



Volunteers of America-Minnesota New Charter School Application Process

**The MANDATORY 2015-16 New Charter School Pre-Application Training will be held on DECEMBER 3, 2015.
Location: City Bella Community Room, 6600 Lyndale Ave S, Richfield, MN 55423
Please RSVP by November 30th to Stephanie Olsen at solsen@voamn.org**

Submit To:
Stephanie Olsen, Manager
Charter Schools Program
Volunteers of America-Minnesota
924 - 19th Ave. S
Minneapolis, MN 55404
solsen@voamn.org

New Charter School Application Process

The Volunteers of America-Minnesota (VOA-MN) Charter School Authorizing Program provides Minnesota students with high quality choices in public education through our portfolio of high-performing charter schools and is a model of excellence in authorizing throughout the state and nation.

- *Authorizing Program Vision: Volunteers of America-Minnesota (VOA-MN) Charter School Authorizing Program envisions a society composed of all students achieving maximum learning while serving others.*
- *Authorizing Program Mission: Volunteers of America—Minnesota (VOA-MN) Charter School Authorizing Program guides its authorized charter schools to improve all pupil learning and all student achievement with service to others.*

Minnesota Charter Schools

Charter schools are independent public schools of choice for parents and students. The first charter school in the nation opened in Minnesota in 1992 and charter schools continue to be a popular choice for students seeking an alternative to traditional public schools. Teachers, parents and others begin charter schools when they see an educational need and want to design a school to meet that need. The primary purpose of a charter school is to improve all pupil learning and all student achievement. Additional purposes include: (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; or (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. Charter schools employ Minnesota licensed teachers, offer services to special needs students and require students to take state and national tests to assure academic accountability and improvement. Charter schools are open to all, do not charge tuition and have no admission requirements to enroll.

Eligible New Charter School Applicants: An individual or group of individuals interested in starting a charter school are invited to apply to VOA-MN for authorization per state charter school statute. To apply to VOA-MN, applications **must**:

- Have Certificates of Attendance at the required VOA-MN Pre-Application Meeting. The required meeting will be a half day and a minimum of three board members listed on the application must participate. The meeting will be offered in December with the specific date yet to be determined.
- Contain a minimum of five board members, including at least one Minnesota licensed teacher.
- Demonstrate alignment to the VOA-MN Charter Authorizing Program mission and vision.
- Contain a well-defined service learning component.

Application Deadline: Developers must submit an application to VOA-MN by **January 15th of each calendar year.**

Application Submission: Applicants must submit four paper copies and one electronic copy (in the form of a PDF) to the VOA-MN Charter School Authorizing Program: 924 19th Ave S, Minneapolis, MN 55404 and solsen@voamn.org.

Application Review and Interview - VOA-MN utilizes peer reviewers made up of experts in the field that review the application materials guided by the Application Review Rubric. No peer reviewer will be selected that may have a real or perceived conflict of interest with regard to the review of the application (e.g., employee of an existing school that is reasonably close geographical proximity to the applying school). Once the initial peer desk review is completed, applicants and peer reviewers will participate in the interview process. The applicant interview focuses on school alignment with the charter school

authorizing program’s vision and mission, the educational and financial viability of the proposal and the developing group's capacity to implement an idea into a reality. VOA-MN may request follow-up materials prior to the interview process in order to further assess the quality of the application and developing team.

Application preference will be given to:

- Applicants with the majority of board members who have strong grassroots ties to the anticipated location of school development.
- Applicants replicating a successful charter school model and leadership representation on the board from the school being replicated.
- Applicants who plan to serve students grades K-12.

Final Determination - After the interview process the application peer reviewers make a recommendation to VOA-MN Authorizing Program leadership to approve or deny each charter school application. The VOA-MN Authorizing Program will communicate in writing the determination to the developers. Regardless of the determination, VOA-MN will provide the developing team with feedback from the application review process. All application approvals are pending the completion of a positive criminal background check of developers.

APPLICATION FORMAT

Directions for completion of the application materials should be carefully read and followed. Incomplete applications or those not following the required outline below will **NOT** be reviewed by VOA-MN. The completed forms below must be included in the application.

FOUR COPIES: REQUIRED APPLICATION FORMS & ELEMENTS	
FORM/ELEMENT	# OF PAGES COUNTED AS:
Cover Sheet	Does not count toward page limit
Founder Contact List	Does not count toward page limit
Table of Contents	Does not count toward page limit
Narrative/Work Plan & Budget:	Up to 90 pages; suggested category page limits:
• Executive Summary	1 page (may be single-spaced)
• School Foundation	43 pages approx..
• Pre-Operational Planning	31 pages approx.
• Program Implementation and Budget	15 pages approx.
• Three-Year Operational Budget Summary Form	2 pages approx.
• Three-Year Operational Budget Narrative	7 pages (may be single-spaced) approx.
Founder Résumés	Does not count toward page limit
Criminal Background Check Authorization	Does not count toward page limit (bring hard copies to the interview)
Public School Conversion Information (if applicable, see Information Sheet).	Does not count toward page limit
Program Expansion Information (if applicable, see Information Sheet).	Does not count toward page limit

APPLICATION SUBMISSION

The charter school application is to be original work of the applicants. If a source is used, the materials that are paraphrased or copied must be cited appropriately. If a template is used, the application is to be customized so that it clearly describes and meets the needs of the applicant as well as the application requirements.

APPLICATION INSTRUCTIONS

Each application must contain the following elements.

COVER SHEET

Provide all requested information. Type information in the form fields on the attached form.

FOUNDER CONTACT LIST

Provide information for ALL individuals directly involved with the development of this new charter public school including people such as founders, board members, developers, grant writers, and consultants. Type all information in the form fields on the attached form.

NARRATIVE/WORK PLAN AND BUDGET

The application as a whole and each section will be judged based on the following scale:

Satisfactory.....Approaching Satisfactory.....Unsatisfactory

TABLE OF CONTENTS		<i>Page Number</i>
I. EXECUTIVE SUMMARY		
II. SCHOOL FOUNDATION	10	
pts		
A. Vision & Mission		
B. Need		
C. Statutory Purpose(s)		
III. LEARNING PROGRAM	25	
pts		
A. Educational Philosophy, Curricula, Methods and Instructional Technique.		
B. Special Education		
C. Students with Limited English Proficiency		
D. Assessment and Accountability		
E. Alignment to VOA-MN's Authorizing Program Mission, Vision, and Service Learning		
IV. FOUNDERS AND ORGANIZATIONAL STRUCTURE	15	
pts		
A. School Founders		
B. Governance		
V. PROGRAM IMPLEMENTATION	20	
pts		
A. Marketing, Outreach, Enrollment and Admissions.		
B. School Management and Staffing Plans		

C. School Calendar	
D. Facility Plan	
E. Transportation Plan	
VI. SCHOOL PREOPERATIONAL AND OPERATIONAL BUDGET	10 pts
VII. APPLICANT INTERVIEW	20 pts
Preference Points	
Grassroots Community Ties (5 pts)	
School Replication (10 pts)	
K-12 (5 pts)	
Total Points Possible	100-120
VIII. Criminal Background Check Authorization – bring hard copies from each developer to the interview.	

Application Outline:

Below are the elements that must be included in the Narrative/Work Plan and Budget. Follow instructions carefully. Please use section and sub-section outline headings throughout the application.

- **APPLICATION COVER SHEET**

Application Preference: (check “yes” or “no”)	YES		NO
Applicant has board members with grassroots community ties to the anticipated location of school development.		5 pts	
Applicant intends to replicate a successful charter school model and board representation from the school being replicated. Application content is evidence of replication.		10 pts	
Applicant plans to serve students grades K-12.		5 pts	

- **SCHOOL FOUNDERS CONTACT SHEET**
- **CERTIFICATES OF ATTENDANCE AT VOA-MN PRE-APPLICATION MEETING**

I. EXECUTIVE SUMMARY

Provides a one-page overview of the school that is planned.

Include: program highlights/learning philosophy, grade levels to be served, anticipated location, and how this school will meet student needs that are currently not being met in the community in which the school will be located.

II. SCHOOL FOUNDATION

A. Vision & Mission

Provides vision and mission statements that reflect the school's goals and purpose.

- Vision: Provide a vision statement that outlines what the school wants to be (something to be pursued).
- Mission: Provide a mission statement that outlines what the school is now (something to be accomplished).

B. Need

Application must thoroughly explain the compelling need for establishing the new charter school in the targeted location.

- Provide a description and location market-based research as evidence of the need for a new charter school in the anticipated location identified.
- Thoroughly explain community support and ties to develop a new charter school in the anticipated location.
- Identify the nearby district, charter or private schools and the education programs already offered. Include student performance data and analysis based on the state assessment system when available (public schools).

C. Statutory Purpose(s)

Application must:

- Describe the new and unique characteristics this school will provide to students that distinguish it from other education options available to students.
- Describe how the proposed school will meet the primary statutory purpose of a charter school, “to improve all pupil learning and all student achievement.”
- Identify one or more of the additional five statutory purposes for charter schools the school intends to meet (see Minn. Stat. 124D.10, Subd. 1), and provide a comprehensive explanation of how the school will meet those additional purposes (should show alignment to mission and vision).

III. LEARNING PROGRAM

Presents a high-quality educational program with accountability for student achievement.

A. Educational Philosophy, Curricula, Tools, Methods and Instructional Techniques

- Describe the guiding educational philosophy of this school.
- Provide an overview of the proposed curricula, tools, methods and instructional techniques that support the educational philosophy.
- Describe the process the school will use to ensure the curricula will align with Minnesota State Academic Standards.
- Cite and explain research evidence demonstrating these curricula, tools, techniques and methods supporting student achievement (if applicable, identify schools involved).
- Identify the contribution this charter school will make to help close the achievement gap and assist educationally and economically disadvantaged and other students to succeed academically.

B. Special Education

- Describe how this school will provide services to students with disabilities in the least restrictive environment.
- Include a description of the proposed Child Find process that will be used at this school.

C. Students with Limited English Proficiency

- Describe how this school will provide services to students with limited English language skills.

D. Assessment and Accountability: VOA-MN requires that the schools we authorize be held to a high academic standard. We develop a charter contract accountability/program plan with the school that includes goals based on state standardized test scores as well as an authorizer-school agreed upon formative assessment(s) (e.g. NWEA, IBST, state OLPA). In addition to describing the justification that the applicant has for the interim assessment they propose to use and goals aligned to that assessment, we request the following information about the school’s commitment to assessment and accountability.

- Identify the anticipated interim standardized assessment that will be used and why that assessment was chosen.
- Describe how the school will use assessment data to drive decisions about the learning program and strategic direction of the school.

E. Alignment with VOA-MN’s Authorizing Program Mission, Vision, & Service Learning.

- Explain how the school being proposed to be authorized by VOA-MN aligns with the VOA-MN Authorizing Program mission and vision.
- Explain how the school will incorporate meaningful student service learning into their school program requirements (e.g., food drives, reading to senior citizens).

IV. FOUNDERS AND ORGANIZATIONAL STRUCTURE

A. School Founders

Describes the primary school founders and how they are well-positioned to develop and plan a new high-quality charter school.

For each person identified on the Charter Public School Founder Contact List (see form attached to this application packet), include the following information:

- Describe her/his experience and/or involvement in K-12 education;
- Describe his/her experience with the design and operation of a charter school;
- Describe her/his expected role and responsibilities during the school's pre-operational planning period;
- Indicate whether or not each person intends to become a member of the interim board of directors;
- Indicate whether or not each person intends to apply for employment in the new charter school; and
- Describe any affiliation with other founders and current/potential consultants and vendor organizations.
- Describe the relevant work experience and expertise each person brings to the founding team.

B. Governance

Describes a plan to ensure effective, accountable and representative governance over the school's operations.

1. Governance Model:
 - Describe the board's anticipated composition and how it will help advance the mission and vision of the school.
 - Describe the roles and responsibilities of the board and how each member will help advance this understanding.
2. Board Recruitment: Describe specific expertise/characteristics sought in yet-to-be-recruited board members and explain the added value of those characteristics.
3. Plan for Fulfilling Board Obligations:
 - Describe how the interim board will develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements (e.g., sample board policy development calendar).
 - Describe the specific plan and timeline for the development of:
 - Personnel policies including the creation of job descriptions, an employee performance management program, and training programs;
 - Procurement policies and procedures for contracting with vendors and consultants that are fair and open and avoid apparent and actual conflicts of interest;
 - Conflict of interest policies; and
 - Travel approval and reimbursement policies.
4. Describe the process the interim board will use to:
 - Develop and approve the budget;
 - Monitor the financial condition of the school; and
 - Provide for financial management and selecting an auditor.

V. PROGRAM IMPLEMENTATION

A. Marketing, Outreach, Enrollment & Admissions

Describes a marketing and outreach plan, based on the compelling need established above and grassroots efforts to ensure open access to all and full enrollment.

- Identify the number of students expected to attend the school each year by grade level in the following table (add additional rows if it will take more than five years to reach full enrollment).

Year of Operation	Grade												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Year 1														
Year 2														
Year 3														
Year 4														
Year 5														
Year 6														
														Total

- Describe the school’s marketing strategy for recruiting and retaining the school’s target population.
- Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
- Describe how the school will conduct an open admissions process including the use of a lottery to provide equal access to all students who apply.

B. School Management and Staffing

Describes a plan to ensure effective and transparent management of the school’s operations.

1. Provide an organizational chart for the proposed charter school, distinguishing between governance (board), management (school leader) and other proposed school employees. Include key responsibilities for each position.
2. Include a staffing plan and timeline for the first contract period (pre-operational through the first three years of school operation). How will the school build its leadership, operations, and teaching staff?
3. Explain how this organizational structure is consistent with the mission and vision of the proposed charter school.
4. Describe the fair and open process the interim board will use for recruiting and hiring the school leader, including:
 - The timeline for developing a job description for the school leader and then recruiting and hiring the school leader;
 - How the board will recruit potential candidates who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability; and
 - Whether the board plans to hire a temporary start-up coordinator and, if so, how this person will be identified.
5. Describe the school’s strategy and process for recruiting and hiring other school employees that are qualified to effectively serve the unique needs of the projected student population.
6. Describe how the school will provide employees with initial and ongoing orientation and professional development about the mission, vision and outcomes of the school.

C. School Calendar

Application contains a calendar and corresponding explanation that reflects the school’s program model, proposed learning program, and transportation plan..

1. Describe the calendar the school plans to use:
 - Identify the unique characteristics of the school’s proposed calendar.

- Describe how this proposed calendar lends itself to the school’s mission and vision.
- Provide total number of teacher contract days.
- Indicate the total number of student instructional days.
- Provide the planned length of the student instructional day (excluding meals).
- Provide a description or outline of a “typical day” at the new school.

D. Facility Plan

Describes a plan to secure a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.

1. Facility Needs Planning Process:
 - Describe the school’s plan, including the timeline and process, for determining space needs appropriate to the program and enrollment.
 - Describe results of a preliminary facility needs assessment.
2. Facility Selection Process:
 - Describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential facilities and selecting a building for lease that is affordable, provides adequate space and meets all health and safety and public building code requirements.
 - Provide a description of any potential facility or facilities that have been identified.

E. Transportation Plan

Describes a plan to provide transportation that meets the needs of the school and complies with Minnesota law.

1. Transportation Options:
 - If the school will provide its own transportation, describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential transportation providers.
 - If the resident school district will provide transportation for the school, describe any potential impacts on the school’s learning program and school calendar.
2. Transportation Policies:
 - Describe the school’s policy for providing transportation to special populations
 - Describe the school’s policy for providing transportation to students that live outside the resident district.

VI. THREE YEAR OPERATIONAL BUDGET

Instructions:

- Present a three year operational budget, using the budget simulation provided to reviewers with an understanding of the proposed operational budget needed to guide and control the use of public funds for the benefit of students at the new charter school (see attached).
- Provide a comprehensive budget narrative that includes assumptions guiding the use of numbers and provides rationales and substantive documentation for the use of those numbers. Note: Federal funds and start-up funds are not included in the budget.
 - Include the three-year budget and corresponding narrative in the application.

Evaluative Criteria:

The three year operational budget will be evaluated against the following criteria:

1. Qualities of sound financial management are present.

Assumptions guiding the budget development process are defensible.

- Enrollment estimates are based upon sound interest surveys and marketing data.
 - A valid data source for assumptions about student characteristic data is described.
 - Current and historical data assist in shaping revenue and expenditure increases and inflation assumptions.
 - Financial management strategies reflect abilities to adapt to changing fiscal conditions.
 - Budget balancing and cost-containment strategies address potential enrollment changes.
 - Costs for technology, capital and supplies are adequately addressed.
2. Qualities of a healthy budget are present.
- There is a positive general fund balance in each of the three years.
- The budget for each year increases the general fund balance.
 - A fund balance exists even if inaccuracies are corrected.
 - The budget reflects only general fund items with food and community service attached as being critical to the operation of the school.
 - Enrollment and staffing projections are consistently used throughout all sections of the application.
3. The budget supports a quality school plan.
- The budget contains a justification for each service option listed in the application.
 - The narrative elements of the application are completed for each option.
 - Each option requiring budget data is consistently described throughout the application.
 - Some expenditures support the uniqueness of the school mission.
 - Special curricular expenditures are clearly supported in the narrative.
 - The budget contains unique and realistic staffing patterns.

VII. APPLICATION INTERVIEW PROCESS – Occurs after the application desk review.

VIII. FOUNDERS RESUMES - Attach a **current** (brief) résumé for each person identified on the Founder Contact List to the application.

IV. SIGNED CRIMINAL BACKGROUND CHECK FORMS - *Completed criminal background check authorization form for each person indicated as planning to be on the founding board of directors as noted on the Founder Contact List should be brought to the application interview.. VOA-MN will conduct background checks prior to formal approval of authorization.*

THREE YEAR OPERATIONAL BUDGET SPREADSHEET

The budget spreadsheet has several areas that are pre-coded to formulas. Little needs to be done with those cells that are noted as blocked. Those areas will be explained in the pre-application meeting.

General revenue estimates are using the current fiscal year levels issued by the legislature. The task of the budget builder is to simply provide the number of students in particular levels (elementary or secondary) as well as characteristics of students who may be eligible for free or reduced lunch or who need an English Learner program.

Local revenues including grants and donations are not to be placed in the budget. If they are placed in the budget, they must be off-set by an equal amount of expenditures so that the budget is not artificially inflated.

Complete all needed expenditure categories. If the expenditures are not covered by any start-up funds, those expenditures (technology, equipment and supplies) must be included in the three-year budget. This should be completely explained in the narrative section of the budget.

Special education expenditures are assumed for the sake of brevity in the budget. Special education revenues are figured at 95% of those expenditures. You need to calculate the special education director costs.

Formulas are already set to calculate lease aid revenue after you provide the lease expenditure.

The lunch program assumes a 10% loss and a transfer for that loss is built into the general fund.

Note that the budget must balance and show growth for the three years. Any year that shows a negative balance will disqualify the application.

(REFER TO CORRESPONDING XCEL BUDGET SIMULATION DOCUMENT)

COVER SHEET
2010 VOLUNTEERS OF AMERICA-MINNESOTA CHARTER SCHOOL APPLICATION FOR
AUTHORIZATION

Proposed Name of New Charter Public School

Contact Information

(School mailing address, phone number, fax number, and e-mail)

Name of Primary Contact

Primary Contact Information (If different from above)
(Mailing address, phone number, fax number, and e-mail)

Grade Levels Served When Fully Enrolled

Number of Students When Fully Enrolled

Proposed Opening Date

Where Will the School be Located?

Is this charter public school a conversion of an existing district public school (see Minn. Stat. § 124D.10, subd. 5 (2008))?

If “yes”, attach a separate sheet with an explanation.

A conversion request is considered only with evidence of both:

- *A petition from at least 60% of a school’s full-time teachers seeking conversion; and*
- *Approved public school district board minutes recognizing the petition.*

Yes No

Is this charter public school an expansion of an existing education program in any form (public, private, or otherwise)?

If “yes”, attach a separate sheet with an explanation.

Yes No

Is this charter public school planning to offer any online coursework?

Yes No

Has the new charter public school been approved by the State of Minnesota as a nonprofit corporation or cooperative?

Yes No

If no, provide a specific date by which the new charter public school plans to be approved as a Minnesota nonprofit corporation or cooperative.

Date:

FOUNDER CONTACT SHEET

VOLUNTEERS OF AMERICA-MINNESOTA CHARTER SCHOOL APPLICATION FOR AUTHORIZATION

Provide information for ALL individuals directly involved in the development of this new charter public school including founders, board members, developers, grant writers, and consultants. Type all information in the form fields below.

NAME	PHONE	E-MAIL ADDRESS & POSTAL ADDRESS	DEVELOPER ROLE (board member, consultant, etc.)	Minnesota Teacher License File Folder Number (if applicable)

Important Notes:

- Minn. Stat. § 124D.10, Subd. 4c (2014) stipulates that: *A charter school board of directors must be composed of at least five members.*
- Minn. Stat. § 124D.10, Subd. 4a (2014) stipulates that: *An authorizer may authorize one or more licensed teachers under section 122A.18, Subdivision 1, to operate a charter school subject to approval by the commissioner.*
- Must have a minimum of FIVE interim board members to be considered for review of your application.
- Check accuracy of all contact information provided.
- Do not include people who only consulted in the development of the application. Include only **primary** founders and developers.



MINNESOTA

New Charter School Application Review Rubric

Applicant Name:

Reviewer Name:

Rating Scale

- **Satisfactory:** Strengths outweigh weaknesses. This rating applies to a response that contains a number of strengths. There are weaknesses, but, neither singly or collectively, are they likely to adversely impact the development and operation of a high-performing charter school.
- **Approaching Satisfactory:** Section contains strengths, but clarification / additional work is needed.
- **Unsatisfactory:** Major weaknesses outweigh any strengths. This rating applies to a response that contains a number of weaknesses that are likely to adversely impact the development and operation of a high-performing charter school.
Note: A rating of “unsatisfactory” in any section may render the application ineligible for approval.

Application Preference:	YES		NO
Applicants has board members that have grassroots community ties to the anticipated location of school development.		5 pts	
Applicant intends to replicate a successful charter school model and board representation from the school being replicated. Application content is evidence of replication.		10 pts	
Applicant plans to serve students grades K-12.		5 pts	

Part I: EXECUTIVE SUMMARY (not scored)

Provides a one-page, single-spaced overview of the school that is planned. Includes, program highlights/learning philosophy, grade levels to be served, anticipated location, and how this school will meet student needs that are currently not being met in the community in which the school will be located.

<i>Rating (mark with an “X”)</i>	Comments:
Satisfactory	
Unsatisfactory	

Part II – FOUNDATION (10 pts)

II.A. SCHOOL VISION AND MISSION. (not scored)

A high quality application should provide a clearly articulated vision and mission statements that reflect the school’s purpose, program model and goals.

Vision: statement outlines what the school wants to be (something to be pursued).

Mission: statement outlines what the school is now (something to be accomplished).

<i>Rating (mark with an “X”)</i>	Comments:
Satisfactory	
Unsatisfactory	

II.B. NEED. (5pts.)

A high quality application presents a clear, compelling reason for establishing the new charter school, including strategies or evidence of demand - how they will meet enrollment targets. Identifies proof of community support for an additional school in this area; Identify the nearby district, charter or private schools and the education programs already offered; Includes a market analysis to justify the need). Addresses how they plan to fulfill the primary purpose of a charter school, “to increase all student learning and all student achievement.

<i>Rating (assign points)</i>		Comments:
<i>Satisfactory (5 pts)</i>		
<i>Approaching Satisfactory (4 pts)</i>		
<i>Unsatisfactory (0 pts)</i>		

II. C. PURPOSE (5 pts)
Application explains how the new charter school will meet the state statutory primary purpose of a charter school. Based on the need identified, the application describes the new and unique characteristics this school will provide to students that distinguish it from other education options available to students; describes how the proposed school will meet the primary statutory purpose of a charter school, “to improve all pupil learning and all student achievement,” identifies one or more of the additional five statutory purposes for charter schools the school intends to meet (see Minn. Stat. 124D.10, Subd. 1), and provides a comprehensive explanation of how the school will meet those additional purposes with alignment to mission and vision.

<i>Rating (assign points)</i>		Comments:
<i>Satisfactory (5 pts)</i>		
<i>Approaching Satisfactory (4 pts)</i>		
<i>Unsatisfactory (0 pts)</i>		

III. LEARNING PROGRAM (25 pts)
Presents a high quality educational program with accountability for student achievement.

III.A Educational Philosophy, Curricula, Tools, Methods & Instructional Techniques (5 pts)

<i>Rating (assign points)</i>		Comments:
<i>Satisfactory (5 pts)</i>		
<i>Approaching Satisfactory (4 pts)</i>		
<i>Unsatisfactory (0 pts)</i>		

III.B. Plan for Serving Special Education Students (5 pts)

<i>Rating (assign points)</i>		Comments:
<i>Satisfactory (5 pts)</i>		
<i>Approaching Satisfactory (4 pts)</i>		
<i>Unsatisfactory (0 pts)</i>		

III.C. Students with Limited English Proficiency (5 pts)

<i>Rating (mark with a “X”)</i>		Comments:
<i>Satisfactory (4-5 pts)</i>		
<i>Approaching Satisfactory (3 pts)</i>		
<i>Unsatisfactory (0 pts)</i>		

III.D. Assessment and Accountability Plan (5 pts)

<i>Rating (insert score)</i>		Comments:
<i>Satisfactory (5 pts)</i>		

Approaching Satisfactory (4 pts)		
Unsatisfactory (0 pts)		
III.E. ALIGNMENT WITH VOA-MN AUTHORIZING PROGRAM MISSION, VISION, AND SERVICE LEARNING (5 pts)		
Rating (assign score)		Comments:
Satisfactory (5 pts)		
Approaching Satisfactory (4 pts.)		
Unsatisfactory (0 pts)		
III. ORGANIZATIONAL STRUCTURE & DEVELOPERS (15 pts)		
III.A. SCHOOL FOUNDERS (5 pts)		
<i>Application includes the primary school founders and how they are well-positioned to develop and plan a new high-quality charter school.</i>		
Rating (insert score)		Comments:
Satisfactory (4-5 pts)		
Approaching Satisfactory (3 pts)		
Unsatisfactory (0 pts)		
III.B. GOVERNANCE (10 pts)		
<i>Application describes a plan to ensure effective, accountable and representative governance over the school's operations.</i>		
Rating (insert score)		Comments:
Satisfactory (9-10)		
Approaching Satisfactory (8 pts)		
Unsatisfactory (0 pts)		
IV. PROGRAM IMPLEMENTATION (20 pts)		
IV.A. MARKETING, OUTREACH, ENROLLMENT, & ADMISSIONS PROCESS (10 pts)		
<i>Describes a marketing & outreach plan, based on compelling need and grassroots efforts to ensure open access to all students and achievement of enrollment targets.</i>		
Rating (insert score)		Comments:
Satisfactory (9-10 pts.)		
Approaching Satisfactory (8 pts.)		
Unsatisfactory (0 pts.)		
IV.C. SCHOOL CALENDAR (not scored)		
<i>Application contains a calendar that reflects the school's program model, proposed learning program, and transportation plan.</i>		
Rating (mark with a "X")		
Satisfactory		
Unsatisfactory		
IV.D. FACILITY PLAN (not scored)		
<i>Application describes a plan to secure a suitable facility that meets the unique needs of the school and complies with health, safety, and building code requirements.</i>		
Rating (mark with a "X")		Comments
Satisfactory		

<i>Unsatisfactory</i>		
IV.E. TRANSPORTATION PLAN (not scored)		
<i>Application describes a plan to provide transportation that meets the needs of the school (program model and calendar) and complies with Minnesota statute.</i>		
<i>Rating (mark with a "X")</i>		Comments:
<i>Satisfactory</i>		
<i>Unsatisfactory</i>		
V. THREE YEAR OPERATIONAL BUDGET (10 pts)		
<i>The budget provides reasonable funding projections, accurate calculations and aligns to the other sections of the charter school application.</i>		
<i>Rating (insert score)</i>		Comments:
<i>Satisfactory (9-10 pts)</i>		
<i>Approaching Satisfactory (8 pts)</i>		
<i>Unsatisfactory (0 pts)</i>		
VI. APPLICANT INTERVIEW (20 pts)		
<i>Applicants demonstrate a thorough knowledge of their application and the charter school law. Individuals participating in the interview are able to articulate their expertise and corresponding contributions to the application and school development.</i>		
<i>Rating (insert score)</i>		Comments:
<i>Satisfactory (16-20 pts)</i>		
<i>Unsatisfactory (0 pts)</i>		
SCORE	<i>/100</i>	
PREFERENCE PTS.	<i>/20</i>	
FINAL SCORE	<i>/100-120</i>	

Recommendation: _____ Approve _____ Not Approve