

**Attachment B.2.3**  
**Application for a Pre-K School Expansion**

A charter school may offer a free or fee-based preschool or prekindergarten program that meets high-quality early learning instructional program standards that are aligned with Minnesota's early learning standards for children. The hours a student is enrolled in a fee-based prekindergarten program do not generate pupil units under section 126C.05 and must not be used to calculate general education revenue under section 126C.10

When considering a request to expand a school to create a pre-K program, the IQS Management Leadership Team, on behalf of the Innovative Quality Schools Board, will give consideration to such a request following its criteria and in accordance to its evaluation process as applicable. Criteria to be considered includes:

- (1) the need for the Pre-K program, with supporting long-range enrollment projections.
- (2) a longitudinal record of demonstrated student academic performance and growth on statewide assessments under chapter 120B or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the authorizer.
- (3) a history of sound school finances and a finance plan to implement the expansion in a manner to promote the school's financial sustainability.
- (4) school board capacity and an administrative and management plan to implement its expansion.

After approving the school's application for a pre-K school expansion, the authorizer shall submit a supplementary affidavit in the form and manner prescribed by the MDE.

**I. Applicant Information:**

Application Organization \_\_\_\_\_

Date Submitted \_\_\_\_\_

Contact Person \_\_\_\_\_

City, \_\_\_\_\_ State, \_\_\_\_\_ Zip, \_\_\_\_\_ Country \_\_\_\_\_

Phone Number \_\_\_\_\_

Email \_\_\_\_\_

General Area of the School Location \_\_\_\_\_

Age/Grades of Students Year of Opening \_\_\_\_\_

Signature of Person Responsible for this Application \_\_\_\_\_

I assure IQS that the information in this application is accurate.

Printed Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

NOTE: This application is to be used only for the intention to propose the formation of a Pre-K program as described in Minnesota Statute of an existing IQS approved charter school.

Check the following:

Has this school been approved by the State Of Minnesota Office of the Secretary of State as a non-profit organization or cooperative? Yes  No .

If “no” estimate the date when this will occur. \_\_\_\_\_

Names of persons directly involved with developing this application: (add additional page(s) if necessary)

Name	Role/Responsibility	Minnesota Teacher File Folder Number if Applicable

## II. School Application

Directions: This application is evidence that the formation of a Pre-K program being proposed will be an excellent place for children and youth to learn and grow and for professionals to teach. Please know that IQS expectations are very high. If an organization contracts with a consultant to write the application, should IQS has questions we will direct our questions to the person responsible for the application not the consultant writer. Please be certain to complete the entire application.

IQS will review each part of the application using the following 0 - 4 ranking:

- 0- Did not provide information for this criteria.
- 1- The information provided was unclear. The applicant did not present an understanding of the criteria needed to start a school.
- 2- Included some of the information for this criteria and the information was somewhat clear. The applicant only presented a minimal understanding of the criteria needed to start a high-quality school.
- 3- Included all of the information for this criteria and the information was mostly clear. The applicant presented an understanding of the criteria needed to start a high quality school.
- 4- Fully included and clearly addressed all of the criteria. The applicant presented a thorough understanding of the criteria needed to start a high quality school.

### Part 1: Comprehensive Child Assessment:

How will the school 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?

- a. Describe the assessment process used to measure individual child progress in all the prekindergarten and preschool instructional classes that includes the use of a standardized child assessment instrument, such as High Scope Child Observation Record (COR), Teaching Strategies Gold or Work Sampling System.
- b. Describe how the school will measure child progress, the assessment must be used at program entrance and program exit.

Note: At a minimum, the comprehensive assessment should measure children’s progress in the domains of language and literacy and mathematical thinking. Other domains may include approaches to learning, general cognitive development, physical and motor development, social and emotional development, creativity and the arts.

**Composite Ranking:** \_\_\_\_\_

**Part 2: Intentional Instructional Practices:**

How will the school provide intentional instructional practices aligned with the state’s early childhood learning standards and kindergarten standards that are 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?

- a. Describe how program content and intentional instructional practices are aligned with the Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards (ECIPs) available on the MDE website. [Include a very brief description of the curriculum used in the early learning program, such as High Scope Preschool Curriculum or Opening the World of Learning (OWL)].
- b. Describe how the Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards (ECIPs) are incorporated into the program.
- c. Provide an overview of instructional practice to support children’s early literacy skills development.

**Composite Ranking:** \_\_\_\_\_

**Part 3: Kindergarten Transition:**

How will the program work to coordinate appropriate kindergarten transition with parents and kindergarten teachers?

- a. Describe how the program plan for transition to kindergarten that 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.
- b. Describe the school’s plan for providing guidance to families not enrolling their child in the charter school kindergarten program.

**Composite Ranking:** \_\_\_\_\_

**Part 4: Coordinating with Relevant Community-Based Services.**

How will the program work to coordinate its services with relevant community based services in the surrounding area?

- a. Describe anticipated coordination activities such as referrals to community programs based on child needs, such as local public health, social services, mental health services, or other early learning or child care programs.
- b. Describe how the program will coordinate with community organizations and how those resources are shared with families.

**Composite Ranking:** \_\_\_\_\_

**Part 5: Staff Ratios and Licensure:**

How will the school work to ensure staff-child ratios of one-to-ten and maximum group size of 20 children with the staff being supervised by a licensed early childhood teacher?

- a. Describe how the prekindergarten or preschool instructional program is provided and how ratios and group size are provided to ensure a high-quality early learning program.
- b. For each prekindergarten and preschool instructional class, describe staff licensure area and MN teaching license file folder number and other credentials, as appropriate.

**Composite Ranking:** \_\_\_\_\_

**Part 6: Teacher Content Knowledge:**

How will the school work to ensure its teachers are knowledgeable in early childhood curriculum content, assessment, and instruction?

- a. Describe licensed staff training/professional development specific to early learning curriculum, instructional practices and assessment that has been completed in the past five year.

**Composite Ranking:** \_\_\_\_\_

**Part 7: Early Childhood Health and Developmental Screening:**

How will the school work to ensure participating children have completed health and developmental screening within 90 days of program enrollment under Minnesota Statutes, sections 121A.16 to 121A.19?

- a. Describe how and where participating children will receive health and developmental screening either through a traditional school district or comparable screening from health care provider (such as a Child and Teen Checkups) if the charter school is not providing the early childhood health and developmental screening program. It is not necessary for the charter school to provide the early childhood health and developmental screening, but must describe how children receive the comprehensive health and developmental screening to identify possible problems that may interfere with children's learning.
- b. Describe the plan for those children who do not successfully complete early childhood screening.

**Composite Ranking:** \_\_\_\_\_