3, Chapter 203, Sub-chapter 3-Public Preschool Programs for Children 4 Years of Age](http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec4271.html). Pre-K expansion grants are also included in the priorities as described in the initiative contained in [Public Law 2021 Chapter 483 Part R section 2](http://www.mainelegislature.org/legis/bills/getPDF.asp?paper=SP0577&item=16&snum=130).

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# KEY PROCESS EVENTS

## **Amendments to the Request for Applications**

All amendments (if any) released in regard to this Request for Applications will be posted on the following website: [Grant RFPs and RFAs](https://www.maine.gov/dafs/bbm/procurementservices/vendors/grants). It is the responsibility of all interested parties to go to this website to obtain amendments. Only those amendments posted on this website are considered binding.

**B. Submitting your Application**

1. **Applications Due:** Applications must be received by **January 20th, 2023** at 11:59 p.m. local time. Applications received after the 11:59 p.m. deadline will be ineligible for award consideration for that annual application enrollment period.
2. **Submission Instructions:** Applications are to be submitted to the State of Maine Division of Procurement Services, via email, to Proposals@maine.gov.
	1. Only applications received by e-mail will be considered. The Department assumes no liability for assuring accurate/complete e-mail transmission and receipt.
	2. E-mails containing links to file sharing sites or online file repositories will not be accepted as submissions. Only e-mail applications that have the actual requested files attached will be accepted.
	3. Encrypted e-mails received which require opening attachments and logging into a proprietary system will not be accepted as submissions. Please check with your organization’s Information Technology team to ensure that your security settings will not encrypt your proposal submission.
	4. File size limits are 25MB per e-mail. Applicants may submit files separately across multiple e-mails, as necessary, due to file size concerns. All e-mails and files must be received by the due date and time listed above.
	5. Applicants are to insert the following into the subject line of their email submission: **“RFA# 202212204 Application Submission – [Applicant’s Name]”**
	6. Applications are to be submitted as a single, typed, PDF or WORD file and must include pages 1-14 of the RFA application.

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# Pre-K Expansion Grant

## **Scoring Weights and Process**

1. Scoring Weights: The score will be based on a 100-point scale and will measure the degree to which each application meets the following criteria.

|  |  |  |
| --- | --- | --- |
| **Scoring Criteria** |  |  |
| **Criteria A--General Information****(See Page 4)** | **Pass** | **Fail** |
| Application Cover Page & General Assurances |  |  |
| Debarment, Performance, Non-Collusion Certification and School Board Acknowledgement Form |  |  |
| Partner Listing with Letters of Intent from each partner |  |  |
| **Criteria B—Specifications of the Work to be Performed****(60 Points Total)** |  |  |
|  **Project Overview** **(5 Total Points-See Pages 4-5)** | **Limited Evidence****0-1** | **Adequate Evidence****2-3** | **Detailed Evidence****4-5** |
|  **Evidence includes:*** Current status of public pre-k in SAU
* Overview of proposal for starting or expanding pre-k enrollment and/or dosing
* Proposed increase in enrollment (number of students/number of classrooms)
* Proposed schedule for programming (length of school day/number of days per week)
 |  |  |  |
| **Needs Assessment and Community Coordination** **(10 Total Points-See Pages 4-5)** | **Limited Evidence****0-3** | **Adequate Evidence****4-6** | **Detailed Evidence****7-10** |
|  **Evidence includes:*** Demographics of the SAU related to the pre-k population
* Identified needs of SAU related to public pre-k and how the needs were identified
* How coordination with early childhood programming and agencies serving children and families in the community has been achieved to maximize resources
* How the extended childcare needs of working parents have been considered
* How public notice regarding the proposal of public pre-k has been provided and disseminated
* How coordination with CDS has been achieved
* How grant funding will help overcome identified barriers to serving pre-k students in the catchment area
* How SAU will re-evaluate public pre-k needs on regular basis
 |  |  |  |
| **High-Quality Program Design****(25 Total Points-See Pages 5-6)** | **Limited Evidence****0-8** | **Adequate Evidence****9-17** | **Detailed Evidence****18-25** |
|  **Evidence includes:*** Space/environment/location in which the program will operate and its alignment to Chapter 124
* Evidence-based, whole child curriculum or plan for how decision will be made
* Evidence-based, whole child assessment system or plan for how decision will be made
* Multi-tiered system of support and plans for inclusion
* Plan for staffing
* Plan for professional learning
* Administrative coordination and management
* Transition strategies
* If applicable, description of partnership(s) proposed
 |  |   |   |
| **Recruitment and Enrollment****(5 Total Points-See Pages 6-7)** | **Limited Evidence****0-1** | **Adequate Evidence****2-3** | **Detailed Evidence****4-5** |
|  **Evidence of:*** Strategies for recruitment
* Inclusive enrollment policy and/or plan
 |  |  |  |
| **Evaluation****(10 Total Points-See Page 7)** | **Limited Evidence****0-2** | **Adequate Evidence****3-6** | **Detailed Evidence****7-10** |
|  **Evidence of:*** Methods for evaluating implementation and effectiveness/success of program
* Strategies and tools for measuring students’ learning/development
* Methods/strategies for informing program improvements
* Methods/strategies for offering actionable feedback
 |  |  |  |
| **Sustainability** **(5 Total Points-See Page 7)** | **Limited Evidence****0-1** | **Adequate Evidence****2-3** | **Detailed Evidence****4-5** |
|  **Evidence of:** * Strategies for sustaining programming beyond the period of grant funding
* Strategies for continuing to meet Chapter 124 Program Standards
 |  |  |  |
|  **Total Points:** |  |  |  |
| **Criteria C--Budget Forms & Budget Narrative** **(25 Total Points—See Pages 7-8 and Budget Table attachments)** | **Limited Evidence****0-8** | **Adequate Evidence****9-17** | **Detailed Evidence****18-25** |
|  **Evidence:*** Budget is reasonable and justifiable for accomplishing set goals.
* Budget Tables 1, 2, and 3 are filled out properly, including accurate estimation of state/local allocation from Maine DOE School Finance Team
* Detailed explanation of proposed project expenses
* Explanation of how grant funds will be combined with other funding sources to support project
* Capacity for successful implementation
* Forward planning for sustainability
 |  |   |   |
| **Total Points:** |  |  |  |
| **Criteria D--Priority Points****(15 Total Points—See page 8)** | **Less than 45%****0** | **Between 45% and 60%****3** | **More than 60%****5** |
| **1**. Percentage of school population eligible for Free and Reduced Lunch |  |  |  |
|  | **No Partnerships****0** | **At least one partnership with a community partner****5** |
| **2.** Establishment of a partnership with a community partner |  |  |
|  | **10-14 hours per week****0** | **15-19 hours per week****3** | **At least 20 hours per week but less than full day/full week** **4**  | **Full day, full week****5** |
| **3**. Number of hours of instructional programming |  |  |  |  |
| **Total Points:** |  |
| **Overall Score:** |  |

1. Scoring Process: The Grant Review Team will use a consensus approach to evaluate and score all sections listed above. Members of the review team will not score these sections individually but, instead, will arrive at a consensus as to assignment of points for each of those sections.

Regarding the proposed funds requested and the proposed work, the Grant Review Team will consider the degree to which the project represents a good return for the investment (money, time) as well as whether the project work and cost estimates (tasks & budget) are reasonable for the expected outcomes, along with the amount and quality of proposed matching funds or services.

**Appendices A, B, & C**

Appendix A – Sample Subaward Agreement



 Appendix B – Transportation Guidance



Appendix C – Public Pre-K Partnerships Guidance



**Application**



The linked file above will take you to the RFA application.

**Budget Tables**

Linked Budget Table



Linked Budget Table Example

