# FY27 Shared Visions Preschool Application Scoring Rubric

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## Scoring Guidelines

Each application submitted by an eligible organization will be scored using the criteria and points outlined below.

**Total Points Possible = 148 Points**

# Program Summary – 8 points

This section should provide a clear, concise description of the program. A brief overview is sufficient; any supporting details can be included in later sections. The following should be included in the summary:

- General description of the applicant organization.
- Overview of the proposed plan to provide a comprehensive preschool program serving children who meet the identified risk factors.

**PS1: Has a general description of the applicant organization been provided?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The description includes one or fewer of the listed criteria. | The description includes **two** of the criteria listed below:<br>● Type of organization<br>● History<br>● Mission/Purpose<br>● Services provided<br>● Target population served | The description includes **three** of the criteria listed below:<br>● Type of organization<br>● History<br>● Mission/Purpose<br>● Services provided<br>● Target population served | The description includes **four** of the criteria listed below:<br>● Type of organization<br>● History<br>● Mission/Purpose<br>● Services provided<br>● Target population served | The description includes **all** of the criteria listed below:<br>● Type of organization<br>● History<br>● Mission/Purpose<br>● Services provided<br>● Target population served |

**PS2: Has the applicant provided an overview of the proposed plan to provide a comprehensive preschool program serving children who meet the identified risk factors?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The description includes one or fewer of the listed criteria. | The overview of the proposed plan includes **two** of the following:<br>● Summary of the community and needed services<br>● Summary of services to be provided<br>● Location(s) of proposed services<br>● Number of classrooms, buildings, and teaching staff<br>● Anticipated number and ages of children to be served | The overview of the proposed plan includes **three** of the following:<br>● Summary of the community and needed services<br>● Summary of services to be provided<br>● Location(s) of proposed services<br>● Number of classrooms, buildings, and teaching staff<br>● Anticipated number and ages of children to be served | The overview of the proposed plan includes **four** of the following:<br>● Summary of the community and needed services<br>● Summary of services to be provided<br>● Location(s) of proposed services<br>● Number of classrooms, buildings, and teaching staff<br>● Anticipated number and ages of children to be served | The overview of the proposed plan includes **all** of the following:<br>● Summary of the community and needed services<br>● Summary of services to be provided<br>● Location(s) of proposed services<br>● Number of classrooms, buildings, and teaching staff<br>● Anticipated number and ages of children to be served |

# Documentation of Need – 36 points

This section should provide documentation to support the need for a comprehensive preschool program serving children and families who meet the identified risk factors in the applicant's community and service area.

Information provided in this section should include:

- Description with data outlining a number and percentage of families with age-eligible children who meet primary and secondary eligibility criteria.
- Description with data outlining a number and percentage of eligible children who are unserved.
- Description with data outlining factors impacting the service area which increase the need for comprehensive preschool programming. Considerations may include, but not limited to, the following:
  - Loss of major employers
  - High incidence of child or domestic abuse
  - High rates of teen pregnancy and homelessness
  - Lack of support services for children and families
  - Loss of preschool or child care services in the community

Applicants should provide a detailed analysis of the area to be served based upon factual public reporting sources such as those provided below:

- 2024-25 Free and Reduced-Price Lunch Percentage by District
- 2024-25 Free and Reduced-Price Lunch Percentage by School Building
- Iowa's Integrated Data System for Decision-Making (I2D2)
- Kids Count Data Center

**Applicants are encouraged to use these resources as well as any other additional data sources to highlight the level of need in the proposed service area and as aligned to primary and secondary eligibility criteria as defined below.**

The following definitions should be considered when completing this section of the application:

**Primary Eligibility: IAC 281—64.29**

- Children turning three, four or five years of age on or before September 15 of the grant year.
- Member of a low-income family which is defined as families who meet the financial eligibility criteria for free and reduced-price meals offered under the child nutrition program.

**Secondary Eligibility: IAC 281—64.30**

- Age-eligible children who are above income eligibility guidelines
- Meets one of the following:
  - Resides in a household where a parent or guardian has not completed high school, has a substance use disorder or chronic mental illness, has low literacy skills, is incarcerated or has a history of child or spouse abuse.
  - Has developmental delays, is in foster care, is homeless, is born with one or more factors that are established as high risk for developmental delay or born with a genetic disorder, or is born to a parent under age 18.

**Poverty Levels:**

- Free and Reduced-Price Lunch Percentage
  - High Level = 50% and above
  - Moderate Level = 35% to 49.9%
- County Data
  - High Level = 15% and above
  - Moderate Level = 10% to 14.9%

**DN1: Has the applicant used data sources to describe the number and percent of eligible children and families in the service area?**

| 0 Points | 3 Points | 6 Points | 9 Points | 12 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The description indicates a low level of poverty in the service area.<br><br>**OR**<br><br>The description indicates any level of poverty but does not meet at least one of the additional criteria listed in the columns to the right. | The description indicates a **moderate level of poverty** in the service area **AND** meets at least **one** of the following criteria:<br>● use of factual public reporting sources<br>● evidence of children meeting secondary risk factors<br>● data provided is relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years | The description indicates a **moderate level of poverty** in the service area **AND** meets **all** of the following criteria:<br>● use of factual public reporting sources<br>● evidence of children meeting secondary risk factors<br>● data provided is relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years | The description indicates a **high level of poverty** in the service area **AND** meets at least **one** of the following criteria:<br>● use of factual public reporting sources<br>● evidence of children meeting secondary risk factors<br>● data provided is relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years | The description indicates a **high level of poverty** in the service area **AND** meets **all** of the following criteria:<br>● use of factual public reporting sources<br>● evidence of children meeting secondary risk factors<br>● data provided is relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years |

**DN2: Has the applicant used data sources to describe the number and percent of unserved children in the service area?**

| 0 Points | 3 Points | 6 Points | 9 Points | 12 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The description indicates any level of unserved children but does not meet at least one of the additional criteria listed in the columns to the right. | The description indicates a **moderate level of unserved children** in the service area **AND** meets at least **one** of the following criteria:<br>● use of factual public reporting sources<br>● data relates to unserved children and families meeting eligibility criteria (poverty level and secondary risk factors)<br>● data provided is relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years | The description indicates a **moderate level of unserved children** in the service area **AND** meets **all** of the following criteria:<br>● use of factual public reporting sources<br>● data relates to unserved children and families meeting eligibility criteria (poverty level and secondary risk factors)<br>● data provided is relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years | The description indicates a **high level of unserved children** in the service area **AND** meets at least **one** of the following criteria:<br>● use of factual public reporting sources<br>● data relates to unserved children and families meeting eligibility criteria (poverty level and secondary risk factors)<br>● data provided is relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years | The description indicates a **high level of unserved children** in the service area **AND** meets **all** of the following criteria:<br>● use of factual public reporting sources<br>● data relates to unserved children and families meeting eligibility criteria (poverty level and secondary risk factors)<br>● data provided is relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years |

**DN3: Has the applicant provided a description using data to outline factors impacting the service area which increase the need for a comprehensive preschool program?**

| 0 Points | 3 Points | 6 Points | 9 Points | 12 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The description indicates any level of impact based on factors in the service area but does not meet at least one of the additional criteria listed in the columns to the right. | The description indicates a **moderate level of impact** based on factors in the service area **AND** meets at least **one** of the following criteria:<br>● clear connection to the need for a comprehensive preschool program<br>● impact relates to unserved children and families meeting eligibility criteria (poverty level and secondary risk factors)<br>● factors are relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years | The description indicates a **moderate level of impact** based on factors in the service area **AND** meets **all** of the following criteria:<br>● clear connection to the need for a comprehensive preschool program<br>● impact relates to unserved children and families meeting eligibility criteria (poverty level and secondary risk factors)<br>● factors are relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years | The description indicates a **high level of impact** based on factors in the service area **AND** meets at least **one** of the following criteria:<br>● clear connection to the need for a comprehensive preschool program<br>● impact relates to unserved children and families meeting eligibility criteria (poverty level and secondary risk factors)<br>● factors are relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years | The description indicates a **high level of impact** based on factors in the service area **AND** meets **all** of the following criteria:<br>● clear connection to the need for a comprehensive preschool program<br>● impact relates to unserved children and families meeting eligibility criteria (poverty level and secondary risk factors)<br>● factors are relevant to the area to be served<br>● information is relevant to families with children ages 3-5 years |

# Program and Classroom Information – 16 points

This section should provide the necessary program information to include all sites and classrooms supported by grant funds, identification of staff members and service information. The following information should be included:

- Program information and sites to be supported with grant funds.
- Contact information for staff members responsible for the application and grant-funded services.
- Information for each classroom and the number of children to be funded by the grant.
- Number of hours per day, days per week to be provided within each classroom.
- Description of other funding sources.

The following information should be considered when completing this section:

- Awarded funding may only support sites/locations reported in this section.
- A classroom ratio of one adult for every eight children is **required**.
- Maximum class size must align with the selected program standards; refer to the guidance document titled Class Size Maximum by Program Standards.
- Part-day programming is defined as more than 3 hours but less than 7 hours per day.
- Full-day programming is defined as 7 or more hours per day.
- Programming may be provided solely through the Shared Visions Preschool Program or through a collaboration with another service (e.g. Head Start, Statewide Voluntary Preschool Program, community-based preschool or child care).

The following program requirements should be considered when completing this section of the application:

**Primary Eligibility:** Enroll no less than 80% of age-eligible children who are members of a low-income family (defined as families who meet the financial eligibility criteria for free and reduced-price meals offered under the child nutrition program). IAC 281—64.29

**Secondary Eligibility:** Enroll no more than 20% of age-eligible children who are above income eligibility guidelines provided they are served on a sliding fee schedule determined at the local level and meet secondary eligibility criteria as defined by Iowa Administrative Code. IAC 281—64.30

**PCI: Has the applicant provided all requested program information, including proposed sites and contact information for program personnel?**

| 0 Points | 2 Points | 4 Points |
|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met. | Information is completed but it is not clear which buildings/sites children will attend.<br><br>**OR**<br><br>Information provided indicates potential concern with program requirements being met. | All information is provided and it is clear which buildings/sites children will attend.<br><br>**AND**<br><br>Information provided indicates no conflict with program requirements. |

PCI2: Has the applicant provided all classroom information including the details needed to determine the staff to child ratios and class size maximums?

| 0 Points | 2 Points | 4 Points |
|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met. | All information is provided **AND** the program requirement for a ratio of 1 adult for every 8 children will be maintained in <u>each</u> classroom.<br><br>**AND**<br><br>**One or more** classrooms will enroll more than 16 children at one time, but the class size maximum aligns with the identified program standards and ages of children to be served. | All information is provided **AND** the program requirement for a ratio of 1 adult for every 8 children will be maintained in <u>each</u> classroom.<br><br>**AND**<br><br>**Each** classroom will enroll 16 or fewer children at one time (class size maximum is 16). |

**PCI3: Has the applicant provided information needed to determine the number of hours and days children will receive services? (Final score will be an average of all classrooms.)**

| 0 Points | 2 Point | 4 Points | 6 Points | 8 Points |
|---|---|---|---|---|
| Programming outlined does not meet any of the criteria listed.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met. | Full-day programming (7 or more hours per day) is available 2 days per week.<br><br>**OR**<br><br>Part-day programming (more than 3 hours but less than 7 hours per day) is available 3 days per week. | Full-day programming (7 or more hours per day) is available 3 days per week.<br><br>**OR**<br><br>Part-day programming (more than 3 hours but less than 7 hours per day) is available 4 days per week. | Full-day programming (7 or more hours per day) is available 4 days per week.<br><br>**OR**<br><br>Part-day programming (more than 3 hours but less than 7 hours per day) is available 5 days per week. | Full-day programming (7 or more hours per day) is available 5 days per week. |

# Service Description Plan – 40 points

This section should describe how the program plans to provide a comprehensive preschool program addressing the needs of children and families in the following four areas:

- Family Partnerships (12 points)
- Comprehensive Health Services (8 points)
- Developmentally Appropriate Programming (12 points)
- Other Resources and Services (8 points)
- Family Partnerships (12 points)

## Family Partnerships (12 points)

This section should outline services intended to support the formation of a lasting educational partnership with families. Services to be provided as part of the grant should be described and include the following:

- Opportunities for involvement in the educational program.
- Implementation of activities or strategies intended to enhance parenting skills and increase family ability to support children's learning and development.
- How families' strengths and needs will be assessed and used to connect them to community resources and services

**FP1: Has the applicant described plans for providing families various opportunities to be involved in the program?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The proposed plan includes less than two of the items listed in the columns to the right. | The proposed plan includes at least **two** of the following:<br>● Provision for collecting family feedback, ideas, preferences<br>● At least one home visit<br>● Parent-teacher conferences<br>● Provision for ongoing two-way communication<br>● Opportunities for volunteering outside of the classroom or during site-based activities | The proposed plan includes at least **three** of the following:<br>● Provision for collecting family feedback, ideas, preferences<br>● At least one home visit<br>● Parent-teacher conferences<br>● Provision for ongoing two-way communication<br>● Opportunities for volunteering outside of the classroom or during site-based activities | The proposed plan includes at least **four** of the following:<br>● Provision for collecting family feedback, ideas, preferences<br>● At least one home visit<br>● Parent-teacher conferences<br>● Provision for ongoing two-way communication<br>● Opportunities for volunteering outside of the classroom or during site-based activities | The proposed plan includes **all** of the following:<br>● Provision for collecting family feedback, ideas, preferences<br>● At least one home visit<br>● Parent-teacher conferences<br>● Provision for ongoing two-way communication<br>● Opportunities for volunteering outside of the classroom or during site-based activities |

**FP2: Has the applicant described a plan to implement activities and strategies that will enhance parenting skills and increase families' ability to support children's learning and development?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The proposed plan includes less than three of the items listed in the columns to the right. | The proposed plan includes at least **three** of the following:<br>● Use of family feedback to identify family education topics<br>● Provision for providing family education through a variety of formats<br>● Emphasis of the parent(s) role as the child's primary educator<br>● Family nights or other events intended to share ideas for supporting children's learning<br>● Sharing resources or materials for families to extend learning at home<br>● Provision for goal setting with families | The proposed plan includes at least **four** of the following:<br>● Use of family feedback to identify family education topics<br>● Provision for providing family education through a variety of formats<br>● Emphasis of the parent(s) role as the child's primary educator<br>● Family nights or other events intended to share ideas for supporting children's learning<br>● Sharing resources or materials for families to extend learning at home<br>● Provision for goal setting with families | The proposed plan includes at least **five** of the following:<br>● Use of family feedback to identify family education topics<br>● Provision for providing family education through a variety of formats<br>● Emphasis of the parent(s) role as the child's primary educator<br>● Family nights or other events intended to share ideas for supporting children's learning<br>● Sharing resources or materials for families to extend learning at home<br>● Provision for goal setting with families | The proposed plan includes **all** of the following:<br>● Use of family feedback to identify family education topics<br>● Provision for providing family education through a variety of formats<br>● Emphasis of the parent(s) role as the child's primary educator<br>● Family nights or other events intended to share ideas for supporting children's learning<br>● Sharing resources or materials for families to extend learning at home<br>● Provision for goal setting with families |

**FP3: Has the applicant described how the families' strengths and needs will be assessed and how families will be connected to needed community resources and services?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The proposed plan includes none of the items listed in the columns to the right. | The proposed plan includes **one** of the following: Strategies to be used to determine families' strengths and needs<br>● Frequency for assessing strengths and needs<br>● Identification of the person/position responsible for sharing needed services and resources<br>● Provision for following up with families to determine if shared resources were sufficient | The proposed plan includes **two** of the following:<br>● Strategies to be used to determine families' strengths and needs<br>● Frequency for assessing strengths and needs<br>● Identification of the person/position responsible for sharing needed services and resources<br>● Provision for following up with families to determine if shared resources were sufficient | The proposed plan includes **three** of the following:<br>● Strategies to be used to determine families' strengths and needs<br>● Frequency for assessing strengths and needs<br>● Identification of the person/position responsible for sharing needed services and resources<br>● Provision for following up with families to determine if shared resources were sufficient | The proposed plan includes **all** of the following:<br>● Strategies to be used to determine families' strengths and needs<br>● Frequency for assessing strengths and needs<br>● Identification of the person/position responsible for sharing needed services and resources<br>● Provision for following up with families to determine if shared resources were sufficient |

# Comprehensive Health Services (8 points)

This section should outline services which describe the manner in which health, medical, dental and nutrition services are incorporated into the program. Service plans may include provisions for children as well as families in order to promote healthy practices both at home and at school.

This section should describe the following:

- How children will experience and learn about these areas in the classroom.
- Collaborative efforts with community providers to promote and/or provide access to beneficial health, medical, dental and nutrition services.

**CHS1: Has the applicant described how the children will experience and learn about health, medical care, dental care and nutrition in the classroom?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The description includes **four or fewer** of the opportunities listed in the columns to the right. | The description includes **five** of the following opportunities:<br>● Identifying sources of food/healthy foods<br>● preparing foods; serving and feeding themselves<br>● handwashing<br>● toothbrushing<br>● rest/access to calming spaces<br>● exercise/large motor activity<br>● self-care activities<br>● class visits from community health professionals (doctors, dentists, nutritionists, etc.) | The description includes **six** of the following opportunities:<br>● Identifying sources of food/healthy foods<br>● preparing foods; serving and feeding themselves<br>● handwashing<br>● toothbrushing<br>● rest/access to calming spaces<br>● exercise/large motor activity<br>● self-care activities<br>● class visits from community health professionals (doctors, dentists, nutritionists, etc.) | The description includes **seven** of the following opportunities:<br>● Identifying sources of food/healthy foods<br>● preparing foods; serving and feeding themselves<br>● handwashing<br>● toothbrushing<br>● rest/access to calming spaces<br>● exercise/large motor activity<br>● self-care activities<br>● class visits from community health professionals (doctors, dentists, nutritionists, etc.) | The description includes **all** of the following opportunities:<br>● Identifying sources of food/healthy foods<br>● preparing foods; serving and feeding themselves<br>● handwashing<br>● toothbrushing<br>● rest/access to calming spaces<br>● exercise/large motor activity<br>● self-care activities<br>● class visits from community health professionals (doctors, dentists, nutritionists, etc.) |

**CHS2: Has the applicant described collaborative efforts with community providers to promote and/or provide access to beneficial health, medical, dental and nutrition services?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The description includes **one or fewer** of the opportunities listed in the columns to the right. | The description includes **two** of the following:<br>● maintenance of a current list of local resources/services<br>● process for sharing needed resources with families<br>● supports provided to families to connect with needed resources<br>● inclusion of community service providers in family nights/education events<br>● partnerships with community service providers to enhance the program's ability to meet the health needs of children and families | The description includes **three** of the following:<br>● maintenance of a current list of local resources/services<br>● process for sharing needed resources with families<br>● supports provided to families to connect with needed resources<br>● inclusion of community service providers in family nights/education events<br>● partnerships with community service providers to enhance the program's ability to meet the health needs of children and families | The description includes **four** of the following:<br>● maintenance of a current list of local resources/services<br>● process for sharing needed resources with families<br>● supports provided to families to connect with needed resources<br>● inclusion of community service providers in family nights/education events<br>● partnerships with community service providers to enhance the program's ability to meet the health needs of children and families | The description includes **all** of the following:<br>● maintenance of a current list of local resources/services<br>● process for sharing needed resources with families<br>● supports provided to families to connect with needed resources<br>● inclusion of community service providers in family nights/education events<br>● partnerships with community service providers to enhance the program's ability to meet the health needs of children and families |

## Developmentally Appropriate Programming (12 points)

This section should outline services intended to ensure the implementation of program standards, as well as the use of research-based curricula and assessments aligned to the Iowa Early Learning Standards (IELS). This section should describe:

- A plan for implementing one of the state-approved program standards in each funded classroom. Programs must select from the below options:
  - National Association for the Education of Young Children (NAEYC) Accreditation,
  - Iowa Quality Preschool Program Standards (IQPPS), or
  - Head Start Program Performance Standards (HSPPS).
- How the program will ensure fidelity of implementation and ongoing monitoring of research-based curricula aligned with the IELS.
- Assessment practices and how assessment data will be used.

The following information should be considered when completing this section of the application:

- Awarded grantees are required to maintain an agreement with Teaching Strategies® under the Iowa State Umbrella Agreement for GOLD® on the SmartTeachTM platform and complete three state-determined checkpoints with all enrolled children.
- Programs shall meet the program standards identified within the application (NAEYC Accreditation, IQPPS or HSPPS) in year one of the grant award.
- Programs that do not attain accreditation, meet identified program standards, or do not receive a waiver from the Child Development Coordinating Council, will not be funded.
- Awarded grantees shall maintain the program standards identified in the awarded application throughout the five-year grant cycle unless unforeseen circumstances occur. Such circumstance will be considered at the discretion of the Child Development Coordinating Council.

- Awarded grantees must participate in the associated monitoring process for the selected program standards:
  - NAEYC – Accreditation process conducted by the National Association for the Education of Young Children
  - IQPPS – State review and activities conducted by the Iowa Department of Education
  - HSPPS – Periodic federal monitoring reviews conducted by the Office of Head Start

**DAP1: Has the applicant provided a detailed plan for implementing one of the state-approved program standards: NAEYC Accreditation, Iowa Quality Preschool Program Standards (IQPPS) or Head Start Program Performance Standards (HSPPS)?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The *Required* item listed in the columns to the right is not included in the plan. | The plan for implementing the selected program standards includes **one** *(only the Required item)* of the following:<br>● Coaching or other supports for implementation<br>● Use of observations, fidelity checklists, or self-assessment tools to measure implementation quality<br>● Routines for analyzing and responding to data related to the implementation of program standards<br>● **Required**: Active participation in the associated monitoring process for the selected program standards (HSPPS, NAEYC Accreditation, IQPPS) resulting in maintenance of good standing with the associated authoritative body | The plan for implementing the selected program standards includes **two** *(one being the Required item)* of the following:<br>● Coaching or other supports for implementation<br>● Use of observations, fidelity checklists, or self-assessment tools to measure implementation quality<br>● Routines for analyzing and responding to data related to the implementation of program standards<br>● **Required**: Active participation in the associated monitoring process for the selected program standards (HSPPS, NAEYC Accreditation, IQPPS) resulting in maintenance of good standing with the associated authoritative body | The plan for implementing the selected program standards includes **three** *(one being the Required item)* of the following:<br>● Coaching or other supports for implementation<br>● Use of observations, fidelity checklists, or self-assessment tools to measure implementation quality<br>● Routines for analyzing and responding to data related to the implementation of program standards<br>● **Required**: Active participation in the associated monitoring process for the selected program standards (HSPPS, NAEYC Accreditation, IQPPS) resulting in maintenance of good standing with the associated authoritative body | The plan for implementing the selected program standards includes **all** of the following:<br>● Coaching or other supports for implementation<br>● Use of observations, fidelity checklists, or self-assessment tools to measure implementation quality<br>● Routines for analyzing and responding to data related to the implementation of program standards<br>● **Required**: Active participation in the associated monitoring process for the selected program standards (HSPPS, NAEYC Accreditation, IQPPS) resulting in maintenance of good standing with the associated authoritative body |

**DAP2: Has the applicant described a process to ensure fidelity of implementation and ongoing monitoring of research-based curricula aligned with the Iowa Early Learning Standards (IELS)?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The applicant does not have research-based curricula aligned to all areas of the IELS or a plan for teaching all areas of the IELS that are not addressed in the selected curricula.<br><br>**OR**<br><br>The description of the implementation plan does not include **two or more** of the items listed in the columns to the right. | The applicant has selected research-based curricula aligned to all developmental areas of the IELS.<br>**OR**<br>The applicant has provided a plan for how to teach any areas of the IELS that are not addressed in the selected curricula.<br><br>**AND**<br><br>The applicant described a process to ensure fidelity of implementation of the selected curricula and ongoing monitoring which includes **two** of the following:<br>● Coaching and support for implementation<br>● Classroom observations and provisions for regular feedback<br>● Review of schedules and lesson plans to ensure intentional planning for open-ended, learner-initiated play aligned to the IELS<br>● Use of fidelity checks to ensure instruction and environmental design support the IELS and align with the selected curricula | The applicant has selected research-based curricula aligned to all developmental areas of the IELS.<br>**OR**<br>The applicant has provided a plan for how to teach any areas of the IELS that are not addressed in the selected curricula.<br><br>**AND**<br><br>The applicant described a process to ensure fidelity of implementation of the selected curricula and ongoing monitoring which includes **three** of the following:<br>● Coaching and support for implementation<br>● Classroom observations and provisions for regular feedback<br>● Review of schedules and lesson plans to ensure intentional planning for open-ended, learner-initiated play aligned to the IELS<br>● Use of fidelity checks to ensure instruction and environmental design support the IELS and align with the selected curricula | The applicant has selected research-based curricula aligned to all developmental areas of the IELS.<br>**OR**<br>The applicant has provided a plan for how to teach any areas of the IELS that are not addressed in the selected curricula.<br><br>**AND**<br><br>The applicant described a process to ensure fidelity of implementation of the selected curricula and ongoing monitoring which includes **all** of the following:<br>● Coaching and support for implementation<br>● Classroom observations and provisions for regular feedback<br>● Review of schedules and lesson plans to ensure intentional planning for open-ended, learner-initiated play aligned to the IELS<br>● Use of fidelity checks to ensure instruction and environmental design support the IELS and align with the selected curricula | The applicant has selected research-based curricula aligned to all developmental areasof the IELS.<br><br>**AND**<br><br>The applicant described a process to ensure fidelity of implementation of the selected curricula and ongoing monitoring which includes **all** of the following:<br>● Coaching and/or support for implementation<br>● Classroom observations and provisions for regular feedback<br>● Review of schedules and lesson plans to ensure intentional planning for open-ended, learner-initiated play aligned to the IELS<br>● Use of fidelity checks to ensure instruction and environmental design support the IELS and align with the selected curricula |

**DAP3: Has the applicant described the program's assessment practices and how assessment data will be used?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The description includes **one or fewer** of the items listed in the columns to the right. | The description outlining assessment practices includes using data to accomplish at least **two** of the following:<br>● Plan instruction and learning activities modifications<br>● Develop learning goals for individuals and groups of children<br>● Modify the environment to align with child interests and learning needs<br>● Inform families of child progress<br>● Determine professional learning needs of staff | The description outlining assessment practices includes using data to accomplish at least **three** of the following:<br>● Plan instruction and learning activities modifications<br>● Develop learning goals for individuals and groups of children<br>● Modify the environment to align with child interests and learning needs<br>● Inform families of child progress<br>● Determine professional learning needs of staff | The description outlining assessment practices includes using data to accomplish at least **four** of the following:<br>● Plan instruction and learning activities modifications<br>● Develop learning goals for individuals and groups of children<br>● Modify the environment to align with child interests and learning needs<br>● Inform families of child progress<br>● Determine professional learning needs of staff | The description outlining assessment practices includes using data to accomplish **all** of the following:<br>● Plan instruction and learning activities modifications<br>● Develop learning goals for individuals and groups of children<br>● Modify the environment to align with child interests and learning needs<br>● Inform families of child progress<br>● Determine professional learning needs of staff |

# Other Resources and Services (8 points)

This section should outline the program's intention to provide resources and services needed to enable children and families to enroll and participate in the program. Information provided should identify and plan for removal of barriers experienced by eligible children and families who meet the identified risk factors. This section should include the following:

- An assessment of the need for transportation and a description of the provision of services when warranted.
- An assessment of the need for full-day services or child care collaborations and a description of the provision of services when warranted.

The following eligibility requirements should be considered when completing this section of the application:

- **Primary Eligibility:** At least 80% of the funded available enrollment for three-, four- and five-year-old children will be directed to serve children who are members of a low-income family (defined as families who meet the financial eligibility criteria for free and reduced-price meals offered under the child nutrition program). IAC 281—64.29
- **Secondary Eligibility:** Up to 20% of age-eligible children may be enrolled based on other risk factors as defined by Iowa Administrative Code. IAC 281—64.30

ORS1: Has the applicant analyzed transportation needs and developed a plan to allow children who meet identified risk factors to participate in the program?

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The description does not address any of the criteria listed in the columns to the right. | The description of the applicant's efforts to analyze and plan to address transportation needs to ensure program participation includes **one** of the following:<br>● Data gathered from potential participants regarding transportation needed to attend the program<br>● Summary of available resources addressing the identified transportation needs<br>● Process to share available community resources to participants needing transportation (community transportation options, bus passes and routes, car pool options, etc.)<br>● Transportation provided when needed and/or other supports designed to address transportation needs are provided | The description of the applicant's efforts to analyze and plan to address transportation needs to ensure program participation includes **two** of the following:<br>● Data gathered from potential participants regarding transportation needed to attend the program<br>● Summary of available resources addressing the identified transportation needs<br>● Process to share available community resources to participants needing transportation (community transportation options, bus passes and routes, car pool options, etc.)<br>● Transportation provided when needed and/or other supports designed to address transportation needs are provided | The description of the applicant's efforts to analyze and plan to address transportation needs to ensure program participation includes **three** of the following:<br>● Data gathered from potential participants regarding transportation needed to attend the program<br>● Summary of available resources addressing the identified transportation needs<br>● Process to share available community resources to participants needing transportation (community transportation options, bus passes and routes, car pool options, etc.)<br>● Transportation provided when needed and/or other supports designed to address transportation needs are provided | The description of the applicant's efforts to analyze and plan to address transportation needs to ensure program participation includes **all** of the following:<br>● Data gathered from potential participants regarding transportation needed to attend the program<br>● Summary of available resources addressing the identified transportation needs<br>● Process to share available community resources to participants needing transportation (community transportation options, bus passes and routes, car pool options, etc.)<br>● Transportation provided when needed and/or other supports designed to address transportation needs are provided |

**ORS2: Has the applicant analyzed the need for full-day services and/or collaborations for child care and developed a plan to allow children who meet the identified risk factors to participate in the program?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The description addresses one or fewer of the criteria listed in the columns to the right. | The description of the applicant's efforts to analyze and plan to address the need for full-day services to ensure program participation includes **two** of the following:<br>● Data gathered from potential participants regarding the need for full-day services<br>● Summary of available resources addressing the identified needs related to full-day services (local child care, preschool and/or Head Start Programs, scholarship opportunities to cover extended day costs, etc.)<br>● Process to share available community resources with participants needing full-day services<br>● How the program will utilize or complement existing programs and services for children and families needing full-day services<br>● Provision to offer extended programming or child care when needed | The description of the applicant's efforts to analyze and plan to address the need for full-day services to ensure program participation includes **three** of the following:<br>● Data gathered from potential participants regarding the need for full-day services<br>● Summary of available resources addressing the identified needs related to full-day services (local child care, preschool and/or Head Start Programs, scholarship opportunities to cover extended day costs, etc.)<br>● Process to share available community resources with participants needing full-day services<br>● How the program will utilize or complement existing programs and services for children and families needing full-day services<br>● Provision to offer extended programming or child care when needed | The description of the applicant's efforts to analyze and plan to address the need for full-day services to ensure program participation includes **four** of the following:<br>● Data gathered from potential participants regarding the need for full-day services<br>● Summary of available resources addressing the identified needs related to full-day services (local child care, preschool and/or Head Start Programs, scholarship opportunities to cover extended day costs, etc.)<br>● Process to share available community resources with participants needing full-day services<br>● How the program will utilize or complement existing programs and services for children and families needing full-day services<br>● Provision to offer extended programming or child care when needed | The description of the applicant's efforts to analyze and plan to address the need for full-day services to ensure program participation includes **all** of the following:<br>● Data gathered from potential participants regarding the need for full-day services<br>● Summary of available resources addressing the identified needs related to full-day services (local child care, preschool and/or Head Start Programs, scholarship opportunities to cover extended day costs, etc.)<br>● Process to share available community resources with participants needing full-day services<br>● How the program will utilize or complement existing programs and services for children and families needing full-day services<br>● Provision to offer extended programming or child care when needed |

# Staff Certification and Development Plan – 12 points

This section should outline the experience and training for staff who will provide direct services to children enrolled in the program. The following information should be included:

- A description of the 2026-2027 professional development plan for teaching staff (teachers and assistant teachers).
- The position and education level for each member of the teaching team(s).

The following information should be considered when completing this section of the application:

- At a minimum, teaching staff are required to meet staff qualifications aligned to the selected program standards (NAEYC, IQPPS, or HSPPS). Refer to the guidance document titled Staff Qualifications by Program Standards.
- If braiding funding sources, awarded grantees must ensure staff qualifications meet program requirements for each funding source with the most stringent requirement(s) taking precedence. An example would be a program following NAEYC Accreditation and braiding Shared Visions funds with the SWVPP. The required staff qualifications for the SWVPP are more stringent than those for NAEYC Accreditation.

**SCDP1: Has the applicant provided a description of the 2026-2027 professional development plan for teaching staff (teachers and assistant teachers)?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>Information provided does not include at least two of the criteria listed as part of the professional development plan. | The description of the professional development plan includes **two** of the following:<br>● Topics geared toward the specific needs of staff<br>● Staff members/ Groups expected to attend each professional development opportunity<br>● Manner(s) in which the professional development will be provided<br>● Person(s) responsible for providing the professional development<br>● Associated timelines | The description of the professional development plan includes **three** of the following:<br>● Topics geared toward the specific needs of staff<br>● Staff members/ Groups expected to attend each professional development opportunity<br>● Manner(s) in which the professional development will be provided<br>● Person(s) responsible for providing the professional development<br>● Associated timelines | The description of the professional development plan includes **four** of the following:<br>● Topics geared toward the specific needs of staff<br>● Staff members/ Groups expected to attend each professional development opportunity<br>● Manner(s) in which the professional development will be provided<br>● Person(s) responsible for providing the professional development<br>● Associated timelines | The description of the professional development plan includes **all** the following:<br>● Topics geared toward the specific needs of staff<br>● Staff members/ Groups expected to attend each professional development opportunity<br>● Manner(s) in which the professional development will be provided<br>● Person(s) responsible for providing the professional development<br>● Associated timelines |

**SCDP2: Has the applicant identified the education level for each classroom teacher? (Final score will be an average of all classroom teachers.)**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>None of the education levels described in the columns to the right were evident. | The teacher holds a minimum of an Associate Degree in early childhood education **OR** an Associate Degree in any field with a minimum of 24 early childhood education college semester credits.<br><br>**OR**<br><br>If the teacher is not yet identified for the classroom, evidence is provided indicating this level of education is required for the position upon hire. | The teacher holds a minimum of a Bachelor's Degree in early childhood education, child development, or other related field **OR** a Bachelor's Degree in any field with a minimum of 24 early childhood education college semester credits.<br><br>**OR**<br><br>If the teacher is not yet identified for the classroom, evidence is provided indicating this level of education is required for the position upon hire. | The teacher holds a minimum of a Bachelor's Degree with an early childhood endorsement and is licensed by the Iowa Board of Educational Examiners.<br><br>**OR**<br><br>If the teacher is not yet identified for the classroom, evidence is provided indicating this level of education is required for the position upon hire. | The teacher holds a minimum of a Master's Degree with an early childhood endorsement and is licensed by the Iowa Board of Educational Examiners.<br><br>**OR**<br><br>If the teacher is not yet identified for the classroom, evidence is provided indicating this level of education is required for the position upon hire. |

**SCDP3: Has the applicant identified the education level for each classroom assistant teacher? (Final score will be an average of all assistant teachers.)**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>None of the education levels described in the columns to the right were evident. | The assistant teacher is actively working toward a Child Development Associate (CDA) Credential, Early Childhood Education Paraeducator or equivalent.<br><br>**OR**<br><br>If the assistant teacher is not yet identified for the classroom, evidence is provided indicating this level of education is required for the position upon hire. | The assistant teacher has a Child Development Associate (CDA) Credential, Early Childhood Education Paraeducator or equivalent.<br><br>**OR**<br><br>If the assistant teacher is not yet identified for the classroom, evidence is provided indicating this level of education is required for the position upon hire. | The assistant teacher has a minimum of an Associate Degree with a minimum of 12 early childhood education college semester credits **OR** an early childhood education community college diploma.<br><br>**OR**<br><br>If the assistant teacher is not yet identified for the classroom, evidence is provided indicating this level of education is required for the position upon hire. | The assistant teacher has a minimum of an Associate Degree in early childhood education **OR** an Associate Degree with a minimum of 24 early childhood education college semester credits.<br><br>**OR**<br><br>If the assistant teacher is not yet identified for the classroom, evidence is provided indicating this level of education is required for the position upon hire. |

# Letters of Support – 8 points

This section should focus on community support for the proposed services, joint planning efforts undertaken to develop this grant application and collaborative plans to implement the proposed services. The following information should be included:

- Up to three letters of support outlining collaborative efforts in planning and program implementation.
- The content of letters should align with the collaborative efforts described in each of the **four areas within the Service Description Plan section** of this application and include the following:
  - Descriptions of collaborative planning related to application development and/or proposed services.
  - Support for the program including confirmation of need in the service area.
  - Confirmation of a plan to provide services to enrolled children and families or other direct involvement with the program.

**LS1: Has the applicant provided letters of support describing collaborative efforts and continued plans for involvement in program implementation?**

| 0 Points | 2 Points | 4 Points | 6 Points | 8 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met. | The applicant provided **fewer than three** letters of support.<br><br>**AND**<br><br>**All** provided letters address **one to two** of the content areas listed below:<br>● Descriptions of collaborative planning related to application development and/or proposed services<br>● Support for the organization including confirmation of need in the service area<br>● Confirmation of a plan to provide services to enrolled children/families or other direct involvement with the program | The applicant provided **fewer than three** letters of support.<br><br>**AND**<br><br>**All** provided letters address **all** content areas listed below:<br>● Descriptions of collaborative planning related to application development and/or proposed services<br>● Support for the organization including confirmation of need in the service area<br>● Confirmation of a plan to provide services to enrolled children/families or other direct involvement with the program | The applicant provided **three** letters of support.<br><br>**AND**<br><br>**All** three letters address **one to two** of the content areas listed below:<br>● Descriptions of collaborative planning related to application development and/or proposed services<br>● Support for the organization including confirmation of need in the service area<br>● Confirmation of a plan to provide services to enrolled children/families or other direct involvement with the program | The applicant provided **three** letters of support.<br><br>**AND**<br><br>**All** three letters address **all** content areas listed below:<br>● Descriptions of collaborative planning related to application development and/or proposed services<br>● Support for the organization including confirmation of need in the service area<br>● Confirmation of a plan to provide services to enrolled children/families or other direct involvement with the program |

# Program Evaluation – 16 points

This section should focus on plans to assess the effectiveness of services being provided to children and families through this grant program and a process to identify areas for program improvement. Applicants will plan to provide a comprehensive preschool program and develop goals addressing the needs identified in the proposed service area. The following information should be included:

- A minimum of three clearly defined goals extending over the 5-year grant period beginning in 2026-2027 (FY27).
- A program evaluation plan which includes:
  - Monitoring process to track progress toward goals.
  - Use of various feedback loops to inform program improvement (includes feedback from families, staff, program advisory board/committee, other stakeholders).
  - Use of student outcomes data to inform program planning and continuous improvement.

**PE1: Has the applicant provided a minimum of three measurable program goals extending over the 5-year grant period and which address the needs previously identified in the proposed service area?**

| 0 Points | 3 Point | 6 Points | 9 Points | 12 Points |
|---|---|---|---|---|
| No information provided. **OR** Information provided indicates requirements of the Shared Visions grant cannot be met. **OR** The goals outlined did not all address at least two of the criteria listed in the columns to the right. | A minimum of three goals were outlined and each goal meets at least **two** of the following criteria:<br>● Goals extend over the 5-year grant period.<br>● Aligns to the services proposed within the application<br>● Addresses a need identified within the service area<br>● Clearly addresses each of the SMART goals criteria<br>● Rationale for selecting the goal indicates a clear desire to impact effectiveness of the program | A minimum of three goals were outlined and each goal meets at least **three** of the following criteria:<br>● Goals extend over the 5-year grant period.<br>● Aligns to the services proposed within the application<br>● Addresses a need identified within the service area<br>● Clearly addresses each of the SMART goals criteria<br>● Rationale for selecting the goal indicates a clear desire to impact effectiveness of the program | A minimum of three goals were outlined and each goal meets at least **four** of the following criteria:<br>● Goals extend over the 5-year grant period.<br>● Aligns to the services proposed within the application<br>● Addresses a need identified within the service area<br>● Clearly addresses each of the SMART goals criteria<br>● Rationale for selecting the goal indicates a clear desire to impact effectiveness of the program | A minimum of three goals were outlined and each goal meets **all** of the following criteria: Goals extend over the 5-year grant period.<br>● Aligns to the services proposed within the application<br>● Addresses a need identified within the service area<br>● Clearly addresses each of the SMART goals criteria<br>● Rationale for selecting the goal indicates a clear desire to impact effectiveness of the program |

**PE2: Has the applicant outlined a program evaluation plan addressing program goals, feedback loops and use of student outcomes data?**

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>Information provided includes two or fewer of the criteria listed as part of the program evaluation plan. | The program evaluation plan addresses **three** of the following criteria:<br>● Process for reviewing results and analyzing progress toward program goals<br>● Description of how student outcomes data will be used to inform program planning<br>● Implementation of a program advisory committee<br>● Two or more methods for collecting feedback from families to inform program improvement<br>● Methods for collecting feedback from staff and other stakeholders to inform program improvement<br>● Description of strategies, feedback loops, data collection or other processes designed to inform program improvement | The program evaluation plan addresses **four** of the following criteria:<br>● Process for reviewing results and analyzing progress toward program goals<br>● Description of how student outcomes data will be used to inform program planning<br>● Implementation of a program advisory committee<br>● Two or more methods for collecting feedback from families to inform program improvement<br>● Methods for collecting feedback from staff and other stakeholders to inform program improvement<br>● Description of strategies, feedback loops, data collection or other processes designed to inform program improvement | The program evaluation plan addresses **five** of the following criteria:<br>● Process for reviewing results and analyzing progress toward program goals<br>● Description of how student outcomes data will be used to inform program planning<br>● Implementation of a program advisory committee<br>● Two or more methods for collecting feedback from families to inform program improvement<br>● Methods for collecting feedback from staff and other stakeholders to inform program improvement<br>● Description of strategies, feedback loops, data collection or other processes designed to inform program improvement | The program evaluation plan addresses **all** of the following criteria:<br>● Process for reviewing results and analyzing progress toward program goals<br>● Description of how student outcomes data will be used to inform program planning<br>● Implementation of a program advisory committee<br>● Two or more methods for collecting feedback from families to inform program improvement<br>● Methods for collecting feedback from staff and other stakeholders to inform program improvement<br>● Description of strategies, feedback loops, data collection or other processes designed to inform program improvement |

# Program Budget – 12 points

Shared Visions grant funds are intended to support direct services to children to the fullest extent possible. This section should provide a clear outline of the program's anticipated budget and how the requested amount will be used. This section should include the following:

- Accounting procedures for monitoring the expenditure of grant funds.
- Completed budget form aligning with all budget guidance.
- Documentation of in-kind support totaling a minimum of 20% of the total requested grant funding.

The following should be considered while completing this form:

- A document titled **FY27 Budget Guidance** is available in the Attachments section of the Funding Opportunity in IowaGrants.gov and should be referenced to ensure requirements are met within each budget category.
- **IAC 281—64.31(2)(e) Grantee awards criteria.** Program budget (administrative costs not to exceed 10 percent of total award).
- **IAC 281—64.11 Contract revisions and budget reversions.** The grantee will immediately inform the department of any revisions in the project budget. The department and the grantee may negotiate a revision to the contract to allow for expansion or modification of services but will not increase the total amount of the grant. Grant funds unencumbered or unobligated at the conclusion of the program period revert to the department. The program period concludes at the end of the five-year grant cycle, if an annual renewal grant within the five-year grant cycle is not awarded, or at any time the grant is discontinued during the five-year grant cycle.

**PB1: Has the applicant described the program's accounting procedures and ability to monitor the expenditure of grant funds?**

| 0 Points | 2 Points | 4 Points |
|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met. | There is a **limited** description of the program's accounting procedures, plan for management of grant funds and process for monitoring grant-related expenditures. | There is a **detailed** description of the program's accounting procedures, plan for management of grant funds and process for monitoring grant-related expenditures. |

PB2: Has the applicant submitted a budget form that aligns with all budget guidelines and limitations?

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|---|---|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met.<br><br>**OR**<br><br>The budget form does not meet any of the four criteria listed in the columns to the right. | The budget form meets **one** of the following criteria:<br>● The budget is complete<br>● Amounts are within budget guidelines for each cost category<br>● The detailed costs are reasonable for the number to be served and the quality of services to be provided<br>● There is a clear connection between the allocation of funds and program components | The budget form meets **two** of the following criteria:<br>● The budget is complete<br>● Amounts are within budget guidelines for each cost category<br>● The detailed costs are reasonable for the number to be served and the quality of services to be provided<br>● There is a clear connection between the allocation of funds and program components | The budget form meets **three** of the following criteria:<br>● The budget is complete<br>● Amounts are within budget guidelines for each cost category<br>● The detailed costs are reasonable for the number to be served and the quality of services to be provided<br>● There is a clear connection between the allocation of funds and program components | The budget form meets **all** the following criteria:<br>● The budget is complete<br>● Amounts are within budget guidelines for each cost category<br>● The detailed costs are reasonable for the number to be served and the quality of services to be provided<br>● There is a clear connection between the allocation of funds and program components |

PB3: Has the applicant identified and documented in-kind support of 20% or more of the total requested grant funding?

| 0 Points | 2 Points | 4 Points |
|---|---|---|
| No information provided.<br><br>**OR**<br><br>Information provided indicates requirements of the Shared Visions grant cannot be met. | In-kind support is documented at a rate of 20% or more of the total program budget but is not clearly identified. | In-kind support is clearly identified and documented at a rate of 20% or more of the total program budget. |

# Assurances – Required, Not Scored

To receive funds through the Shared Visions Preschool Grant, the Authorized Official of the eligible applicant organization must sign an assurance statement on behalf of the eligible recipient(s) to certify commitment to abide by the requirements through the period of this grant award.

**A1: Has the applicant completed and signed the assurances component?**

| No | Yes |
|---|---|
| The requested information was not completed. | The requested information was completed. |