

Public School Name	
Location	
Reviewer #	

The attached rubric is designed for the purpose of scoring all applicants wishing to serve four-year-old children through the LA 4, NSECD, or Preschool Expansion Grant (PEG) programs. Each location will receive a separate rubric and score (example: a center that has more than one location or a charter school organization that has more than one school will get a separate rubric and score for each location). School and Center Partners applying for the Preschool Expansion Grant will receive a joint score for the “Collaboration Plan” submitted by the School Partner. This score will be reflected on the School Partner’s rubric and will be included in the final scores calculated by the Evaluator Committee.

The tables below explain how the points earned in this rubric will be weighted to develop the applicant’s total score(s).

The scoring breakdown for applicants requesting LA 4 Seats is as follows:

Section	Score	Calculated Portion of Final Score
Quality	Public School Score	50%
Parent Demand	Public School Score	50%
Meeting Families’ Needs	Public School Score	Bonus Points

The scoring breakdown for applicants requesting PEG seats is as follow:

Section	Score	Calculated Portion of Final Score
Quality	Average of School & Center Score	40%
Parent Demand	Average of School & Center Score	40%
Partnership Collaboration Plan	Collaboration Plan Score	20%
Meeting Families’ Needs	Average of School & Center Score	Bonus Points

SCORING TABLE			
QUALITY POINTS	PARENT DEMAND POINTS	COLLABORATION PLAN POINTS	MEETING FAMILIES’ NEEDS (BONUS POINTS)
[0-4 points]	[0-4 points]	[0-4 points]	[0-4 points, for PEG programs only]

Please note that after determining final total scores for each applicant, the Evaluator Committees will use these scores to rank and determine the number of seats recommended for each applicant for each funding stream requested. In addition to these final scores, the Evaluator Committees may also use the following additional factors to determine the rank and number of seats recommended for each applicant:

- LA4, NSECD, or other audit findings that relate to serious quality concerns
- Current Scholarship program sanctions (nonpublic schools only)
- Four-year-old Head Start or kindergarten EnrollNOLA data for those locations that do not have EnrollNOLA data for LA 4, NSECD, or PEG

Please note that because Agenda for Children administers the grant for the Preschool Expansion Grant (PEG), the rubric scores and Evaluator Committee rankings will only be used by Agenda for Children as one piece of the total information and criteria they will use in determining final recommendations for PEG seats for approval by the NOEEN Steering Committee.

Quality

Applicants will receive a Quality Score based on their current Letter Grade. If 2016 Letter Grades are released by the Louisiana Department of Education early enough to be incorporated into the scoring process, those Letter Grades will be used instead.

School Letter Grade						
Question	0 points	1 point	2 points	3 points	4 points	Score:
What is the school's current Letter Grade?	The school has a 2016 F letter grade	The school has a 2016 D letter grade	The school has a 2016 C letter grade	The school has a 2016 B letter grade	The school has a 2016 A letter grade	[0-4 points]

Site visits are subject to time and availability of Evaluator Committees, and will not be performed for all applicants. At a minimum though, applicants who do not have a Letter Grade, or do not currently serve LA 4 or PEG seats will receive a site visit. For those applicants receiving a site visit, the total Quality Score (0-4 points) will be based on the average score earned from the School Letter Grade score and the site visit. Applicants that do not receive a site visit will receive a total Quality Score (0-4 points) based on the School Letter Grade score only.

The site visit score (0-4 points) will be based on observable quality measures and interview questions. An applicant that demonstrates a safe, healthy, and emotionally supportive environment where children are engaged by developmentally appropriate curriculum and learning experiences will earn the maximum site visit score of 4 points. Applicants receiving a site visit will be provided with a more detailed site visit rubric prior to the site visit and, once the visit is completed, will receive a copy of the completed site visit rubric upon request.

Did the applicant receive a site visit?	[Yes or No]
If "No," please enter the School Letter Grade score above (0-4 points) into the "Quality Points" section of the Scoring Table on Page 1 and leave the rest of this table blank.	
If "Yes," enter the Site Visit score (0-4 points) in the box to the right. If the applicant DOES NOT have a School Letter Grade score above, please enter this same amount in the "Quality Points" section of the Scoring Table on Page 1 and leave the rest of this table blank.	[0-4 points]
If the applicant received a site visit <i>and</i> has a School Letter Grade score above, enter the applicant's average quality score in the box to the right. Please enter this same amount in the "Quality Points" section of the Scoring Table on Page 1.	[(School Letter Grade score + Site Visit Score)/2]

Parent Demand

Applicants that have participated in EnrollNOLA for the 2016-17 school year to enroll LA 4 or PEG seats at the location that seats are being applied for will receive a Parent Demand score of 0-4 points based on enrollment data from Main Round, Second Round, Late Enrollment, and waitlists. Applicants demonstrating higher parent demand and an ability to fully enroll their programs will receive higher points. Each applicant will be provided with the enrollment data used to develop their program's parent demand score upon request.

For those applicants that do not have EnrollNOLA data, the total Demand Score will instead be based on quality measures as observed during a site visit. This will be the same site visit score included in the Quality Score on Page 2.

Did the site enroll students through EnrollNOLA for the 2016-17 school year for LA 4 or PEG?	[Yes or No]
If "Yes," enter the Parent Demand Score (0-4 points) in the box to the right. Please enter this same amount in the "Parent Demand Points" section of the Scoring Table on Page 1.	[0-4 points]
If "No," enter the applicant's Site Visit score (0-4 points) in the box to the right. Please enter this same amount in the "Parent Demand Points" section of the Scoring Table on Page 1. This will be the same site visit score included in the Quality Score on Page 2.	[0-4 points]

Meeting Families' Needs

The applicant's Meeting Families' Needs score will be based on the below questions. These bonus points may be awarded in addition to the points awarded in the previous sections. The maximum points that can be earned from the bonus section is 4.0 points.

Meeting Families' Needs: The applicant has demonstrated how it will meet some of the most critical needs of New Orleans families.				
Free yellow bus transportation for students grades 6 and below is required for nearly all public school locations in the city. But, for PEG programs located at a center, free yellow bus transportation is not required. However, some school partners and centers in PEG partnerships are able to figure out ways to offer free transportation or other solutions to aid families with transportation needs (ex: charging parents for van pickup services, having children ride with older siblings attending the Partner School for a PEG program). Whether the program you are applying for is located at a public school or at a center, please explain whether you plan to offer transportation, and if so, what type of transportation you will offer, which neighborhoods you will support, how the service will be funded, and any other relevant details.				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plan to adequately address needs	Currently provides or plans to provide limited transportation (free or paid) to at least some four-year-olds at this location	Currently provides and/or plans <i>and</i> will be able to provide free yellow bus transportation to all four-year-olds at this location	[0-1 points]	
What procedures does the school have in place or plan to put in place to ensure that four-year-old children with disabilities will be identified, evaluated, and receive the required special education services as mandated by the Individuals with Disabilities Education Act (IDEA)?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Does not currently have these procedures in place, but has an adequate understanding of the needs, and has a plan to put these procedures into place	Currently has in place, and will continue to have in place, adequate procedures to ensure students with disabilities receive required evaluations and services	[0-1 points]	
What supports does the school currently have in place or plan to have in place for English language development for children who are English Language Learners (ELL) and effective communication with parents who do not speak English?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Currently has some limited supports in place, such as a staff member who is bilingual, or a translator for written and verbal communication with parents who do not speak English	Currently has comprehensive supports in place, such as a bilingual teacher who is dedicated to supporting ELL children and consistent translation services for all written and verbal parent communications	[0-1 points]	
Will the school provide education or before-/after-care options for families beyond the minimum 6 hours required instructional day for four-year-old children? If so, what time do you plan to offer these options and at what cost?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Currently provides or plans to provide before- and/or after-care options, but all such additional care beyond the 6-hour instructional day is at a cost	Currently provides or plans to provide free care and education for children for 8 or more hours per instructional day	[0-1 points]	

Collaboration Plan

ONLY those partners applying for Preschool Expansion Grant seats should receive a score for these questions. The total Collaboration Plan Score will be an average score of the score for each question below.

Collaboration Plan: The partners demonstrate a prospective partnership that exhibits programmatic and curricular alignment and well-thought out mechanisms for communication and collaboration							
Question	0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments
What mechanisms and procedures will partners put in place to ensure frequent, effective communication and prompt issue resolution between the School and Center?	No response or answer does not clearly or completely respond to question.	Does not have a clear understanding of how they will ensure frequent, effective communication and prompt issue resolution.	Provides a general plan for how the partners will ensure frequent, effective communication and prompt issue resolution, but provides no or few specific action steps to accomplish the plan.	Provides a plan with specific action steps for how the partners will ensure frequent, effective communication and prompt issue resolution.	Provides a plan with specific action steps for how the partners will ensure frequent, effective communication and prompt issue resolution that is clear, convincing, and backed up with data, experience, or other evidence that the plan will likely be successful.	[0-4 points]	
How will the school's culture be integrated into the pre-K classroom at the center to ensure a positive transition to the school's kindergarten the following year?	No response or answer does not clearly or completely respond to question.	Does not have a clear understanding of how the school's culture will be integrated into the pre-K classroom to ensure a positive transition to the school's kindergarten.	Provides a general plan for how the partner's culture will be integrated into the school's culture to ensure a positive transition to the school's kindergarten, but provides no or few specific action steps to accomplish the plan.	Provides a plan with specific action steps for how the partner's culture will be integrated into the school's culture to ensure a positive transition to the school's kindergarten.	Provides a plan with specific action steps for how the partner's culture will be integrated into the school's culture to ensure a positive transition to the school's kindergarten that is clear, convincing, and backed up with data, experience, or other evidence that the plan will likely be successful.	[0-4 points]	
How will the partners ensure vertical programmatic and curricular alignment between the center's pre-K class and the school's kindergarten classes?	No response or answer does not clearly or completely respond to question.	Does not have a clear understanding of how they will ensure vertical programmatic and curricular alignment between the center's pre-K class and the school's kindergarten classes.	Provides a general plan for how the partners will ensure vertical programmatic and curricular alignment between the center's pre-K class and the school's kindergarten classes, but provides no or few specific action steps to accomplish the plan.	Provides a plan with specific action steps for how the partners will ensure vertical programmatic and curricular alignment between the center's pre-K class and the school's kindergarten classes.	Provides a plan with specific action steps for how the partners will ensure vertical programmatic and curricular alignment between the center's pre-K class and the school's kindergarten classes that is clear, convincing, and backed up with data, experience, or other evidence that the plan will likely be successful.	[0-4 points]	
How will the partners ensure that the pre-K teacher is integrated into and aligned with the school's community of teachers and administrators?	No response or answer does not clearly or completely respond to question.	Does not have a clear understanding of how the pre-K teacher will be integrated into and aligned with the school's community of teachers and administrators.	Provides a general plan for how the pre-K teacher will be integrated into and aligned with the school's community of teachers and administrators, but provides no or few specific action steps to accomplish the plan.	Provides a plan with specific action steps for how the pre-K teacher will be integrated into and aligned with the school's community of teachers and administrators.	Provides a plan with specific action steps for how the pre-K teacher will be integrated into and aligned with the school's community of teachers and administrators that is clear, convincing, and backed up with data, experience, or other evidence that the plan will likely be successful.	[0-4 points]	

Nonpublic School Name	
Location	
Reviewer #	

The attached rubric is designed for the purpose of scoring all nonpublic school applicants wishing to serve four-year-old children through the NSECD programs.

The table below explains how the points earned in this rubric will be weighted to develop the applicant's total score.

The scoring breakdown for applicants requesting NSECD Seats is as follows:

Section	Score	Calculated Portion of Final Score
Quality	Nonpublic School Score	50%
Parent Demand	Nonpublic School Score	50%
Meeting Families' Needs	Nonpublic School Score	Bonus Points

SCORING TABLE		
QUALITY POINTS	PARENT DEMAND POINTS	MEETING FAMILIES' NEEDS (BONUS POINTS)
[0-4 points]	[0-4 points]	[0-4 points]

Please note that after determining final total scores for each applicant, the Evaluator Committees will use these scores to rank and determine the number of seats recommended for each applicant for each funding stream requested. In addition to these final scores, the Evaluator Committees *may* also use the following additional factors to determine the rank and number of seats recommended for each applicant:

- LA4, NSECD, or other audit findings that relate to serious quality concerns
- Current Scholarship program sanctions (nonpublic schools only)
- Four-year-old Head Start or kindergarten EnrollNOLA data for those locations that do not have EnrollNOLA data for LA 4, NSECD, or PEG

Quality

Those applicants that participate in the Scholarship Program for students in kindergarten and above who receive a Scholarship Cohort Index (SCI) will receive a Quality Score based on their 2015 SCI. If 2016 SCIs are released by the Louisiana Department of Education early enough to be incorporated into the scoring process, those SCIs will be used instead.

Scholarship Cohort Index						
Question	0 points	1 point	2 points	3 points	4 points	Score:
What is the nonpublic school's current Scholarship Cohort Index (SCI)?	The school has a SCI of 0 – 49.9	The school has a SCI of 50.0 - 69.9	The school has a SCI of 70.0 - 84.9	The school has a SCI of 85.0 - 99.9	The school has a SCI of 100.0 - 150.0	[0-4 points]

Site visits are subject to time and availability of Evaluator Committees, and will not be performed for all applicants. At a minimum though, applicants who do not have or receive an SCI and those applicants that do not currently serve NSECD seats will receive a site visit. For those applicants receiving a site visit that also have an SCI, the total Quality Score (0-4 points) will be based on the average score earned from the Scholarship Cohort Index and the site visit. Applicants that receive a site visit and do not have an SCI will receive a total Quality Score (0-4 points) based on the site visit alone.

The site visit score (0-4 points) will be based on observable quality measures and interview questions. An applicant that demonstrates a safe, healthy, and emotionally supportive environment where children are engaged by developmentally appropriate curriculum and learning experiences will earn the maximum site visit score of 4 points. Applicants receiving a site visit will be provided with a more detailed site visit rubric prior to the site visit and, once the visit is completed, will receive a copy of the completed site visit rubric upon request.

Did the applicant receive a site visit?	[Yes or No]
If "No," please enter the SCI score above (0-4 points) into the "Quality Points" section of the Scoring Table on Page 1 and leave the rest of this table blank.	
If "Yes," enter the Site Visit score (0-4 points) in the box to the right. If the applicant DOES NOT have a Scholarship Cohort Index above, please enter this same amount in the "Quality Points" section of the Scoring Table on Page 1 and leave the rest of this table blank.	[0-4 points]
If the applicant received a site visit <i>and</i> has a Scholarship Cohort Index score above, enter the applicant's average quality score in the box to the right. Please enter this same amount in the "Quality Points" section of the Scoring Table on Page 1.	[(Scholarship Cohort Index score + Site Visit Score)/2]

Parent Demand

Applicants that have participated in EnrollNOLA for the 2016-17 school year to enroll NSECD seats at the location that seats are being applied for will receive a Parent Demand score of 0-4 points based on enrollment data from Main Round, Second Round, Late Enrollment, and waitlists. Applicants demonstrating higher parent demand and an ability to fully enroll their programs will receive higher points. Each applicant will be provided with the enrollment data used to develop their program's parent demand score upon request.

For those applicants that do not have EnrollNOLA data, the total Demand Score will instead be based on quality measures as observed during a site visit. This will be the same site visit score included in the Quality Score on Page 2.

Did the site enroll students through EnrollNOLA for the 2016-17 school year for NSECD?	[Yes or No]
If "Yes," enter the Parent Demand Score (0-4 points) in the box to the right. Please enter this same amount in the "Parent Demand Points" section of the Scoring Table on Page 1.	[0-4 points]
If "No," enter the applicant's Site Visit score (0-4 points) in the box to the right. Please enter this same amount in the "Parent Demand Points" section of the Scoring Table on Page 1. This will be the same site visit score included in the Quality Score on Page 2.	[0-4 points]

Meeting Families' Needs

The applicant's Meeting Families' Needs score will be based on the below questions. These bonus points may be awarded in addition to the points awarded in the previous sections. The maximum points that can be earned from the bonus section is 4.0 points.

Meeting Families' Needs: The applicant has demonstrated how it will meet some of the most critical needs of New Orleans families.				
While free transportation for four-year-olds is not required for NSECD that are located at nonpublic schools, some nonpublic schools voluntarily offer free transportation or other solutions to aid families with transportation needs (ex: charging parents for van pickup services, providing RTA passes, etc.). Please explain whether you plan to offer transportation, and if so, what type of transportation you will offer, which neighborhoods you will support, how the service will be funded, and any other relevant details.				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plan to adequately address needs	Currently provides or plans to provide limited transportation (free or paid) to at least some four-year-olds at this location	Currently provides and/or plans <i>and</i> will be able to provide free yellow bus transportation to all four-year-olds at this location	[0-1 points]	
Although special education services are not required to be provided to students at nonpublic schools, some nonpublic schools do provide these services. What procedures, if any, does the nonpublic school currently have in place or plan to put in place to ensure that four-year-old children with disabilities will be identified, evaluated, and receive special education services as provided for by the Individuals with Disabilities Education Act (IDEA)?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Does not currently have these procedures in place, but has an adequate understanding of the needs, and has a plan to put these procedures into place	Currently has in place, and will continue to have in place, adequate procedures to ensure students with disabilities receive required evaluations and services	[0-1 points]	
What supports does the nonpublic school currently have in place or plan to have in place for English language development for children who are English Language Learners (ELL) and effective communication with parents who do not speak English?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Currently has some limited supports in place, such as a staff member who is bilingual, or a translator for written and verbal communication with parents who do not speak English	Currently has comprehensive supports in place, such as a bilingual teacher who is dedicated to supporting ELL children and consistent translation services for all written and verbal parent communications	[0-1 points]	
Will the nonpublic school provide education or before-/after-care options for families beyond the minimum 6 hours required instructional day for four-year-old children? If so, what time do you plan to offer these options and at what cost?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Currently provides or plans to provide before- and/or after-care options, but all such additional care beyond the 6-hour instructional day is at a cost	Currently provides or plans to provide free care and education for children for 8 or more hours per instructional day	[0-1 points]	

Center Name	
Location	
Reviewer #	

The attached rubric is designed for the purpose of scoring all applicants wishing to serve four-year-old children through the LA 4, NSECD, or Preschool Expansion Grant (PEG) programs. Each location will receive a separate rubric and score (example: a center that has more than one location or a charter school organization that has more than one school will get a separate rubric and score for each location). School and Center Partners applying for the Preschool Expansion Grant will receive a joint score for the “Collaboration Plan” submitted by the School Partner. This score will be reflected on the School Partner’s rubric and will be included in the final scores calculated by the Evaluator Committee.

The tables below explain how the points earned in this rubric will be weighted to develop the applicant’s total score(s).

The scoring breakdown for applicants requesting NSECD Seats is as follows:

Section	Score	Calculated Portion of Final Score
Quality	Center Score	50%
Parent Demand	Center Score	50%
Meeting Families’ Needs	Center Score	Bonus Points

The scoring breakdown for applicants requesting PEG seats is as follow:

Section	Score	Calculated Portion of Final Score
Quality	Average of School & Center Score	40%
Parent Demand	Average of School & Center Score	40%
Partnership Collaboration Plan	Collaboration Plan Score	20%
Meeting Families’ Needs	Average of School & Center Score	Bonus Points

SCORING TABLE		
QUALITY POINTS	PARENT DEMAND POINTS	MEETING FAMILIES’ NEEDS (BONUS POINTS)
[0-4 points]	[0-4 points]	[0-4 points]

Please note that after determining final total scores for each applicant, the Evaluator Committees will use these scores to rank and determine the number of seats recommended for each applicant for each funding stream requested. In addition to these final scores, the Evaluator Committees may also use the following additional factors to determine the rank and number of seats recommended for each applicant:

- LA4, NSECD, or other audit findings that relate to serious quality concerns
- Current Scholarship program sanctions (nonpublic schools only)
- Four-year-old Head Start or kindergarten EnrollNOLA data for those locations that do not have EnrollNOLA data for LA 4, NSECD, or PEG

Please note that because Agenda for Children administers the grant for the Preschool Expansion Grant (PEG), the rubric scores and Evaluator Committee rankings will only be used by Agenda for Children as one piece of the total information and criteria they will use in determining final recommendations for PEG seats for approval by the NOEEN Steering Committee.

Quality

Quality Start Rating						
Question	0 points	1 point	2 points	3 points	4 points	Score:
What is the center's current Quality Start star rating?	The center has a rating of 1 star.	The center has a rating of 2 stars.	The center has a rating of 3 stars.	The center has a rating of 4 stars.	The center has a rating of 5 stars.	[0-4 points]

Site visits are subject to time and availability of Evaluator Committees, and will not be performed for all applicants. At a minimum though, applicants who do not currently serve LA 4, NSECD, or PEG seats will receive a site visit. For those applicants receiving a site visit, the total Quality Score (0-4 points) will be based on the average score earned from the Quality Start rating and the site visit. Applicants that do not receive a site visit will receive a total Quality Score (0-4 points) based on the Quality Start Rating only.

The site visit score (0-4 points) will be based on observable quality measures and interview questions. An applicant that demonstrates a safe, healthy, and emotionally supportive environment where children are engaged by developmentally appropriate curriculum and learning experiences will earn the maximum site visit score of 4 points. Applicants receiving a site visit will be provided with a more detailed site visit rubric prior to the site visit and, once the visit is completed, will receive a copy of the completed site visit rubric upon request.

Did the applicant receive a site visit?	[Yes or No]
If "No," please enter the Quality Start score above (0-4 points) into the "Quality Points" section of the Scoring Table on Page 1 and leave the rest of this table blank.	
If "Yes," enter the Site Visit score (0-4 points) in the box to the right.	[0-4 points]
Enter the applicant's average quality score in the box to the right. Please enter this same amount in the "Quality Points" section of the Scoring Table on Page 1.	$[(\text{Quality Start Rating score} + \text{Site Visit Score})/2]$

Parent Demand

Applicants that have participated in EnrollNOLA for the 2016-17 school year to enroll NSECD, LA 4, or PEG seats at the location that seats are being applied for will receive a Parent Demand score of 0-4 points based on enrollment data from Main Round, Second Round, Late Enrollment, and waitlists. Applicants demonstrating higher parent demand and an ability to fully enroll their programs will receive higher points. Each applicant will be provided with the enrollment data used to develop their program's parent demand score upon request.

For those applicants that do not have EnrollNOLA data, the total Demand Score will instead be based on quality measures as observed during a site visit. This will be the same site visit score included in the Quality Score on Page 2.

Did the site enroll students through EnrollNOLA for the 2016-17 school year for NSECD, LA 4, or PEG?	[Yes or No]
If "Yes," enter the Parent Demand Score (0-4 points) in the box to the right. Please enter this same amount in the "Parent Demand Points" section of the Scoring Table on Page 1.	[0-4 points]
If "No," enter the applicant's Site Visit score (0-4 points) in the box to the right. Please enter this same amount in the "Parent Demand Points" section of the Scoring Table on Page 1. This will be the same site visit score included in the Quality Score on Page 2.	[0-4 points]

Meeting Families' Needs

The applicant's Meeting Families' Needs score will be based on the below questions. These bonus points may be awarded in addition to the points awarded in the previous sections. The maximum points that can be earned from the bonus section is 4.0 points.

Meeting Families' Needs: The applicant has demonstrated how it will meet some of the most critical needs of New Orleans families.				
While free transportation for four-year-olds is not required for LA 4, NSECD, or PEG programs that are located at early learning centers, some centers voluntarily offer free transportation or other solutions to aid families with transportation needs (ex: charging parents for van pickup services, having children ride with older siblings attending the Partner School for a PEG program). Please explain whether you plan to offer transportation, and if so, what type of transportation you will offer, which neighborhoods you will support, how the service will be funded, and any other relevant details.				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plan to adequately address needs	Currently provides or plans to provide limited transportation (free or paid) to at least some four-year-olds at this location	Currently provides and/or plans <i>and</i> will be able to provide free yellow bus transportation to all four-year-olds at this location	[0-1 points]	
What procedures does the center currently have in place or plan to put in place to ensure that four-year-old children with disabilities will be identified, evaluated, and receive the required special educational services as mandated by the Individuals with Disabilities Education Act (IDEA)? Note: For centers, this will require partnering with the Orleans Parish School Board or another school organization to provide these services.				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Does not currently have these procedures in place, but has an adequate understanding of the needs, and has a plan to put these procedures into place	Currently has in place, and will continue to have in place, adequate procedures to ensure students with disabilities receive required evaluations and services	[0-1 points]	
What supports does the center currently have in place or plan to have in place for English language development for children who are English Language Learners (ELL) and effective communication with parents who do not speak English?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Currently has some limited supports in place, such as a staff member who is bilingual, or a translator for written and verbal communication with parents who do not speak English	Currently has comprehensive supports in place, such as a bilingual teacher who is dedicated to supporting ELL children and consistent translation services for all written and verbal parent communications	[0-1 points]	
Will the center provide education or before-/after-care options for families beyond the minimum 6 hours required instructional day for four-year-old children? If so, what time do you plan to offer these options and at what cost?				
0 points	0.5 points	1 point	Score	Reviewer Comments
No answer, unresponsive or incomplete answer, or answer indicates no plans to adequately address needs	Currently provides or plans to provide before- and/or after-care options, but all such additional care beyond the 6-hour instructional day is at a cost	Currently provides or plans to provide free care and education for children for 8 or more hours per instructional day	[0-1 points]	