

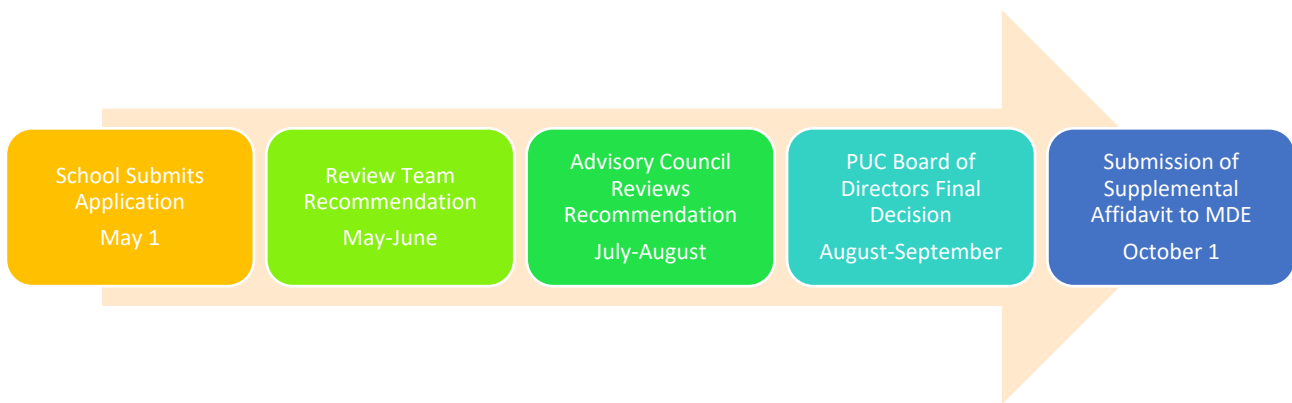
Appendix 14:
Early Learning Program Application and Review Rubric

Early Learning Program Application

Updated: October 2022

This application is for Pillsbury United Communities- Office of Public Charter Schools authorized charter schools that are planning an Early Learning Program expansion.

PUC-OPCS will collaborate with the school to determine an appropriate timeline for that will not interrupt with school operations and student learning. An official written communication to the school will be provided by June 30th (and no later than August 30th) confirming PUC-OPCS’ initial recommendation to approve the Grade Expansion. An official written communication will be submitted by August 30th (and no later than September 30th) of the Pillsbury United Communities (PUC) Board of Directors final determination. Below is a sample timeline for this process.



The request will initially be reviewed by PUC-OPCS. A team of at least three reviewers consisting of individuals from the PUC-OPCS internal team, external reviewers, and select Advisory Council members review all information gathered from the school to make a determination regarding an Early Learning Program Expansion. Recommendations from this Review Team will be reviewed by PUC-OPCS staff and presented to the Advisory Council for review and approval or denial. The Advisory Council’s approval or denial of the recommendation is then presented to the Pillsbury United Communities (PUC) Board of Directors for a final decision. The PUC Board of Directors reserves the right to request additional information and to address the school board with additional questions at any point throughout. In accordance with State Statute (124E.06, subd.5) and associated timelines, PUC-OPCS submits a supplemental affidavit to MDE at the conclusion of this process.

Application Guidelines:

- Submit completed application electronically by assigned date to the Office of Public Charter Schools
- Include a table of contents
- Include page numbers, header or footer with school name and page numbers.

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

- All attachments should be clearly labeled.

Upon review of the application, if PUC-OPCS find that items are missing the school will be contacted to provide the missing content.

Application Key Definitions:

PUC-OPCS seeks to promote and support high-quality charter schools. PUC-OPCS defines high-quality charter schools as “relevant, responsive, and anti-racist.”

Relevant is defined as students seeing themselves, their culture and an accurate representation of their historical and current perspective reflected in the curriculum and the environment of their school community.

Responsive is defined as: understanding historic and present day injustices and taking the necessary action at individual and system levels in order to promote a society where every student can thrive.

Anti-racism is defined as: “a belief or practice that recognizes pervasive racism in society, and actively combats racial prejudice and discrimination in order to promote racial justice and equality.”¹

Application Scoring:

For each section, the score for each component will be averaged for the overall section rating. The rating guide below will be used to score each component as Of Concern (0), Approaching Expectations (0.5), Meets Expectations (1), or Exceeds Expectations (1.5). Each section rating will then roll-up to a final overall score for the application.

Please note that all written components of the application will be evaluated and any section that does not receive an overall score of “Meets Expectations” (at least 1.00) which will result in the application being sent back to the applicant for initial clarification. If the clarification does not “Meet Expectations” the application will then be denied.

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only

¹ Definition from dictionary.com: <https://www.dictionary.com/browse/antiracism>

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

		important weaknesses.	outweigh any weaknesses.	minor or no weaknesses.
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Application Components:

Please be sure to answer all parts of each section.

1. PUC-OPCS Alignment:
 - a. Describe how the plan aligns with PUC-OPCS mission, vision, values, and strategic priorities, including educational equity.
 - b. Describe how your school will promote or support educational programming that is relevant, responsive and anti-racist.
 - c. Describe how the Early Learning Program Expansion will provide an overall benefit to community, families, and students.
2. Need:
 - a. Describe the reasons for the request(s), including if this is a model replication or space expansion.
 - b. Describe how this expansion is a student, family or community-centered initiative. Include letters of support from families, community, etc. that support this request.
3. Current Academic Data:
 - a. Describe how the data utilized is rooted in seeing students as assets and how the expansion will enhance student assets.
 - b. Explain how this expansion will increase learning opportunities and develop skill sets needed to thrive in the 21st century.
 - c. Include progress on the academic and non-academic goals contained in the charter contract with PUC-OPCS, emphasizing student assets.
4. Board Approval:
 - a. Describe the process of how the school board was involved in this decision. Please note if any Board Committees were utilized and if the Board engaged with students, families or community in this decision.
 - b. Provide a letter of support from the school board chair.
 - c. Attach board minutes approving the expansion for the intended Early Learning Program.
5. Contract Amendments:
 - a. State the modification(s) the school board would like for the current contract. Provide edits to the academic and non-academic goals, including progress monitors and student outcomes for the expansion.
6. Operations: Indicate how the school will address the following areas based on the expansion request.
 - a. *Marketing and Student Recruitment Efforts:* Identify students to be served, including key demographic data. Describe your marketing plan and the process of how you would meet the proposed student projections (enrollment).
 - b. *Student and Family Engagement:* Describe the estimated impact this expansion will have on students, families and communities and how you plan to support them through this transition? How will existing students, families and community be engaged in this process?

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

- c. *Curriculum/ Instructional Models*: Describe the curriculum, instructional model and evaluation for the Early Learning Program. Include how the curriculum is culturally affirming for the students served.
- d. *Student-Centered Outcomes*: Describe how the expansion will allow the school to better serve students academically? How is this both relevant and responsive to student needs?
- e. *Staff Capacity*: Indicate how the school will modify its organizational structure or current staff's roles and responsibilities.
- f. *Facilities*: Indicate the school's intended facility capacity (including total number of classrooms, class size, and other programmatic spaces (special education, etc.). If a new site for the Early Learning Program has been identified, include the following documents on the expansion:
 - i. Letter of intent from landlord
 - ii. Insurance requirements
 - iii. Inspection report
 - iv. ADA compliance report
 - v. Scope of renovations and architectural drawings of any planned or necessary renovations
 - vi. A detailed timeline of construction plans
 - vii. A contingency plan in the event that construction timelines fall behind schedule and the facility cannot be occupied by the target date
 - viii. Proof of release from the current lease, if applicable

7. Finances:

- a. *Budget*: Attach a detailed 5-year budget that includes the changes.
- b. Provide a narrative describing how will the proposed changes increase or decrease financial stability over time (i.e. 1 year, 3 years, 5 years)?

8. Statutory Requirements: Application must address all areas required in statute to qualify for an Official Early Learning Program as listed below. Please refer to MDE's Supplemental Affidavit Instructions for more information.

- a. *Comprehensive Child Assessment* – Describe how the program will assess each child's cognitive skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness.
- b. *Intentional Instructional Practice* – Describe how the program will provide intentional practice aligned with the state early childhood learning standards and kindergarten standards that is based on early childhood research and professional practice focused on children's cognitive, social, emotional, and physical skills and development and prepares children for the transition to kindergarten including early literacy skills.
- c. *Kindergarten Transition* – Describe how the program will coordinate appropriate kindergarten transition with parents and kindergarten teachers. Includes meaningful coordination and planning with kindergarten teachers, and engages families in a variety of ways to support children's learning and successful transition to kindergarten.
- d. *Community-Based Services* – Describe how program coordination may include referrals to community programs based on child needs, such as local public health, social services, mental health services or other early learning or childcare programs. Describes how program coordinates with community organizations and how resources will be shared with families.

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
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- e. Staff Ratios and Licensure – Describe how the school will ensure an appropriate staff-child ratio of one to ten, and maximum group size of 20 children, with the staff being supervised by a licensed early childhood teacher.
- f. Teacher Content Knowledge – Describe how the program will have teachers that are knowledgeable in early childhood curriculum content, assessment and instruction.
- g. Completion of Early Childhood Screening - Describe how the program will ensure participating children have completed health and developmental screening within 90 days of program enrollment. If the charter school is not providing the early childhood health and development screening program, describe how participating children will access screening prior to entering the program.

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
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Early Learning Program Application – Signature Page

Board Chair

Signature _____ Date _____

Printed _____

Charter School Leader

Signature _____ Date _____

Printed _____

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
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Early Learning Application Evaluation

This portion is filled out by the evaluators reviewing the expansion application. No information is necessary from the charter school applicant.

School Name	Midway Star Academy
Reviewer Name	Samantha Diaz
Date	9/1/2022

Part I: Initial Application Review

Check to see if the following are included in the Early Learning Program Expansion application. If something is missing, indicate so in the Supplemental or Missing Information Request section below.

- Description of progress on academic and non-academic goals and suggested modifications to these, if any
- Description of OPCS mission alignment and how the school will promote or support educational programming that is relevant, responsive and anti-racist.
- Description of student projections and how they will be met
- Description of the reasons for the request(s) and includes if this is a model replication or space expansion.
- Description of how the process of how the school board was involved in this decision.
- Description of organizational structure, including roles, responsibilities, and need of additional staff
- Description of facility capacity to accommodate additional space needs
- Detailed budget addressing financial changes over time as a result of the expansion
- All statutory requirements addressed
- Application signed by the Charter School Leader and the School Board Chair

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
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Part II. Application Rating Criteria

For each section, provide a score for each component as these will be averaged for the overall section rating. Use the below rating guide to score each component as Of Concern (0), Approaching Expectations (0.5), Meets Expectations (1), or Exceeds Expectations (1.5). Each section rating will then roll-up to a final overall score for the application. Please note that all written components of the application will be evaluated.

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Part III. Application Scoring and Final Recommendation

a. Application Score Summary

Record individuals Section Scores in the table below. Please note that if any section does not receive an overall “Meets Expectations” score of at least 1.00, the application will not be submitted to the PUC Board of Directors until satisfactory evidence can be provided in order to ensure that the section does receive a “Meets Expectations” score.

Section		Overall Section Rating (Average)		
RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

1. PUC-OPCS Alignment	
2. Need	
3. Current Academic Data	
4. Board Approval	
5. Contract Amendments	
6. Operations	
7. Finances	
8. Statutory Requirements	
Subtotal <i>(Sum of all Section Rating Scores)</i>	
Total <i>(Subtotal divided by 8)</i>	

b. Application Score Analysis

Highlight the corresponding Rating with the Total Score calculated in subsection a.

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Total Score is 0.0-0.49	Total Score is 0.50-0.99	Total Score is 1.00-1.39	Total Score is 1.40- 1.50

c. Final Considerations and Overall Recommendation

Record overall Strengths and Areas of Concern exhibited in application. Note any Compliance or Legal Issues based on these items and Total Score from subsection b.

Strengths	
Areas of Concern	
Compliance/Legal Issues	

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
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Overall Recommendation: Approve/Deny	
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Please Note: The recommendation does not indicate an approval or denial decision. The Pillsbury United Communities Board of Directors makes the final decision to approve or disapprove an Early Learning Program Expansion Application.

Part IV. Application Rating Criteria

For each section below, please provide a rating for each component that will be averaged for the overall section rating. The Rating Guide can be found on the bottom of each page and on page 7. Once the Overall Section Rating has been calculated, please be sure to note this in the chart in Part III, subsection a. Once this is completed, please note Strengths and Areas of Concern for the section overall.

1. PUC-OPCS Alignment		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
1a. Alignment	<ul style="list-style-type: none"> Applicant describes how the plan aligns with PUC-OPCS mission, vision, values, and strategic priorities, including educational equity. 				
1b. Educational Programming	<ul style="list-style-type: none"> Applicant describes how the school will promote or support educational programming that is relevant, responsive and anti-racist. 				
1c. Student, Family and Community Benefit	<ul style="list-style-type: none"> Applicant describes how the Early Learning Program Expansion will provide an overall benefit to community, families, and students. 				

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Subtotal <i>(Add up all Points achieved in this section)</i>	
Overall Section Rating <i>(Subtotal Divided by 3)</i>	
Strengths (1-3 sentences)	
Areas of Concern (1-3 sentences)	

2. Need		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
2a. Rationale for Request	▪ Applicant describes the reasons for the request(s) and includes if this is a model replication or space expansion.				
2b. Student Family or Community Support	▪ Applicant describes how this expansion is a student, family or community-centered initiative. Applicant includes letters of support from families, community, etc. that support this request.				
Subtotal <i>(Add up all Points achieved in this section)</i>					

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Overall Section Rating
(Subtotal Divided by 2)

Strengths (1-3 sentences)	
Areas of Concern (1-3 sentences)	

3. Current Academic Data		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
		3a. Student Asset Data	<ul style="list-style-type: none"> Applicant describes how the data utilized is rooted in seeing students as assets and how the expansion will enhance student assets 		
3b. 21 st Century Skill Development	<ul style="list-style-type: none"> Applicant explains how this expansion will increase learning opportunities and develop skill sets needed to thrive in the 21st century. 				
3c. Impact on Student Outcomes	<ul style="list-style-type: none"> Applicants describes progress on the academic and non-academic goals contained in the charter contract with PUC-OPCS, emphasizing student assets. 				

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Subtotal (Add up all Points achieved in this section)	
Overall Section Rating (Subtotal Divided by 3)	
Strengths (1-3 sentences)	
Areas of Concern (1-3 sentences)	

4. Board Approval		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
4a. School Board Involvement	<ul style="list-style-type: none"> Applicant describes the process of how the school board was involved in this decision. Applicant notes if any Board Committees were utilized and if the Board engaged with students, families or community in this decision. 				
4b. Board Chair Support	<ul style="list-style-type: none"> Applicant provides a letter of support from the school board chair. 				
4c. School Board Approval	<ul style="list-style-type: none"> Applicant attached board minutes approving the expansion for the Early Learning Program. 				

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Subtotal <i>(Add up all Points achieved in this section)</i>	
Overall Section Rating <i>(Subtotal Divided by 3)</i>	
Strengths (1-3 sentences)	
Areas of Concern (1-3 sentences)	

5. Contract Amendments		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
		5a. Contract Modifications	<ul style="list-style-type: none"> Applicant states the modification(s) the school board would like for the current contract. Applicant provides edits to the academic and non-academic goals, including progress monitors and student outcomes for the expansion. 		
Subtotal <i>(Add up all Points achieved in this section)</i>					1
Overall Section Rating <i>(Subtotal Divided by 1)</i>					1

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Strengths (1-3 sentences)	These goals are relevant and responsive to early learning education. PUC-OPCS is also impressed with the Parent Satisfaction goal as it ____
Areas of Concern (1-3 sentences)	N/A

6. Operations		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
		6a. Marketing and Student Recruitment Efforts	<ul style="list-style-type: none"> Applicant describes which students will be served, including key demographic data. Applicant describes the marketing plan and the process of how you would meet the proposed student projections. 		
6b. Student and Family Engagement	<ul style="list-style-type: none"> Applicant describes the estimated impact this expansion will have on students, families and communities and how they plan to support them through this transition. Applicant identifies how existing students, families and community will be engaged in this process. 				
6c. Curriculum/ Instructional Models	<ul style="list-style-type: none"> Applicant describes the curriculum, instructional model and evaluation for the Early Learning Program and how the curriculum is culturally affirming for the students served. 				

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

6d. Student Achievement	<ul style="list-style-type: none"> ▪ Applicant describes how the expansion will allow the school to better serve students academically and how this expansion is both relevant and responsive to student needs. 				
6e. Staff Capacity	<ul style="list-style-type: none"> ▪ Applicant indicates how the school will modify its organizational structure or current staff's roles and responsibilities to accommodate the new site. 				
6f. Facilities	<ul style="list-style-type: none"> ▪ Applicant indicates the school's intended facility capacity (including total number of classrooms, class size, and other programmatic spaces (special education, etc.). If a new site for the Early Learning Program has been identified, the following documents on the expansion must be included: <ol style="list-style-type: none"> i. Letter of intent from landlord ii. Insurance requirements iii. Inspection report iv. ADA compliance report v. Scope of renovations and architectural drawings of any planned or necessary renovations vi. A detailed timeline of construction plans vii. A contingency plan in the event that construction timelines fall behind schedule and the facility cannot be occupied by the target date viii. Proof of release from the current lease, if applicable 				
Subtotal					
<i>(Add up all Points achieved in this section)</i>					
Overall Section Rating					
(Subtotal Divided by 6)					

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Strengths (1-3 sentences)	
Areas of Concern (1-3 sentences)	

7. Finances		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
		7a. Budget	<ul style="list-style-type: none"> Applicant attached a detailed 5-year budget that includes the changes. Budget is based on realistic enrollment and budget projections. 		
7b. Impact on Financial Stability	<ul style="list-style-type: none"> Applicant provides a narrative describing how will the proposed changes increase or decrease financial stability over time (i.e. 1 year, 3 years, 5 years)? 				
Subtotal <i>(Add up all Points achieved in this section)</i>					
Overall Section Rating <i>(Subtotal Divided by 2)</i>					

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Strengths (1-3 sentences)	
Areas of Concern (1-3 sentences)	

8. Statutory Requirements		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
		8a. Comprehensive Child Assessment	<ul style="list-style-type: none"> Applicant describes how the program will assess each child's cognitive skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness. 		
8b. Intentional Instructional Practice	<ul style="list-style-type: none"> Applicant describes how the program will provide intentional practice aligned with the state early childhood learning standards and kindergarten standards that is based on early childhood research and professional practice focused on children's cognitive, social, emotional, and physical skills and development and prepares children for the transition to kindergarten including early literacy skills. 				

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

8c. Kindergarten Transition	<ul style="list-style-type: none"> Applicant describes how the program will coordinate appropriate kindergarten transition with parents and kindergarten teachers. Includes meaningful coordination and planning with kindergarten teachers, and engages families in a variety of ways to support children's learning and successful transition to kindergarten. 				
8d. Community-Based Services	<ul style="list-style-type: none"> Applicant describes how program coordination may include referrals to community programs based on child needs, such as local public health, social services, mental health services or other early learning or childcare programs. Describes how program coordinates with community organizations and how resources will be shared with families. 				
8e. Staff Ratios and Licensure	<ul style="list-style-type: none"> Applicant describes how the school will ensure an appropriate staff-child ratio of one to ten, and maximum group size of 20 children, with the staff being supervised by a licensed early childhood teacher. 				
8f. Teacher Content Knowledge	<ul style="list-style-type: none"> Applicant describes how the program will have teachers that are knowledgeable in early childhood curriculum content, assessment and instruction. 				
8g. Completion of Early Childhood Screening	<ul style="list-style-type: none"> Applicant describes how the program will ensure participating children have completed health and developmental screening within 90 days of program enrollment. If the charter school is not providing the early childhood health and development screening program, describe how participating children will access screening prior to entering the program. 				
Subtotal (Add up all Points achieved in this section)					
Overall Section Rating (Subtotal Divided by 7)					

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Strengths (1-3 sentences)	
Areas of Concern (1-3 sentences)	

(Optional) Part V. Application Supplemental Information Request

Applicants may be requested to provide supplemental information in a meeting or document submission format. Any supplemental information provided prior to decision-making will be considered as part of the application.

Information Requested: Click here to enter text.	
Choose an item.	Supplemental Information Addressed Questions/ Concerns: Click here to enter text.

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.