



*Early Childhood*  
IMPROVING SCHOOL READINESS



**Request for Applications for Community Network Pilots:**  
Leaders to Advance Louisiana's Early Childhood Care and Education Network  
*August 2018*

 **DEPARTMENT of  
EDUCATION**  
*Louisiana Believes*

John White, State Superintendent of Education

TABLE OF CONTENTS

- I. Overview.....3
  - A. Background.....3
  - B. Challenges .....3
  - C. Approach .....3
  - D. Expectations.....4
  - E. Project Period and Funding .....5
- II. Opportunity to Participate.....5
  - A. Eligible Applicants .....5
  - B. Application and Selection Process and Timeline .....5
- III. The Application.....6
  - A. Plan for a Local Collaborative Governing Structure.....6
  - B. Plan to Measure the Need for Affordable Access .....6
  - C. Plan to Identify and Share Resources to Support Quality and Access.....7
  - D. Plan for Using Future Financial Support to Expand Access and Improve Quality .....7
  - E. Budget Approach .....7
  - F. Assurances .....8
- Appendices
  - A. Pilot Plan and Timeline.....9
  - B. Application Template .....10
  - C. Application Rubric .....16

## Request for Applications (RFA) for Community Network Pilots

### Section I – Overview

#### A. Background

Because too few children were ready for Kindergarten, Louisiana’s legislature passed RS 17:407.23 in 2012, creating Louisiana’s Early Childhood Care and Education Network. This legislation focused on unifying a fragmented system, accountability for publicly-funded early childhood care and education providers, and choice for families. Today, all publicly-funded providers in the state (e.g., Head Start, childcare, pre-kindergarten programs) are partners in community networks. All are evaluated using the same standard for quality and all are working to make enrollment a streamlined process for the economically disadvantaged families in their community. Program quality has begun to improve and, with information about quality available for all publicly-funded sites, parents have better information to make decisions.

#### B. Challenges

Today, though greater coordination exists and program quality has improved, the state has yet to ensure that all families needing early childhood care and education have access to quality options.

- **There are not enough seats.** Louisiana is currently serving 56,588 economically disadvantaged children through various federal and state funds. However, according to state data from October 2017, there are nearly 200,000 birth-to-age-five children who are economically disadvantaged. This means about 70 percent more economically disadvantaged children are eligible for assistance and may be in need of services. Moreover, the access challenge is more significant for Louisiana’s youngest children. Even though the state serves about 90 percent of its economically disadvantaged four-year-old children, it reaches just 30 percent of its economically disadvantaged three-year-old children and even fewer birth through age two children who are economically disadvantaged.
- **And, of the seats that do exist, too few are high quality.** Louisiana’s new rating system for publicly-funded sites, based on CLASS® observations in every toddler and pre-K classroom, shows that more than one third of all publicly-funded children, birth to three, are served in low-quality sites. And, 16 percent of four-year-olds are enrolled in low-quality sites.
- **Lead agencies have not been positioned to drive community-wide growth in access and quality.** Currently, community network lead agencies are funded only to conduct community network administration activities, coordinate observations, and coordinate enrollment. Access is driven by the availability of state and federal funds that do not carry an incentive for local match. Without authority for local coordination, funding does not yield the greatest potential for access. Improvement is left to individual providers or programs, rather than strategically managed across all program types. Efforts to improve quality typically reflect the availability of resources and the willingness of programs to share across the community.

#### C. Approach

To address these challenges, Louisiana’s legislature amended RS 17:407.23, Louisiana’s Early Childhood Care and Education Network, during the 2018 regular legislative session. This legislation authorizes Louisiana’s Board of Elementary and Secondary Education (BESE) to use available public and private funds to implement new strategies to increase access to and improve the quality of early childhood care and education programs by establishing pilot programs in high-performing community networks. These pilot programs will inform the advancement of Louisiana’s unified early childhood care and education system. Lead agencies of high-performing community networks, as identified by BESE, may participate. They will partner with the state to receive a startup investment and expanded local authority. Just as

with the scaling of the Louisiana's Early Childhood Care and Education Network, lessons learned from these pilot programs will inform and influence policy.

#### **D. Expectations**

Communities thrive when the early childhood care and education needs of families and their children are met. Early childhood community networks willing to step forward for this pilot will be challenged with the expectations, but will also receive ongoing priority support from the state to meet the needs of their families.

##### **What will the Pilots Accomplish?**

- Put in place a local collaborative governing structure for shared decision-making that has by-laws and adheres to public meeting requirements;
- Establish and use a formal community network "brand" if not already in place;
- Put in place a system to track access demand and provider capacity by age and locale;
- Make information about quality providers with available seats easily accessible by the public;
- Maintain a strategic plan for access and improvement that (a) aligns the use of all available public and private funding for early childhood with community needs and (b) sustains existing quality providers, improves low-quality providers, and recruits new providers;
- Assign publicly-funded seats to providers using a strategic plan that meets the access needs of families and supports quality for children while maintaining the viability of private providers; and
- Demonstrate significant improvement in quality across sites.

##### **What Information will the Pilots Identify and Use?**

- Current demand for access, met and unmet, by age and locale;
- Available capacity for each provider, by age and locale;
- Sites and classrooms where quality improvement is needed;
- Where and how unmet access demand is impacting business and industry with regard to hiring, retention and attendance; and
- All public and private funding streams that can be used to improve quality and increase access.

##### **What will the Department Do?**

- Support communities to put in place a local collaborative governing structure for shared decision-making;
- Provide guidance to develop clear and actionable plans to increase access and improve the quality of care and education;
- Provide each pilot up to \$100,000 of funding per year, for two years, to implement improvement plans and, provide the option to apply a 30 percent match to use all or a portion of these funds for new birth-to-five seats;
- Prioritize pilots for both existing and innovative funding opportunities that will increase the number of economically disadvantaged children served by their community network in proportion to locally generated match;
- Give approved pilots the authority to distribute improvement resources across programs in their community;
- Give approved pilots the authority to locate publicly funded seats within the community network;
- Assist pilots with closely tracking and analyzing accountability system data for improvement trends;
- Revise current policy to align with supporting pilot autonomy, including seeking waivers of any state regulations that prevent pilots from maximizing efforts and funds; and
- Link pilots with state and national supports to implement desired activities.

Forward-thinking communities in Louisiana are already sharing and leveraging their resources. These innovative community leaders are encouraged to use this RFA as an opportunity to build on their successful practices. The selected pilots will build on existing community strengths and increase their capacity to work collaboratively across programs. Program partners will work together to formulate community-wide plans that use all available funding streams to serve the maximum number of children at each age level. They will explore, develop, and implement diverse delivery systems that make the best use of physical space, incent quality, and place care and education options where they are needed. Lead agencies will allocate funding to improve classroom quality, increase access to quality programs, and manage a parent choice-driven, year-round, coordinated enrollment process for the community. The application template (Appendix B) provides more detail for these expectations.

**E. Project Period and Funding**

This pilot program will operate from mid-October 2018 through June 2020. Applicants must commit to the entire project period that will span two fiscal years, FY 2018-2019 and FY 2019-2020. Successful applicants will be funded up to \$100,000 per year to support the plans and budget submitted with their application. The state will also prioritize pilots for additional seats (e.g., LA 4, CCAP, NSECD) that may be available for SY 2019-2020. Allocation of new seats will be made per the community network’s coordinated funding request (submitted December 2018) and will be based on demonstrated demand and capacity to serve.

**Section II – Opportunity to Participate**

**A. Eligible Applicants**

All currently established Early Childhood Community Networks are eligible to apply. Communities are encouraged to add strategic new partners and may also collaborate across communities and apply as a multi-community access and improvement consortium. The Department will work to find flexibility for any applicant that proposes to implement a new creative partnership with a solid rationale.

**B. Application and Selection Process and Timeline**

The table below provides detailed information about the application process and Appendix A provides complete project details.

September 5, 2018	<ul style="list-style-type: none"> <li>The Department will conduct an informational <a href="#">webinar</a> at 3:00 p.m. and answer questions about the application.</li> </ul>
October 8, 2018	<ul style="list-style-type: none"> <li>Applications are due to the Department.</li> </ul>
October 8-12, 2018	<ul style="list-style-type: none"> <li>Applications are evaluated by the Department’s Early Childhood Team, in consultation with key partners.</li> </ul>
October 15- November 9, 2018	<ul style="list-style-type: none"> <li>Feedback is provided to all applicants.</li> <li>Applicants chosen to continue on in the selection process will receive assistance to begin putting in place a local collaborative governing structure for shared decision-making.</li> <li>Department and key partners provide guidance to pilot candidates as they work to improve and finalize their applications for full funding which must include plans and a budget to improve access and quality.</li> </ul>
November 12, 2018	<ul style="list-style-type: none"> <li>Revised, final applications are due to the Department.</li> <li>Applications will be evaluated by the Department’s Early Childhood Team, in consultation with key partners.</li> <li>Applicants that do not demonstrate understanding and capacity to conduct the work will not be recommended for expanded funding but may continue to work to</li> </ul>

	be admitted to the next pilot cohort.
<b>December 12, 2018</b>	<ul style="list-style-type: none"> <li>• Pilots are approved by BESE.</li> </ul>
<b>January 23, 2019</b>	<ul style="list-style-type: none"> <li>• BESE approves expanded seat allocations for pilots, per the community’s plan and 2019-2020 Coordinated Funding Request</li> </ul>

Complete applications that demonstrate readiness for a local collaborative governing structure for shared decision making along with complete plans and budgets to improve access and quality, are required. Application deadlines are as follows:

- **Applications must be submitted to [kaye.eichler@la.gov](mailto:kaye.eichler@la.gov) no later than 4:30 p.m. on October 8, 2018.**
- **For those selected to continue, revised applications must be submitted to [kaye.eichler@la.gov](mailto:kaye.eichler@la.gov) no later than 4:30 p.m. on November 12, 2018.**

In general, applications received after a deadline will not be reviewed. However, the Department reserves the right to review and/or fund an application submitted after the deadline when an emergency caused or contributed to the late submission. Additionally, the Department may request and consider additional information regarding any applications received.

### **Section III – The Application**

*This section lists and describes the required components of the application. The Application Template can be found in Appendix B. Appendix C, the Application Rubric, should be used to guide application development.*

#### **A. Plan for a Local Collaborative Governing Structure**

**This section of the application must describe the community network’s best ideas for developing a local collaborative governing structure for shared decision making that includes all program partner types and key community stakeholders. K-12 education, health services, social services, higher education, business and industry, children’s advocacy groups, charitable and private funding organizations, and local government must all be engaged.** Participation from executive leadership in partner organizations is critical to make necessary system changes and access funding to improve early childhood services.

The application must demonstrate that leaders from all program types are committed to developing a shared decision making structure that has by-laws and adheres to public meeting requirements. Through this structure, the community network will be accountable for addressing access and quality, securing and unifying funding, and authorizing seats and improvement resources. The Department is prepared to assist pilot communities with the development and implementation of a local collaborative governing structure for shared decision making by providing research, guidance, and consultative facilitation.

#### **B. Plan to Measure the Need for Affordable Access to Quality Care and Education for Children Birth through Age Four within the Community**

Accurately tracking community demand for quality care and education at each age level on an ongoing basis is the foundation for a solid care and education network. Having current demand information is also necessary to support economic stability and growth in communities. Clear and up-to-date information about demand is a must to project workforce, facility, and funding needs.

**Use this section of the application to describe gaps in the community’s current system and plans for a collaborative, systematic, year-round process to measure and track the need and capacity for service at each age level.** Address how information will be collected and what community decisions the information will support. Also describe how this same information will be made readily available to the

public on an ongoing basis so that families know options for enrollment and businesses are aware of data that critically impacts their workforce and their ability to remain viable and to expand.

**C. Plan for Using Future Financial Support to Expand Access and Improve Quality**

The Department seeks to provide lead agencies and their community networks with the flexibility for greater control over access and quality resources. In return, community networks will commit to an ongoing focus on plans to finance the needs of their network by assembling a portfolio of federal, state, and local private and public funding streams.

**In this section of the application, applicants will provide a clear description of all current early childhood funding streams used in the community, including funding streams that are present and can be used for early childhood but currently are not.** A plan to convert eligible, but unused funds should be presented along with plans to identify current and/or potential local private funders in the community. In sum, applicants should approach this section of the application as a means to show the current status of early childhood funding and their plan to increase and allocate local resources.

**D. Plan to Identify and Share Resources to Support Quality and Access**

Coordinating the use of funds across programs will result in more economically disadvantaged children enrolled in high-quality services. And, the number of children in the community who enter kindergarten ready for success should also increase. **This section of the application must demonstrate that program partners plan to leverage existing funding and share resources to increase the number of infant-to-age-five economically disadvantaged children served in high-quality inclusive settings.** This plan should identify all funding sources currently in the community that are eligible to be used for early childhood quality and access, even if not currently being used for that purpose (e.g., Title 1, Rural Education Achievement Program). Examples of braiding funds, sharing or combining resources, and using diverse delivery models to increase capacity currently exist in communities across the state. These are the leveraging practices that Community Network Pilots are expected to use.

The early childhood workforce (administrators and teachers) should understand what quality instruction and interactions are, have the skills necessary to achieve them, and receive adequate supervision and support. Successful applicants must assess the needs of their early childhood workforce and effectively support skill improvement and credentialing with job-embedded professional development that aligns with the state's classroom quality assessment tool. They must collect and report baseline data for their existing workforce, including teacher and administrator turnover. Using education, credentialing, and performance data, communities will be expected to develop systematic approaches to strengthen skills, raise credentials, and determine if targeted support for improvement reduces turnover. In particular, they must focus on building a system that provides for continuous improvement (e.g., opportunities for reflection and data-driven collaboration, rather than traditional professional development). Partnerships with high schools, ancillary certificate programs, technical colleges, universities, and Workforce Investment Boards will be critical.

**E. Budget Approach**

The applicant's request for funding will be embedded in each section of the application. Over the past few years, many lead agencies have made great strides in improving the quality of programs by pairing responsible planning and spending with thoughtful leveraging of local resources. **Applicants are expected to develop a clear and sustainable funding request with practical plans to use the funds in a way that will achieve expected results.**

Community Networks will have the flexibility to determine how to use this funding as long as it supports the development, coordination and/or improvement of all programs across the network. Funds must be used to supplement, not supplant, other funds and may be used for staff or professional services to coordinate community network activity, for effective professional development opportunities and/or coaching for providers, and, with a 30 percent match, use to expand seats for any age, birth to five. Pilot funds may not be used for building construction or facility remodeling; expenses such as furniture or equipment purchases (e.g., computers, televisions, video players, etc.), or travel to meetings, conferences or events that are not sponsored or approved by the Department.

**F. Assurances**

The application to participate in this pilot must be signed by the lead agency's chief executive officer. The lead agency's application, including all relative plans, will serve as assurance that the lead agency will carry out all required activities with their community network. Additionally, to demonstrate the cooperation of programs in the community, the application must list all program partners and also include the signatures of as many program partners as possible.



<b>Appendix A - Pilot Implementation Plan and Timeline</b>	
<i>*BESE Meeting dates appear in bold type.</i>	
August 31, 2018	<ul style="list-style-type: none"> <li>• The RFA is released.</li> <li>• The Department will conduct an informational webinar to support completion of the RFA.</li> </ul>
October 8, 2018	<ul style="list-style-type: none"> <li>• Applications are due to the Department.</li> </ul>
October 8-12, 2018	<ul style="list-style-type: none"> <li>• Applications are evaluated by the Department’s Early Childhood Team, in consultation with key partners.</li> </ul>
October to November, 2018	<ul style="list-style-type: none"> <li>• Feedback is provided to all applicants.</li> <li>• Applicants chosen to continue on in the selection process will receive initial allocations to begin building a local collaborative governing structure for shared decision-making.</li> <li>• Department and key partners provide guidance to pilot candidates as they work to improve and finalize their applications for full funding which must include plans and a budget to improve access and quality.</li> <li>• Guidance will be accomplished via meeting, webinars, and teleconferences.</li> </ul>
November 12, 2018	<ul style="list-style-type: none"> <li>• Revised, final applications are due to the Department.</li> <li>• Applications will be evaluated by the Department’s Early Childhood Team, in consultation with key partners.</li> <li>• Applicants that do not demonstrate understanding and capacity to conduct the work will not be recommended for expanded funding but may continue to work to be admitted to the next pilot cohort.</li> </ul>
<b>December 12, 2018</b>	<ul style="list-style-type: none"> <li>• Pilots are approved by BESE.</li> </ul>
<b>January 23, 2019</b>	<ul style="list-style-type: none"> <li>• BESE approves expanded seat allocations for pilots, per the community’s plan 2019-2020 Coordinated Funding Request</li> </ul>
January to August 2019	<ul style="list-style-type: none"> <li>• All pilots are engaged in structured preparation for SY 2019-2020.</li> <li>• Access and quality Improvement plan implementation begins for all pilots.</li> <li>• Adjustments to access and quality improvement plans are made by the networks and approved by the Department as needed.</li> </ul>
March 2019	<ul style="list-style-type: none"> <li>• Local governance structures are in place with a minimum of four meetings scheduled before the start of the 2019-2020 school year.</li> <li>• Department and key partners plan the timeline to launch the second pilot cohort.</li> </ul>
August 2019	<ul style="list-style-type: none"> <li>• Improvement structure/system for both access and quality is fully operational in all pilots.</li> </ul>
SY 2019-2020	<ul style="list-style-type: none"> <li>• More children are being served in Proficient settings and improvement strategies are in full implementation.</li> </ul>

**Appendix B**  
**PILOT APPLICATION TEMPLATE**

**Lead Agency Applicant Name:** { }

Mailing Address:

Physical Address: { }

Primary Contact Name: { }

Primary Contact Title: { }

Telephone: { }

Email: { }

**Lead Agency Chief Executive Officer Name:** { }

**Lead Agency Chief Executive Officer Signature:**  
{ }

**Network Name:** { }

Geographic parish(s): { }

List all Program Partners:

Childcare Partner(s): { }

Early Head Start and Head Start Grantee Partner(s): { }

NSECD Partner(s): { }

Public Pre-K Partner(s) including charter schools: { }

Early Steps Regional Partner: { }

List all Supporting Partners

Resource and Referral agency: { }

Ancillary Certification Programs: { }

Non-profit organizations: { }

Government Entities: { }

Family Support Organizations: { }

Business Organizations and Partners: { }



## **APPLICATION PART 1: PLAN FOR A LOCAL COLLABORATIVE GOVERNING STRUCTURE FOR SHARED DECISION MAKING**

*Please answer the questions and provide any additional information that supports the selection of your network for this pilot.*

### **CURRENT STATUS OF THE COMMUNITY NETWORK**

Describe the current status of the collaborative leadership structure for the community network.

How many meetings were held between July 1, 2017 and June 30, 2018?

What partners attended each meeting?

On what did the meeting(s) focus? Describe any collective decisions that were made.

### **IDEAL STATE FOR THE COMMUNITY NETWORK**

Describe what the ideal governance structure for the community network might look like. Who would be involved?

How would equitable representation be ensured? What would the process to choose representatives look like?

How would you organize yourselves (e.g., structure, frequency)?

What would be the primary issues to be addressed?

### **GAPS BETWEEN CURRENT STATUS OF SHARED DECISION MAKING GOVERNANCE AND THE IDEAL STATE**

What are the primary differences between what exists now and what would be ideal?

### **ACTIONABLE PRIORITIES**

List the steps that are needed to close the gaps and attain the ideal state. For each step that will be addressed in the next year, list the resources that are needed and an estimated cost for each resource, as relevant. These estimated costs are the budget request for this section of the application.

## **APPLICATION PART 2: PLAN TO MEASURE THE NEED FOR AFFORDABLE ACCESS TO QUALITY CARE AND EDUCATION FOR CHILDREN BIRTH THROUGH AGE FOUR WITHIN THE COMMUNITY**

*Please answer the questions and provide any additional information that supports the selection of your network for this pilot.*

### **CURRENT STATUS OF THE COMMUNITY NETWORK**

Describe how the need for access to quality care and education (demand) is currently measured in the community network including how often the demand is measured, whether the lead agency produces community-wide reports of access and demand data that are available to all partners, and if access and demand data is discussed at partner meetings.

Describe any collective decisions that were made using the data.

**IDEAL STATE FOR THE COMMUNITY NETWORK**

Describe what the ideal system for measuring the need for access in your community network might look like. Who would be involved?

How often would the demand be measured?

Who would see the information and how would it be used?

**GAPS BETWEEN CURRENT STATUS AND IDEAL STATE**

What are the primary differences between what exists now and what would be ideal?

**ACTIONABLE PRIORITIES**

List steps that are needed to close the gaps and attain the ideal state. For each step that will be addressed in the next year, list the resources that are needed and an estimated cost for each resource. These estimated costs are the budget request for this section of the application.

**APPLICATION PART 3: PLAN FOR USING FUTURE FINANCIAL SUPPORT TO EXPAND ACCESS AND IMPROVE QUALITY**

*Please answer the questions and provide any additional information that supports the selection of your network for this pilot.*

**CURRENT STATUS OF THE COMMUNITY NETWORK**

Does the current community network leadership structure discuss or vote on financial matters? If yes, please describe the issues that were discussed or voted on in the past year.

Describe any donations from local funders that have been requested and/or received in the past year.

What was the total amount of federal funding across all early childhood programs in the community network last year? List the sources that are included.

Early Head Start	Head Start	ESSA Title 1	Preschool Expansion Grant	Education Excellence Fund	IDEA	Rural Education Achievement Program	Other Federal	Total
\$	\$	\$	\$	\$	\$	\$	\$	\$

What was the total amount of state funding across all early childhood programs in the community network last year? List the sources that are included.

LA 4	8(g)	Nonpublic School Early Childhood Development	Other State	Total
\$	\$	\$	\$	\$

What was the total amount of local and private funding across all early childhood programs in the community network last year? List the sources that are included.

Local Public	Local Private	Other Local	Total
\$	\$	\$	\$

What was the average amount of total funding per child served in the community network last year?

Of the total Title 1 funds allocated last year to any district(s) in the community network, how much was unexpended?

Of the total LA 4 funds allocated last year to any district(s) in the community network, how much was unexpended?

Of the total Lead Agency funds allocated last year to the community network, how much was unexpended?

#### **IDEAL STATE FOR THE COMMUNITY NETWORK**

Describe the community's plan to serve the most children with the funds currently available in the community network. What could be done locally to increase the amount of funds available?

Who would be involved in developing the plan?

Describe who will be involved in implementing the plan. Will programs use existing staff? Will new staff be added? What responsibilities will be placed with site leaders?

#### **GAPS BETWEEN CURRENT STATUS AND IDEAL STATE**

What are the primary differences between what exists now and what you think would be ideal?

#### **ACTIONABLE PRIORITIES**

List steps that are needed to close the gaps and attain the ideal state. For each step that will be addressed in the next year, list the resources that are needed and an estimated cost for each resource. These estimated costs are the budget request for this section of the application.

### **APPLICATION PART 4: PLAN TO IDENTIFY SHARED RESOURCES THAT CAN SUPPORT IMPROVED ACCESS TO QUALITY EARLY CHILDHOOD CARE AND EDUCATION PROGRAMS FOR CHILDREN FROM BIRTH THROUGH AGE FOUR AND DETERMINE HOW RESOURCES CAN BE LEVERAGED TO MAXIMIZE THE IMPACT OF SUCH PROGRAMS FOR EACH AGE.**

*Please answer the questions and provide any additional information that supports the selection of your network for this pilot.*

#### **CURRENT STATUS OF THE COMMUNITY NETWORK**

Describe how resources are currently shared and leveraged to improve quality and access in the community network.

Describe any improvement in access and quality that has occurred in the community network since Act 3 activities began.

#### **IDEAL STATE FOR THE COMMUNITY NETWORK**

Describe the community's plan to identify and share resources to improve access to quality early childhood experiences for disadvantaged children in the community. Who would be involved in developing the plan? Who would be involved in implementing the plan?

**GAPS BETWEEN THE CURRENT STATUS AND THE IDEAL STATE**

What are the primary differences between what exists now and what would be ideal?

**ACTIONABLE PRIORITIES**

List steps that are needed to close the gaps and attain the ideal state. Address how you will grow the number of seats and improve all seats. For each step that will be addressed in the next year, list the resources that are needed and an estimated cost for each resource. These estimated costs are the budget request for this section of the application.

## Appendix C - Application Rubric

### RUBRIC FOR APPLICATION EVALUATION

APPLICATION PART 1: PLAN FOR A LOCAL COLLABORATIVE GOVERNING STRUCTURE FOR SHARED DECISION MAKING	
<b>SCORE</b>	
<b>3</b>	<input type="checkbox"/> Develops <u>all requirements</u> of the component <u>evenly and in depth</u> <input type="checkbox"/> Demonstrates an approach that is realistic, practical, and <u>highly feasible to execute</u> <input type="checkbox"/> Details <u>previous</u> successful efforts related to the infant-to-age-five population
<b>2</b>	<input type="checkbox"/> Develops <u>all requirements</u> of the component but may do so <u>somewhat unevenly</u> <input type="checkbox"/> Demonstrates approach that is practical and <u>feasible</u> to execute
<b>1</b>	<input type="checkbox"/> <u>Minimally develops all</u> requirements of the component or <u>develops some</u> requirements of the component in some depth <input type="checkbox"/> Demonstrates an approach that <u>lacks practicality and/or focus</u> , reducing feasibility of execution
<b>0</b>	<input type="checkbox"/> Incomplete, inadequate or missing response
Notable evidence:	
APPLICATION PART 2: PLAN TO MEASURE THE NEED FOR AFFORDABLE ACCESS TO QUALITY CARE AND EDUCATION FOR CHILDREN BIRTH THROUGH AGE FOUR WITHIN THE COMMUNITY	
<b>SCORE</b>	
<b>3</b>	<input type="checkbox"/> Develops <u>all requirements</u> of the component <u>evenly and in depth</u> <input type="checkbox"/> Demonstrates an approach that is realistic, practical, and <u>highly feasible to execute</u> <input type="checkbox"/> Details <u>previous</u> successful efforts related to the infant-to-age-five population
<b>2</b>	<input type="checkbox"/> Develops <u>all requirements</u> of the component but may do so <u>somewhat unevenly</u> <input type="checkbox"/> Demonstrates approach that is practical and <u>feasible</u> to execute
<b>1</b>	<input type="checkbox"/> <u>Minimally develops all</u> requirements of the component or <u>develops some</u> requirements of the component in some depth <input type="checkbox"/> Demonstrates an approach that <u>lacks practicality and/or focus</u> , reducing feasibility of execution
<b>0</b>	<input type="checkbox"/> Incomplete, inadequate or missing response
Notable evidence:	
APPLICATION PART 3: PLAN FOR USING FUTURE FINANCIAL SUPPORT TO EXPAND ACCESS AND IMPROVE QUALITY	
<b>SCORE</b>	
<b>3</b>	<input type="checkbox"/> Develops <u>all requirements</u> of the component <u>evenly and in depth</u> <input type="checkbox"/> Demonstrates an approach that is realistic, practical, and <u>highly feasible to execute</u> <input type="checkbox"/> Details <u>previous</u> successful efforts related to the infant-to-age-five population
<b>2</b>	<input type="checkbox"/> Develops <u>all requirements</u> of the component but may do so <u>somewhat unevenly</u> <input type="checkbox"/> Demonstrates approach that is practical and <u>feasible</u> to execute
<b>1</b>	<input type="checkbox"/> <u>Minimally develops all</u> requirements of the component or <u>develops some</u> requirements of the component in some depth <input type="checkbox"/> Demonstrates an approach that <u>lacks practicality and/or focus</u> , reducing feasibility of execution
<b>0</b>	<input type="checkbox"/> Incomplete, inadequate or missing response
Notable evidence:	



**APPLICATION PART 4: PLAN TO IDENTIFY SHARED RESOURCES THAT CAN SUPPORT IMPROVED ACCESS TO QUALITY EARLY CHILDHOOD CARE AND EDUCATION PROGRAMS FOR CHILDREN FROM BIRTH THROUGH AGE FOUR AND DETERMINE HOW RESOURCES CAN BE LEVERAGED TO MAXIMIZE THE IMPACT OF SUCH PROGRAMS FOR EACH AGE.**

**SCORE**

<b>3</b>	<input type="checkbox"/> Develops <u>all requirements</u> of the component <u>evenly</u> and in depth <input type="checkbox"/> Demonstrates an approach that is realistic, practical, and <u>highly feasible to execute</u> <input type="checkbox"/> Details <u>previous</u> successful efforts related to the infant-to-age-five population
<b>2</b>	<input type="checkbox"/> Develops <u>all requirements</u> of the component but may do so <u>somewhat unevenly</u> <input type="checkbox"/> Demonstrates approach that is practical and <u>feasible to execute</u>
<b>1</b>	<input type="checkbox"/> <u>Minimally develops all</u> requirements of the component or <u>develops some</u> requirements of the component in some depth <input type="checkbox"/> Demonstrates an approach that <u>lacks practicality and/or focus</u> , reducing feasibility of execution
<b>0</b>	<input type="checkbox"/> Incomplete, inadequate or missing response

Notable evidence:

**BUDGET APPROACH**

**SCORE**

<b>3</b>	<input type="checkbox"/> Budget clearly supports plans. <input type="checkbox"/> Demonstrates spending that is practical and will likely result in improved quality.
<b>2</b>	<input type="checkbox"/> Budget <u>somewhat</u> supports plans <input type="checkbox"/> Demonstrates approach that is practical and may result in improvement.
<b>1</b>	<input type="checkbox"/> Budget <u>minimally</u> supports plans and/or demonstrates an approach that <u>lacks practicality</u> .
<b>0</b>	<input type="checkbox"/> Incomplete, inadequate or missing information

Notable evidence:

**SCORING SUMMARY**

**REVIEW OF APPLICATION COMPONENTS**

Component	Rating	Weight	Score (Rating x Weight)
<b>1. Shared Decision Making</b>		<b>20%</b>	
<b>2. Plan to Share Need</b>		<b>20%</b>	
<b>3. Plan to Share Resources</b>		<b>20%</b>	
<b>4. Financial Planning</b>		<b>20%</b>	
<b>5. Budget Approach</b>		<b>20%</b>	
<b>Total Score</b>			

**PART THREE: INTERVIEW WITH COMMUNITY PILOT NETWORK LEADERS**

The LDE will interview select respondents as part of the application and evaluation process. Respondents will be evaluated on similar criteria with a specific focus on feasibility and capacity to execute.