

From: oeo@uwsa.edu
To: [Office of Educational Opportunity](#)
Subject: New RFP Phase 1 submission from Phase I Application: Prospectus
Date: Friday, December 22, 2017 11:56:09 AM

Name of Organization

One City Early Learning Centers, Inc.

Year Founded

2,014

First and Last Name of Primary Applicant

Kaleem Caire

Address

2012 Fisher Street
Madison, WI 53713
[Map It](#)

Email

kcaire@onecityearlylearning.org

Phone

(608) 268-8004

Provide the names, professional affiliation (current job), and role in the proposed school for all school leaders and board members.

| Name | Professional Affiliation | Role in Proposed School |
|-------------------------|---|---------------------------|
| Kaleem Caire | One City Early Learning Centers, Inc. | CEO |
| Marlo Mielke | One City Early Learning Centers, Inc. | Principal/School Director |
| Gordon Derzon | Retired, President & CEO of UW Health | Board Director |
| Carola Gaines | Outreach Coordinator, UW Health/Unity | Interim Secretary |
| Alexander Gee, Jr., PhD | Senior Pastor, Fountain of Life Covenant Church | Interim Chair |
| Donna Hurd | Director of Administration, Perkins Coie LLP Law Firm | Board Director |
| Torrey Jaeckle | Owner and CFO, Jaeckle Distributors | Interim Treasurer |
| Joseph Krupp | Owner, Prime Urban Properties & Founding Partner, Food Fight Restaurant Group | Board Director |
| Lindsey Lee | Owner, Cargo Coffee and Ground Zero Coffee | Board Director |
| Lynn McDonlad, PhD | Retired, Professor of Social Work, UW-Madison & Middlesex University (London) | Board Director |

| | | |
|---------------------|---|----------------|
| Jodie Pope Williams | Academic Advisor, Madison College & One City Parent | Board Director |
| Noble Wray | Retire Police Chief, Madison Police Department | Board Director |

Purpose and brief history of organization (For instance, is this a new non-profit created for this proposed school, or is it an existing non-profit seeking to expand or replicate its portfolio?)

Education remains the great equalizer in America and in every developed country in the world. Most professional and technical jobs require a strong proficiency in reading, reading comprehension, analytical and critical thinking, reasoning ability, oral communication and writing skills. All of these skills are developed, in part, through reading. Individuals who lack them face the risk of being unemployed or underemployed throughout their adulthood.

One City Early Learning was created to prepare young children from birth to age 5 for success in school and life, and ensure they enter grade school reading-ready. We committed ourselves to this agenda because far too few of our community's children are succeeding educationally in our local schools, particularly children of color. Few are graduating from high school. Few are matriculating to and graduating from two and four-year colleges. Even fewer are completing technical or professional training programs as young adults.

One City Early Learning Centers is a Wisconsin-based nonprofit preschool operator dedicated to cultivating healthy, happy, thoughtful, and resourceful children who have the capacity and commitment to empower others and change the world, their families and communities for the better. With this in mind, our mission is to prepare young children from birth to age 5 for success in school and life, and ensure they enter grade school reading-ready. Presently, far too few of our community's children are succeeding educationally in our local schools, particularly children of color. Few are graduating from high school. Few are matriculating to and graduating from two and four-year colleges. Even fewer are completing technical or professional training programs as young adults.

OCSP will work to achieve our aims through a two-generation community impact approach to cultivating healthy and successful children. We provide affordable, accessible, and high quality preschools for young children. We also work hand-in-hand with parents and the broader community to ensure our little ones have the fundamental capacity to succeed in school and life from cradle to career, and become the innovators and effective leaders we will need in the future.

One City currently offers one full-day nonprofit preschool located in Madison, Wisconsin. The organization was established on July 30, 2014 and its preschool opened on September 8, 2015. When the preschool opened, it rented temporary classroom space at Fountain of Life Covenant Church in South Madison. After completing the first phase of its renovation of the historic South Madison Day Care facility located at 2012 Fisher Street, One City moved into its permanent home on June 6, 2016. Its facility has six large classrooms on two levels, newly renovated outdoor play areas, a commercial kitchen and access to other outdoor play areas. It also is located near several highly visible nonprofit service organizations, public schools, public transportation and a large public park within walking distance.

One City was licensed by the Wisconsin Department of Children and Families to serve up to 101 children ages 1 to 7 in its current location. Its state child care license identification number is 2002427. It's presently rated a Level 3 (out of 5) on the state's YoungStar child care rating system. It is also in the process of completing its child care accreditation with the City of Madison's Child Care Division, and is on pace earn accreditation by February 2018. Its accreditation representative with the City of Madison is Ms. Terri Strong.

Evidence of Wisconsin Incorporation and IRS 501(c)(3) status

- [ONE-CITY-articles-of-incorporation-073014.pdf](#)
- [ONE-CITY-determination-letter-012315.pdf](#)

Do you currently operate a school?

Yes

In what sector?

Private

For how many years has the school existed?

-2

Are you converting the existing school or adding a new school?

Add new

Is your proposal a

Replication (New school using an existing model)

Where would the school be located?

Madison

When would students first enroll?

Academic Year 2018-2019

Are you applying for a charter with any other authorizers this year? If yes, please list the authorizer(s).

No

Have you applied for authorization of this concept before?

No

Application

- [One-City-Early-Learning Prospectus PartB 12 11 2017.pdf](#)

Attachments

- [One-City-Charter-Preschool-Final-Budget One-Site Cash-Flow 12 15 2017.pdf](#)
- [One-City-Charter-Preschool-Final-Budget One-Site YR1-Budget 12 15 2017.pdf](#)
- [One-City-Charter-Preschool-Final-Budget One-Site Planning-YR-Budget 12 15 2017.pdf](#)
- [One-City-Charter-Preschool-Final-Budget One-Site 5YR-Summary 12 15 2017.pdf](#)



Public Charter School Application Phase I Prospectus

Submitted to:

University of Wisconsin System Office of Educational Opportunity
Date: December 22, 2017

Submitted by:

One City Early Learning Centers, Inc. (Madison, WI)

UW System Office of Educational Opportunity

Charter School Application: Phase I Prospectus

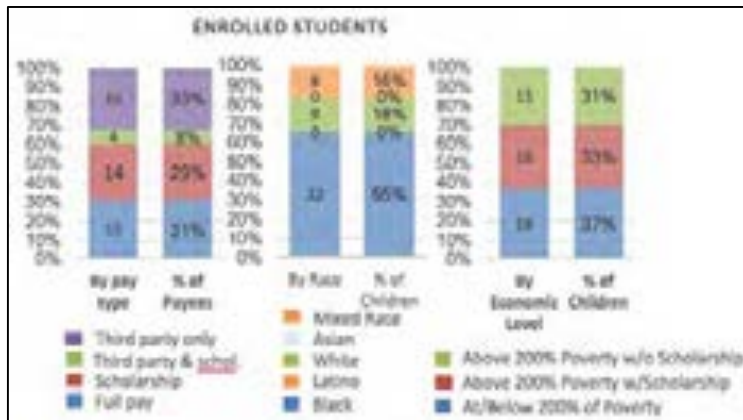
PROSPECTUS PART B REQUIREMENTS

Please complete this prospectus in 20 pages or less, convert it to a PDF when complete, and submit the completed PDF and any related attachments. Any submission submitted after 5:00 p.m. on the last day of the application cycle will be rejected. A prospectus has not been officially submitted until you receive confirmation of a successful submission. These questions supplement the Prospectus questions found on the Office of Educational Opportunity's website.

1. Mission/Vision Statement for the Charter School

A. What is the mission of the school?

One City Early Learning Centers, Inc. (OCEL) is a full-day nonprofit preschool located in Madison, Wisconsin. The organization was formally established on July 30, 2014. OCEL held its first day of class on September 8, 2015 in temporary classroom space at Fountain of Life Covenant Church on Madison's South Side with six



children, two lead teachers, an assistant teacher and OCEL's director. On June 6, 2016, after completing phase one of the renovation of the historic South Madison Day Care, OCEL moved into its permanent home located at 212 Fisher Street. OCEL now serves 49 children, and growing.

OCEL's facility currently has six large classrooms on two levels, a commercial kitchen, upgraded bathrooms, redeveloped outdoor play areas and gardens, and access to other outdoor play areas, service

organizations, public schools, public transportation and a large public park within walking distance from the school. OCEL is licensed by the Wisconsin Department of Children and Families to serve up to 101 children ages 1 to 7 in its current location. Our state child care license identification number is 2002427.

OCEL is presently rated a Level 3 (out of 5) on the state's YoungStar child care rating system. However, it is in the process of completing child care accreditation with the City of Madison Child Care Division, and expects to earn accreditation in February 2018. Its accreditor with the City of Madison is Ms. Terri Strong.

OCEL's mission is to prepare preschool-aged children for success in school and life, and ensure they enter grade school ready to succeed educationally. Its vision is a Greater Madison community where all children are prepared to contribute and succeed as adults. America will never solve its crisis of racial disparities and inequality if large numbers of children fall behind at the starting gate.

The chart above shows the current demographics of One City Early Learning Centers preschool, including the percentage of children receiving tuition scholarship assistance through One City and tuition support through the Wisconsin Shares Child Care Subsidy Program, Child Care Tuition Assistance Program and other third

party providers. OCEL is working towards achieving its mission and vision by taking a two-generation community impact approach to cultivating young children.

OCEL works with parents to strengthen their bonds with their children and our preschool, and connect them to resources and opportunities in the Greater Madison community that can assist them with moving themselves, their families and their children forward. By establishing One City as a charter school, we will be able to give more children the educational foundation they need to succeed at grade level or above in reading and math in first grade and beyond. Our Board of Directors is also looking forward to establishing additional charter school campuses within, or near, neighborhoods that are in need of high quality early learning opportunities for children.

Note: One City Early Learning Centers to Change its Name

By January 31, 2018, One City Early Learning Centers (OCEL), Inc. will change its name to “One City Schools, Inc.” (OCS). OCS will operate two nonprofit preschools: One City Junior Preschool (OCJP) for children ages 1 to 3 years old and One City Senior Preschool (OCSP) for children ages 4 and 5. The Junior Preschool will continue to operate under One City’s current nonprofit tax identification number and will not be a charter school. OCS will work with Scholz Nonprofit Law to establish One City Senior Preschool (OCSP) as a separate 501(c)(3) nonprofit corporation under its leadership.

One City Senior Preschool (OCSP) is the preschool we are seeking to be authorized as a public charter school by the University of Wisconsin System’s Office of Educational Opportunity. OCSP will carry the same mission and vision as One City Schools, Inc.

We made the decision to establish a separate nonprofit for the charter school after consulting with the Wisconsin Department of Public Instruction’s charter school team. They informed us that OCS will be required to establish a separate nonprofit corporation under its leadership to receive charter school payments. They also shared that OCS’s Board and leadership can be the same, but that revenues and expenditures must be accounted for and audited separately.

B. In one sentence, what makes the school different from existing tuition free, public options?

One City Senior Preschool (OCSP) is a two-generation preschool that is focused on preparing young children for educational success in grade school while at the same time supporting the growth, stability and success of their entire family.

C. Five years after opening, what does success look like?

Five years after OCSP opens its first charter school, we hope to have a strong track-record of accomplishment with preparing children for educational success in kindergarten and first grade. More than 80% of One City’s children will be on pace to succeed at grade level, or higher, in reading, mathematics and other subjects by the time they enter first grade. We expect that they will retain this success through third grade and will demonstrate a love for learning.

We also hope to have multiple preschool locations in Madison and Dane County, and eventually other municipalities across Wisconsin. We are striving to be a difference-maker in early childhood education, and in the lives of children whose parents might struggle to pay the high costs of a high quality early childhood education program in Dane County. To reach children and families with the greatest need, we intend to locate future campuses of OCSP within or near neighborhoods where children are underperforming

academically in their local public elementary schools. Any parent will be able to enroll their child provided seats are available, but preference will be given to children who reside within a three mile radius of the school.

We believe that if we align high quality early learning programs that are specifically designed to create and embrace best practices in early childhood education, with communities and traditional public schools where children have historically underperformed academically, we can produce higher rates of school achievement and student success than we see among children caught in the achievement gap right now.

D. How would the school increase educational equity, incubate innovations, and/or increase the use of underutilized best educational practices?

(a) Increase Educational Equity

One City Senior Preschool will increase educational equity by ensuring that children of color, children living in poverty, and other children attending our preschool will acquire the fundamental knowledge, skills and learning behaviors necessary to advance successfully through 1st grade and beyond.

OCSPP will challenge the conventional wisdom of preschool education where practitioners generally believe that young children should “just play” until they enter grade school. We believe free play is vitally important to the learning and development of young children. However, we also understand that children who enter kindergarten with broad vocabularies; a base level understanding of the alphabet, letter sounds, numbers, counting, and basic sight words; the ability to read, write and spell their names; a familiarity with basic school routines and positive peer and classroom behaviors; a love of learning in multiple contexts; and the ability to work with other children and take direction from their teacher, will achieve greater success in elementary school than those who start kindergarten and first grade without these abilities.

At OCSPP, children will do more than have time for free play. Their morning routines will include free play time, followed by a sit-down breakfast, structured morning activities, and circle time and reading time. Children will take a nap right after the noon hour every day, including our children in kindergarten, and will re-engage in a structured learning activity in the afternoon followed by an extended period of free play before their parents arrive to take them home. Volunteers and specialists (e.g. special education and ESL) will work with children one-on-one and in small groups at different times during the day, and will help supervise children while they are outside and on field trips.

Three times per year, teachers will complete “touch points” with their children. This involves assessing each child’s development and progress using OCSPP’s chosen student evaluation system – Teaching Strategies GOLD. GOLD is the assessment companion to the Creative Curriculum, which OCSPP will also use as its framework for teaching, learning, observation and play at our preschool. GOLD enables us to assess the growth and development of our children, and their readiness to advance to the next grade level. Besides the Creative Curriculum and GOLD, we will further enhance our learning program in both 4K and 5K with the integration of the SuperKids Reading Program[®] for preschool and kindergarten, and Eureka Math produced by Great Minds, into our daily learning activities. We share more about this in section four and five of this application.

(b) Increase the Use of Underutilized Best Practices

One way OCS will increase the use of underutilized best practices in education is by offering the One City FAST Program to parents of children enrolled in our preschool. OCS Parents will be encouraged to participate in the One City FAST Program. FAST is the product of Families and Schools Together, an internationally acclaimed and research-based parent and family engagement program with a presence in 43 states and 21 countries. The program was founded at the University of Wisconsin-Madison and is headquartered near the Dane County Regional Airport in Madison. It was founded by One City Board member, Dr. Lynn McDonald, 30 years ago. The program was available to children in Madison's public elementary schools until district-wide budget cuts in the early 2000s completely took the program out of the schools.

OCS is currently the only school in Dane County offering FAST[®], and the only preschool in Wisconsin offering the program to children under age 3. FAST for 4K/5K is designed to help children achieve school readiness and increase the likelihood of children being successful at home, in school and in the community. One City FAST is focused on achieving three goals:

1. Enhancing children's relationships with their families, peers, school staff and the community.
2. Reduce the stress that children and parents experience from daily life situations.
3. Build the personal effectiveness and self-esteem of children and their parents.

OCS approached FAST's leadership in 2015/16 and solidified a partnership that is slightly different than other FAST programs. How? Unlike most schools, which pay a per site license fee to operate FAST, One City owns the license to establish FAST in more than one school it opens without having to pay additional licensing fees. OCS and FAST have also worked closely together to retrofit the program to families of children that are two and three years old. Previously, FAST focused on parents of children ages 4 and above. OCS and FAST have also worked together to customize workshops and programming to the interests of families. Our hope in our work together is that other preschool and elementary schools in Dane County will see the positive impact we are having on children and families, and bring the program to their schools as well.

Since fall 2016, OCS has graduated four cohorts of families – 21 families total. Each cohort last 8-weeks and is designed to serve between 5 to 8 families, with goal of 5 families completing the program. One City families have enjoyed and benefitted from their participation. Parents and children have built strong relationships with each other, with our staff and with a number of community partners that we have gotten involved in the program. Parents have completed projects with their children and other families. They've prepared meals for each other and have organized play dates and activities outside of school. One of our graduating fathers founded a soccer team and several of our children joined it. One of our mothers has taken charge of coordinating many activities for parents and FAST in our school. Parents also host birthday parties, sleepovers and other activities with our children. It has also been a great process for bringing diverse families together and helping them create strong, meaningful bonds with each other. Note: FAST founder, Dr. Lynn McDonald, serves on OCS's Board and will also serve on the Board of OCS as well.

(c) Incubate Innovations

We will incubate innovation by concentrating on operating a high quality preschool, rather than adding grades to our chartered preschool at this time. Again, our goal is to replicate and scale a high-quality "preschool program" to neighborhoods and communities in Madison, Dane County and across our state

where traditional public and public charter elementary school children largely underperform academically. We will also incubate innovation by establishing partnerships with local organizations, businesses, health care providers and higher education institutions that benefit our children, our educational program, and our work with our parents.

Besides challenging the conventional thinking of what preschool should entail, another area One City will incubate innovation is through our **Healthy Meals Program**. The nutritional quality of our diet affects our wellbeing throughout our lives, but it has an even greater impact on children whose bodies and minds are still growing. Studies by neuroscientists have found that low-quality nutrition during childhood can be detrimental to the development of cognitive capabilities, such as learning, problem solving and memorizing. Early malnourishment can lead to deficiencies in vision, fine motors skills, language and social skills as well as an array of chronic illnesses lasting well into adulthood. Unfortunately, the crucial role nutrition plays for developmental, cognitive and behavioral outcomes in life's early stages is often not well understood or appropriately acted upon by schools and parents.

We began our Healthy Meals Program immediately when our school opened in September 2015. Through this program, our children eat a healthy, prepared breakfast, lunch and snack every day prepared fresh on-site by our full-time, trained chef, Joel Villarroel. Our commercial kitchen was designed by popular local chef, Rod Ladson, the general manager and executive chef of Bonefish Grille of Madison. Chef Rod also serves as the volunteer Executive Chef for One City. He and Chef Joel develop our menus monthly, and ensure that our children are fed healthy prepared foods every day.

Our daily menu includes a combination of fruits, vegetables, grains and proteins. Our children eat their lunch, breakfast and snack on [The Plate](#) designed by the United States Department of Agriculture and former First Lady Michelle Obama. The Plate replaced the Food Pyramid. Our children are taught daily what good food is using The Plate and the USDAs curriculum for young children.

We do not use canned goods, boxed frozen goods, or any foods containing high fructose corn syrup or refined sugars at One City. All of our food is delivered fresh every two to three days, and is stored in our freezers and refrigerators on-site. As a substitute to refined sugar, we use Monk Fruit, Stevia Leaf, Agave Nector, Organic Brown Sugar, Organic Honey and Maple Syrup. As a substitute to refined table salt, we use a limited amount of sea salt.

Our Chef prepares meals every day. Food is not stored overnight and then heated up later for children. He also prepares salad dressings, mayonnaise, salsas, tomato sauces and desserts from scratch. Our aim is to ensure that our children are eating a healthy, balanced diet daily, that their palates adjust to eating healthy food, and that they are able to develop healthy bodies and strong minds by not eating high fat, high carbohydrate foods that are not good for them, and that turn off learning. Additionally, OCS is modeling healthy eating habits and influencing both families and children to practice healthy eating, early.

The third largest cost among preschools after their first year of operation, and all furniture and major equipment has been purchased, are the costs of staffing, facility and food. Preschools across the country are required by their states to feed children during the day. Many preschools accomplish this by catering food or preparing meals that are not very diverse in menu offerings, or in taste. OCSP will demonstrate how schools can prepare healthy meals daily, on-site, for a reasonable cost, and will share what we learn with our parents and other preschool and K-12 education providers in Dane County.

Our existing school's Healthy Meals Program was featured on the local news in December 2016¹.

2. Description of the school/program.

A. Age range(s) and grades to be taught:

One City will enroll children who are four and five years old, and age-eligible under state guidelines to enroll in a four-year old kindergarten (4K) or five-year old kindergarten (5K) classroom by September 1st each year.

Note: Children who celebrate their 4th birthday on or before September 1st each year will be enrolled in our four-year old kindergarten (4K) program. Children who celebrate their 5th birthday on or before September 1st will be enrolled in our five-year old kindergarten (5K) program. Children who turn four and five after this date, but whose birthdays fall before October 15th, will be considered for early admission only after a formal request by and discussion with their parents. Approval will be given based on the availability of seats in each grade and the readiness of the child to succeed in the grade they would be enrolled in based on outcomes of the Teaching Strategies GOLD Assessment. In most cases, we will discourage early enrollment so that children have the opportunity to fully develop at their age level.

B. Projected number of students, pupil teacher ratios and general staffing patterns:

We will serve a maximum of 82 children in grades 4K and 5K. We will enroll 44 children across two 5K classrooms and 38 children across two 4K classrooms, for a total of four classrooms. Each classroom will have a lead teacher and one assistant teacher to support learning and development. Our student-to-teacher ratio for 4K will be 9.5/1 and our student-to-teacher ratio in 5K will be 11/1. We will also employ an ESL teacher and a Special Education teacher. In the event we do not have enough ESL students, we will use the ESL teacher as another qualified support teacher in our classrooms with children who require additional support. We will also use volunteers in our classrooms, when appropriate. The number of volunteers will be determined by the needs of each classroom and the projects they are working on.

The chart below shows our enrollment goals for the five years of our charter school contract. We have not yet factored in how student mobility might impact our enrollment each year, but will do so prior to submitting our full application for Phase 2 of UWSA's charter school application process. Note: "Student Mobility" is the number or percentage of children entering and leaving school during one school year.

| Grade Level | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------|---------|---------|---------|---------|---------|
| 4K – Classroom 1 | 19 | 19 | 19 | 19 | 19 |
| 4K – Classroom 2 | 19 | 19 | 19 | 19 | 19 |
| 5K – Classroom 1 | 22 | 22 | 22 | 22 | 22 |
| 5K – Classroom 2 | 22 | 22 | 22 | 22 | 22 |
| Total Enrollment | 82 | 82 | 82 | 82 | 82 |

C. How students will be recruited and general admission policy:

OCSF will enroll any child who resides within the attendance boundaries of the Madison Metropolitan School District (MMSD), and is age-eligible for the grade they are enrolling in, provided seats are available. We anticipate that the majority of enrollment will come from families residing in South Madison's 53713 zip code, with a smaller percentage coming from families living in adjacent zip codes: 53711 and 53715. The

registration deadline will be determined after the school is authorized by the University of Wisconsin System Administration.

All interested families will complete an enrollment form online, during community meetings, at recruitment and outreach events, or during a drop-in, open house or a scheduled tour at OCSP.

- If OCSP receives completed enrollment forms from the *maximum* number of children we can enroll in each grade (44 in 5K or 38 in 4K), *or less*, then all of these children will be admitted.
- If OCSP receives *more than* 44 enrollment forms for 5K, more than 38 enrollment forms for 4K, or more enrollment forms than there are seats available in these grades in subsequent years, it will hold a public lottery for the preschool at a location that provides enough space for applicant students and families to participate. It is possible that OCSP could hold a lottery for one grade level and not the other, if OCSP receives enrollment forms that exceed the number of seats available in one grade and not the other.
- If OCSP does not fill all available seats, it will continue its grassroots recruiting efforts until it reaches its enrollment goal.
- Siblings of current OCSP students, or of children who receive a seat during the lottery, will receive preference for enrollment in the preschool. While the names of all children who have completed enrollment forms on file by the registration deadline will be included in the lottery and will be pulled blindly, the lottery process will account for sibling preference.
- Additionally, children who were enrolled in One City's Early Years Preschool (OCEYP) will be given preference for enrollment as well.

(a) Admissions Process

OCSP's admissions process will take place in three phases. It will begin its outreach campaign to enroll children and hire staff in February 2018 immediately after it receives final word from UWSA and the Board of Regents about the approval of its charter school application.

Phase 1: Enrollment Period. OCSP will be prepared to launch its website by February 8, 2018. This website will draw clear distinctions between One City's Early Years Preschool and its Charter Preschool. We are anticipating that our official enrollment period will begin Monday, February 12, 2018 and end Monday, April 30, 2018.

Beginning February 12, 2018, parents will be able to download and submit enrollment forms online. They will also be able to drop their children's enrollment forms off, or complete them on-site, at One City Early Learning Centers current preschool located at 2012 Fisher Street in South Madison. Parents may also send their enrollment forms through U.S. Mail. Enrollment forms will be marked with the date that they have been received by OCSP's administrative team. If necessary, a public lottery will be held to select students on Saturday, May 5, 2018.

Phase 2: Admissions and Registration. Formal admissions and registration will take place from Monday, May 7 through Friday, May 25, 2018. Parents must submit completed registration information, valid proof of residency, records transfer requests from their child's current preschool (if applicable), and complete a school tour and one-on-one enrollment interview with an OCSP

representative. Families who complete enrollment papers for their children, but are not yet residing in the Madison Metropolitan School District (MMSD), will be placed on a waiting list until they can show proof of residency within the attendance boundaries of MMSD.

Phase 3: New Student and Parent Orientation. Orientation will take place on three dates, if necessary. Parents who have completed admissions and registration will be able to sign-up for one of two orientation dates in June 2018. If there are still seats available in either grade at OCSP after the registration deadline, One City will continue to enroll and register families on a first-come, first-serve basis. An orientation date will be set for these families in August 2018.

OCSP will share more details about each of these processes in our Phase 2 application to UWSA.

(b) Marketing Plan

One City's marketing plan will support three priorities and goals:

1. **Enrollment:** Recruit, retain, and expand student enrollment annually – promote OCSP to as many parents and students as possible, and establish a wait-list of at least 10 children per grade level annually.
2. **Staffing:** Recruit and retain a talented, effective, and committed faculty and staff – field qualified applicants for each position in a timeframe that enables us to hire by June 30 each year.
3. **Public Image and Support:** Building, maintaining, and solidifying a base of support among local leaders, financial contributors, key partners, the media and the general public.

(c) Strategies

To recruit students, OCSP will make use of a variety of marketing strategies to accomplish its enrollment, staffing, fundraising and publicity goals. Each strategy will be phased in, from pre-launch of the school through the first three years of operation. These marketing strategies are less expensive and more sustainable with the budget of a new charter school than television, radio, and popular print advertisements. They also deliver a great return on investment if executed effectively. Each strategy will enable One City, with its limited staff, to promote itself to the general public and hard-to-reach communities, build relationships, sustain communications and achieve its goals.

Strategies will include image management, grassroots engagement, an online presence and partnerships, viral marketing, buzz marketing, school tours, community events and sponsored activities and popular/earned media. We will share more detail about each of these strategies in our Phase 2 application to UWSA.

D. Special issues or characteristics of the school:

- **Extended Day and Extended Year Learning Program:** OCSP will offer a typical extended day and extended year learning program for children, similar to what independent nonprofit preschools offer to families. The typical preschool in Madison opens at 7am and closes between 5:30pm and 6:00pm Monday through Friday. OCSP will open at 7:00am and close at 6:00pm. We will also offer an extended year program as well. Wisconsin public schools are required to provide 180 days of instruction annually. OCSP will operate a trimester model, where our children will be in school year-round, with the exception of common holiday breaks taken by the Madison Metropolitan School District and days for

seasonal/semester transitions and teacher training. Children attending OCSP will be in school for 234 days: the 180 day school calendar used by the Madison Metropolitan School District (MMSD) plus an additional 54 days during the summer. We factored into our budget projection a prorated increase in per pupil funding from UWSA/DPI for the extended year (54 days) but not the extended day.

- **Special Education Costs:** We are not able to predict with any reasonable accuracy, the amount of funding we will need to support children with special needs. We have planned to carry an operating reserve to support additional funding needs for special education over time, and to ensure we have cash reserves on hand to support the school's sustainability over time.
- **Anticipated Attrition:** Our budget does not reflect anticipated attrition of children during the school year. MMSD is preparing a report for us on mobility rates of children enrolled in its elementary schools across the city and in the 53713 zip code. We will address what we expect our attrition rates to be and how we will deal with this in our Phase 2 application with UWSA.
- **Child Care Accreditation:** One City Early Learning began the [Child Care Accreditation Process](#) with the City of Madison's Child Care and Accreditation Division in June 2017 with its existing school. We are on pace to complete our accreditation by February 2018. Once we secure accreditation, One City will receive a 5-Star rating via [Wisconsin's YoungStar Rating System](#) for preschools and day cares. The City has not yet determined if we will have to do this again for OCSP, or if our current accreditation will count given that the location and operation of the preschool are the same.
- **Ages and Stages Questionnaire (ASQ):** Through a donation provided by the United Way of Dane County and Community Coordinated Child Care (4-C) of Dane County, OCSP will administer the [ASQ](#) with children in our school. This tool enables us to work with families to determine if their children have exceptional learning needs that require further assessment and support, and/or a modification of our curriculum or classrooms to support their learning and developmental needs.
- **Invitation to Participate in the Baldrige Performance Excellence Program:** Because of the efficiency of our work processes, the strength of our 2015-16 financial audit, and the success we've had during our start-up phase, we were invited by the [Wisconsin Center for Performance Excellence](#) to begin the first phase of the [Baldrige Performance Excellence Program](#) that leads to consideration for the highly coveted Baldrige Award. We have delayed beginning the process until 2019 so OCSP can be a part of it as well.
- **Partnership with Edgewood College's School of Education:** In February 2017, Edgewood began teaching their practicum course for early childhood educators in-training at One City one day per week. During the summer, One City served as a host site for one of their student teachers. That student teacher is now a full-time paid teacher with One City, leading our 1-2 years old classroom. This fall, 10 students enrolled in Edgewood College's highly regarded early childhood education program are doing their practice teaching at One City. Our partnership is focused on helping pre-service teachers develop the skills, knowledge and tools necessary to help get children ready for school and life success before they reach kindergarten, and how to work effectively with parents, volunteers and community partners as well. This partnership will expand with development of OCSP.
- **Partnership with the University of Wisconsin-Madison School of Education:** In September 2017, UW-Madison's top researchers in early childhood education began teaching a course at our preschool titled, "Young Children's Mathematics Book Study and Action Research". It is taught one Wednesday per month from 4:30pm – 7:00pm at our Center. Fifteen educators from across Dane County are currently

enrolled in the course. More information about this course can be found by clicking here: <https://eop.education.wisc.edu/eop/professional-learning/courses/young-childrens-mathematics>.

During a meeting we had this fall with Dr. Beth Grau, an internationally acclaimed professor and researcher in early education and Dr. Diana Hess, Dean of the UW-Madison School of Education, we discussed extending our relationship in the future to include research and One City serving as a community practice site for their student teachers. We will engage UW-Madison in conversations about expanding our partnership after the UW System makes its decision about authorizing OCSP.

OCSP will have other unique features and partnerships as well. We will share more about them in our Phase 2 application.

3. Philosophy of this school in relation to organization, curriculum and instructional strategies:

A. Our Educational Philosophy

OCSP's educational philosophy is grounded in the belief that early childhood should be a time for children to grow, learn, explore, discover and make sense of the world around them while experiencing joy through free play, hands on learning, investigative thinking and structured activities with adults and other children. It is also important that children are cared for and nurtured by patient and loving adults who provide appropriate levels of structure, discipline, guided learning, and safety and security. Early childhood education should offer all of these things to young children. It should also be responsive to the reality that young children bring a broad range of skills, abilities, habits and culture into classrooms, and that each child will grow and develop at their own pace.

Learning in group settings like One City Senior Preschool should take place in a safe, secure and nurturing environment where children are inspired to freely explore the world around them. Children should also have teachers who understand how to effectively lead a classroom, facilitate learning and development among young children, and set appropriate boundaries for discipline and behavior. The curriculum teachers use should support their efforts to guide and enrich the development of young children, while ensuring they are optimally prepared for success in kindergarten and beyond.

OCSP also believes it is important to teach young children in an open classroom learning environment where the emphasis isn't on rote instruction, but on the quality and consistency of the engagement young children experience with a particular task, either determined by them or by an adult. The curriculum, classroom teacher, parents and volunteers should all work in tandem to address the development of the whole child, including their social emotional, physical, cognitive, language, literacy, mathematics and other areas involving the exploration of science, technology and social studies. Teachers should have a planned schedule and lesson plans for children every day, have a predictable daily routine and schedule, and should construct their classrooms according to the ideas, issues and topics children are learning about and are interested in. Parents should be given appropriate information to help their children learn, grow and develop at home, and should know what their children are learning at school. Classroom volunteers and organizational partners should bolster the curriculum of the school by addressing the individual needs, interests and aspirations of children, their teachers and the school overall.

To help children thrive academically starting in kindergarten, learning must go beyond memorizing facts, completing worksheets and learning how to perform basic tasks. Emphasis should be placed on helping children develop the foundational knowledge, skills and behaviors they will need to solve problems, create new ideas, improve upon existing ones and apply what they have learned in new situations. The depth of

understanding children will acquire can lead to a greater love for learning, an ability to develop innovative solutions to problems and the capacity to create new knowledge.

For schools to succeed at manifesting these achievement characteristics and social behaviors among all members of the school community, they must have a strong values-driven environment combined with a culture of accountability for academic and personal excellence that is accepted by all stakeholders. Their leaders must understand the harmonious relationship and interconnectedness between school governance and leadership, teaching and learning, parent and community engagement, and young children. When participants in each of these domains reflect high expectations and high engagement, effectively work towards common goals with each other, and put the learner first, young children will grow and achieve to high levels. Conversely, the success of young children is undermined when these attributes and relationships are weak or do not exist.

The leadership, faculty and staff of OCSP will walk-the-talk. They will understand their role in establishing a positive, welcoming and achievement oriented preschool culture for young children. They will embrace the importance of engaging and involving parents, volunteers and community partners in the learning and development of our students. They will also dedicate themselves to ensuring that OCSP provides a safe, secure and high quality learning environment, along with planned learning experiences and activities that help children advance socially, emotionally, cognitively, physically and educationally. OCSP will accomplish these things through:

1. a vibrant school culture that reflects our five core values every day,
2. a staff team that wants the best for children, and believes in going the distance to help them succeed;
3. a relentless focus on high quality teaching and leadership in an early childhood setting;
4. a quality, research-based curriculum that provides children with experiences to grow personally and educationally, and be prepared to succeed in kindergarten and first grade;
5. an emphasis on creative and project-based learning that combines individual exploration and accomplishment, with completing tasks and activities with peers, family members and other adults;
6. an environment that reinforces positive behavior and promotes kindness, love and care for one another, and that builds upon these attributes through strong relationships among children, between children and their teachers, and between parents, families, teachers, administrators and the school community;
7. data-driven decision making that informs classroom set-up, the selection of play equipment and materials, structured learning activities and projects, professional development of staff, school partnerships and experiential learning at home and school;
8. a strong commitment to engaging and involving parents in the growth, development and education of their children at school, and ensuring that healthy, effective and constructive two-way communication is established and maintained between school staff, parents and others who will be a part of OCSP's school community;
9. a vibrant, safe and team oriented learning environment and school culture; and
10. a high-quality network of support at school, at home, and in the community for our children, parents, team members and volunteers.

B. Research and Best Practices Inform our Philosophy and School Program

In her 2012 white paper on “Quality Pre-K: Starting Early to Close Achievement Gaps and Boost Student Achievement” prepared for the organization Stand for Children, Sara Mead points to research evidence to discuss how the achievement gap begins early. She shared the following:²

- Researchers estimate that as much as one-half to one-third of the white-black achievement gap already exists when children start first grade.
- Many children enter school lacking key language, literacy, pre-math, and social-emotional skills. Research shows that these gaps begin to emerge as early as 9 months of age.
- Gaps in school readiness are the result of disparities in children's early-learning experiences, both at home and in child-care settings. By age 3, children from the most-disadvantaged families have heard 30 million fewer words than children of professional parents.
- Children from low-SES families are more likely to watch TV and less likely to be read to by their parents or caregivers, be taken to zoos or museums, or exposed to other learning opportunities.

A seminal 1995 study by Betty Hart and Todd Risley, who were also lead researchers on the effects of early learning during the 1960s War on Poverty and the progenitors of the use of 'time-out' for disciplining children, found that three-year-olds whose parents are professionals generally have vocabularies that are 50 percent larger than those of children from working-class families, and twice as large as children whose families receive welfare. Specifically, they found that children in professional families heard an average of 11 million words in one year, compared to 6 million words among children in working class families and 3 million words among children of families receiving welfare. They also found that by age four, a child of a welfare recipient could hear 32 million less words than a child in a family of professional parents. Hart and Risley also found that a child's IQ, language abilities and success in school by age nine are largely determined by how much their parents spoke to them, and the type of language and words they used with them, between birth to age 3.³

As similar study in 2002 by Valerie Lee and David Burkam of the University of Michigan found that at kindergarten entry, cognitive scores of children in the highest socioeconomic group were 60 percent higher than those of the lowest group, and that math achievement was 21 percent lower for Black children than White children, and 19 percent lower for Hispanics.⁴

Jane Waldfogel, an economist at Columbia, theorizes that one of the reasons why white and black children have different levels of school readiness despite similar preschool attendance rates is that they do not attend the same kinds of programs. While she acknowledges the benefits of Head Start, she highlights evidence that shows it does not foster the same level of school readiness as school-based Pre-K or the best-quality private programs, which serve predominantly white children.⁵

In the often-cited analysis in the Brookings Institute's book, *The Black-White Test Score Gap* (1998), researchers Meredith Phillips, James Crouse and John Ralph were steadfast in attributing nearly half of the Black-White test score gap at 12th grade to achievement gaps that existed at first grade. They shared that "We could eliminate at least half, and probably more, of the black-white test score gap at the end of twelfth grade by eliminating the differences that exist before children enter first grade."

Other field experts such as Katherine Magnuson of the University of Wisconsin School of Social Work, whose research looks at how socioeconomic disparities affect the development of children, stresses that "most if not all of early gaps are due to economic disadvantage." She frequently points to the need for new policies, practices and resources to address poverty and inadequate education among parents while serving their children through high quality preschools at the same time.⁶

4. The curricular focus and instructional strategies that will define the nature of the school:

We have carefully selected the curriculum we will use with the children of OCSP. We are very serious about our children being ready to succeed educationally in kindergarten and first grade. Parents, and the broader community in which our preschool is located, will know that their OCSP students are being prepared to succeed personally and educationally, now and in the future.

A. The Creative and Anji Play Curriculum: One of OCSPs core values is offering a World Class Curriculum. By World Class, we mean a strong, well-rounded curriculum that gives children the foundational preparation needed for them to succeed and thrive in school and life. This is a key component to our school's agenda and success. OCSP will use a combination of curricula, along with other innovative and research-based strategies, to facilitate our children's growth and development through play, and through foundational skills development in reading, writing, mathematics, history, science and innovation.

1. **The Creative Curriculum** is a comprehensive, research-based curriculum that promotes exploration and discovery as a way of learning, and helps teachers build children's confidence, creativity and critical thinking skills that facilitate positive learner outcomes. The curriculum builds upon decades of research, offering educators a developmentally appropriate, inquiry-based curriculum that incorporates best practices for teaching and learning in preschool and kindergarten. It provides a framework through which teachers organize their classrooms and teaching strategies in an age appropriate manner. It guides teachers to construct and manage a learning environment, and offer learning activities that cover *38 objectives for development and learning* that are most critical to school success.⁷ The objectives cover 10 areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, the Arts and English Language Acquisition.

For example, in the area of Literacy, children in our 5K classroom will be learning to "demonstrate phonological awareness, phonics skills and word recognition". Teachers will work with students on these skills throughout the year, helping them notice and discriminate rhymes, alliterations, and discrete units of sound, while using phonics rules and knowledge of word structure to decode text.

The Creative Curriculum comes with a complete compliment of subject area curricula, assessment materials, online strategies and instructional guidebooks for teachers, information booklets and resources for parents, and online and in-person professional development for staff and administrators. The curriculum is also aligned with Wisconsin's Model Early Learning Standards and Practices for ages birth to first grade. Eight school districts in Wisconsin use Teaching Strategies as their required annual assessment for measuring growth and development of children in grades 4K and 5K. Website: <https://teachingstrategies.com/solutions/assess/gold/>.

2. **Anji Play** is a national standard for preschool education in China. It was developed and tested by Ms. Cheng Xueqin, Superintendent of 130 preschools serving 14,000 children ages 3 to 6 in Anji County, China. Anji Play is built around five core values: love, risk, joy, engagement and reflection. It provides numerous materials that allow children to create their own play every day, thereby cultivating creative, thoughtful and innovative learners who create a new physical structure, or a new way to play, and build upon their innovations every day. They also reflect upon their play daily through written play stories and by verbally describing to their classmates, teachers, parents, visitors and volunteers, what they were doing, building and creating during their play.

Through sophisticated practices, site-specific environments, unique materials and integrated technology, the Anji Play ecology of learning is quickly establishing itself as a new global standard for early childhood education and redefining understandings of learning, cognitive development and design. Returning the Right of Self-determined Play to children and communities in an environment defined by Love, Risk, Joy, Engagement, Reflection is the guiding principle of Anji Play.⁸

One City began implementing Anji Play in its existing preschool during the summer of 2016 as a way to nurture children's natural curiosity to create, build, ask questions, explore, problem-solve and build on their learning through their imaginations and play. OCPs leadership is dedicated to ensuring that children develop the early aptitude, interests, passion, desires, habits and skills to broadly and deeply engage in constructivist learning, the creative and design arts, and STEM (Science, Technology, Engineering and Mathematics) education. Anji Play provides the optimal environments, materials, methodology and time and space for young children to be able to do this. Website:

<http://www.anjiplay.com/>.

- B. Teaching Strategies Gold** is the companion student assessment system to the Creative Curriculum. It provides useful tools and information to assess children's growth and development during the year, and develop individualized learning plans for every child. Additionally, the assessment provides comprehensive and timely information for parents on their children's growth and development as well. OCSP Teachers will use GOLD at three different times during the school year – fall, spring and summer – to determine where their students are in their growth and development. Website: <https://teachingstrategies.com>.
- C. The SuperKids reading program** will be serve as the core literacy skills development program at OCSP. Through SuperKids, teachers will emphasize foundational vocabulary development, early reading and writing skills, phonemic awareness, parts of speech, and comprehension and fluency in the English language as a part of our literacy development program. Children will learn all 26 letters of the alphabet and one sound for each; write all uppercase and lowercase letters; blend letter-sounds to decode (read) words, segment letter-sounds to encode (spell) basic sight words; read 66 high-frequency Dolch words; and learn different parts of speech, synonyms, antonyms and the ability to categorize words. They will also learn comprehension and fluency skills for literary and informational texts, as well as writing mechanics, writing process, and different types of writing (narrative, opinion, informative/explanatory) in an early childhood and kindergarten context.⁹

Pleasant Rowland, the founder of the Rowland Reading Foundation and creator of the SuperKids Reading Program has donated the reading system, and all related professional development and training associated with it, to OCSP.

- D. OCSP will use Eureka Math**, created by Great Minds, to reinforce its math curriculum for 4K and 5K. *Eureka Math* connects math to the real world in ways that take the fear out of math and build students confidence, helping them achieve true understanding lesson by lesson and year after year.¹⁰ Eureka was developed by a group of mathematics experts and New York City math teachers who came together to improve mathematics education in the city's public schools. It provides free instructional resources, curriculum and assessment tools for 4K and above. One City will utilize Eureka's lessons, academic standards and professional development to ensure that our children are getting the very best introduction to mathematics in preschool.
- E. OCSP is a Screen-Time Free Environment.** Children will not watch movies, videos and cartoons at OSCP. They will not sit with hand-held computer devices as a form of play or for learning. Their classrooms will be

free of computer consoles, with the only computing devices being their teacher's laptop, phone and possibly an iPad for documentation and attendance-tracking.

On October 12, 2016, the American Academy of Pediatrics (AAP) announced new recommendations for children's media use. They cited research that highlights numerous concerns and adverse impacts that media use has on the cognitive, social-behavioral, physical, intellectual, educational and emotional development of children.¹¹ They recommended that parents with children ages two to five limit their children's screen time to one hour per day. Among children younger than age two, AAP appealed to families to avoid giving children any screen time at all, with the exception being taking pictures and video with their children. Another article published by the National Center for Health Research titled, "Young Children and Screen Time (TV, Computers, etc.)," highlights additional research the effects of screen-time on children ages six and younger, and advises parents to find other more interactive and creative ways for children to learn.¹² Screen time can minimize bonding between parents and children, between children and their siblings, and between teachers and children as well. At OCSP, we want children to spend their time building, creating, innovating, playing, communicating, interacting and thinking critically as often as possible. No screens in our classrooms means no distractions from our efforts to establish a creative learning environment for children.

5. Methodology by which this program improves the educational opportunities and outcomes for students. What evidence exists that suggests this model has demonstrated positive achievement outcomes?

A. Strategy for Measuring Student Outcomes

The school program and curricula that has been described in this proposal offer explanations of how OCSP will improve the educational opportunities and outcomes of our students. Evidence of OCSP's potential success can be best predicted by how children enrolled in One City's current preschool have fared educationally.

During the 2016-17 school year, One City used Teaching Strategies GOLD to assess our children's development and learning for all ages, 1 to 5. Children were observed performing tasks and responding to questions and directions in six areas using GOLD:

1. Social and Emotional Development and Learning
2. Physical Development and Learning
3. Language Development and Learning
4. Cognitive Development and Learning
5. Literacy Development and Learning, and
6. Mathematics Development and Learning

GOLD rates children on a scale of 1 to 9. Level 1 and 2 indicate that a child is behind where they should be developmentally at their age level. Levels 3 and 4 indicate that a child is showing emergent skills, knowledge, abilities, habits and aptitude in the developmental objective/area being measured. Levels 5 and above indicate that a child is right where they should be, or is well ahead.

One City's first year of implementation of GOLD was focused on setting baselines for children's growth and development in each classroom and age level. It gave us an opportunity to learn about our children's knowledge, skills and abilities, and what we need to do as a school and teachers to ensure children are making necessary and appropriate growth gains for their age level. It also informed our work and communication with parents.

One City's 4K teaching team first administered the GOLD assessment with their children between November 13 – 17, 2016 and June 7 – 14, 2017. Our June assessment data showed that, overall, seven (7) out of the nine (9) children that were graduating from our preschool were ready to succeed in kindergarten.¹³ One City teachers recorded their observations of each child every day during each two-week assessment window. Of the two children who did not demonstrate readiness, one had too many scores show up in the “emerging” category. The other student left our school for the summer two weeks before the assessment was completed by their teacher, and relocated to Milwaukee. However, we have since learned that this particular child tested at an advanced level on the PALS Early Literacy Screener administered by her new school in Milwaukee.

Despite its children's overall positive performance on the GOLD assessment, One City was concerned that the area where its children demonstrated the greatest difficulty was in literacy development. To ensure that children develop strong literacy skills, OSCSP will utilize the SuperKids curriculum and assess children three times instead of two times.

B. Action Plan for Improvement

To successfully address the literacy needs of our children during the 2017-18 school year, which runs from September 1, 2017 through August 31, 2018, OSCSP teachers completed action plans for their classrooms. These plans address the needs and opportunities of our children, school and them as teachers.

As part of the solution, we began implementing the SuperKids Reading Program in our 2 1/2 to 5 years old classrooms in September 2017. We invested in training and professional development for our teachers and support staff. Our teachers also began increasing their use of “Circle Time” in their classrooms to cover key concepts in literacy (and mathematics). Teachers will also review students' progress three times per year in 2017-18 rather than the two times we did this in 2016-17, and make appropriate and necessary adjustments to their curriculum, instruction, classroom structure and organization, play materials and learning aids, and engagement with their children and their parents to best facilitate our children's learning and development. Teachers will complete three “check points” using the GOLD evaluation by the following dates in 2017-18:

- ☐ October 29, 2017 (Will give us a baseline of where children are at in their growth and development)
- ☐ February 14, 2018 (Will help us determine how children are progressing for their age level)
- ☐ July 31, 2018 (Will help us determine where children are in their readiness to transition to next age, class and kindergarten)

What One City learns from the changes we made this year, including how our children perform educationally, will determine our course of action at OSCSP during the 2018-19 school year.

C. Monitoring our Students Performance over Time

Parents will be asked to sign a student information release form that will enable OSCSP to secure student achievement data for our children after they transition to elementary school. Additionally, the Madison Metropolitan School District (MMSD) has agreed to create a “course code” for OSCSP graduates that will be assigned to children when they enroll in an MMSD elementary school. This code will enable us to track our students' success as they matriculate through the school system, all the way through high school graduation.

One City will begin implementing this tracking system this school year. This will enable us to learn from and provide longitudinal and persistence data on the long-term outcomes and performance of children who

attended our preschool. MMSD has approved One City's ability to secure this data on our children through their 5th grade year. At that time, we will have to request permission from our graduates' parents to secure data on their children through 12th grade. We plan to work with other school districts in the Greater Madison area, and with the schools and districts outside of Dane County that our children attend, to establish similar student monitoring systems with them.

D. Parent Satisfaction and Feedback

We routinely receive strong support, input and feedback from parents of the children we serve. There is a high level of satisfaction with One City. Here are some examples (and their quotes have not been edited):

1. **Parent Aaron (Facebook):** For anybody looking to enroll their kids in a great daycare, One City is the place! Check them out and get in touch with Kaleem or Marlo for more information. Bethe and I would talk to you more too... Unprompted, my just-turned 5-year-old was killing it with his math last night. "When I'm older and I have a family with two dogs and three kids, my family will have 7 total! (One additional for a partner is understood)" Ms. [Althea](#) and Mr. [Bryce](#) are doing work!
2. **Parent Destiny (Facebook):** I think she's doing really well here. I am really excited about how her language and speaking ability has gotten better. She's able to use bigger words and is able to use long sentences and tells me when things are wrong. She wasn't able to do that in her old daycare because she wasn't learning anything; but here, she's done great. She also has a lot of new friends.
3. **Parent Shaneila (Text):** Our daughter has adjusted well to her new school. She still talks about going back to One City, and she wants to bring you all donuts and coffee (Lol). And her test scores look great! You all did an amazing job preparing her for kindergarten.
4. **Parent Christina (Facebook):** My son came here after attending a previous "5 Star" center that was not a great experience. He was non-verbal, and the prior center treated him horribly. After starting at One City in July of 2016, they worked with us as a family to help him grow as a child. My son is speaking, knows all his numbers/ colors shapes/letter and can even spell his name. It's insane the amount of information he learns from his teachers. He actually wants to go to school now versus the crying/tantrums we experienced before. We couldn't be happier having him at this school, and the team that works with us. It's a wonderful, warm atmosphere. They make us feel welcomed and that we belong. This goes a long way for us, as we were newer to the city. Thank you for doing an amazing job!!
5. **Parent Jodie (Facebook, referencing our June 6, 2017 preschool graduation ceremony):** Last night I experienced one of those moments where you know, as a parent, you are getting something right. We had the honor of watching 8 children graduate from pre-school and while Cam didn't graduate, he was beaming with excitement.

It was over two years ago that Carl and I learned about One City. We'd never met Kaleem personally but had followed him in the news as he fought to open a charter school. As we learned more and more about his vision and compassion for our kids, we knew that Cam needed to be a baby badger. Time passed and Cam was already enrolled elsewhere, Carl and I kept One City in our minds. When the time came, we went back and forth to pull him out of where he was or not. After two weeks of discussion we decided to enroll him at One City. We as parents wanted to give him all that we had, we wanted to invest in him at home and academically, even at two years old. We know that his success needed more than just us and believed that One City would do this.

I looked around at everyone at the graduation last night, I saw love, I saw laughing, I saw my child so excited for his friends, he walks around One City like it's his, he has pride and ownership of it. To us, this tells a lot of his experience here. His love for One City is a manifestation of how the volunteers, staff, teachers, and leadership of OC feel about him. Last night I was so grateful of that decision in August 2015 to enroll him. Last night, I knew we got this right.

6. **April 2017 Parent Survey – Anonymous:** A safe place filled with love. Trustworthy. Calm (usually! haha). It also means (at the risk of offending) a place where being low-income or a person of color isn't synonymous with bad behavior, "lazy parenting", uneducated kids. It's a place to witness that kids CAN and MUST succeed regardless of income and that parents from all communities DO care and commit to their families even when working their asses off and not making much \$\$\$. And that it takes strong leadership and a true village to help kids thrive (struggling with this in our public elementary school, so thank you for setting a strong example.) One City is breaking the mold in important ways in this city.
7. **April 2017 Parent Survey – Anonymous:** First feelings: you care about OUR children. personal investment. commitment to not just education, but relationship with family, nutrition, well-being, joy, exploration, creative ways to serve the community, no-apologies attitude toward making One City the best place for kids, willingness to try new things and explore out of the box ideas, like Anji Play.

6. The proposed governance structure for this school and how educators, students, families, and community leaders will participate in a meaningful way:

OCSP will have a 13-member Board of Directors. The current Board of Directors of One City Early Learning Centers, Inc. will also serve as the Board of Directors of the Charter Preschool. We will ensure that parents of children enrolled in OCSP are represented on OCSP's Board and Committees.

A. Directors

One City's governance board includes influential leaders in business, education, philanthropy, community and economic development, and civic leadership. The Board meets bi-monthly, six times per year on the 4th Tuesday of the following months: (January, March, May, July, September and November). We hold our annual Board Retreat and Annual Meeting in May. Currently, there are 11 members on our Board:

- **Kaleem Caire**, Founder and CEO, One City Early Learning Centers, Inc.
- **Gordon Derzon**, Retired President & CEO, UW Hospitals & Clinics
- **Carola Gaines**, Badger Care Outreach Coordinator, UW Health/Unity and Past President, Delta Sigma Theta Sorority
- **Alexander Gee, Jr.**, Ph.D., Senior Pastor, Fountain of Life Covenant Church & President/CEO, Nehemiah Center for Urban Leadership
- **Donna Hurd**, Director of Administration, Perkins Coie LLP (Law Firm)
- **Torrey Jaeckle**, Owner, Vice President and CFO, Jaeckle Distributors
- **Joseph Krupp**, Owner, Prime Urban Properties and Food Fight Restaurant Group; Founder and former owner, Krupp General Contractors
- **Lindsey Lee**, Owner, Cargo and Ground Zero Coffee Stores
- **Lynn McDonald**, Ph.D., Retired Professor of Social Work at UW-Madison and Middlesex University in London, and founder of the internationally acclaimed FAST (Families and Schools Together) Program
- **Jodie Pope Williams**, One City Parent and Academic Advisor, Madison College
- **Noble Wray**, Retired Chief of Police, City of Madison Police Department

Our Preschool Director (i.e. Principal) and our Director of Family and Community Initiatives also attend all One City Board meetings, and provide staff support. We will fill the remaining two spaces on our Board by May 2018.

B. Committees

One City's Board includes three committees: (1) Finance, (2) Fundraising and Special Events, and (3) Programs and Operations. We also plan to establish a policy committee in 2018 that will focus on building awareness and support for One City and early childhood education in Dane County, and across Wisconsin. One City's committees will be comprised of Board members, community representatives and parents from our school.

C. Parents

One City's leadership is currently working with a planning team comprised of 15 One City parents to establish the One City Parent Committee. This committee will serve as a source of support, input and feedback for other One City parents, our children and our school. It will also assist with promoting the Preschool to other parents and community members across our attendance area.

The Parent Committee will be led by One City's parents and supported by One City's leadership and administrative staff. They will have an annual budget of \$2,400 to support their work and projects. The Committee will hold its first formal meeting in February 2018.

7. The financial capability of the organization seeking the charter and the relationship between the charter school and the host organization:

One City Early Learning Centers, Inc. was established as a nonprofit corporation in Wisconsin in July 2014. Since then, we have raised \$3.0 million from 1,096 individual donors and 68 businesses, foundations, churches and service organizations. Nine donors have invested more than \$100,000 and 23 have invested more than \$25,000. More than \$1.5 million was invested in the renovation of the South Madison Day Care facility that serves as One City's home. The remaining funds have supported our general operations, teacher recruitment, curriculum and classroom development, tuition scholarships for families in need, and our healthy meals program.

We recently completed a formal audit of our 2016-17 finances. We had a clean audit in 2015-16 and clean financial review in 2014-15, our first year of operation.¹⁴ Additionally, we hold a gold rating with GuideStar, a highly regarded U.S. based nonprofit that provides tax, organizational, and financial information on nonprofit organizations worldwide. The gold rating recognizes One City for our commitment to public transparency relative to our programmatic, operational and financial performance.

Our operating budget for 2017-18 is \$1,049,445. Approximately one-third of our tuition payments come from parents, one-third comes from third party sources such as the Wisconsin Child Care Subsidy Program for low-income families, and the remaining third comes from private fundraising we do to support our operations, tuition scholarship program and healthy meals program.

One City operates on a July 1 to June 30 fiscal year. Its annual budget is prepared by One City's CEO, accounting service and administrative staff, with staff and parent input. The budget is fully vetted by One City's Finance Committee before it is brought to the board for initial review and a final vote. Annually,

our Board reviews and discusses our budget proposals for the next year at our May retreat, and passes the budget in July. They also review our budget at mid-year (January) to determine how we are performing against year-end goals, and if our budget priorities and expectations need to be adjusted, eliminated or maintained.

One City's finances are managed by Numbers 4 Nonprofits of Madison on a contractual basis. One City's human resources and payroll functions are managed by QTI Human Resource Group of Madison, also on a contractual basis. Wegner CPAs of Madison has been One City's auditor for its first three years. The budget process and contractual relationships expressed here will continue with OCSP as well.

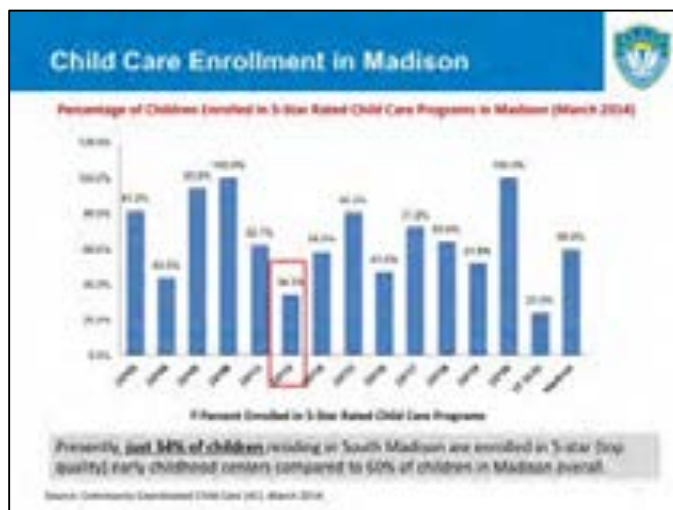
8. The potential location of the school:

A. Location and Access to High Quality Preschool in South Madison

One City Senior Preschool (OCSP) will be located in the recently renovated South Madison Day Care Center facility at 1212 Fisher Street. The facility serves as the home of One City Early Learning Centers (whose name will soon be changed to One City Schools, Inc.), the entity that is starting the preschool. OCEL leases the facility from Forward Community Investments (FCI) of Madison, but intends to purchase the facility from FCI by December 31, 2018.

The Charter Preschool will operate in four large classrooms and have access to indoor and outdoor play areas and a public park nearby. It will also be located in Madison's most economically and racially diverse zip code, which also has the greatest need for high quality early learning opportunities in Dane County.

The 2010 U.S. Census shows that 22,146 people were living in the 53713 zip code: 53% were white, 47% were persons of color and 2,023 were children under the age of 5. According to Community Coordinated Child Care (4-c), in 2014, the year before One City Early Learning opened its center, 619 children residing in the 53713 zip code attended a group early learning center. Another 107 attended a family child care center. While the 53713 zip code had the fourth highest level of participation of children in early education in the City of Madison, it had the lowest percentage of children attending an accredited early learning center.¹⁵

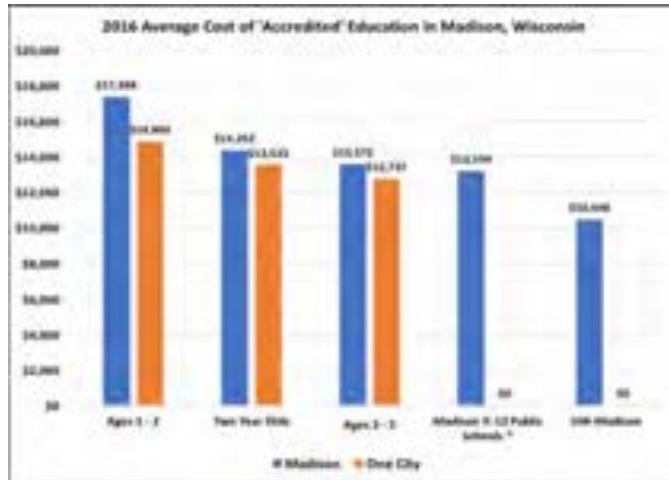


Only 34 percent of children residing in the 53713 zip code attended an accredited, 5-star day care or preschool. More concerning, in the neighborhood where OCSP will be located (census tract 14.01), only 24% of the children attended an accredited, 5-star center.

In 2014, most families whose children attended an accredited center were taken to a center outside of the 53713 zip code. That year, there was only one accredited preschool in South Madison: Head Start, which serves families at 100% of poverty or lower and is limited to 60 children in its half-day program and 30 in its full-day program.

Note: Accreditation does not guarantee that children will be well-prepared for success in kindergarten and beyond. However, the standards required to achieve accreditation through accrediting bodies such as the City of Madison’s Child Care Division and the National Association for the Education of Young Children (NAEYC) increase the likelihood that children will receive a thoughtful, high quality early learning experience that will prepare them for long-term success. Also, the number of children enrolled in group early learning centers declined from 619 in 2014 to 521 due to the closure of other centers and more children enrolling in the Madison Metropolitan School District’s free, half-day 4K programs (170 total). The number enrolled in family day care only increased by three children, from 107 children in 2014 to 110 in 2016.

B. Poverty and Affordability of High Quality Preschool in South Madison



It’s also important to note that a large percentage of families residing in the 53713 zip code do not earn enough income to afford the cost of early childhood education, especially high quality day care or preschool. Residents of 53713 held the highest employment rate of any zip code in Dane County, while also harboring the highest poverty rate among households at the same time. In 2010, 82.1% of men and 71.1% of women residing in South Madison were in the labor force compared to 77.5% of men and 70.7% of women countywide. Yet, the median income among families residing in the 53713 zip code in 2010 was \$38,473 compared to \$83,294

for the County. Fewer than 30 percent of adults in the 53713 zip code worked in professional or managerial level occupations, which generally offer higher wages. Additionally, fewer adults in 53713 graduated from high school or college, and the percentage households with two adults earning income was less than other areas of the city and much less than the County average.¹⁶

In the Bram’s Addition Neighborhood where OSCP will be located, the median annual “Individual Worker” income was \$16,581 annually. The median household income for adults ages 25 to 44, who in this age band are most likely to have young children, was \$28,182. Among South Madison families with children in day care or preschools, 62% were receiving state aid for tuition, a rate three-times higher than the County average. Without access to affordable, high quality preschools that provide a full-day preschool experience for young children, it is highly unlikely that children who are living in poverty or caught in the continuous cycle of Madison’s racial achievement gap will begin kindergarten and first grade ready to succeed educationally. It’s also highly unlikely that we will reduce the astounding achievement gap in Madison and Dane County.

C. Student Achievement in South Madison

| TARGET AREA SOUTH MADISON (JULY'S ZIP CODE) | | | | | | |
|---|--|----------------------------|---|----------------------------|--|----------------------------|
| 2016-17 Racial Ethnicity | 2016-17 Number of Students Tested | Change Since 2013-14 | 2016-17 Number of Students Reading at Grade Level | Change Since 2013-14 | 2016-17 % of Students Reading at Grade Level | Change since 2013-14 |
| Black | 146 | -13 | 18 | -8 | 1% | -2% |
| Latino | 382 | +128 | 58 | +62 | 15% | +9% |
| Asian | 87 | +64 | 17 | -38 | 20% | -12% |
| White | 399 | +38 | 132 | +118 | 33% | +8% |

OCSF will be located in a neighborhood where most of the children perform below grade level in local elementary schools serving the area. According to the Madison Metropolitan School District's MAP (Measures of Academic Progress) scores of children attending their elementary schools during the 2016-17 school year, 1,726 of 2,082 Black children (83%) were reading below grade level. In the four elementary schools serving children residing in South Madison, fewer than 25% of students of color were reading at grade level in third, fourth and fifth grade combined on the state's Forward exam. To the left is a chart showing these results.¹⁷

9. Evidence of support from the community:

As shared in section eight of this document, One City has received financial support from 1,096 individual donors and 68 businesses, foundations, churches and service organizations. We have also enjoyed the support of 272 volunteers who have invested their time, talent, love and expertise in One City since we opened in 2014. Volunteers helped prepare our current facility for construction in 2014/15, helped us set-up, paint and organize our temporary location in 2015, and helped us move in and organize our current home after the renovation was completed in 2016.

Community members helped set-up our playgrounds and gardens. They've purchased books and related items for learning and play for our classrooms and play areas. They purchased curriculum and professional development opportunities for our team members. They've donated clothes to our children, made hats for them for the winter, and purchased holiday and birthday cards and gifts for our children and team. They have also donated tickets to various performing arts and recreational events for our staff members and families to attend.

Volunteers have also spent time reading with our children, working on classroom projects, attending field trips, assisting with daily meal preparation, and hosting and organizing special events and fundraisers. A handful of volunteers have provided counsel, guidance and therapy to some our parents and their families.

We are fortunate to have a regular weekly group of volunteers who staff our reception desks all day, with each volunteer dedicating a morning or afternoon shift while answering the phone and assisting us with various administrative tasks. We routinely have a corps of 24 regular weekly volunteers who visit our school to engage in programming with our children, or to support our administrative functions. Essentially, "One City" is truly emblematic of its namesake: "It takes a village to raise a child". One City has already succeeded in getting a lot of people in the village to pitch in, and more are joining us every week.

As part of our efforts to inform the Madison community about our plan to establish the One City Senior Preschool as a public charter school, we held a series of meetings with our top donors, the leadership of the Madison Metropolitan School District, and other key persons in Dane County. We also hosted three

public meetings to discuss our plans with large and small groups of community leaders, early educators, and leaders in business, education, government and philanthropy. Attendees of these meetings were enthusiastic about our plans for the public charter school. In total, 129 people attended these public and small group forums. We also met with the parents of One City's current students about establishing a public charter school. There was 100% support from this group as well.

Additionally, our local neighborhood association, churches (Mount Zion Baptist and Fountain of Life Covenant Church), and our city council representative Sherry Carter and county board representative Sheila Stubbs have all supported the establishment of One City as a preschool in our current location. We have hosted several well-attended community events at local churches, businesses, professional clubs and community-based organizations in Madison. We also have great relationships with other community-based organizations in our area, including Centro Hispano, Urban League, Literacy Network, YWCA of Madison, Resilient Cities Center, Bram Hill Apartments and Housing Ministries of American Baptists, and the Goodman Public Library.

10. Business plan for school development and first-year operation:

Attached to the end of this proposal is a copy of our five-year budget summary, along with a copy of the long-form of our planning year and first year budgets, and projected cash flow statement for our first two years of operations.

OCSP will be funded through a combination of federal, state and local funding, and private philanthropy. We expect to receive a maximum of \$779,022 in per pupil payments in 2018-19 from the Wisconsin Department of Public Instruction (DPI) if we reach our goal of enrolling 82 children total. DPI will provide these funds to OCSP in four payments: September 2018, December 2018, February 2019 and June 2019. OCSPs per pupil funding will depend on the number of children we have enrolled on the day DPI conducts its annual pupil enrollment counts. These counts occur on the third Friday of September and second Friday of January. **Equals: \$779,022 in 2018-19**

We also plan to apply for a charter school start-up and implementation grant to cover our initial school set-up and hiring costs. We hope to receive \$150,000 in start-up funding and \$550,000 spread equally over five years of operation. OCSP will use the start-up funds to hire teachers and support staff two weeks before school starts in the fall of 2018, and provide them training, classroom organization and team building exercises. We will also cover the costs of furniture, equipment and supplies for the four classrooms that will serve OCSP students, and the purchase and installation of a digital phone system and building security/alarm system. Note: If we do not receive start-up funding from DPI, we will raise what we need through private fundraising while adjusting our planning year budget and first year operating budget accordingly. **Equals: \$260,000 in 2018-19**

Per a conversation we had with the DPI's Title I team, we are expecting our Title I allotment to be very small. This could change, but we decided to remain conservative on expected federal entitlement revenue. **Equals: \$1,000 in 2018-19**

We would like to negotiate with UWSA and DPI, additional funding for our extended day preschool program. Independent day cares and preschools are typically open from 7am to 5:30pm/6:00pm. We believe a full-day preschool program will go much further in addressing the achievement gap than a half-day program the state currently funds. It will also address the adversity that parents of young children experience when need to leave work to pick-up their children from half-day preschool programs every day. Furthermore, it would be very helpful to OCSP parents if they did not have to pay high weekly fees for before school and after school programs for their children.

To make it clear to families, we have factored into our budget, the cost of before and after school care and how much parents will have to pay for 4K children who remain in school from 1pm to 6pm and for 5K children who will remain in school from 3:30pm to 6:00pm. We also plan to apply for a waiver with the Wisconsin Department of Children and Families to secure adequate support for our before school, extended day and regular school day programs for families who are eligible for child care financial assistance.

Based on our enrollment, hours of operation and the structure of our school day, we expect that parents will pay an average of \$108 per week for before school and afterschool care. Below is our daily schedule and planned fee schedule for five days of before and after school care each week. We used 2016-17 fee rates charged by the Wisconsin Youth Company of Madison, which operates school-wide before and after school programs in 10 elementary schools in the Madison Metropolitan School District, to determine our fee rates as well.¹⁸ **Equals: \$147,114 in 2018-19**

- ☐ Before School: 7am – 8:30am: 4K and 5K rate is the same \$36.00 per week
- ☐ Regular School Day: 8:30am – 3:30pm: Parents don't pay (free)
- ☐ After School: 4K is 1pm – 6pm at rate of \$130 per week and 5K is 3:30pm – 6pm at rate of \$82 per week

We also expect that 60% of our families will qualify for financial assistance for after school and before school care through the Wisconsin Department of Children (DCF) and Families' Wisconsin Child Care Subsidy Program. We anticipate receiving an average of 65% of our fees from DCF for a projected 26 eligible children in 5K and 23 in 4K. **Equals \$275,839**

Additionally, we expect to receive \$68,386 in reimbursements for food through the National School Lunch, Breakfast and After School Snack programs for 82 students. To determine the expected level of reimbursement, we were conservative in using the "less than 60% free and reduced price lunch eligible" reimbursement rates listed in the Federal Register for Food and Nutrition Services on July 28, 2017.¹⁹ **Equals \$68,386**

The final two categories we expect to receive funds in are (1) private fundraising, which we anticipate will comprise 3.9% of our total operating budget in the first year of our charter school contract and 3.6% in the last year of our contract, and (2) activity fees paid by parents over the course of the school year. In 2017-18, OCSP will raise a minimum of \$56,392 from private funding sources to cover food costs not reimbursed by the federal government (\$31,392), plus an additional \$25,000 to contribute to our reserve fund. We also project \$4,100 in revenue from parents for field trips (\$50 per year per child) and \$4,100 in fundraising activity led by OCSP's Parent Committee. **Equals \$56,392 in fundraising and \$8,200 in activity fees**

11. Potential subcontracts that might be part of the school's operation:

OCSP will contract with the following entities to provide ongoing operational support to the school.

- **Numbers for Nonprofits (N4N):** OCSP will contract with N4N to serve as the school's CFO and provide comprehensive accounting and financial management services. Accounting services will include weekly on-site recording of accounts receivable and other receipts, accounts payable and other accrued expenses, bank transactions, and other related accounting matters. Financial management will include closing month-end financial statements and reviewing them with One City's CEO, Center Director and Finance Committee and Board of Directors. N4N will also monitor OCSP's monthly cash flow and will assist with the development of OCSP's financial policies and procedures, annual budget, annual audit, Form 990 preparation, reports to UWSA and the Wisconsin Department of Public Instruction, and make recommendations for internal controls. Website: <http://numbers4nonprofits.com>.

- **QTI Human Resources Group:** QTI will be the back-office provider of Human Resources services for OCSF, providing the following professional employers services: bi-weekly payroll, payroll taxes, unemployment compensation claims, worker's compensation services, human resources and compliance-related services, benefits administration, 401K (unless teachers are a part of the Wisconsin Retirement System), short-term disability and benefits plans for health, dental, vision and life. Website: <https://www.qtigroup.com>.
- **Atlas Designs:** Rasheid Atlas of Atlas Designs will develop and manage the web content for OCSF's website via a monthly management contract. Website: <http://www.rasheidatlas.com>.

OCSF will also enter into monthly, quarterly and annual service agreements with other entities that provide lawn care and grounds maintenance, fire sprinkler protection and alarm system testing, building security monitoring, phone service and elevator maintenance, food and kitchen supplies, janitorial supplies, technology management and support services, transportation, professional development and student services, as needed.

End.

¹ *One City's Healthy Meals Program* was featured on WISC-TV Channel 3: http://www.channel3000.com/health/one-city-early-learning-centers-introduce-kids-to-healthy-eating_20161215100259710/213735893

² *Quality Pre-K: Starting Early to Close the Achievement Gaps and Boost Student Achievement*. A White Paper by Sara Mead, Stand for Children Leadership Center, June 2012.

³ Betty Hart and Todd R. Risley. *Meaningful Differences in the Everyday Experience of Young Children* (Brookes Publishing, 1995).

⁴ David Burkam and Valerie Lee. *Inequality at the Starting Gate: Social background differences in achievement as children begin school* (Economic Policy Institute, September 2002).

⁵ Jane Walfoegel. *Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap* (Russell Sage Foundation, 2008).

⁶ Meredith Phillips, James Crouse, and John Ralph, "Does the Black-White Test Score Gap Widen after Children Enter School?" in *The Black-White Test Score Gap*, edited by Jencks and Phillips (Brookings Institute, 1998).

⁷ *The Creative Curriculum for Kindergarten: Touring Guide* by Teachings Strategies LLC, 2017.

⁸ *Anji Play Website – This is Anji*: <http://www.anjiplay.com/home/#anjiplay>

⁹ *SuperKids: What students learn in kindergarten*, <http://www.superkidsreading.org/k-2-reading/kindergarten.php>.

¹⁰ Great Minds: A new curriculum for a new day, <https://greatminds.org/math/about-eureka>

¹¹ American Academy of Pediatrics Announces New Recommendations for Children's Media Use (American Academy of Pediatrics, October 21, 2016) <https://www.aap.org/en-us/about-the-aap/aap-press-room/pages/american-academy-of-pediatrics-announces-new-recommendations-for-childrens-media-use.aspx>

¹² Padma Ravichandran and Brandel France De Bravo, *Young Children and Screen Time (TV, Computers, etc.)* (National Center for Health Research, No date given) <http://www.center4research.org/young-children-screen-time-tv-computers-etc/>

¹³ Note: One City Early Learning Centers offers a year-round educational program. It's school year starts on September 1 and ends on August 31 the next year. A formal graduation is held for children who will enter kindergarten and first grade in the fall in June. Most children remain at One City during the summer for the third semester.

¹⁴ In Wisconsin, nonprofits that earn under \$400,000 in revenue are not required to complete a full audit. Instead, they should complete a formal financial review by a reputable accounting and audit firm. One City's revenue in 2014-15 did not exceed \$400,000.

¹⁵ Community Coordinated Child Care (4C), Dane County Early Childhood Demographic Report, 2014. https://www.4-c.org/images/stories/2014_Dane_County_Demographic_Report.pdf

¹⁶ U.S. Census Bureau, 2010 Reports for Madison and Dane County

¹⁷ *Data – Measures of Academic Progress (MAP)* provided by the Madison Metropolitan School District, website: <https://public.tableau.com/profile/bo.mccready#!/vizhome/MAPResults2015-16/MAPResultsWithSchool>

¹⁸ Wisconsin Youth Company, Fees & Payment Calendar: 2017-18 School Year-Madison.

https://www.wisconsinyouthcompany.org/assets/images/uploads/before_after_school/17-18ASFees-PayCalendar_Madison.pdf

¹⁹ Federal Register, National School Lunch, Special Milk, and School Breakfast Programs, National Average Payments/Maximum Reimbursement Rates: A Notice by the Food and Nutrition Service, July 28, 2017

<https://www.federalregister.gov/documents/2017/07/28/2017-15956/national-school-lunch-special-milk-and-school-breakfast-programs-national-average-paymentsmaximum>

UWSA Application: Five-Year Forecast

12/15/17

One City Prep Preschool Budget - One Location

| Five-Year Forecast | | | | | | |
|--|----------------|------------------|------------------|------------------|------------------|------------------|
| INCOME | PY17-18 | SY18-19 | SY19-20 | SY20-21 | SY21-22 | SY22-23 |
| TOTAL NUMBER OF CENTERS | 1 | 1 | 1 | 1 | 1 | 1 |
| Per Pupil Charter Payments from UWSA/DPI | - | 779,022 | 798,108 | 817,661 | 837,694 | 858,218 |
| DPI Charter School Planning & Implementation Grant | 150,000 | 110,000 | 110,000 | 110,000 | 110,000 | 110,000 |
| Federal Entitlements | - | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Charter School Facilities Allowance | - | - | - | - | - | - |
| One City Parents (For Before and After School Care) | - | 147,114 | 150,971 | 154,827 | 158,683 | 162,540 |
| City, County, State-DCF (Wisconsin Shares) | - | 275,839 | 283,070 | 290,300 | 297,531 | 304,762 |
| Other Government Funding/Grants | - | 68,386 | 69,070 | 69,761 | 70,458 | 71,163 |
| Fundraising (Excess Cost of Food Program) | 100,000 | 56,392 | 56,600 | 56,810 | 57,023 | 57,238 |
| Activity Fees | - | 8,200 | 8,200 | 8,200 | 8,200 | 8,200 |
| Loans | - | - | - | - | - | - |
| Other Income | - | - | - | - | - | - |
| TOTAL INCOME | 250,000 | 1,445,953 | 1,477,018 | 1,508,560 | 1,540,590 | 1,573,119 |
| % of Total Income that's from Parents (For Before/After School) | 0.0% | 10.7% | 10.8% | 10.8% | 10.8% | 10.9% |
| Ave. Weekly Payment by Parents (For Before/After School) | - | 108 | 111 | 113 | 116 | 118 |
| % of Total Income that's from Fundraising | 40.0% | 3.9% | 3.8% | 3.8% | 3.7% | 3.6% |
| EXPENSES | SY17-18 | SY18-19 | SY19-20 | SY20-21 | SY21-22 | SY22-23 |
| Personnel Salaries and Benefits | 61,610 | 1,068,181 | 1,084,640 | 1,099,162 | 1,114,040 | 1,129,288 |
| Direct Student Costs | 71,559 | 142,608 | 159,962 | 151,932 | 161,301 | 147,744 |
| Parent Engagement Program Expenses | 6,363 | 11,718 | 11,796 | 11,900 | 11,978 | 12,082 |
| Occupancy Expenses | 25,000 | 22,900 | 25,986 | 26,216 | 26,448 | 26,682 |
| Office Expenses | 19,115 | 87,080 | 88,585 | 91,119 | 91,495 | 93,014 |
| General Expenses | - | 40,700 | 41,728 | 42,793 | 43,897 | 45,042 |
| Contingency | 1,773 | 13,615 | 14,009 | 14,112 | 14,372 | 14,418 |
| TOTAL EXPENSES | 185,420 | 1,386,801 | 1,426,706 | 1,437,234 | 1,463,531 | 1,468,271 |
| EXCESS / (DEFICIT) | SY17-18 | SY18-19 | SY19-20 | SY20-21 | SY21-22 | SY22-23 |
| Excess / (Deficit) | 64,580 | 59,152 | 50,312 | 71,326 | 77,058 | 104,848 |
| Reserve Fund | 64,580 | 123,732 | 174,044 | 245,370 | 322,428 | 427,277 |
| MAJOR ASSUMPTIONS | SY17-18 | SY18-19 | SY19-20 | SY20-21 | SY21-22 | SY22-23 |
| Student Enrollment | - | 82 | 82 | 82 | 82 | 82 |
| Facility Size (4 Classrooms) | - | 3,014 | 3,014 | 3,014 | 3,014 | 3,014 |
| Average Square Feet / Classroom | - | 753.38 | 753.38 | 753.38 | 753.38 | 753.38 |
| Number of Lead Classroom Teachers (FTE) inc one Float Teacher | - | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| Number of Part-Time Assistant Teachers (PTE/LTE) inc one Float | - | 9.0 | 9.0 | 9.0 | 9.0 | 9.0 |
| Average Lead Teacher Salary w/o bonus | - | 40,971 | 41,381 | 41,795 | 42,213 | 42,635 |
| Average Assistant Teacher Comp w/o bonus (Part-time 5.5 hrs/day) | - | 19,635 | 19,831 | 20,030 | 20,230 | 20,432 |
| Average Student/Teacher Ratio | - | 10.3 | 10.3 | 10.3 | 10.3 | 10.3 |
| COST PER STUDENT | SY17-18 | SY18-19 | SY19-20 | SY20-21 | SY21-22 | SY22-23 |
| Student Enrollment | - | 82 | 82 | 82 | 82 | 82 |
| Per-Pupil Income (Excludes Federal Food Program Funding) | - | 12,648 | 12,928 | 13,213 | 13,505 | 13,802 |
| Private Grants & Donations Income Per-Pupil | - | 688 | 690 | 693 | 695 | 698 |
| Per-Pupil Expenditures (Includes Food Costs, Chef Salary, Kitchen) | - | 16,912 | 17,399 | 17,527 | 17,848 | 17,906 |
| Personnel Salaries and Benefits | - | 13,027 | 13,227 | 13,404 | 13,586 | 13,772 |
| Direct Student Costs | - | 1,739 | 1,951 | 1,853 | 1,967 | 1,802 |
| Occupancy Costs | - | 279 | 317 | 320 | 323 | 325 |
| COST OF CAPITAL | SY17-18 | SY18-19 | SY19-20 | SY20-21 | SY21-22 | SY22-23 |
| Mortgage Loan Payments | - | - | - | - | - | - |
| Mortgage Loan Interests | - | - | - | - | - | - |

Prospectus Rubric

| | |
|---------------------|---------------------------------------|
| School/Organization | One City Early Learning Centers, Inc. |
| Reviewer Name | Gary Bennett, Director OEO |

Prospectus Approved for a Phase 2 application. This approval does not commit OEO to entering into charter contract negotiations and is not an offer for a charter.

| A. Mission & Purpose: Is the mission/purpose of the school clearly stated? | |
|---|--|
| X | Mission/purpose is clear, focused, compelling and likely to produce high-quality educational outcomes. |
| | Mission/purpose is likely to produce high-quality educational outcomes. |
| | Mission/purpose expresses clear guiding principles. |
| | Mission/purpose is evident throughout prospectus. |
| | Mission/purpose is ambiguous, vague, or otherwise not compelling. |
| | Mission/purpose are absent from application. (Dispositive of application. No need to proceed to subsequent sections for review.) |
| Comments | As previously discussed with the applicant, a Phase 2 application would require lottery based admissions in alignment with Wisconsin law. The prospectus admissions procedures linked to on geographic and current student preferences are not aligned with Wisconsin regulations related to public charter schools. |
| B. Does the mission/purpose reflect the objectives of the Office of Educational Opportunity? (Multiple may apply.) | |
| X | The prospectus includes programs that are innovative in meeting the educational needs, interests, and/or demands of the community. |
| X | The prospectus includes programs that will serve at-risk student populations. |
| X | The prospectus includes programs that support effective instruction based on research literature or demonstrated best practices. |
| X | The prospectus includes programs that will advance efforts to reform public education. |
| x | The prospectus includes programs that incubate new ideas or would develop innovations to current best practices. |
| x | The prospectus includes programs that would expand educational equity. |

| | |
|----------|--|
| Comments | Increasing access to high quality early childhood educational opportunities could disrupt Madison's systemic education inequities. |
|----------|--|

| C. Does the prospectus include a school design that is complete and well thought out? | |
|---|------|
| General Comments | Yes. |



| | |
|------------------------------------|---|
| Yes or No & Provide Comments | <p>Does a similar school exist in the area? If yes, are there admissions barriers to the existing school that preclude universal access, e.g., discriminatory admissions practices such as mandatory prior curriculum, competitive admissions, or set-aside seats based on students' zip code of residence? <i>(Potentially dispositive of application based on discretion of OEO's Director.)</i></p> <p>The campus is a conversion of a currently operating facility that would increase educational equity by creating a public, tuition free early childhood educational institution.</p> |
|------------------------------------|---|

| D. Does the prospectus have a clear curricular focus? (Both may apply) | |
|--|--|
| X | Core content area described, including curriculum, are either research based or proven by best practices used in school with positive student, family, and/or educator outcomes. |

| | |
|--|---|
| X | The prospectus includes a description of the instructional program that explains how the school's curriculum is aligned to state standards or will be aligned. |
| Comments: | Additional detail asked for in the Phase 2 process should uncover additional information about core content, curriculum, and special education services. |
| E. Does the prospectus include a methodology that is likely to lead to positive outcomes for students, educators, and families? (Multiple may apply) | |
| X | Description of why the curriculum was chosen and evidence of its success with the targeted population. |
| X | Methodology supported by research or best practices. |
| X | Proposal includes evidence of support of the model from professional educators. |
| X | Proposal includes evidence of support from students / families interested in the school. |
| Comments: | |
| F. Does the prospectus include a governance structure that is adequate to carry out the proposed mission? Is family/community and educator participation sufficiently described? (Multiple areas may apply.) | |
| X | Proposed board members include a wide range of expertise, e.g. education stakeholders, management, financial planning/management, law, and community outreach. |
| | Clear description of transition from planning team to operating team is included. |
| X | Plan includes meaningful involvement of families/community in governance of the school. |
| X | Plan includes meaningful involvement of educators in governance of the school. |
| Comments: | As discussed with the applicant, additional information about the Articles of Incorporation for the proposed new entity will be required if contract negotiations occur. Additional information about transition plans may need to be provided upon request of the Selection Committee. |

| | |
|---|--|
| G. Does the prospectus include evidence the organization has the financial capability to plan, develop, and operate the school? (Multiple may apply) | |
| X | The prospectus includes evidence there is an adequate and reasonable plan to manage startup costs without complete dependence on federal or private funds. |
| | There is a plan for raising funds needed beyond 2(x) per pupil funds. |
| X | The financial analysis appears to be realistic and the proposers gave adequate consideration to primary elements of a business plan including marketing, student recruitment, and fundraising. |
| X | Financial concerns exist and are described below. |
| Comments: | Information about gap financing for Pre-k and segregated funds will need to be expressly put into place if any contract is pursued / executed. |
| H. Is the business plan well thought out and likely to lead to a successful initiation of the school? | |
| Comments: | Probably, yes. |
| I. Prospectus's strengths | |
| Comments: | The prospectus appears to be the product of local grassroots activism and proven pedagogical methods. Site visits and community meetings reveal clear and compelling support for expanding access to a locally controlled early childhood educational option for students, families, and professional educators. |
| J. Areas of concern / need improvement | |
| Comments: | As noted previously, the prospectus includes admissions procedures that are disallowed by state law. This must be remedied or a Phase 2 should be rejected. Additionally, clarification about the proposal's financial operations may be required by the Selection Committee. |
| K. Do you recommend the school/organization proceed to Phase 2? (Yes or no) | |
| Yes | |



ONE CITY SENIOR PRESCHOOL

PHASE II CHARTER SCHOOL APPLICATION

ONE CITY EARLY LEARNING CENTERS, INC
SUBMITTED TO UW SYSTEM OEO
DECEMBER 29, 2017.

**UW System Office of Educational Opportunity
Charter School Submission: Phase II Application**

PROSPECTUS PART B REQUIREMENTS

0.0 ABSTRACT: Provide a basic overview of the proposed school, including how the campus would increase educational equity, incubate instructional or curricular innovations, and/or increase the types of best instructional practices available to students (Limit: 1 page)

Access to clean, drinkable water and healthy food. Climate change. Energy Alternatives. Innovations in STEM and Social Enterprise. Urban and rural poverty. Economic and population health disparities. Global and local leadership and political conflicts. World peace.

Children who can read, love to learn and can work effectively with others will be best prepared to address these issues, lead happy lives and raise happy and healthy families as adults.

One City Early Learning Centers is a Wisconsin-based nonprofit preschool operator dedicated to cultivating healthy, happy, thoughtful, and resourceful children who have the capacity and commitment to empower others and change the world, their families and communities for the better. With this in mind, **our mission is to prepare preschool-aged children for success in school and life, and ensure they enter grade school ready to succeed educationally.**

We work to achieve our aims through a two-generation community impact approach to cultivating healthy and successful children. We provide affordable, accessible, and high-quality preschools for young children. We also work hand-in-hand with parents and the broader community to ensure our little ones have the fundamental capacity to succeed in school and life from cradle to career, and become the innovators and effective leaders we will need in the future.

1.0 SCHOOL DESIGN

1.1 Provide the name of the proposed charter school.

The school's name will be One City Senior Preschool, Inc., and OCSP abbreviated.

1.2 Provide the name(s), address(es), telephone number(s), and email address(es) of the organization or individuals submitting the application to create a charter school.

One City Early Learning Centers, Inc.
2012 Fisher Street
Madison, WI 53713
Phone: (608) 268-8004
General Email: info@onecityearlylearning.org
Contact Person: Kaleem Caire, Founder & CEO
Contact Email: kcaire@onecityearlylearning.org

1.3 Identify how the school will operate as a legal entity under Wisconsin law.

One City Senior Preschool (OCSP) will operate as a nonprofit subsidiary of the One City Early Learning Centers (OCEL), Inc. At the request of the Wisconsin Department of Public Instruction, OCEL's leadership will work with Scholz Nonprofit Law of Madison to establish a separate 501(c)3 corporation for OCSP. The charter school will share the same Board of Directors as OCEL's Board. In October 2017, OCEL's leadership consulted with Latoya Holiday of the Wisconsin Department of Public Instruction (DPI) and was informed that this arrangement would be required, but that OCEL's Board of Directors could also serve as the Board of OCSP. Note: One City Early Learning Centers will change its name to One City Schools, Inc. in January 2018. We will notify DPI and the University of Wisconsin System's Office of Educational Opportunity when the formal paperwork for making this change has been filed with the Internal Revenue Services and Wisconsin Department of Financial Institutions.

1.4 Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will house, the number of expected students per grade, and the expected number of students per class.

A. Age of Children Enrolled

OCSP will enroll children who are four and five years old, and age-eligible under state guidelines to enroll in a four-year old kindergarten (4K) or five-year old kindergarten (5K) classroom by September 1st each year. Children who celebrate their 4th birthday on or before September 1st each year will be able to enroll in our four-year old kindergarten (4K) program, without review. The same goes for children who celebrate their 5th birthday on or before September 1st.

However, children who turn four or five after this date, but whose birthdays fall before October 15th, will be considered for early admission only after a formal request by and discussion with their parents. Approval will be given based on the availability of seats in each grade and the child's maturity and readiness of the child to succeed in the grade they would be enrolled in. In most cases, we will discourage early enrollment so that children have the opportunity to fully develop at their age level.

B. Number of Children Enrolled

OCSP will serve a maximum of 82 children in grades 4K and 5K across four classrooms. We will enroll 44 children across two 5K classrooms and 38 children across two 4K classrooms. Each classroom will have a lead teacher and one assistant teacher to support children's learning and development. Our student-to-teacher ratio for 4K will be 9.5/1 and our student-to-teacher ratio in 5K will be 11/1. We will also employ an ESL teacher and a Special Education teacher to support children in need of these services. We will also use volunteers in our classrooms, when appropriate, to support teaching and learning. The number of volunteers will be determined by the needs of each classroom and the projects they are working on.

Projected Maximum Enrollment by the 3rd Friday of September

| Grade Level | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|
| 4K – Classroom 1 | 19 | 19 | 19 | 19 | 19 |
| 4K – Classroom 2 | 19 | 19 | 19 | 19 | 19 |
| 5K – Classroom 1 | 22 | 22 | 22 | 22 | 22 |
| 5K – Classroom 2 | 22 | 22 | 22 | 22 | 22 |
| Total Enrollment | 82 | 82 | 82 | 82 | 82 |

C. Anticipated Attrition/Student Mobility

The charts below show OCSPs enrollment goals, per classroom, for the five years of our charter school contract with the University of Wisconsin System Administration (2018 – 2023), and how student attrition might affect our enrollment between the beginning and end of the school year. We consulted with the Madison Metropolitan School District (MMSD), which is the district in which OCSP will be located, to understand mobility trends of children attending their elementary schools. The report they provided (see Appendix – Exhibit A) helped us project what our mobility rates might be at OCSP.¹

Projected Enrollment after 15% Attrition During the School Year by June 1

| Grade Level | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------|-----------|-----------|-----------|-----------|-----------|
| 4K – Classroom 1 | 16 | 16 | 16 | 16 | 16 |
| 4K – Classroom 2 | 16 | 16 | 16 | 16 | 16 |
| 5K – Classroom 1 | 19 | 19 | 19 | 19 | 19 |
| 5K – Classroom 2 | 19 | 19 | 19 | 19 | 19 |
| | 70 | 70 | 70 | 70 | 70 |

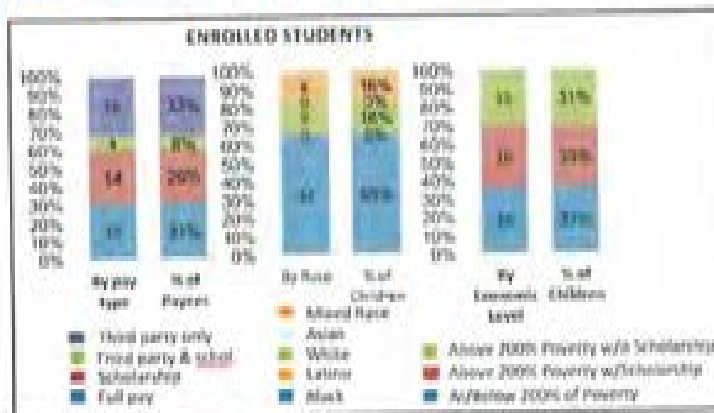
MMSD's Midvale elementary school is the public school that most OCSPs graduates will attend. It is the public elementary school that most children attend in the neighborhood where OCSP will be located. MMSD's report on mobility showed high mobility for Black children attending Midvale, and low mobility for White and Latino children attending the school. In 2016-17, 42% of Black children either left the school district or changed to a different elementary school, compared to 10% of White children and 9% of Latino children who moved.

OCSP is projecting that the majority of its students will be African American (60%). This is based on (1) the demographics of the neighborhood where the school is located², (2) demographics of children attending day cares and preschools in the 53713 zip code³, (3) demographics of parents who tour One

City Early Learning's current nonprofit preschool as they consider it as an option for their children, and (4) demographics of the children who currently attend One City. Our projected enrollment may change over time, but this is what One City is projecting for the beginning of OCSP.

Based on these factors, along with mobility trends among children enrolled in MMSD and One City's current preschool, we are projecting a student mobility rate of 15%. We expect to lose 15% of our students between the beginning and end of each school year. We have addressed potential attrition in our budget by being as accurate as possible in projecting our operating expenses over the course of the year, and by establishing a modest reserve fund, which we will use to fill gaps caused by enrollment fluctuations and unplanned needs of our children, families and the school.

1.5 State the mission and vision of the school.



OCEL's mission is to prepare preschool-aged children for success in school and life, and ensure they enter grade school ready to succeed educationally. Its envisions a Greater Madison community where all children are prepared to contribute and succeed as adults. America will never solve its crisis of racial disparities and inequality if large numbers of children fall behind at the starting gate.

The chart above shows the current demographics of One City Early Learning Centers preschool, including the percentage of children receiving tuition scholarships from One City and tuition support through other third-party programs, namely the Wisconsin Shares Child Care Subsidy Program and the University of Wisconsin-Madison's Child Care Tuition Assistance Program. OCEL is working towards achieving its mission and vision by taking a two-generation community impact approach to cultivating young children through affordable, high quality preschool education.

Besides working directly with children, OCEL works with parents to strengthen their bonds with their children and our preschool, and connect them to resources and opportunities in the Greater Madison community that can assist them with moving themselves, their families and their children forward. By establishing One City as a public charter school, we will be able to give more children the educational foundation they need to succeed in school and life. Our Board of Directors is also looking forward to establishing additional charter school campuses within, or near, neighborhoods that are in need of high quality early learning opportunities for children in Dane County and other regions in need in Wisconsin.

One City Senior Preschool's Priorities and Agenda

OCSP's operational priorities will change from year-to-year, but its overarching organizational priorities will remain the same. OCSP will remain focused on three priorities:

- A. **Reading, Mathematics and School Readiness:** One City's developmental and educational program will embrace a play-based curriculum focused on children's development of important social, emotional and cognitive skills from age 1 to age 5. We will also emphasize the development of early literacy and numeracy skills among the children we serve.

- B. **Parent Education and Family Support:** One City will educate parents in our curriculum and the strategies we use in the classroom, and across our school. We will also connect families with community resources through our Family Resource Office lead by our Director of Family and Community Initiatives.
- C. **Community and Financial Support:** One City will develop and maintain strong community partnerships that benefit our children, parents, families and team members through consistent outreach, advocacy and transparency. We will also focus on the financial well-being, sustainability and growth of our preschool by prudent in the management of our revenue and expenses, and by enlisting strong and consistent philanthropic support from community members, businesses and philanthropic organizations.

1.6 State the core beliefs of the school.

Educational Philosophy

OCSP's educational philosophy is grounded in the belief that early childhood should be a time for children to grow, learn, explore, discover and make sense of the world around them while experiencing joy through free play, hands on learning, investigative thinking and structured activities with adults and other children. It is also important that children are cared for and nurtured by patient and loving adults who provide appropriate levels of structure, discipline, guided learning, and safety and security. Early childhood education should offer all of these things to young children. It should also be responsive to the reality that young children bring a broad range of skills, abilities, habits and culture into classrooms, and that each child will grow and develop at their own pace.

Learning in group settings like One City Senior Preschool should take place in a safe, secure and nurturing environment where children are inspired to freely explore the world around them. Children should also have teachers who understand how to effectively lead a classroom, facilitate learning and development among young children, and set appropriate boundaries for discipline and behavior. The curriculum teachers use should support their efforts to guide and enrich the development of young children, while ensuring they are optimally prepared for success in kindergarten and beyond.

OCSP also believes it is important to teach young children in an open classroom learning environment where the emphasis isn't on rote instruction, but on the quality and consistency of the engagement young children experience with a particular task, either determined by them or by an adult. The curriculum, classroom teacher, parents and volunteers should all work in tandem to address the development of the whole child, including their social emotional, physical, cognitive, language, literacy, mathematics and other areas involving the exploration of science, technology and social studies. Teachers should have a planned schedule and lesson plans for children every day, have a predictable daily routine and schedule, and should construct their classrooms according to the ideas, issues and topics children are learning about and are interested in. Parents should be given appropriate information to help their children learn, grow and develop at home, and should know what their children are learning at school. Classroom volunteers and organizational partners should bolster the curriculum of the school by addressing the individual needs, interests and aspirations of children, their teachers and the school overall.

To help children thrive academically starting in kindergarten, learning must go beyond memorizing facts, completing worksheets and learning how to perform basic tasks. Emphasis should be placed on helping children develop the foundational knowledge, skills and behaviors they will need to solve problems, create new ideas, improve upon existing ones and apply what they have learned in new situations. The

depth of understanding children will acquire can lead to a greater love for learning, an ability to develop innovative solutions to problems and the capacity to create new knowledge.

For schools to succeed at manifesting these achievement characteristics and social behaviors among all members of the school community, they must have a strong values-driven environment combined with a culture of accountability for academic and personal excellence that is accepted by all stakeholders. Their leaders must understand the harmonious relationship and interconnectedness between school governance and leadership, teaching and learning, parent and community engagement, and young children. When participants in each of these domains reflect high expectations and high engagement, effectively work towards common goals with each other, and put the learner first, young children will grow and achieve to high levels. Conversely, the success of young children is undermined when these attributes and relationships are weak or do not exist.

1.7 Explain how the mission, vision and core beliefs are grounded in research or best practices.

Research in early childhood and K-12 education point to the need for preschool education, and for parents to be engaged in their children's learning. It also illuminates why preschools like One City, which is uniquely focused on preparing children for educational success in kindergarten and beyond, are desperately needed.

Children who enter kindergarten behind their peers rarely catch up; instead, the achievement gap widens over time.⁴ Children who enter the K-12 school system without being ready are more likely to fall below grade level expectations, to be retained in school, to be placed in special education, to drop out of high school, to not attend college, and to become unemployed.⁵ These negative outcomes have significant financial costs, such as the costs of special education services and social welfare programs.⁶ [Analysis taken from The Virginia Kindergarten Readiness Project: Executive Summary and Legislative Report, Fall 2014 Phase II]

In her 2012 white paper on "Quality Pre-K: Starting Early to Close Achievement Gaps and Boost Student Achievement" prepared for the organization Stand for Children, Sara Mead points to research evidence to discuss how the achievement gap begins early. She shared the following:⁷

- Researchers estimate that as much as one-half to one-third of the white-black achievement gap already exists when children start first grade.
- Many children enter school lacking key language, literacy, pre-math, and social-emotional skills. Research shows that these gaps begin to emerge as early as 9 months of age.
- Gaps in school readiness are the result of disparities in children's early-learning experiences, both at home and in child-care settings. By age 3, children from the most-disadvantaged families have heard 30 million fewer words than children of professional parents.
- Children from low-SES families are more likely to watch TV and less likely to be read to by their parents or caregivers, be taken to zoos or museums, or exposed to other learning opportunities.

A seminal 1995 study by Betty Hart and Todd Risley, who were also lead researchers on the effects of early learning during the 1960s War on Poverty and the progenitors of the use of 'time-out' for disciplining children, found that three-year-olds whose parents are professionals generally have vocabularies that are 50 percent larger than those of children from working-class families, and twice as large as children whose families receive welfare. Specifically, they found that children in professional families heard an average of 11 million words in one year, compared to 6 million words among children in working class families and 3 million words among children of families receiving welfare. They also found that by age four, a child of a welfare recipient could hear 32 million less words than a child in a

family of professional parents. Hart and Risley also found that a child's IQ, language abilities and success in school by age nine are largely determined by how much their parents spoke to them, and the type of language and words they used with them, between birth to age 3.⁸

As similar study in 2002 by Valerie Lee and David Burkam of the University of Michigan found that at kindergarten entry, cognitive scores of children in the highest socioeconomic group were 60 percent higher than those of the lowest group, and that math achievement was 21 percent lower for Black children than White children. It also found it was 19 percent lower for Latino children as well.⁹

Jane Waldfogel, an economist at Columbia, theorizes that one of the reasons why white and black children have different levels of school readiness despite similar preschool attendance rates is that they do not attend the same kinds of programs. While she acknowledges the benefits of Head Start, she highlights evidence that shows it does not foster the same level of school readiness as school-based Pre-K or the best-quality private programs, which serve predominantly white children.¹⁰

In the often-cited analysis in the Brookings Institute's book, *The Black-White Test Score Gap* (1998), researchers Meredith Phillips, James Crouse and John Ralph were steadfast in attributing nearly half of the Black-White test score gap at 12th grade to achievement gaps that existed at first grade. They shared that "We could eliminate at least half, and probably more, of the black-white test score gap at the end of twelfth grade by eliminating the differences that exist before children enter first grade."

Other field experts such as Katherine Magnuson of the University of Wisconsin School of Social Work, whose research looks at how socioeconomic disparities affect the development of children, stresses that "most if not all of early gaps are due to economic disadvantage." She frequently points to the need for new policies, practices and resources to address poverty and inadequate education among parents while serving their children through high quality preschools at the same time.¹¹

Outcomes of Pre-K Investment: Program Highlights

1. New Jersey:

- A June 2007 follow-up study of pre-kindergarten programs in New Jersey's 31 highest poverty districts, known as the Abbott districts, shows that:¹²
 - Children who attended the program improved in language, literacy and math skills. These achievement gains were sustained through the kindergarten year, leading to a narrowing of the achievement gap.
 - Kindergarteners who attended the Abbott program closed more than 50% of the gap between their literacy scores and the national average.
- New Jersey was the first state in the nation where the courts decided that educationally "at-risk" children are entitled to an early education. The 1998 Abbott v. Burke decision formally established "well-planned, high-quality preschool" as a constitutional right for all three-and four-year olds in New Jersey's 31 poorest school districts.

2. Chicago:

- The authors of a 2002 study completed a 15-year follow up study of 1,539 low-income children, a portion of who participated in Chicago's Child-Parent Center's high-quality early education program in 1985-1986.¹³
 - By age 13, school achievement scores were 60% higher in the Child-Parent Center group than in the control group.
 - At age 20, preschool participants had a significantly higher rate of high school completion and a lower dropout rate.

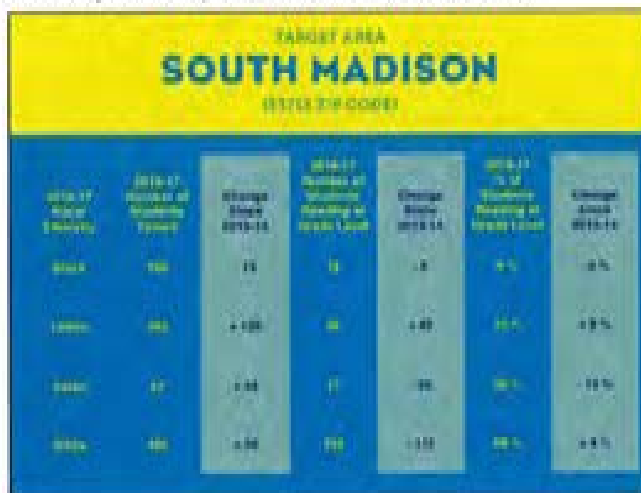
- Participating children were 40% less likely to be placed in special education or be held back one grade, and 30% more likely to graduate from high school.

In summary, the research shows that children, who possess the confidence and competence of strong readers when they enter grade school, and complete second grade reading at grade level, are much more likely to succeed educationally as they progress through their K-12 education, graduate from high school and pursue post-secondary education and employment. Additionally, children who are reared in healthy environments where their cognitive, social and emotional development has been appropriately nurtured during their first seven years of life are much more likely to succeed in school and life as they mature.

However, it is important to note that not all early childhood education programs are created equal. The aforementioned case-studies and longitudinal analyses of Pre-K programs in New Jersey and Chicago concluded that a program's impact on its students' future outcomes is deeply connected to the quality of the program. That is, for a pre-K program to make a sizable dent in the achievement gap, it must have sufficiently-high funding, longer hours, highly-qualified teachers, and low student-to-teacher ratios, etc. It behooves us to make greater investments in high-quality early childhood education in Dane County and Madison, Wisconsin if we truly want to eliminate the achievement and opportunity gaps that adversely affect large percentages of low-income and children of color.

1.8 Note the unique aspects of the school and explain why the community needs this school.

A. Why One City Senior Preschool is Needed

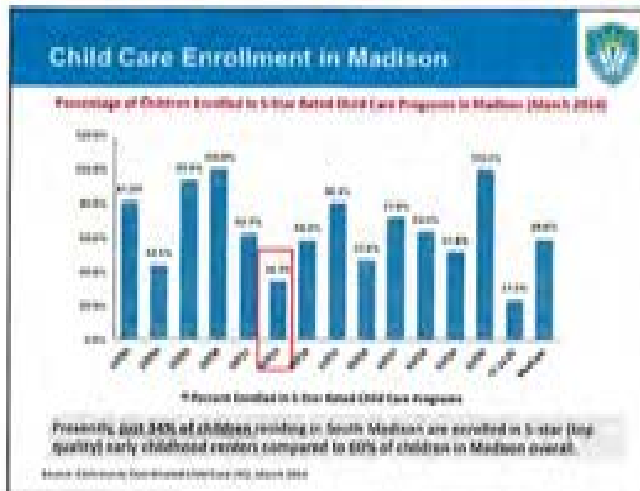


OCSP will be located in a neighborhood where most of the children perform below grade level in local elementary schools serving the area. According to the Madison Metropolitan School District's MAP (Measures of Academic Progress) scores of children attending their elementary schools during the 2016-17 school year, 1,726 of 2,082 Black children (83%) were reading below grade level. In the four elementary schools serving children residing in South Madison, fewer than 25% of students of color were reading at grade level in third, fourth and fifth grade combined on the state's Forward exam.

To chart above shows the reading results for children on the Wisconsin Forward exam for the 2016-17 school year in grades 3 – 5 at Glendale, Leopold, Lincoln and Randall Elementary Schools in Madison. Only 9% of Black children, 15% of Latino children and 20% of Asian children were reading at grade level in these schools.¹⁴ Also, longitudinal data provided by the Madison Metropolitan School District on the performance of children on the school system's quarterly Measures of Academic Progress (MAP) assessment, show that Black and Latino children tend to start out one year behind their white peers in school and then fall further behind as they progress through each succeeding grade level.

With 80% or more of Black, Asian and Latino children in Madison at severe risk of failing to succeed during their primary and secondary education, there is no way Madison or Dane County will ever significantly reduce racial disparities in education and employment between people of color and their

white peers. People of color and those growing up in poverty will continue to struggle to keep pace and compete for advanced education and job opportunities as adults. Our country and the Greater Madison community has lost at least one generation of Black and Latino children to school failure already; our nation and our community cannot afford to lose another. These issues demonstrate why our community must focus earlier on the education and preparation of its children to ensure they begin school with the basic knowledge, skills, habits, behaviors and passion for learning that they will need to succeed in grade school and beyond.



Unfortunately, there is an early learning desert in South Madison. Only 34 percent of children residing in the 53713 zip code, which is commonly considered the heart of South Madison, attended an accredited, 5-star day care or preschool. In the specific neighborhood where OCSP will be located (census tract 14.01), only 24% of the children attended an accredited, 5-star center.

In 2014, most families whose children attended an accredited center were taken to a center outside of the 53713 zip code. That year, there was only one accredited preschool in South Madison: Head Start,

which serves families at 100% of poverty or lower and is limited to 60 children in its half-day program and 30 in its full-day program.

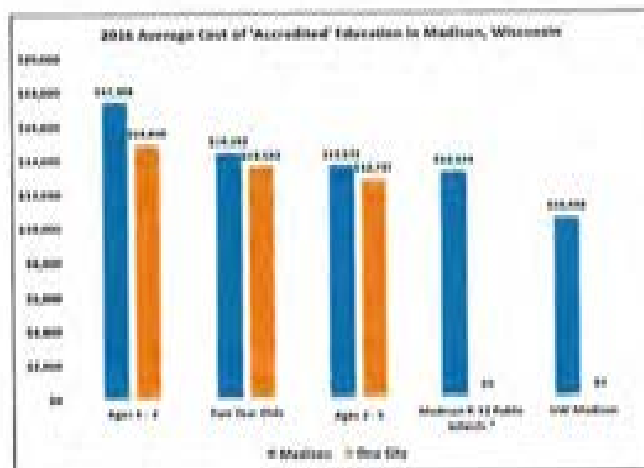
Note: Accreditation does not guarantee that children will be well-prepared for success in kindergarten and beyond. However, the standards required to achieve accreditation through accrediting bodies such as the City of Madison's Child Care Division and the National Association for the Education of Young Children (NAEYC) increase the likelihood that children will receive a thoughtful, high quality early learning experience that will prepare them for long-term success. Also, the number of children enrolled in group early learning centers declined from 619 in 2014 to 521 due to the closure of child care centers, and because more children enrolled in the Madison Metropolitan School District's free, half-day 4K program (170 total in South Madison).

B. Poverty and Affordability of High Quality Preschool in South Madison

It's also important to note that a large percentage of families residing in the 53713 zip code do not earn enough income to afford the cost of early childhood education, especially high quality day care or preschool. Residents of 53713 held the highest employment rate of any zip code in Dane County, while also harboring the highest poverty rate among households at the same time. In 2010, 82.1% of men and 71.1% of women residing in South Madison were in the labor force compared to 77.5% of men and 70.7% of women countywide. Yet, the median income among families residing in the 53713 zip code in 2010 was \$38,473 compared to \$83,294 for the County. Fewer than 30 percent of adults in the 53713 zip code worked in professional or managerial level occupations, which generally offer higher wages. Additionally, fewer adults in 53713 graduated from high school or college, and the percentage households with two adults earning income was less than other areas of the city and much less than the County average.¹⁵

In the Bram's Addition Neighborhood where OSCP will be located, the median annual "Individual Worker" income was \$16,581 annually in 2010. The median household income for adults ages 25 to 44, who in this age band are most likely to have young children, was \$28,182. Among South Madison families with children in day care or preschools, 62% were receiving state aid for child care tuition, a rate three-times higher than the County average. Without access to affordable, high quality preschools that provide a full-day preschool experience for young children, it is highly unlikely that children who are living in poverty or caught in the continuous cycle of Madison's racial achievement gap will begin kindergarten and first grade ready to succeed educationally. It's also highly unlikely that we will reduce the astounding achievement gap in Madison and Dane County.

C. Need for Full Day Preschool



Based on feedback we received from parents in our existing preschool, and in the market research we did as we lay the foundation to start One City, we believe that full-day preschool programs are needed for children in Madison far more than part-time programs are.

Before starting One City, we held two focus groups with parents of school-aged children. More than 40 parents attended. We also met with a third group of leaders and practitioners in early childhood and K-12 education, and a fourth group of leaders in

business, philanthropy, government, human service and community development. More than 50 people attend the last two focus groups. All four meetings took place at Mount Zion Baptist Church in South Madison. Three major themes that emerged from these focus groups were:

1. High quality early education was outside the financial reach of many middle-income parents, and most parents with limited household incomes.
2. Child care has not been an industry where providers are uniformly and comprehensively focused on ensuring children are prepared for school; the quality of early learning centers is very mixed.
3. The Madison Metropolitan School District's 4K program needs to develop greater alignment with what children need to know and be able to do to be ready to succeed in elementary school, and, that their half-day program did not offer enough time or stability to help children truly get ready for kindergarten.

Many parents have also talked about the difficulty of getting out of work early or having to work odd shifts in order to get their children to and from MMSD's half-day 4K program. Others talked about the difficulty of having to pay high fees for after school and before school care. All parents, with the exception of one who did not want their child in preschool all day, felt that full-day preschool would be preferable to a half-day program.

D. Unique features of One City Senior Preschool (OCSP)

- **We Teach Reading and Math to Young Children:** One City is absolutely dedicated to ensuring children are reading and math ready by kindergarten. Many preschools talk about getting children ready, but their curriculum often isn't appropriately aligned with their instructional practices, school goals or learner objectives. OCSP is not shy about our commitment to oral language development, and teaching a child how to read, count and write basic words before they get to kindergarten. It is our goal that children will read and comprehend a minimum of 25 words before they get to kindergarten, and be able to count and recognize numbers from 1 to 100. Research indicates that, children's ability to speak and understand the context and use of words provides children with a vital tool for thought. "Without fluent and structured oral language, children will find it very difficult to think (Jerome Bruner, 1983)."

Learning will take place in three ways at One City: (1) through guided project-based learning activities that are structured and led by a professional early childhood educator; (2) through hands on experience with One City staff, volunteers and other children; and (3) through free play. We will pay close attention to the vocabulary development of our children and will assess their knowledge and skills through assessment tools made available through the providers of the Teaching Strategies – Creative Curriculum.

- **Extended Day and Extended Year Learning Program:** OCSP will offer a typical extended day and extended year learning program for or preschoolers, similar to what independent nonprofit preschools offer to families across Dane County. The typical preschool in Madison opens at 7am and closes between 5:30pm and 6:00pm Monday through Friday. OCSP will open at 7:00am and close at 6:00pm. We will also offer an extended year program. Wisconsin public schools are required to provide 180 days of instruction annually. OCSP will operate a trimester model, where our children will be in school year-round, with the exception of common holiday breaks taken by the Madison Metropolitan School District and days for seasonal/semester transitions and teacher training. Children attending OCSP will be in school for 234 days: the 180-day school calendar used by the Madison Metropolitan School District (MMSD) plus an additional 54 days during the summer. We factored into our budget projection a prorated increase in per pupil funding from UWSA/DPI for the extended year (54 days) but not the extended day.
- **Two Generation Preschool Model:** Children aren't the only ones who enroll in One City, parents do as well. Longitudinal research has identified family engagement as one of the most significant contributors to school completion and success. The One City FAST Partnership, which One City works in collaboration with the organization Families and Schools Together on, will help decrease the achievement gap in South Madison through evidence-based learning and parenting techniques, as well as by building social capital among residents of the entire school community. FAST promotes child well-being by decreasing parental stress and family conflict and increasing family cohesion. The One City FAST Partnership aims to strengthen families, empower parents, and increase school readiness among participating children.

The One City FAST multilevel intervention will help to decrease the achievement gap, not only through evidence-based learning and parenting techniques, but by building social capital among residents of the entire school community. Families & Schools Together and One City will ensure an effective implementation of FAST, which uses evidence-based family strengthening activities to improve child behavior and socio-emotional development. In line with the two-generation approach, as well as resilience and social capital theories, FAST reinforces the building of social

supports and economic opportunities to improve family and child resiliency and reduce toxic stress, ultimately supporting child behavior and school success.

- **Healthy Meals Program:** We began our Healthy Meals Program immediately when our school opened in September 2015. Through this program, our children eat a healthy prepared breakfast, lunch and snack every day. All meals are prepared fresh on-site by our full-time chef. Our commercial kitchen was designed by popular local chef, Rod Ladson, the general manager and executive chef and Bonefish Grille of Madison. Chef Rod also serves as the volunteer Executive Chef for One City. He and OCSP's Chef, Joel Villarroel, develop our menus monthly, and ensure that our children are fed a healthy balanced diet every day.

Why the emphasis on healthy food? The nutritional quality of our diet affects our wellbeing throughout our lives, but it has an even greater impact on children whose bodies and minds are still growing. Studies by neuroscientists have found that low-quality nutrition during childhood can be detrimental to the development of cognitive capabilities, such as learning, problem solving and memorizing. Early malnourishment can lead to deficiencies in vision, fine motors skills, language and social skills as well as an array of chronic illnesses lasting well into adulthood. Unfortunately, the crucial role nutrition plays for developmental, cognitive and behavioral outcomes in life's early stages is often not well understood and appropriately acted upon by schools and parents.

One City's daily menu includes a combination of fruits, vegetables, grains and proteins. Our children eat their lunch, breakfast and snack on The Plate designed by the United States Department of Agriculture and former First Lady Michele Obama. The Plate replaced the Food Pyramid. Our children are taught daily what good food is using The Plate and the USDA's curriculum for young children.

We do not use canned goods, boxed frozen goods, or any foods containing high fructose corn syrup or refined sugars at One City. All of our food is delivered fresh and is stored in our freezers and refrigerators on-site. As a substitute to refined sugar, we use Monk Fruit, Stevia Leaf, Agave Nector, Organic Brown Sugar, Organic Honey and Maple Syrup. As a substitute to refined table salt, we use a limited amount of sea salt.

Our Chef prepares meals every day. Food is not stored overnight and then heated up later for children. He also prepares salad dressings, mayonnaise, salsas, tomato sauces and desserts from scratch. Our aim is to ensure that our children are eating a healthy, balanced diet daily, that their palates adjust to eating healthy food, and that they are able to develop healthy bodies and strong minds by not eating high fat, high carbohydrate foods that are not good for them, and that turn off learning. Our school's Healthy Meals Program was featured on the local news in December 2016: http://www.channel3000.com/health/one-city-early-learning-centers-introduce-kids-to-healthy-eating_20161215100259710/213735893.

- **Child Care Accreditation:** One City Early Learning began the [Child Care Accreditation Process](#) with the City of Madison's Child Care and Accreditation Division in June 2017 with its existing school. We are on pace to complete our accreditation in February 2018. Once we secure accreditation, One City will receive a 5-Star rating via [Wisconsin's YoungStar Rating System](#) for preschools and day cares. The City has not yet determined if we will have to do this again for OCSP, or if our current accreditation will count given that the location and operation of the preschool are the same.

- Family Perks Program:** One City has taken its effort to provide value to its children, families and team members to a uniquely new level by partnering with Abenity, Inc. (www.abenity.com), a leader in the employee engagement and loyalty field, on the launch of its "One City Family Perks" Program. This new program gives One City families and employees free access to more than 300,000 local and national discounts, enabling them to save money on thousands of hotels, restaurants, movie tickets, concerts, retailers, florists, car dealers, theme parks, national attractions, concerts and events. This includes grocery stores, clothing stores, and educational, athletic and recreational programs and events for children and adults that are important to their everyday needs. Families and employees have access to a central online location to find and discover new savings and perks offered to them as a benefit of their enrollment or employment at One City.

1.9 Describe how the mission and core beliefs will drive decision-making during the development and operation of the school.

The leadership, faculty and staff of OCSP will walk-the-talk. They will understand their role in establishing a positive, welcoming and achievement oriented preschool culture for young children. They will embrace the importance of engaging and involving parents, volunteers and community partners in the learning and development of our students. They will also dedicate themselves to ensuring that OCSP provides a safe, secure and high-quality learning environment, along with planned learning experiences and activities that help children advance socially, emotionally, cognitively, physically and educationally. OCSP will accomplish these things through:

1. a vibrant school culture that reflects our five core values every day;
2. a staff team that wants the best for children, and believes in going the distance to help them succeed;
3. a relentless focus on high quality teaching and leadership in an early childhood setting;
4. a quality, research-based curriculum that provides children with experiences to grow personally and educationally, and be prepared to succeed in kindergarten and first grade;
5. an emphasis on creative and project-based learning that combines individual exploration and accomplishment, with completing tasks and activities with peers, family members and other adults;
6. an environment that reinforces positive behavior and promotes kindness, love and care for one another, and that builds upon these attributes through strong relationships among children, between children and their teachers, and between parents, families, teachers, administrators and the school community;
7. data-driven decision making that informs classroom set-up, the selection of play equipment and materials, structured learning activities and projects, professional development of staff, school partnerships and experiential learning at home and school;
8. a strong commitment to engaging and involving parents in the growth, development and education of their children at school, and ensuring that healthy, effective and constructive two-way communication is established and maintained between school staff, parents and others who will be a part of OCSP's school community;
9. a vibrant, safe and team oriented learning environment and school culture; and
10. a high-quality network of support at school, at home, and in the community for our children, parents, team members and volunteers.

A copy of One City Early Learning's current 2017-18 operational priorities is available in the Appendix. It offers a reflection of the result of our decision-making, and how we organize our priorities, strategies and objectives to stay focused on our agenda. In 2016-17, we accomplished 88% of our agenda by remaining focused on the priorities that mattered most to our organization that year.

1.10 Characterize the school culture desired for the school and how this culture will be established.

The desired culture within our school is best characterized by our five core values. Our five core values define what we do, why we do it and how we do it at our preschool. OCSPs core values will be no different.

1. **Academic Excellence:** *A strong, well rounded curriculum that gives children the foundational preparation needed for them to succeed in school and life is a key component to our school's agenda and success. We use the highly regarded Creative Curriculum and Anji Play Curriculum as the core curricula for our preschool. The Creative Curriculum is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, and helps teachers build children's confidence, creativity and critical thinking skills and promote positive outcomes. Anji Play is a national standard for preschool education in China. It's built around five core values: love, risk, joy, engagement and reflection. It provides numerous materials that allow children to create their own play every day, thereby cultivating creative, thoughtful and innovative learners who create a new structure, or a new way to play, and build upon their innovations every day. One City Early Learning was the first to implement this program in a preschool outside of Mainland China.*
2. **Inspired Learning:** *Joy is an important part of childhood. Children learn more when they are happy. They approach learning with greater interest, vigor and fun when they feel good. It's important for children at One City to develop and demonstrate a strong love and joy for learning and playing together with their classmates, teachers and volunteers. To achieve this, we ensure that the environment within our classrooms and on our playgrounds is inviting, and presents children with numerous opportunities to freely explore, try and learn all day. Our teachers engage children in teacher-guided learning opportunities every day, focusing on a skill, a task and an interest that we want children to develop. We also celebrate children's successes with their parents and classmates, and consistently acknowledge our children for healthy behaviors and demonstrations of kindness.*
3. **Great Teaching:** *Children learn to be joyful from their parents and teachers, their families and their environment. We've been very careful to hire teachers who demonstrate joy and happiness with our children, our parents and each other. We also hired teachers with significant experience in education; the average experience of our teachers is 9 years, ranging from one year to 30 years of experience in classrooms with children. As we move forward, consistent and high quality professional development will be an important aspect of OCSPs teaching excellence strategy. Our teachers will be dedicated to improving upon their practice, and we will continue to enhance our knowledge and refine our skills so that we can help our children do the same.*
4. **Engaged Families and Partners:** *Having parents and community partners fully engaged in our school community is vital to our mission and reflective of our name – One City. We believe that children and their families need a strong community of support in order to achieve to their greatest potential, and overcome obstacles and challenges they will encounter along the way. With this in mind, One City has partnered with Families and Schools Together (FAST) to launch the One City FAST Program, which is focused on helping parents build strong bonds with their children, and children and parents building strong bonds with the school, teachers, and other parents and children. One City host monthly parent meetings, is establishing a Parent Committee and has partnered with several organizations to support our families.*

5. **Great Looking School:** *We are committed to One City looking great every day. We dedicated time, energy and resources to ensure that our temporary and newly renovated facilities were presentable and well maintained daily. Clean windows, floors, flat surfaces, bathrooms and common areas inside the school, well maintained grounds immediately outside the school, and orderly offices, meetings spaces and classrooms (when children are not playing and discovering) are a high priority at One City. Quality standards for cleanliness are checked daily, weekly, monthly and quarterly.*

1.11 Describe the process that will be used to develop an initial strategic plan.

One City already has a strategic plan. The plan has been focused, in part, on applying for the charter school and starting the school in the fall of . Our goals and objectives are mapped out in the Appendix in our document titled Priorities, Strategies and Goals. The priorities don't specifically list establishing a charter school as an objective because it was a decision arrived at in May 2018 after discussions our Board of Directors had about providing a more sustainable and affordable preschool option for families that we could expand to other areas in Dane County in the future. We will engage in a new strategic planning process in 2019 after the goals of our current strategic plan are met. We will work with RR Consulting Group of Madison on the development of our strategic plan.

2.0 GOVERNANCE AND LEADERSHIP

2.1 Identify the organization and the individuals involved in the development of the school.

A. The Organization Developing One City

One City Early Learning Centers, Inc. is a nonprofit organization established in Madison, Wisconsin as a nonprofit corporation on July 30, 2014 to create and lead high quality, affordable and accessible preschools located within or near economically disadvantaged communities. One City Early Learning is the entity that will start and oversee One City Senior Preschool (OCSP).

One City's current preschool is a full-day nonprofit preschool located in Madison, Wisconsin. The organization was formally established on July 30, 2014. OCEL held its first day of class on September 8, 2015 in temporary classroom space at Fountain of Life Covenant Church on Madison's South Side with six children, two lead teachers, an assistant teacher and OCEL's director. On June 6, 2016, after completing phase one of the renovation of the historic South Madison Day Care, OCEL moved into its permanent home located at 2012 Fisher Street. OCEL now serves 49 children, and growing.

OCEL's facility currently has six large classrooms on two levels, a commercial kitchen, upgraded bathrooms, redeveloped outdoor play areas and gardens, and access to other outdoor play areas, service organizations, public schools, public transportation and a large public park within walking distance from the school. OCEL is licensed by the Wisconsin Department of Children and Families to serve up to 101 children ages 1 to 7 in its current location. Our state child care license identification number is 2002427.

OCEL is presently rated a Level 3 (out of 5) on the state's YoungStar child care rating system. However, it is in the process of completing child care accreditation with the City of Madison Child Care Division, and expects to earn accreditation in February 2018. Its accreditor with the City of Madison is Ms. Terri Strong.

B. Individuals Developing One City

Kaleem Calre is an accomplished trailblazer, social entrepreneur and national leader in K-12 education reform, economic and workforce development and community transformation. He is the founder and chief executive officer of One City Early Learning Centers, a 21st century preschool aimed at eliminating the racial achievement gap at its core. Kaleem was born and raised in Madison and is a fifth generation Madisonian. He grew up on Madison's South Side and attended Franklin Elementary (76-77), St. James School (77-84), Cherokee Middle (84-85) and West High Schools (85-89). He is also a 2000 graduate of University of Wisconsin-Madison with a bachelors of science degree in education and holds a certificate in nonprofit management from Harvard Business School.

Prior to developing One City, Kaleem served as President & CEO of the Urban League of Greater Madison in Madison, WI where he successfully implemented several new education and workforce training programs, initiatives and partnerships, and catalyzed the Greater Madison community to address persistent racial disparities in education and employment during his tenure. Prior to the Urban League, Kaleem was co-founder and CEO of Next Generation Education Foundation, a Bowie, Maryland based nonprofit organization that addresses the educational and career development needs of young men. Kaleem has also held executive leadership positions with Target Corporation, Fight For Children of Washington, DC, and the Black Alliance for Educational Options (BAEO). Prior to BAEO, Kaleem served as project director with the Wisconsin Center for Academically Talented Youth (WCATY), educational consultant with the Wisconsin Department of Public Instruction and Madison (WI) Metropolitan School District, and director of national initiatives with the American Education Reform Council.

In 1997-98, Kaleem served on the Madison (WI) Metropolitan School District's Equity & Diversity Panel, advising the superintendent on the District's plans to improve student achievement, and served on Wisconsin's Comprehensive School Reform team. In 2001, he commissioned the nation's first comprehensive study on High School Graduation Rates in the United States, which has helped shift the nation focus from dropouts to graduates when measuring high school productivity. In 2002, Kaleem was appointed to the Independent Rules Panel that advised the U.S. Secretary of Education on the evaluation of No Child Left Behind, in 2003, he guided the establishment of the District of Columbia Public Charter School Association and the passage of unprecedented federal legislation that has since provided more than \$600 million to the District of Columbia for public school reform, charter schools, and the nation's first federally funded private school scholarship program for children from low-income families. In 2009, Kaleem was appointed to serve as an expert Reviewer for President Barack Obama's \$3.5 billion Race to the Top education reform initiative.

Kaleem's advocacy and efforts also inspired the creation of the University of Wisconsin-Madison's PEOPLE Program and its Information Technology Academy, Madison's Nuestro Mundo Bilingual Charter School and the School of Hope Tutoring Program. He also assisted with the development of the Florida-based Hispanic Council of Reform and Educational Options, DC Public Charter School Association, and DC Opportunity Scholarship Program. In the area of school development, Kaleem has been directly involved with the proposal, planning, development and governance of several public charter schools in Madison and Washington, DC, namely Madison Preparatory Academy for Young Men and Women (Madison), Hyde Leadership Public Charter School (Washington, DC), the MET: Big Picture Company Schools (Providence, RI) and Two Rivers Public Charter School (Washington, DC), among others.

In 2004, Kaleem assisted world famous music producer Quincy Jones and his Listen Up Foundation with strategic planning for their international We Are The Future campaign and free public concert in Rome, Italy. In 2005, he led Rockin' the Corps, a free concert in Southern California attended by 45,000 U.S. Marines, their families, and celebrity guests. He returned home to Madison, Wisconsin in 2010 to

spearhead much needed changes and opportunities in the Greater Madison community through his work at the Urban League.

Kaleem's writings and commentary has appeared in several national newspapers and magazines, including *The Capital Times*, *The Economist*, *Education Next*, *Education Week*, *The New Republic*, *The New York Times*, *The Wall Street Journal*, *USA Today*, *The Washington Post* and *The Wisconsin State Journal*. He has also been featured on popular talk shows such as Fox's *Hannity* and *Colmes* and BET's *Lead Story*.

In 2001, Kaleem was the youngest recipient of the City of Madison, Wisconsin's Martin Luther King, Jr. Humanitarian Award and Urban League of Greater Madison's Whitney Young, Jr. Award. In 2008, Kaleem was selected as one of the first recipients of his alma mater's Forward Under Forty Award, was invited to give the first Distinguished Alumni Lecture in 2009 by the University of Wisconsin Alumni Association and in 2012 received the Commitment Award from the Niagara Foundation for Peace & Dialogue. He is listed in *Who's Who in America* (2007) and *Who's Who in the World* (2010). He has received numerous other awards and citations for his work in education, workforce and community development.

Kaleem earned a bachelor's degree in education from the University of Wisconsin-Madison in 2000 and a certificate in nonprofit management from Harvard Business School in 2012. He has been married to Lisa Peyton-Caire for 25 years and together they have five wonderful and talented children, three young men and two young women ages 24, 22, 19, 15 and 10.

Marlo Mielke was selected to serve as One City's founding Center Director in April 2015. She provides the day-to-day leadership of the preschool, which is determined to eliminate Madison's achievement gap at its core – during a child's first years of life, and to ensure they are ready to succeed in grade school when they reach kindergarten.

Marlo has more than 20 years of experience working with children ages birth to 18, including seven years as the owner and operator of a family childcare business and 10 years as a director of early childhood learning centers. Prior to One City, Marlo served as the director of Agape Christian Preschool in Mount Horeb, Wisconsin, an accredited nonprofit preschool that served 110 children, from August 2012 to June 2015. While leading Agape, Marlo also worked with the Mount Horeb School District to help establish their four-year old kindergarten program. She has also successfully led childcare centers through the rigorous National Association for the Education of Young Children (NAEYC) accreditation process and state childcare licensing.

Prior to Agape, Marlo held various positions in the field of early childhood education over the last 20 years: Center Director at Bright Horizons in Madison, Wisconsin, Child Development Center Director at WL Hutcherson YMCA in Broken Arrow, Oklahoma, Children's Director at Heritage United Methodist Church in Broken Arrow, and as a licensed family childcare provider serving children ages six weeks to 12 years old in Oklahoma and Stevens Point, Wisconsin. Prior to her career in early childhood education, Marlo worked as a computer services clerk with Kraft Foods in Madison, Wisconsin.

Marlo was raised on Madison's East side and is a 1990 graduate of Madison East High School. She attended preschool as a toddler in the same preschool facility where One City is currently located. She holds a Bachelor's degree in education with an emphasis on early childhood and special education from Edgewood College in Madison, and a Master's degree in School Administration from Oral Roberts University in Tulsa, Oklahoma. She completed her administrative internship at Rhoades Elementary

School in Broken Arrow, Oklahoma. Mario currently resides in Sun Prairie, Wisconsin with four of her five children. Her oldest daughter Alexis attends college in Texas.

Laura Deroche serves as a school leadership coach for One City on a contractual basis and is also assisting One City with writing a planning and implementation grant for One City Senior Preschool to the Wisconsin Department of Public Instruction. Laura is a founding partner of Brock & Deroche LLC in Milwaukee, a school leadership coaching firm that works directly with school principals, assistant principals and other school-based managers to assist them with leading and managing in ways that improve school effectiveness and produce successful educational outcomes among children.

Prior to launching Brock & Deroche, Laura was a school leadership coach and managing director of talent for Schools That Can Milwaukee, Inc. There, she worked directly with leaders of traditional public, public charter and nonpublic schools. Prior to that, Laura served as the Elementary Intervention and Equity Coordinator for Monona Grove School District (Monona, Wisconsin), Vice President of School Development with the Urban League of Greater Madison (Wisconsin), Secondary English as a Second Language Program Coordinator with the American International School-Riyadh in Riyadh, Saudi Arabia, Professional Development Coordinator and teacher at the American College of Sofia in Sofia, Bulgaria, Literacy Coordinator and teacher at Downtown College Prep in San Jose, California and a teacher with Compton Unified School District and Teacher for America in Compton, California.

While at the Urban League, Laura led their effort to develop a public charter school in the City of Madison called Madison Preparatory Academy for Young Men and Women. The school proposal generated significant community support but was ultimately voted against by the Madison School Board.

Laura was born and raised in the Milwaukee area. She earned her bachelor's degree in English from Pomona College and master's degree in educational leadership and policy analysis from the University of Wisconsin-Madison, where she also earned a school principal license. She resides in Shorewood, Wisconsin with her two daughters.

Vivek Ramakrishnan was a co-developer of One City Early Learning Centers, where he worked closely with One City's founder Kaleem Caire on the development of the business plan for the preschool. Currently, Vivek is an award winning 12th grade math and personal finance teacher with Freedom Preparatory Academy Charter Schools and Teach For America in Memphis, Tennessee.

As a high school student, Vivek founded Pass It On Soccer, a nonprofit organization that collected soccer balls and cleats to send to charitable organizations in Africa. The organization sought to make soccer equipment available to organizations and people using the sport as a vehicle for social change. In 2014, Vivek took his goals a step further by partnering with the Abato Foundation Uganda to launch the Mpigi Soccer Field Project. Together, he and a fellow student at Columbia University raised and managed a \$21,500 budget for the construction and long-term maintenance of the field. In July of 2014 he managed construction on the ground in Uganda, where the field continues to serve as a community resource and is managed by a team of volunteers.

Vivek earned his bachelor's degree in economics from Columbia College, Columbia University in the City of New York. While at Columbia, he served as Vice President of Policy on the Columbia College Student Council and as an Auxiliary Police Officer with the New York Police Department. He is a graduate of West High School in Madison, coaches the Freedom Preparatory Academy soccer program and has been a nationally ranked table tennis player.

2.2 Describe how this organization and/or these individuals, individually and collectively, embody the characteristics, skills, and experience necessary to establish the school as an effective, stable organization.

The answer to this question is clearly reflected in their biographies shared in section 2.1 of this application. Each member of OCSP's development team has experience teaching, leading and succeeding in education and nonprofit organizations. Each have solid experience and success with developing and launching new initiatives, and seeing projects through to fruition.

One City's founder, Kaleem Caire, is a successful social entrepreneur and seasoned executive who has developed, launched and transformed new and existing organizations and initiatives over the last 21 years. He successfully marshalled support for One City from the Greater Madison community. It's Preschool Director, Marlo Mielke, has been working with children from birth to age 18 for 20 years, including 10 years leading early childhood learning centers, and leading them through the rigor of early childhood accreditation. The breadth of her credentials are shared in section 2.1 of this application. Carol Spoehr, One City's Senior Lead Teacher, has been in early childhood education for more than 30 years, holding various teacher, teacher-leader and school leadership roles during that time. She holds a bachelor's of science in education from the University of Wisconsin-Madison and a Master's of Education with a concentration on teacher professional development, from the University of Wisconsin-LaCrosse. Carol has also served on the Board of Directors of the Wisconsin Early Childhood Association (WECA), the representative association for day cares and preschools in Wisconsin. Marlo has helped open two new school locations and Carol has helped open three over the course of their careers.

One City's Board of Directors includes seven chief executive officers and chief operating officers who between them have an average of 29 years of C-suit level leadership experience, along with experiencing managing the finances, operations, fundraising and community relations of large and small businesses and nonprofit organizations. It's Board and management team bring a host of skills and experiences to the leadership of One City, including:

- ☐ Preschools and K-12 Education
- ☐ Private Sector, Corporate Leadership
- ☐ Entrepreneurship and Small Business Operations
- ☐ Nonprofit Leadership
- ☐ Banking and Finance
- ☐ Fundraising
- ☐ Home and Commercial Real Estate
- ☐ Communications and public relations
- ☐ Business Strategy and HR Management
- ☐ Administrative and Volunteer Management
- ☐ Government Relations
- ☐ Community Leadership and Stewardship

2.3 Describe the board that will be created to lead the school.

One City Early Learning Centers, Inc.'s Board of Directors will serve as the Board for OCSP. It will have a 13-member Board of Directors. One City's governance board includes influential leaders in business, education, philanthropy, community and economic development, and civic leadership. The Board meets bi-monthly, six times per year on the 4th Tuesday of the following months: (January, March, May, July, September and November). We hold our annual Board Retreat and Annual Meeting in May.

One City's Board includes three committees: (1) Finance, (2) Fundraising and Special Events, and (3) Programs and Operations. We also plan to establish a policy committee in 2018 that will focus on building awareness and support for One City and early childhood education in Dane County, and across Wisconsin. One City's committees will be comprised of Board members, community representatives and parents from our school.

Our Preschool Director (i.e. Principal) and our Director of Family and Community Initiatives also attend all One City Board meetings, and provide staff support. We will fill the remaining two spaces on our Board by May 2018.

The current Board of Directors of One City Early Learning Centers, Inc. will also serve as the Board of Directors of the Charter Preschool. We will ensure that parents of children enrolled in OCSP are represented on OCSP's Board and Committees.

2.4 Describe the process to be used for the selection of board members.

One City Early Learning Centers' current Board of Directors will serve as the Board of OCSP. This decision was encouraged by guidance given to us by the Wisconsin Department of Public Instruction's Charter School Office.

One City's Board members are recruited from a slate of candidates proposed by current and past Board members, organizational partners and One City's parents. Each year, in January, every Board member is asked to complete a formal skills assessment that helps us evaluate the talent needs of the Board. The nominating committee will also receive a slate of candidates from Board members and its Parent Committee to consider. The CEO and a member of the nominating committee will meet with each Board candidate to determine their interests, availability and passion for serving on the Board. After these meetings, the nominating committee meets to determine a slate of officers to recommend to the full Board for consideration at its March meeting. All board members are able to ask questions and learn more about each candidate.

Between March and May, decisions are made about who to ask to serve on the Board. The Chair of the Board extends a formal invitation to serve to prospective members. These prospective members are then invited to attend our annual Board meeting and retreat in May where their candidacy is voted on by other directors. Their formal term of service as Board members begins at our July meeting each year. July 1 will also be the beginning of OCSP's new budget and fiscal year. OCSP will operate on a July 1 to June 30 fiscal year.

2.5 State the general duties of board members.

The primary job of a member of the Board of Directors of One City Senior Preschool will be to ensure progress is made on the vision and mission of the school. To meet that responsibility, all Board Directors will agree to focus on the following tasks:

1. Ensure financial resources are sufficient and managed effectively.

- ☐ Approve an annual budget,
- ☐ Monitor budget implementation, revenue and expenditures through regular review of financial reports.
- ☐ Establish financial policies to ensure the organization operates in a financially sound manner.
- ☐ Conduct annual review of financial policies to ensure they are relevant and used as intended.
- ☐ Oversee an independent annual audit by a qualified CPA.

- ☐ Help raise or provide an in-kind contribution of a minimum of \$1,000 annually.

2. Ensure effective organizational operations.

- ☐ Oversee the development One City's strategic plan
- ☐ Monitor progress on the plan to ensure goals are being met and make changes as conditions warrant
- ☐ Adhere to the guidelines outlined in the CEO/Board Governance Agreement
- ☐ Monitor the goals of the Special Events Committee and provide feedback when needed
- ☐ Annually review the Special Events committee charter and make revisions as needed
- ☐ Participate in an annual review of the Board and its performance
- ☐ Help recruit candidates for board membership to ensure the board has the expertise and diversity it needs to govern effectively.
- ☐ Regularly assess and take action to address the training needs of the board

3. Ensure programs and services of One City's Early Learning remain effective.

- ☐ Review programs and services periodically to verify alignment with the mission and values of OCEL
- ☐ Monitor the goals of the School Operations Committee and provide feedback when needed
- ☐ Annually review the School Operations Committee charter and make revisions as needed
- ☐ Monitor progress towards achieving organizational and program goals and outcomes as part of annual key metrics
- ☐ Ensure regular evaluation of programs and services
- ☐ Monitor follow-up to recommendations for improvement identified as part of program or agency evaluations

4. Support and evaluate the leader of the organization.

- ☐ Recruit, hire OCSPs CEO and approve his or her compensation.
- ☐ Foster a climate of open communication by providing regular and constructive feedback
- ☐ Support the CEO in addressing agency and community challenges related to the mission
- ☐ Annually evaluate the performance of the CEO in accordance with established policy.

5. Establish and maintain a positive community presence for One City Early Learning.

- ☐ Serve as an ambassador and advocate for the organization.
- ☐ Serve as an ambassador and advocate for the educational needs of all children in Dane County to achieve our vision.
- ☐ Represent One City professionally, ethically in all community interaction

2.6 Explain how the governance of the school will embody principals of democratic management, including but not limited to parental involvement (118.40(1m)(b)6).

OCSPs Board of Directors will practice principals of democratic leadership by (a) involving parents in the governance of the charter school, (b) by ensuring partners, school staff and other community members are involved with committees and have opportunities to engage our Board of Directors, (c) by completing self-evaluation by members of the Board on annual basis, and (d) by how the Board will vet and make decisions.

OCSPs Board will follow Wisconsin's open meetings laws, as applicable to chartered public schools, thereby giving parents, school staff and community members the opportunity to be present and participate in regularly scheduled bi-monthly Board meetings. At least one parent of an OCSP student will serve as a voting member on One City's Board of Directors, and the Board will also invite the leader

of OCSPs Parent Committee to participate in Board meetings as *ex-officio* members of the Board. The leader of the Parent Committee will not be a Board member. Each Board meeting will include a presentation by school staff about an initiative, project, issue or success with the preschool.

OCSP Board members will also annually complete a self-review of their performance as individuals, and as a body of governors. They will use feedback provided from customer surveys of parents and school staff, that will be administered twice per year, to inform their self-review of their effectiveness and the effectiveness of the school's staff and administration as well.

Instead of Roberts Rules of Order, the Board of OCSP will use the **Fist of Five** voting method for making decisions. All boards have a preferred approach when it comes to making a decision. Boards operating at a high level actually define their approach in policy and sometimes even as part of the by-laws. The most common approach to decision making involves in voting, where majority rules. Many boards also strive for consensus and often discuss issues until a position that all can support is reached.

Fist to Five voting attempts to bridge both these approaches and keeps the board from getting sidetracked with overly lengthy discussions. The attached hand-out in the appendices provides a complete explanation of how the process works. As this board is likely to wrestle with a variety of tough issues, adopting a defined decision method will help the board operate efficiently.¹⁵

Fist to Five has the elements of consensus built in and can prepare groups to transition into consensus if they wish. Most people are accustomed to the simplicity of "yes" and "no" voting rather than the more complex consensus method of decision making. Fist to Five introduces the element of the quality of the "yes. A fist is a "no" and any number of fingers is a "yes," with an indication of how good a "yes" it is. This moves a group away from quantity voting to quality voting, which is considerably more informative.

How It Works

- A fist means: I vote NO. I object and will block consensus (usually on moral grounds).
- 1 finger means: I'll just barely go along. OR I don't like this but it's not quite a no. There's lots more work to do on this proposal if you want to get me fully on board.
- 2 fingers means: I don't much like this but I'll go along."
- 3 fingers means: I'm in the middle somewhere. I like some of it, not all, but will support the decision.
- 4 fingers means: This is fine. Let's move forward.
- 5 fingers means: I like this a lot. I think it's the best possible decision.

There is more information available online about Fist of Five voting.

2.7 Explain how the board will establish policy and work with the staff to promote the goals of the program.

The Board will maintain five sets of policies and procedures for the organization, with each set of policies being informed by relevant parties: board members, school staff, parents, auditors, accountants and changes in state law, rules and/or procedures that pertain to nonprofit corporations or chartered public schools.

1. **Financial Policies and Procedures:** The purpose of OCSPs Financial Policies and Procedures (FPPs) Manual will be to establish procedures and standards for the financial functions of OCSP as a nonprofit 501(c)(3) corporation in Wisconsin. This accounting manual will provide an overview of the OCSPs accounting policies and procedures. It will document the internal

operation of OCSPs financial affairs. The primary purpose is to supply written procedures for the accounting staff/contractor and board of directors, and to document internal controls. FFPs provide a system of internal control for One City. Internal control is the organizational plan under which employee duties are arranged and procedures are designed to exercise effective accounting controls over assets, liabilities, resources, and expenditures. Specifically, the internal controls of OCSP will be designed to: safeguard assets, produce timely and accurate financial information, and encourage adherence to management policies, grant conditions, and other organizational regulations and requirements. They will also serve to protect the assets of One City against employee error or dishonesty. These policies will be reviewed annually in May by the Finance Committee of the Board, and recommendations for changes will be presented annually to the Board for formal approval its July Board meeting.

2. **Employee Handbook:** OCSPs Employee Handbook will provide a guide to the personnel practices of One City's administration and to ensure consistency of personnel decisions. The handbook will cover employee classifications, benefits, general employment practices, pay and employment practices, performance management and team member development practices, rules and regulations, ethics, code of conduct and leaves of absence. It is OCSPs intent to administer the personnel programs in a manner that complies with the letter and spirit of all applicable federal, state and local regulations. These policies will be reviewed annually in May by OCSPs Board, and recommendations for changes will be presented annually to the Board for formal approval its July Board meeting. QTI Human Resources of Madison will be hired to provide back-office HR management support for OCSP. Annually in May, both QTI and OCSP will collaborate on changes made to OCSP's employee handbook. These policies will be reviewed annually in May by the Board, and recommendations for changes will be presented annually to the Board for formal approval its July Board meeting.
3. **School Operations Manual:** This document will contain policies and procedures for the operations of operation of One City Senior Preschool. The Operations manual is not meant to be a comprehensive listing of all One City policies, but rather a resource that can be used by staff and volunteers in their day-to-day work. It includes administration and management (HR, finance and board policies), program operations (reception, enrollment, complaint procedures, partnerships, volunteering and school culture and values), food program and kitchen operations, and facilities and maintenance (daily cleaning and building maintenance, and grounds maintenance).
4. **Parent Handbook:** The purpose of the Parent Handbook will be to communicate standards, rules, procedures, and expectations, for parents of children enrolled in One City Senior Preschool. The handbook will provide parents with important information about OCSPs preschool, business operations, curriculum and educational program, school fees and relevant school policies, procedures and rules. Parents will be given at least 30 days notice whenever changes are made to this handbook. The Parent Handbook will be updated annually to reflect new changes. Parents will receive a copy of the handbook after their child has formally been enrolled in OCSP. They will also be able to access the handbook on OCSPs website.
5. **Board Policy Handbook:** OCSPs Board Policy Handbook will help protect and guide the Board as they fulfill the mission of the organization. The handbook will serve as a reference tool for appropriate action, ethical decision making, and for dealing with potential or actual conflicts. The handbook will paraphrase laws pertaining to nonprofits, public charter schools, commercial kitchen managers and employers in Wisconsin. They will explain procedures, clarify principles and express desired goals. They will serve as the protocol to follow that, when properly used,

help diminish embarrassing or potentially harmful situations, improper behavior, and ineffective decision making by OCSPs Board. Our Board Policies will address eligibility to serve, powers, duties, election of officers, conflicts of interests, code of conduct, confidentiality, personal contribution, meeting attendance, indemnification, diversity, term limits, removal from office, nepotism and fraternization, priority enrollment for children of school board members, limited reimbursement and rules prohibiting compensation by Board members of nonprofit corporations.

OCSP will also maintain school emergency and state licensing handbooks in each of its classrooms, at its receptions desk and in its administrative offices and conference room.

2.8 Attach a copy of the bylaws of the Board (if available).

We have attached a copy of the bylaws of One City Early Learning Centers, Inc. We will finalize the bylaws for One City Senior Preschool after approval of the charter school is decided by the University of Wisconsin Board of Regents, and during the contract negotiation phase with UWSA. Given that UWSA is a new authorizer and this is One City Early Learning Centers first application for a public charter school, we want to ensure that the bylaws for OCSP are inclusive of, and responsive to, standards that might need to apply to OCSP as formal decisions about the charter school and its subsequent charter contract are made.

2.9 Attach a copy of the articles of incorporation as defined by Wisconsin law.

Attached in the appendices are copies of the articles of incorporation for One City Early Learning Centers, Inc., the entity that is developing and launching One City Senior Preschool, and OCSP as well.

2.10 List the names and occupations of individuals who will serve on the initial school board (if available).

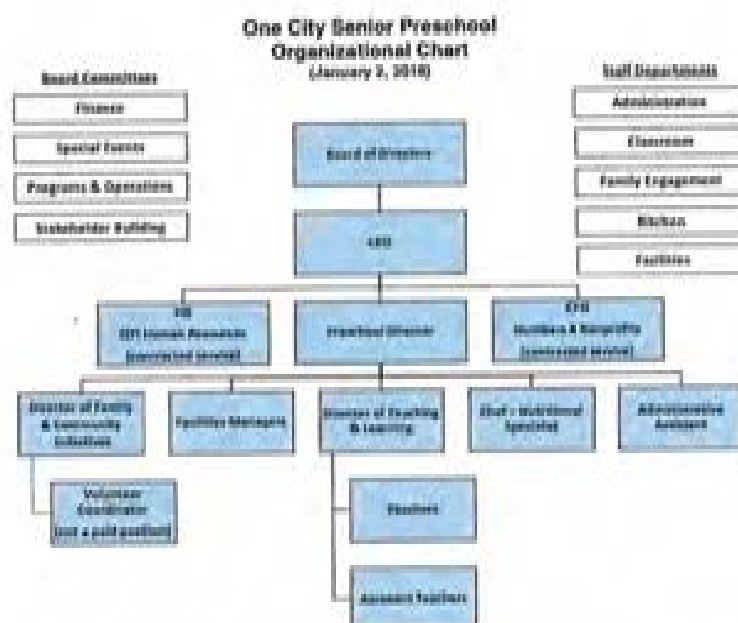
OCSP will have a 13-member board. Currently, there are **11 members** who will serve on the OCSP Board:

- **Kaleem Caire**, Founder and CEO, One City Early Learning Centers, Inc.
- **Gordon Derzon**, Retired President & CEO, UW Hospitals & Clinics
- **Carola Gaines**, Badger Care Outreach Coordinator, UW Health/Unity and Past President, Delta Sigma Theta Sorority
- **Alexander Gee, Jr.**, Ph.D., Senior Pastor, Fountain of Life Covenant Church & President/CEO, Nehemiah Center for Urban Leadership
- **Donna Hurd**, Director of Administration, Perkins Cole LLP (Law Firm)
- **Torrey Jaeckle**, Owner, Vice President and CFO, Jaeckle Distributors
- **Joseph Krupp**, Owner, Prime Urban Properties and Food Fight Restaurant Group; Founder and former owner, Krupp General Contractors
- **Lindsey Lee**, Owner, Cargo and Ground Zero Coffee Stores
- **Lynn McDonald**, Ph.D., Retired Professor of Social Work at UW-Madison and Middlesex University in London, and founder of the internationally acclaimed FAST (Families and Schools Together) Program
- **Jodie Pope Williams**, One City Parent and Academic Advisor, Madison College
- **Noble Wray**, Retired Chief of Police, City of Madison Police Department

2.11 Explain how the school will operate in terms of lines of authority and responsibility. Please attach an organization chart.

The Board of Directors shall govern the school according to the Bylaws and duties shared in section 2.5 of this application. The Board of Directors shall hire the Chief Executive Officer (CEO). The CEO will report to the Board of Directors. The Board will be responsible for determining the CEO's compensation and conducting their annual performance review. All other staff will report to the CEO, with the exception being the Chief Financial Officer (or the service hired to performed these duties via contract), who will have specific responsibilities to report on the organization's financial performance to the Board. These duties will be spelled out in OCSP's Financial Policies and Procedures.

The Director (e.g. Principal) of OCSP will report to the CEO. Following, is the organizational chart for OCSP.



2.12 Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school and the manner in which administrative services will be provided (118.40(1m)(b)).

Kaleem Caire, OCSP CEO, has 21 years of organizational leadership experience, including 17 as a CEO. As OCSP's CEO, Kaleem provides leadership in five specific areas of the preschool: (1) strategic planning, (2) staffing and professional development, (3) finance and fundraising, (4) marketing, partnerships and community relations and (5) serving as the chief administrator and primary liaison to the Board of Directors. Kaleem is responsible for setting the strategic agenda with the Board of Directors, establishing annual priorities to implement and execute the organizations strategic plan, and keeping the organization mission-focused. He also responsible for ensuring that OCSP hires and retains effective school leadership and team members, that the school has appropriate operating funds and manages its funds appropriately and effectively, and that the community is aware of One City, its success and challenge, and what it has to offer to children and families in communities and neighborhoods that it serves.

Since founding One City in 2014, Kaleem has built a strong staff team and Board, completed a \$1.5 million renovation of One City's preschool facility, and has lead the organization's efforts to raise \$3 million in support of the preschool from more than 1,000 individuals and corporations. Under his leadership, One City has also established strong, embedded partnerships with Edgewood College's

School of Education, University of Wisconsin-Madison's School of Education and School of Nursing, and other nonprofits and private sector businesses in Dane County.

As Preschool Director, Marlo's duties are shared in section 2.0 of this application. Marlo has successfully built an enrollment of more than 50 children in One City's current school and has hired a talented team of teachers and staff. She has also utilized the resources of our Board and volunteers effectively, ensuring that One City has a steady and growing number of volunteers to support many tasks and needs of One City's current school, staff, children and families. More than 270 children and adults have volunteered with One City since it opened in 2014. Marlo has also been effective at establishing and overseeing partnerships with higher education institutions and other service organizations in Dane County, and empowering the leaders on our team and teachers in our classrooms with the time, space, coaching and development needed to do their jobs well.

OCSP will contract with the following entities to provide ongoing operational support to the school.

- **Financial Management – Numbers for Nonprofits (N4N):** OCSP will contract with N4N to serve as the school's CFO and provide comprehensive accounting and financial management services. Accounting services will include weekly on-site recording of accounts receivable and other receipts, accounts payable and other accrued expenses, bank transactions, and other related accounting matters. Financial management will include closing month-end financial statements and reviewing them with One City's CEO, Center Director and Finance Committee and Board of Directors. N4N will also monitor OCSP's monthly cash flow and will assist with the development of OCSP's financial policies and procedures, annual budget, annual audit, Form 990 preparation, reports to UWSA and the Wisconsin Department of Public Instruction, and make recommendations for internal controls. N4N has been helping nonprofits succeed since 2006. Website: <http://numbers4nonprofits.com>.
- **Human Resources Management – QTI Human Resources:** QTI will be the back-office provider of Human Resources services for OCSP, providing the following professional employers services: bi-weekly payroll, payroll taxes, unemployment compensation claims, worker's compensation services, human resources and compliance-related services, benefits administration, 401K (unless teachers are a part of the Wisconsin Retirement System), short-term disability and benefits plans for health, dental, vision and life. QTI has been a leader in HR and Executive Search services for 60 years. Website: <https://www.qtigroup.com>.
- **Technology Management – Atlas Designs:** Rasheid Atlas of Atlas Designs will develop and manage the web content for OCSP's website via a monthly management contract. Website: <http://www.rasheidatlas.com>.
- **Technology Management – DaneNet:** DANEnet is a 501(c)(3) non-profit organization that has served Dane County non-profit organizations since 1995 by offering on-site technical support, technical training, and technical planning and consulting services. They provide scheduled and managed technology support, as well as on-demand technology support, to nonprofits in Dane County. Nonprofits can either schedule regular technology support or call on DANEnet staff as needed. DaneNet will function as an IT support department for OCSP, completing on-time wiring and network design, providing on-demand support for network and desktop problems, assisting with the development of technology plans, wireless networks and planning for software and hardware upgrades, making hardware and software purchases, and ensuring our data is secure and backed-up. Website: <http://www.danenet.org>

OCSP will also enter into monthly, quarterly and annual service agreements with other entities that provide lawn care and grounds maintenance, fire sprinkler protection and alarm system testing, building security monitoring, phone service and elevator maintenance, food and kitchen supplies, janitorial supplies, technology management and support services, transportation, professional development and student services, as needed.

2.11 Identify the criteria to be employed in hiring the school director/principal.

Ms. Mielke will serve as One City's Preschool Director. Her qualifications are shared in sections 2.1(B) and 2.12 of this application. Her duties and responsibilities are spelled out in the following criteria below.

The **Preschool Director** will be responsible for leading the day-to-day operations of OCSP, ensuring that our teachers, staff, partners and volunteers provide a warm, nurturing, safe and loving environment where the self-esteem of children is enhanced, independence encouraged, and individuality is respected. More importantly, the Preschool Director will be responsible for working with OCSP's CEO to ensure we meet and achieve our organizational and student achievement goal and objectives, and that we cultivate leaders within our school to serve as director of future OCSP locations. Specific performance responsibilities include:

Technical/Professional Knowledge

- ☐ Develops, implements, and evaluates instructional programs and activities.
- ☐ Assists in guaranteeing appropriate curriculum, daily schedule and student activities.
- ☐ Recruits, hires, supervises, develops and evaluates center staff.
- ☐ Ensures that all student, personnel and organizational records are maintained and updated to the required standards as outlined in licensing and accreditation guidelines.
- ☐ Implements OCSP policy, state regulations and city and national standards as they pertain to the center.
- ☐ Oversees ordering and purchasing for the Center(s), keeping within the approved budgetary financial parameters.
- ☐ Seeks out and/or researches grant proposals, as appropriate, and will work with responsible parties to write and submit proposals.

Proactive Orientation

- ☐ Reports, at least weekly, to supervisor and participates in regular administrative meetings.
- ☐ Provides effective onboarding orientation for children, parents, staff and volunteers.
- ☐ Observe teachers weekly to monitor program environment, interactions with children and overall job performance.
- ☐ Provides parents and staff with at least monthly newsletters and minutes of various program committees.
- ☐ Ensure parents are informed, in a timely fashion, of program events.
- ☐ Oversees the planning and execution of the annual fall and spring family events/open house.
- ☐ Helps cultivate parents for board membership, and organizational committees and activities as well.
- ☐ Plans, implements and participates in OCSP's Professional Development program and related activities.
- ☐ Helps Market OCSP throughout the Greater Madison community.
- ☐ Tours and enrolls new/prospective families, and prospective staff, volunteers, partners and donors.

Critical Thinking

- ☐ Work with the President/CEO to coordinate and implement One City's goals and strategic plans.
- ☐ Oversees the implementation of curriculum and evaluation, and determines needed changes or adaptations.
- ☐ Keeps abreast of current research on curriculum and instructional practices.
- ☐ Analyzes and reports on student and staff performance assessments, as a basis for curriculum improvement and staff development needs.

Managerial

- ☐ Develops task assignments and work groups as necessary, and monitors progress.
- ☐ Assists in the selection, supervision, termination, evaluation and reward/recognition of personnel.
- ☐ Manages to the approved center budget.
- ☐ Monitors center maintenance, facility needs, and services.
- ☐ Monitors custodial services to ensure a clean, healthy, and safe learning environment.
- ☐ Prepares and/or oversees the preparation of required reports and maintains all appropriate records.

Continuous Improvement

- ☐ Implements and models One City's Leadership Dimensions; models and maintains high expectation and standards for professional conduct for self and others.
- ☐ Responsible for investing in the growth and development of staff, helping to grow new center directors as well.
- ☐ Manages and implements an annual staff evaluation, which includes observation, feedback, and goal setting to assure professional development.
- ☐ Participates in staff meetings and other activities to enhance professional development of staff and self.
- ☐ Provides timely and constructive feedback to personnel.

Facilitation

- ☐ Uses appropriate interpersonal styles and methods to guide individuals and groups to task accomplishments.
- ☐ Plans and chairs monthly staff meetings.
- ☐ Facilitates problem solving with individuals and groups.
- ☐ Counsels with parents and staff to resolve problems and concerns.
- ☐ Assists parents and designated staff in contacting and accessing center and agency support services.

Communication

- ☐ Maintains visibility and accessibility on the center site and at center related activities and events.
- ☐ Uses effective communication techniques with students, teachers, parents, and other stakeholders.
- ☐ Prepares and disseminates center newsletters, memos, and letters.
- ☐ Makes presentations to staff, students, parents, funders and the public, as necessary.

Constancy of Purpose

- ☐ Collaborates with center and One City personnel in planning and implementing One City initiatives.
- ☐ Assists in supervising the induction of provisional teachers and monitoring their progress.
- ☐ Demonstrates commitment to and support for the vision and mission of One City.
- ☐ Assists in developing and implementing positive public relations for the center.
- ☐ Performs other incidental tasks consistent with the goals and objectives of this position.

Decisiveness

- ☐ Decides how to meet students' needs as they arise.
- ☐ Provides input to staff classroom situations as needed.

- ☐ Deals with emergency situations quickly and effectively.
- ☐ Deals effectively and appropriately with abuse situations.
- ☐ Investigates student accidents and other incidents and takes appropriate action.

Family Connections

- ☐ Builds and maintains positive and engaging relationships with parents.
- ☐ Works cooperatively with families to strengthen the educational program for their children.
- ☐ Respects each family's uniqueness and advocates for children and families, and One City Early Learning Centers.

Professionalism

- ☐ Respects and honors the confidentiality of records and information regarding students, families, and teachers in accordance with accepted professional ethics, and state and federal laws.
- ☐ Upholds and enforces board policy, administrative procedures, and center rules and regulations, and is supportive of them to the public.
- ☐ Maintains appropriate work habits, including regular and punctual attendance and appropriate use of planning time and establishes and maintains cooperative relationships with other staff members.
- ☐ Strives to communicate the positive aspects of One City to the public in word and deed.
- ☐ Helps maintain a clean and orderly educational environment and facility, at all times and shows grace and support when engaging children, parents and guests who utilize or visit One City.
- ☐ Continues professional growth through participation in professional development opportunities offered by One City, higher education institutions, and other reputable institutions for continuing education.
- ☐ Organizes and participates in special events hosted by One City, and performs other duties as assigned by supervisor.

The qualifications for the Preschool Director include:

- ☐ Strong commitment to the mission, vision, goals and objectives of One City Early Learning Centers, and to working to with young children from diverse racial/cultural populations and their families.
- ☐ Bachelor's degree in early childhood to elementary education or related field, with a minimum of three (3) years of management experience and three (3) years teaching experience; administrative credential and master's degree a plus.
- ☐ Experience guiding, developing and directing teams of five or more people.
- ☐ Advanced knowledge and experience with child development, early education theories and practice, and safe and appropriate activities for children.
- ☐ Effective classroom management and child development skills; effective verbal and listening communications skills; and effective team building; decision-making, problem-solving, stress management, time management and teaching skills.
- ☐ Excellent judgment and creative problem-solving skills, including negotiation and conflict resolution skills.
- ☐ Ability and commitment to work effectively, respectfully and enthusiastically within a healthy environment dedicated change and growth.
- ☐ Energetic, flexible, collaborative and proactive; work effectively with children, parents, staff teams, peers, supervisors, volunteers and guests.
- ☐ Ability to regularly and routinely lift and push at least 50 pounds.
- ☐ Completion of a background check required.
- ☐ Be at least 18 years of age.

2.14 If the charter school will be managed/operated by a third party, identify the organization and its role in the charter school operation.

One City Early Learning Centers, Incorporated will be the entity that oversees and operates the charter school. One City's current Board of Directors made the decision to establish a separate nonprofit for the charter school after consulting with the Wisconsin Department of Public Instruction's (DPI) charter school team. DPI informed us that One City will be required to establish a separate nonprofit corporation under its leadership to receive charter school payments. They also shared that OCS's Board and leadership can be the same, but that revenues and expenditures must be accounted for and audited separately.

By January 31, 2018, One City Early Learning Centers (OCEL), Inc. will change its name to "One City Schools, Inc." (OCS). OCS will operate two nonprofit preschools: One City Junior Preschool (OCJP) for children ages 1 to 3 years old and One City Senior Preschool (OCSP) for children ages 4 and 5. The Junior Preschool will continue to operate under One City's current nonprofit tax identification number and will not be a charter school. OCS will work with Scholz Nonprofit Law to establish One City Senior Preschool (OCSP) as a separate 501(c)(3) nonprofit corporation under its leadership.

One City Senior Preschool (OCSP) is the preschool we are seeking to be authorized as a public charter school by the University of Wisconsin System's Office of Educational Opportunity. OCSP will carry the same mission and vision as One City Schools, Inc.

3.0 COMMUNITY AND FAMILY ENGAGEMENT

3.1 Describe the community the school will serve.

One City Senior Preschool (OCSP) will be located in the recently renovated South Madison Day Care Center facility at 2012 Fisher Street. The facility serves as the home of One City Early Learning Centers (whose name will soon be changed to One City Schools, Inc.), the entity that is starting the preschool. OCEL leases the facility from Forward Community Investments (FCI) of Madison, but intends to purchase the facility from FCI by December 31, 2018. See section 1.8 of this charter school application for more details about the neighborhood.

3.2 Explain how the community has been involved in developing the school.

As shared in section eight of this document, One City has received financial support from 1,123 individual donors and 68 businesses, foundations, churches and service organizations. We have also enjoyed the support of 272 volunteers who have invested their time, talent, love and expertise in One City since we opened in 2014. Volunteers helped prepare our current facility for construction in 2014/15, helped us set-up, paint and organize our temporary location in 2015, and helped us move in and organize our current home after the renovation was completed in 2016.

Community members helped set-up our playgrounds and gardens. They've purchased books and related items for learning and play for our classrooms and play areas. They purchased curriculum and professional development opportunities for our team members. They've donated clothes to our children, made hats for them for the winter, and purchased holiday and birthday cards and gifts for our children and team. They have also donated tickets to various performing arts and recreational events for our staff members and families to attend.

As part of our efforts to inform the Madison community about our plan to establish the One City Senior Preschool as a public charter school, we held a series of meetings with our top donors, the leadership of the Madison Metropolitan School District, and other key persons in Dane County. We also hosted three public meetings to discuss our plans with large and small groups of community leaders, early educators, and leaders in business, education, government and philanthropy. Attendees of these meetings were enthusiastic about our plans for the public charter school. In total, 129 people attended these public and small group forums. We also met with the parents of One City's current students about establishing a public charter school. There was 100% support from this group as well.

Additionally, our local neighborhood association, churches (Mount Zion Baptist and Fountain of Life Covenant Church), and our city council representative Sherry Carter and county board representative Sheila Stubbs have all supported the establishment of One City as a preschool in our current location. We have hosted several well-attended community events at local churches, businesses, professional clubs and community-based organizations in Madison. We also have great relationships with other community-based organizations in our area, including Centro Hispano, Urban League, Literacy Network, YWCA of Madison, Resilient Cities Center, Bram Hill Apartments and Housing Ministries of American Baptists, and the Goodman Public Library.

3.3 Explain how the community has been involved in the operation of the school.

One City is very fortunate to have a regular weekly group of volunteers who staff our reception desks all day, with each volunteer dedicating a morning or afternoon shift while answering the phone and assisting us with various administrative tasks. We routinely have a corps of 24 regular weekly volunteers who visit our school to engage in programming with our children, or to support our administrative functions. Essentially, "One City" is truly emblematic of its namesake: "It takes a village to raise a child". One City has already succeeded in getting a lot of people in the village to pitch in, and more are joining us every week.

Volunteers have also spent time reading with our children, working on classroom projects with children and in support of teachers, chaperoning field trips, assisting with daily meal preparation and service, and hosting and organizing special events and fundraisers. Annually, a group of 15 volunteers help us complete our end-of-year fundraising mailing to current and prospective donors. A handful of volunteers have also provided counsel, guidance and therapy to some of our parents and their families.

3.4 Describe community partnerships the school will have or hopes to have.

- Partnership with Edgewood College's School of Education:** In February 2017, Edgewood began teaching their practicum course for early childhood educators in-training at One City one day per week. During the summer, One City served as a host site for one of their student teachers. That student teacher is now a full-time paid teacher with One City, leading our 1-2 years old classroom. This fall, 10 students enrolled in Edgewood College's highly regarded early childhood education program are doing their practice teaching at One City. Our partnership is focused on helping pre-service teachers develop the skills, knowledge and tools necessary to help get children ready for school and life success before they reach kindergarten, and how to work effectively with parents, volunteers and community partners as well. This partnership will expand with development of OCSP.
- Partnership with the University of Wisconsin-Madison School of Education:** In September 2017, UW-Madison's top researchers in early childhood education began teaching a course at our preschool titled, "Young Children's Mathematics Book Study and Action Research". It is taught one Wednesday per month from 4:30pm – 7:00pm at our Center. Fifteen educators from across Dane

County are currently enrolled in the course. More information about this course can be found by clicking here: <https://eop.education.wisc.edu/eop/professional-learning/courses/young-childrens-mathematics>. During a meeting we had this fall with Dr. Beth Grau, an internationally acclaimed professor and researcher in early education and Dr. Diana Hess, Dean of the UW-Madison School of Education, we discussed extending our relationship in the future to include research and One City serving as a community practice site for their student teachers. We will engage UW-Madison in conversations about expanding our partnership after the UW System makes its decision about authorizing OCSP.

- **Partnership with the University of Wisconsin-Madison School of Nursing:** In the fall of 2016, One City partnered with the School of Nursing to serve as a community placement site for two nurses involved in their community health clinical program. The clinical is focused on having nursing students work with the maternal/child and early childhood populations in the context of the community. Participating students are required to complete a total of 120 hours of clinical time. This roughly comes out to one day/week for 15 weeks (1 semester). Students work from a make-shift health office at One. They provide health education in our classrooms, host workshops for parents, help us trouble-shoot around issues related to the health and well-being of our children, coordinate with your nutrition program, and help our parents make connections to health supports in the Madison community. One City has served placement site for six nursing students over the last three semesters and are entering our fourth semester with two new students. OCSP will be a part of this partnership, too.
- **Madison Metropolitan School District:** MMSD has been a great partner to us through the development of One City. They have provided us with a great amount of data to assist us with our planning efforts, have met regularly with us to share plans and ideas for strengthening preschool education in MMSD and Madison, have given us space in their school facilities to host programming for our parents and other community members. They also service children we have identified as having special needs in our school. We hope to continue this partnership going forward, and will talk with them in January 2018 about One City purchasing special education services from them for our children. We have also had discussions about working together to establish a true birth to age 8 initiative, and hope to make headway on that as well in the ensuing months.
- **Partnership with Madison Pediatric Dental & Orthodontics and Excellence in Dentistry:** Annually, these two dental clinics provide dental screenings for our children at One City at no cost to parents. They teach children how to properly clean their teeth, provide free tooth brushes and cleaning supplies, and provide referrals to parents depending on the dental situation of their child. They also offer to see our children at no charge at their clinics for basic cleanings. A few of our children have been found to have significant dental challenges, and have had the issue addressed by their parents and these dental clinics. This partnership will also continue and grown after OCSP opens in the fall of 2018.
- **Partnership with Access Community Health:** The leadership of Access has helped us troubleshoot a handful of health issues that our children, their parents or members of their family have had. Presently, one of their nurses comes over to our school regularly during the week to support one of our children who was identified as having Type-1 Diabetes. We have also referred a number of our families who are uninsured or underinsured to their health clinic, and they give our parents priority for visits.

- **Partnership with the Urban League of Greater Madison:** We have referred many parents to the Urban League who are seeking employment or advanced job training. Several of our parents have experienced job loss while their children have been enrolled with us. The Urban League has been great in responding to the families that we have referred to them. They also share information about their job training programs and featured employer interview days with us so we can share it with our parents.
- **Blackhawk, Zion City, Fountain of Life, Mount Zion and First Unitarian Churches** have all been regular partners and supporters of One City. Many churches have supported our preschool but these five churches routinely send volunteers to work with us and have encouraged their congregations to contribute financially to our efforts. Through them, One City has establish some powerful and lasting relationships with young people and adults in Madison who work with our children, support our teachers and school, and promote our efforts across the Greater Madison community.

3.5 Describe how relationships to attract and retain students, enhance student learning, and satisfy students and stakeholders will be built.

Part of the answer to this question is located in section 4.2(B) of this application. One City has been building partnerships and relationships in the community for the last three years. We will utilize these partnerships to attract students. Our relationships with other K-12 schools have led to teachers at those schools referring families with young children to One City. Health providers are referring families to One City, including staff in the Meriter Hospital birthing center who are sharing our brochure with parents before they leave the hospital after giving birth. We have also built strong partnerships area churches, community-based organizations, and are expanding our efforts to build partnerships with employers. Exact Sciences, one of Madison's fastest growing companies, has agreed to share information about One City with all of their employees. We will continue to expand upon these efforts to support enrollment and maintain a steady supply of volunteers to work with our children and our school.

One City will also continue to promote the success of its children and team to the broader public. In just three years, One City has established itself as the third most recognized early learning center in Dane County. Only Kids Express Learning Center and Goodman Community Center's preschool have more likes, and their programs have been around for at least two decades. We will also continue to issue our annual progress report to the community, and will maintain our Gold rating for transparency with GuideStar, the world-renowned organization that maintains publicly accessible financial and organizational information on nonprofit organizations around worldwide.

3.6 Describe how requirements, expectations, and preferences of students, parents and other stakeholders will be determined.

OCSP will conduct customer surveys of its families twice each school year, once in January and one once in June. Parents will be able to complete the survey online or by hardcopy. One City will also maintain a suggestion box for parents in an easily accessible area in our school, for them to leave suggestions, questions or concerns whenever they are at the school. The box will be checked every Monday by the school's administrative team. OCSP will also support the One City Parent Committee, a new organization within One City that parents created to support other parents and the school, and to engage in decision-making that will impact the OCSP. OCSP's Director of Family and Community Initiatives will staff this group and work closely with them to ensure that their needs and aspiration and addressed.

With regard to students, OCSP is prohibited by state law from showing preference towards students, except preferences that are allowed for in sections 118.40(g)(1-4): for the children of school founders, board members, full-time employees, and for children who were enrolled in the school the previous year, and to siblings of children already enrolled in the school. With regard to student interests in the classroom, One City's educational program is partially built around the interests of the children. Teachers will create thematic units based on what children are interested in. In the past, teachers have built learning units around the life cycle of bees and ants, and around farm animals, firefighters and trees, among other subjects. See Section 2.7 of this application for explanations of how other expectation and requirements are addressed within One City's policy documents.

4.0 MARKETING, RECRUITMENT AND ADMISSIONS

One City's marketing plan will support three priorities and goals:

1. **Enrollment:** Recruit, retain, and expand student enrollment annually – promote OCSP to as many parents and students as possible, and establish a wait-list of at least 10 children per grade level annually.
2. **Staffing:** Recruit and retain a talented, effective, and committed faculty and staff – field qualified applicants for each position in a timeframe that enables us to hire by June 30 each year.
3. **Public Image and Support:** Building, maintaining, and solidifying a base of support among local leaders, financial contributors, key partners, the media and the general public.

OCSP will make use of a variety of marketing strategies to accomplish its enrollment, staffing, fundraising and publicity goals. Each strategy will be phased in, from pre-launch of the school through the first three years of operation. These marketing strategies are less expensive and more sustainable with the budget of a new charter school than television, radio, and popular print advertisements. They also deliver a great return on investment if executed effectively. Each strategy will enable One City, with its limited staff, to promote itself to the general public and hard-to-reach communities, build relationships, sustain communications and achieve its goals. Strategies will include image management, grassroots engagement, an online presence and partnerships, viral marketing, buzz marketing, school tours, community events and sponsored activities and popular/earned media. We will share more detail about each of these strategies in our Phase 2 application to UWSA.

4.1 Describe the marketing program that will be used to inform the community about the school.

- A. **Online Presence & Partnerships:** OCSP launched a website in July 2011 and updated its current Facebook and Twitter pages prior to the school opening to expand its public presence. The Facebook page for OCSP presently has 308 members. The page is used to raise awareness, expand support, communicate progress, announce activities and events, and promote small-donor fundraising campaigns. The website is used to recruit students, staff, and eventually serve as an entry-point to a member only section on the Internet for faculty, students, and parents.

OCSP will establish strategic alliance partnerships with service associations (100 Black Men, Links, Hispanic Chamber of Commerce, Fraternities and Sororities, Rotary, Kiwanis, Optomists etc.), enlisting their participation in and support of OCSP. In addition, OCSP will establish partnerships with area public and private elementary schools to recruit students.

- B. **Viral Marketing:** OCSP will use email announcements and social networking sites to share its mission, activities, employment opportunities, and successes with its base of supporters and will inspire and encourage them to share the information with their friends, colleagues, parents and students they know who might be interested in the school. OCSP will add to its base of supporters through its other marketing strategies, collecting names and contact information when and where appropriate.
- C. **Buzz Marketing:** OCSP will use subtle forms of marketing to recruit students and faculty, increase its donor and support base and develop a positive public image. The school will maintain an influential board of directors and advisors, will engage notable people and organizations in the school, and will publicize these assets to the general public. The school will also prepare key messages and strategically involve its students, staff, and parents in key events and activities to market its brand – high achieving, thoughtful, forward thinking, confident and empowered young men and women who are being groomed for leadership and success by equally talented, passionate and committed adults. The messages, images, and quality of interactions that the broader community has with members of the OCSP community will create a positive buzz about the school, its impact, and the success of its students.
- D. **Popular Media:** OCSP will allocate resources to market its schools on the radio during the peak student recruitment season in two phases. Phase I will commence in December 2011 and Phase 2 advertising will take place between February and April 2011. To defray costs, OCSP will enlist the support of popular radio personalities for feature interviews, spotlights, and PSAs featuring OCSP's leadership to promote the school.

4.2 Explain how students will be recruited for the program.

- A. **Image Management:** OCSP's Baby Badger logo and images of children, parents, teachers and volunteers engaged in activity at OCSP will be featured on the school's website and social media pages, in informational and print materials, and on inexpensive paraphernalia (lapel pins, emblems, ink pens, etc.). During field trips and other special activities, OCSP will ensure children are wearing t-shirts that have the One City logo on them, and that staff are appropriately dressed in One City branded attire as well.

Additionally, OCSP will also ensure that its educational facility, learning spaces and school grounds are clean, orderly and well-maintained at all times, and that these physical spaces reflect positive images of OCSP students, adult role models, community leaders, families, and supporters. OCSP's Core Values will be visible through the school as well, and its students, faculty, staff, and Board of Directors will reflect an image in school and in public that is consistent with these values.

- B. **Grassroots Engagement:** OCSP's CEO, Preschool Director, Director of Family and Community Initiatives and other team members, staff and volunteers will serve as "school recruiters", going door-to-door in target neighborhoods in the 53713, 53711 and 53705 zip codes to inform adults, families and business owners about the opportunity to enroll children in One City. We will concentrate our grassroots efforts on a 5-mile radius of the preschool. School recruiters will be dressed in the OCSP uniform (either a polo shirt, suit jacket/tie, or jacket, each showing the OCSP emblem) and will visit homes in two person teams.

OCSP will also partner with elected officials, neighborhood association leaders, local libraries and community organizations to host community workshops and workplace briefings year-round to promote OCSP in our target neighborhoods. We will also promote the OCSP to citizens in high traffic

residential areas of the city, including metro stops, restaurants, community health agencies, and at public events. OCSP will engage the religious community as well, promoting the preschool to church leaders and requesting to speak before their congregations or have the church publicize the school during their announcements on Sundays and ministry activities during the week.

Area businesses, hospitals, government agencies, foster care agencies, and mentorship programs will be asked to make information available to their patrons, clients, and families. OCSP will also seek to form partnerships with the Police Department and Court System to ensure judges, attorneys, neighborhood police officers, and family advocates know about the school and can make referrals of young men and women they believe will benefit from joining OCSP's school community.

- C. School Visits & Activity Participation:** Each year, from the week after Thanksgiving through the end of the school year, OCSP will invite prospective students and parents, funders, and members of the community to visit the school. A visit program and weekly schedule will be established to ensure that the school day and learning is not interrupted by visitors. OCSP will also establish an open visit policy for parents, and will create opportunities for them to leverage their ongoing involvement with the school and their young men and women. Through nurturing positive relationships with parents, and establishing an environment where they are wanted and respected, OCSP will create spokespersons in the community who help grow its student body and community support. Finally, OCSP will host an annual community event that engages its school community with the Greater Madison community in a day of fun, competitive events for families, and will serve as a resource to parents whose children do not attend OCSP by inviting them to participate in its Destination Planning workshops.

4.3 Describe the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population (118.40(1m)(b)9).

OCSP will be located in Madison's most racially and ethnically diverse zip code. Nearly 50% of the population of the 53713 zip code are people of color. Current enrollment trends at One City, as shared in section 1.5 of this application, lead us to project that somewhere between 60 to 70% of will be children of color. Currently, 75% of the children enrolled in One City's existing preschool are children of color; 25% are white. Ninety percent of our families currently reside in the 53713, 53711 and 53705 zip codes, which cover all of South Madison and the near West-side. We do not anticipate having a difficult time achieving diversity in our school. We will continue to market One City to a broad audience.

4.4 Describe admissions policies and practices to be used to enroll students in the first year and succeeding years (118.40(1m)(b)10).

OCSP will enroll any child who resides within the attendance boundaries of the Madison Metropolitan School District (MMSD), and is age-eligible for the grade they are enrolling in, provided seats are available.

We anticipate that the majority of enrollment will come from families residing in South Madison's 53713 zip code, with a smaller percentage coming from families living in adjacent zip codes: 53711 and 53715. The registration deadline will be determined after the school is authorized by the University of Wisconsin System Administration.

All interested families will complete an enrollment form online, during community meetings, at recruitment and outreach events, or during a drop-in, open house or a scheduled tour at OCSP.

- If OCSP receives completed enrollment forms from the *maximum* number of children we can enroll in each grade (44 in 5K or 38 in 4K), *or less*, then all of these children will be admitted.
- If OCSP receives *more than* 44 enrollment forms for 5K, more than 38 enrollment forms for 4K, or more enrollment forms than there are seats available in these grades in subsequent years, it will hold a public lottery for the preschool at a location that provides enough space for applicant students and families to participate. It is possible that OCSP could hold a lottery for one grade level and not the other, if OCSP receives enrollment forms that exceed the number of seats available in one grade and not the other.
- If OCSP does not fill all available seats, it will continue its grassroots recruiting efforts until it reaches its enrollment goal.
- Siblings of current OCSP students, or of children who receive a seat during the lottery, will receive preference for enrollment in the preschool. While the names of all children who have completed enrollment forms on file by the registration deadline will be included in the lottery and will be pulled blindly, the lottery process will account for sibling preference.
- Additionally, children who were enrolled in One City's Early Years Preschool (OCEYP) will be given preference for enrollment as well.

Admissions Process

OCSP's admissions process will take place in three phases. It will begin its outreach campaign to enroll children and hire staff in February 2018 immediately after it receives final word from UWSA and the Board of Regents about the approval of its charter school application.

Phase 1: Enrollment Period. OCSP will be prepared to launch its website by February 8, 2018. This website will draw clear distinctions between One City's Early Years Preschool and its Charter Preschool. We are anticipating that our official enrollment period will begin Monday, February 12, 2018 and end Monday, April 30, 2018.

Beginning February 12, 2018, parents will be able to download and submit enrollment forms on-line. They will also be able to drop their children's enrollment forms off, or complete them on-site, at One City Early Learning Centers current preschool located at 2012 Fisher Street in South Madison. Parents may also send their enrollment forms through U.S. Mail. Enrollment forms will be marked with the date that they have been received by OCSP's administrative team. If necessary, a public lottery will be held to select students on Saturday, May 5, 2018.

Phase 2: Admissions and Registration. Formal admissions and registration will take place from Monday, May 7 through Friday, May 25, 2018. Parents must submit completed registration information, valid proof of residency, records transfer requests from their child's current preschool (if applicable), and complete a school tour and one-on-one enrollment interview with an OCSP representative. Families who complete enrollment papers for their children, but are not yet residing in the Madison Metropolitan School District (MMSD), will be placed on a waiting list until they can show proof of residency within the attendance boundaries of MMSD.

Phase 3: New Student and Parent Orientation. Orientation will take place on three dates, if necessary. Parents who have completed admissions and registration will be able to sign-up for one of two

orientation dates in June 2018. If there are still seats available in either grade at OCSP after the registration deadline, One City will continue to enroll and register families on a first-come, first-serve basis. An orientation date will be set for these families in August 2018.

4.5 Describe strategies to be employed when, and if, more students apply for admission than there are seats available.

- If OCSP receives completed enrollment forms from the *maximum* number of children we can enroll in each grade (44 in 5K or 38 in 4K), or less, then all of these children will be admitted.
- If OCSP receives *more than* 44 enrollment forms for 5K, more than 38 enrollment forms for 4K, or more enrollment forms than there are seats available in these grades in subsequent years, it will hold a public lottery for the preschool at a location that provides enough space for applicant students and families to participate. It is possible that OCSP could hold a lottery for one grade level and not the other, if OCSP receives enrollment forms that exceed the number of seats available in one grade and not the other.
- If OCSP does not fill all available seats, it will continue its grassroots recruiting efforts until it reaches its enrollment goal.
- Siblings of current OCSP students, or of children who receive a seat during the lottery, will receive preference for enrollment in the preschool. While the names of all children who have completed enrollment forms on file by the registration deadline will be included in the lottery and will be pulled blindly, the lottery process will account for sibling preference.
- Additionally, children who were enrolled in One City's Early Years Preschool (OCEYP) will be given preference for enrollment as well.

5.0 FACULTY AND STAFF

5.1 Identify how administration, faculty and staff will be recruited and how the school will ensure the quality of the workforce.

Projected Marketing & Recruitment Timeline for Students and Staff

One City will use similar strategies marketing strategies to recruit students and staff. However, it will utilize different vehicles to manage the recruitment process. One City will use Indeed.com, JobsinMadison.com and its relationships with area colleges and universities to recruit qualified staff. It will also host two job fairs in the spring 2018, offer signing bonuses to those who apply, are hired, and stay in position for six months, and offer a comprehensive salary and benefits package to FTEs. One City has had success hiring diversity thus far, and will continue to use its partnerships, public visibility and broad support to recruit quality team members and volunteers.

| Dates | Actions |
|-----------------------|--|
| February 8 or 9, 2018 | UW Board of Regents Affirms One City Proposal to start OCSP |
| February 8 or 9, 2018 | Launch new website for One City Schools, Inc./Staff search process begins |
| February 12, 2018 | Parents can begin submitting applications for their children /Marketing Starts |

| | |
|-------------------|---|
| February 2018 | Begin enrolling students/Host first Job Fair |
| March 6 & 8, 2018 | Hold first Open Houses and Information Sessions for prospective parents |
| March 2018 | Interviews for teaching and other staff positions begin/start extending offers |
| | Enrollment period for OCSP continues; Ramp-up marketing campaign |
| | Drop brochures at local businesses, health clinics and other high traffic areas |
| | Earned Media: For the Record TV Show, Popular Radio, Print News Stories |
| April 2018 | First Round of Paid Media (Radio & Print) |
| April 3 & 5, 2018 | Host second Open Houses/Information Sessions |
| May 5, 2018 | Public admissions lottery held, if necessary |
| May 7 – 25, 2018 | Formal admissions and registration period for applicant students |
| June 2018 | Host two new student & parent orientations/One City Graduation & Barbecue |
| August 2018 | Host two new student & parent orientations/Welcome Barbecue |
| | New teacher orientation and training |
| September 4, 2018 | First day of new school year (reminder: One City is a year-round school) |

5.2 Describe how job requirements, compensation, career progression, workforce practices, and work environment will motivate faculty and staff to achieve high performance.

A. Staffing Plan/Job Requirements.

OCSP teachers and staff will work 8.5 hours per day between 6:45am – 6:00pm Monday through Friday, excluding their 45-minute duty-free lunch break. They will also have normal break-times in the morning and afternoon, and will have one hour of planning time each day. The extensive break-time, planning time, collegial work environment and our important mission to get children ready for school success will contribute to a happy workplace at One City.

Each classroom will have two teachers staffing them all day, unless enrollment numbers are too low to justify having two teachers in the classroom. Teachers will work a total of 234 days during the year. One City has also budget for a one-week orientation at the beginning of the school year, which teachers and staff will use for team building, training, planning and getting their classrooms and departments ready for the new school year.

The student-to-teacher ratio at One City will be a maximum 9:1 in 4K and 11:1 in 5K. One OCSPs staffing plan is designed to ensure the preschool meets its obligation and commitment to produce high levels of student achievement and success, to ensure the school stays in sound financial health and maintains compliance with local, state, and federal laws and regulations, and that its students, staff, faculty and parents are adequately supported in their respective roles.

B. Compensation.

All OCSP staff will receive competitive salaries, wages and comprehensive health benefits that they are eligible for based on their full or part-time status. One City's health benefits provider is Quartz, through its HR contractor QTI Human Resources. All full-time OCSP staff will be eligible to receive an attractive employee benefits package that includes medical, dental and eye care insurance, a 5.9 percent contribution of their salary towards toward their retirement, either via the Wisconsin Retirement System (WRS) or One City's 401k benefits plan, whichever the teacher/staff members prefers. They will also receive 18-days vacation to use upon hire, have the winter holiday off between December 25 and January 1, and have other planned days off during the year for holidays and spring break. One City also periodically provides movie tickets and the perks to its staff, and all team members are eligible to participate in One City's Family Perks discount program, which provides significant discount a over 300,000 business across the country.

C. Other.

Staff will qualify for performance-based raises every year, and One City will invest in their professional development to the extent that our resources allow. Growth opportunities will be possible as One City grows and adds more locations, or through staff attrition and stretch assignments.

5.3 Describe how the faculty and staff education and training programs will support the achievement of overall objectives.

One City uses the 70-20-10 model for training and development. We believe that 70 percent of our team members growth and development will happen while they are working in their core roles. They will learn from their mistakes, make adjustments, ask for help, partner with their peers and utilize various resources at their disposal. Twenty percent of their development will come from coaching provided by internal or external staff and topic-area experts. Ten percent of their development will involve formal learning and training. Staff will participate in training in the respective areas, and in all-team trainings as well, throughout the year. One City Team members currently engage in training every month, and also during full and half-day trainings several days during the year. Teachers and staff are trained in best practices in early childhood education, in our curriculum and assessment strategies, in parent and community relations, and various other subjects of interest or need to our team.

5.4 Describe how the work environment will foster learning and continuous improvement for both staff and students.

In his book *The Joy of Work*, Dennis Bakke, wrote about joyful workplaces being places created by joyful people. If you want to enjoy your workplace, you have to hire joyful people, and then work to build on their joy by regular, heartfelt and authentic recognition, stretch assignments, new opportunities and timely flexibility. This is how One City works now, and it is the culture we intend to maintain as our school grows and we add new employees. Our hiring process helps us hire joyful people who love to work with children. We are not perfect at it, but we put effort into ensuring One City is a place where everyone enjoys coming to work. We also feed our employees authentic, delicious food every day prepare by our full-time chef. Everyone loves to eat.

5.5 Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction (118.40(1m)(b)7).

One City will hire staff who have the credentials to teach children in grades 4K and 5K. In some cases, we will consider seeking approval from Wisconsin Department of Public Instruction for emergency teacher licenses, or waivers. We will also support staff, to the extent our resources allow us, to work towards achieving their credentials to work or advance in their field, provided they have the basic education required to support them working in the position they've been selected for. We will also cover the cost of the fees for teachers to apply for their teachers license, and the education required to keep their licenses current.

5.6 If applicable, describe how the school will partner with University of Wisconsin System institution(s) or other institution(s) of higher education.

See section 3.4 on page 34 for an example of the partnerships we already have with the University of Wisconsin School of Education and School of Nursing. We have also done some work with the School of Human Ecology and hope to extend our partnership work with them as well. We have already met with School of Education Dean Diana Hess, and we will begin exploring research partnerships with the university as well. We are also open to exploring other possible partnerships with UWSA or its members schools.

6.0 CURRICULUM AND INSTRUCTION

We have carefully selected the curriculum we will use with the children of OCSP. We are very serious about our children being ready to succeed educationally in kindergarten and first grade. Parents, and the broader community in which our preschool is located, will know that their OCSP students are being prepared to succeed personally and educationally, now and in the future.

6.1 Describe the educational program of the school (118.40(1m)(b)3).

A. The Creative and Anji Play Curriculum: One of OCSPs core values is offering a World Class Curriculum. By World Class, we mean a strong, well-rounded curriculum that gives children the foundational preparation needed for them to succeed and thrive in school and life. This is a key component to our school's agenda and success. OCSP will use a combination of curricula, along with other innovative and research-based strategies, to facilitate our children's growth and development through play, and through foundational skills development in reading, writing, mathematics, history, science and innovation.

- 1. The Creative Curriculum** is a comprehensive, research-based curriculum that promotes exploration and discovery as a way of learning, and helps teachers build children's confidence, creativity and critical thinking skills that facilitate positive learner outcomes. The curriculum builds upon decades of research, offering educators a developmentally appropriate, inquiry-based curriculum that incorporates best practices for teaching and learning in preschool and kindergarten. It provides a framework through which teachers organize their classrooms and teaching strategies in an age appropriate manner. It guides teachers to construct and manage a learning environment, and offer learning activities that cover *38 objectives for development and learning* that are most critical to school success.¹⁷ The objectives cover 10 areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, the Arts and English Language Acquisition.

For example, in the area of Literacy, children in our 5K classroom will be learning to “demonstrate phonological awareness, phonics skills and word recognition”. Teachers will work with students on these skills throughout the year, helping them notice and discriminate rhymes, alliterations, and discrete units of sound, while using phonics rules and knowledge of word structure to decode text.

The Creative Curriculum comes with a complete compliment of subject area curricula, assessment materials, online strategies and instructional guidebooks for teachers, information booklets and resources for parents, and online and in-person professional development for staff and administrators. The curriculum is also aligned with Wisconsin’s Model Early Learning Standards and Practices for ages birth to first grade. Eight school districts in Wisconsin use Teaching Strategies as their required annual assessment for measuring growth and development of children in grades 4K and 5K. Website: <https://teachingstrategies.com/solutions/assess/gold/>.

2. **Anji Play** is a national standard for preschool education in China. It was developed and tested by Ms. Cheng Xueqin, Superintendent of 130 public kindergartens that serve 14,000 children ages 3 to 6 in Anji County, China. Through sophisticated practices, site-specific environments, unique materials and integrated technology, the Anji Play provides a STEM-based learning model for young children while returning the right to self-determined play to children. A child’s play in an Anji Play school is self-determined and intentional, and is defined by five core child-centered objectives: love, risk, joy, engagement and reflection.

In the kindergartens of Anji, China, children lead their own play and self-expression. They choose what, where and with whom to play. Self-determination in play, ownership of discovery, learning through play, and the time and freedom to express complex thoughts, ideas and intentions through their play is what Ms. Cheng refers to as “True Play”. It is this type of learning by doing, by creating, by building, by reflecting and by sharing that excited One City about implementing Anji Play in its schools. Also, in Anji schools, teachers, parents and grandparents support the growth and reflection that takes place in the classroom and bring their inter-generational and inter-cultural experiences of play to the materials and environments both in school and in the community at large. The concept of “One City” supporting the freedom of its children to play, learn and experience joy independently and with their friends should be the capstone of every childhood.

Anji Play includes minimally-structured, open-ended environments that allow children to explore, imagine and create, and without the interference of adults. In Anji Play, these environments are designed to maximize opportunities for imagination, inquiry and contact with natural phenomena and elements. Water, sand, mud, trees, bamboo, ditches, tunnels and hills are among the environmental features that engage children in endless exploration, discovery, risk-taking, problem solving and knowledge creation. The principles of the Anji Play approach are manifest in indoor, outdoor and liminal environments. In every instance the environment allows for children to organize and manage their own materials; move freely; exert the greatest range of mastery over their environment; pursue engaged inquiry; describe, express and document their experiences and observations and see these expressions and descriptions presented in a way that is accessible and prominent in the classroom and school. One City worked with Ms. Cheng and her Anji Play team on the development of its outdoor play areas at its South Madison center.

Anji Play also includes minimally-structured, open-ended materials of all sizes that include both highly designed and found objects whose size and variety invite children to engage in large-scale construction, design, combination, recombination, revision, imagination and self-expression. Over 150 specifically designed materials including Anji blocks, planks, ladders, barrels and climbing cubes, and thousands of other materials adapted, developed, sourced, identified and designed by Anji educators and community members engage the child's entire body in the process of problem-solving. Children with Anji Play materials create and explore cause and effect relationships, engage in collaboration with peers, and plan and analyze based on their knowledge of these inter-relatable materials. The materials and environments of Anji Play allow for the greatest degree of possibility and complexity in play.

Observation, reflection and technology play crucial roles in the research and design of Anji Play. Anji educators and parents are highly attuned observers and researchers of play. Every day, teachers record the play that takes place at school with their smart phones. During daily Play Sharing, these photos and videos are projected in the classroom and the children lead a discussion of their experiences, insights and discoveries as a group. Every day, children have access to variety of materials to draw, paint, depict and otherwise record their experiences from that day in deeply reflective **Play Stories**. These stories can also include the child's narrative of their experience of play transcribed by an adult (teacher or parent).

This opportunity for metacognitive reflection allow children and adults to gain deeper insight into the complexity of their thoughts, actions, learning and development. Over time, it also fosters greater complexity and challenge in play, and allow adults to appropriately support play by creating environments and providing materials designed to encourage children to create their own play every day. Anji Play practices of observation, reflection and research form the basis for professional development in Anji Play ecologies and extend beyond the teacher to include the engagement of families and communities. Website: <http://www.anjiplay.com/>.

- B. **Teaching Strategies Gold** is the companion student assessment system to the Creative Curriculum. It provides useful tools and information to assess children's growth and development during the year, and develop individualized learning plans for every child. Additionally, the assessment provides comprehensive and timely information for parents on their children's growth and development as well. OCSP Teachers will use GOLD at three different times during the school year – fall, spring and summer – to determine where their students are in their growth and development. Website: <https://teachingstrategies.com>.

- C. **The SuperKids reading program** will be serve as the core literacy skills development program at OCSP. Through SuperKids, teachers will emphasize foundational vocabulary development, early reading and writing skills, phonemic awareness, parts of speech, and comprehension and fluency in the English language as a part of our literacy development program. Children will learn all 26 letters of the alphabet and one sound for each; write all uppercase and lowercase letters; blend letter-sounds to decode (read) words, segment letter-sounds to encode (spell) basic sight words; read 66 high-frequency Dolch words; and learn different parts of speech, synonyms, antonyms and the ability to categorize words. They will also learn comprehension and fluency skills for literary and informational texts, as well as writing mechanics, writing process, and different types of writing (narrative, opinion, informative/explanatory) in an early childhood and kindergarten context.¹⁸

Pleasant Rowland, the founder of the Rowland Reading Foundation and creator of the SuperKids Reading Program has donated the reading system, and all related professional development and training associated with it, to OCSP.

- D. OCSP will use Eureka Math**, created by Great Minds, to reinforce its math curriculum for 4K and 5K. *Eureka Math* connects math to the real world in ways that take the fear out of math and build students confidence, helping them achieve true understanding lesson by lesson and year after year.¹⁹ Eureka was developed by a group of mathematics experts and New York City math teachers who came together to improve mathematics education in the city's public schools. It provides free instructional resources, curriculum and assessment tools for 4K and above. One City will utilize Eureka's lessons, academic standards and professional development to ensure that our children are getting the very best introduction to mathematics in preschool.
- E. OCSP is a Screen-Time Free Environment.** Children will not watch movies, videos and cartoons at OCSP. They will not sit with hand-held computer devices as a form of play or for learning. Their classrooms will be free of computer consoles, with the only computing devices being their teacher's laptop, phone and possibly an iPad for documentation and attendance-tracking.

On October 12, 2016, the American Academy of Pediatrics (AAP) announced new recommendations for children's media use. They cited research that highlights numerous concerns and adverse impacts that media use has on the cognitive, social-behavioral, physical, intellectual, educational and emotional development of children.²⁰ They recommended that parents with children ages two to five limit their children's screen time to one hour per day. Among children younger than age two, AAP appealed to families to avoid giving children any screen time at all, with the exception being taking pictures and video with their children. Another article published by the National Center for Health Research titled, "Young Children and Screen Time (TV, Computers, etc.)" highlights additional research the effects of screen-time on children ages six and younger, and advises parents to find other more interactive and creative ways for children to learn.²¹ Screen time can minimize bonding between parents and children, between children and their siblings, and between teachers and children as well. At OCSP, we want children to spend their time building, creating, innovating, playing, communicating, interacting and thinking critically as often as possible. No screens in our classrooms means no distractions from our efforts to establish a creative learning environment for children.

6.2 Identify the content of the instructional program.

One City's program will include a combination of teacher-guided learning and free play among children. See the Appendix for a copy of the daily schedule of our 4K classroom. In our 4K classroom, teachers will make use of Circle in the morning and a balance of self-guided and teacher-guided projects in the afternoon. In our 5K classroom, teachers will spend additional time in the afternoon on guided learning with their children. At One City, we want our children to experience the joy of learning by doing, as much as possible. We must also emphasize that we do not use technical as instructional aids or for individual learning or exploration with our children.

6.3 Characterize the instructional methodology to be utilized by the faculty (118.40(1m)(b)4).

See section 6.2 above. Teaching and Learning in a preschool setting has its own unique intensity, but it does not include multiple sections of teaching every day like one would expect in later elementary through secondary school grades.

6.4 Explain how the chosen instructional content and methodology will achieve the school's objectives.

Teachers chose content base on four things: children's interests, family interests, environmental stewardship, and community culture and diversity. All of our thematic units stem from these simple content areas. For example, our children might see a butterfly outside and get captivate by it. Our teachers will build a learning unit around it over a two-week period. During that time, children will have reading time about butter flies, music and songs about butterflies, will paint, draw, and write about butterflies, and will learn about the letters in the word butterfly and how the letters come together to form the word. They will also dress-up and act like butterflies, and create butter flies out of paper. They will then go on a field trip to find and learn about butterflies, and our teachers may invite someone in to do a demonstration on butterflies. During the process, children will learn about the lifecycle, habitat, benefits, purpose and challenges of butterflies. By the end of the unit, children will be able to talk a lot about butterflies, and understand their relevance to nature and culture.

OCSCP children will engage in a lot of learning like this. You might even see them flying around on our playground pretending to be butterflies when you stop by for a tour.

6.5 Describe the research that supports this approach to educating children.

A study by independent researchers on the effectiveness of the Creative Curriculum for Preschool, that looked at children's cognitive achievement when teachers use the curriculum for one or two years with children found statistically significant differences in students' educational growth. Children who were taught in the curriculum for two years had significantly higher literacy and math scores than children who were taught using the curriculum for one year.²²

Another study found that that children in classrooms where teachers used both the Creative Curriculum for Preschool and Teaching Strategies GOLD scored higher in Language, Cognitive, Literacy, and Mathematics than did children in classrooms where their teachers used a different curriculum along with Teaching Strategies GOLD.²³

Anji Play Curriculum: Rather than make this proposal any longer, we have placed a bibliography of research on risk-based play in the Appendix.

6.6 Describe the program design, methods and strategies for serving students with disabilities and for complying with all related federal laws and regulations.

OCSP will hire at one special education teacher during its first year of operation. The special education teacher will serve as the school's special education coordinator (SEC). The SEC will be responsible for coordinating and reviewing the special education needs of incoming students, ensuring that they receive the proper accommodations and/or modifications within the classroom, and ensuring that OCSP maintains strict compliance with the provisions of the Individuals with Disabilities Education Act (IDEA).

Specifically, the SEC will facilitate review of intake assessments for incoming students. They will partner with other teachers to ensure OCSP offers an inclusive education environment for students; coordinate pull-out services on an as-needed basis only; follow all Federal and District guidelines concerning the development and implementation of IEPs and 504s; and ensure compliance with all Federal, State and District SPED regulations regarding parental consent. The SEC will also collaborate with the Preschool Director, Director of Teaching and Learning and 4K and 4K teachers regarding pre-referral meetings; ensure that all lead classroom teachers know and understand classroom accommodations for the special needs students they serve; coordinate with Principal and lead classroom teachers to monitor

implementation of appropriate accommodations for students during instruction; serve as the point of contact for parents of students with special needs and for matters relating to due process; and organize and coordinate professional development opportunities for lead classroom teachers and teaching assistants.

The SEC will also work directly with lead classroom teachers on issues that may arise in classroom settings; facilitate the evaluation/reevaluation process and create a master schedule for annual IEP meetings; and be responsible for SPED student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current. The Special Education Coordinator will lead the Special Education team and report to the Director of Teaching & Learning until school year 2014-2015 when the Director of Learning Support is hired.

Please note that One City Early Learning presently serves five children with IEPs and all are served in our classrooms, in an inclusive environment, by One City staff and specialist from the Madison Metropolitan School District and Dane County. They are also making exceptional progress, and so have children we served who had IEPs but have moved on to elementary school.

6.7 Describe the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.

OCSP expects that by the third year of operation, approximately 20% of its student body will be students who speak English as a Second Language. OCSP's philosophy is that students who speak a language other than English is an asset, not a deficiency or obstacle. OCSP will seek to continue to foster students' native languages while also ensuring that students become fully literate in English, which will be OCSP's primary language of instruction.

Incoming students whose parent(s)/guardian(s) report that the home language is one other than English will be referred to the ELL teacher for baseline assessments. If the student is determined to need ELL support, the ELL teacher will work with the student's classroom teachers to formulate an individualized learning plan that outlines specific goals, strategies, and assessments to ensure that the student makes adequate progress in his/her English language development at OCSP. This individualized learning plan will include how Anji Play, the SuperKids Reading Program and Creative Curriculum can be used to help English Language Learners meet their language acquisition goals while still make strong progress along the Creative Curriculum's developmental and learning objectives. The ELL teacher will implement this process for years one and two, with the support of the Director of Teaching and Learning and his/her colleagues.

Five additional strategies will be used at OCSP to meet the needs of ELL students:

1. **Volunteer Reading Partners.** OCSP will use volunteer reading partners to help OCSPs students, including ELL children, develop strong literacy skills.
2. **Inclusion.** OCSP understands that ELL students at all age levels benefit from interacting with native English speakers in the classroom and socially. Because of this, all OCSPs ELL students will spend their entire day in the same regular 4K or 5K classroom with their peers.
3. **Professional Development.** All teachers will receive on-going professional development in best practices for working with ELL students. Madison Prep aims to hire at least one other teacher besides the ESL teacher who holds a license in English as a Second Language instruction and has significant, successful experiences teaching English Language Learners. Much of this professional development will be peer-to-peer with the ESL experts on staff teaching their colleagues successful classroom practices for ESL students.

4. **First Language Development.** One of the major findings reported in *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (2006), was that "oral proficiency and literacy in the first language can be used to facilitate literacy development in English." This assertion is based on substantial research that has shown that continued development of the first language is critical to the development of the second language. Therefore, it is critical that children who speak English as a second language to continue their acquisition of their first language. Without this continued development of the first language, ELL students will reach a ceiling of English language acquisition that is likely not an academic level of attainment. For native Spanish speakers, this continued level of development in Spanish will take place through reading, writing, and learning the alphabet, vocabulary and other language-driven activities in Spanish and English. With the support of the ELL teachers, school staff will create native language development plans on a case by case basis for students whose native language is not Spanish or English.
5. **Bilingual Classrooms.** OCSP is very interested in establishing a track of Spanish bilingual classrooms at its school. It has not yet worked this into its plan but will once the leadership is comfortable that it will be able to attract bilingual teachers to lead its bilingual classrooms.
6. **Cultural Awareness and Value.** OCSP recognizes that language and culture are intrinsically related. OCSP will foster an environment where cultures of our children, families and staff are shared, celebrated and valued.

7.0 STANDARDS, ASSESSMENT AND ACCOUNTABILITY

7.1 Describe the standards on which the educational program will be based.

The program will be based on the 38 objectives for Development and Learning of the Creative Curriculum for children in 4K and 5K. These objectives are aligned with Wisconsin's Model Early Learning Standards²⁴, and so is the assessment of the curriculum – Teaching Strategies Gold.²⁵

A. Social-Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

B. Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

C. Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly

E. Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

F. Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

- c. Uses conventional grammar
- d. Tells about another time or place
- 10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

D. Cognitive

- 11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
- 12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
- 13. Uses classification skills
- 14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in socio-dramatic play

G. Science and Technology

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials
- 27. Demonstrates knowledge of Earth's environment
- 28. Uses tools and other technology to perform tasks

H. Social Studies

- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge

I. The Arts

- 33. Explores the visual arts
- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language

J. English Language Acquisition

- 37. Demonstrates progress in listening to understanding English
- 38. Demonstrates progress in speaking English

7.2 Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined (118.40(1m)(b)5).

For several years, Wisconsin assessed children in grades 4K and 5K in literacy using the PALS Assessment created by the University of Virginia. The technical reference guide for the Phonological Awareness Literacy Screening for Kindergarten (PALS-K) describes the assessments purpose as a way to “identify students who perform below grade-level expectations in several important literacy fundamentals, and thus are at risk of reading difficulties and delays. As a diagnostic tool, PALS-K can be used to assess what students already know about the English writing system and what they need to learn to become readers.” When Wisconsin gave school districts a choice of what test to use for children in grades 4K to 2, most school districts continued to use PALS. Eight school districts chose Teaching Strategies GOLD. MMSD is considering using GOLD for its assessment as well. GOLD provides a more holistic assessment of children’s learning and development.

PALS measures students’ early literacy in the following seven (7) areas:

- Phonological Awareness: rhyme awareness and beginning sound awareness
- Literacy Skills: alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation

GOLD measures students’ knowledge and abilities in all 38 developmental and learning objectives of the Creative Curriculum (see Section 7.1). All seven objectives of reading literacy that PALS covers are measured by GOLD. In total, GOLD measures 12 objectives in literacy and 8 objectives in language, compared to PALS 7 objectives in literacy. One City has decided to use Teaching Strategies GOLD for this purpose: it provides a more comprehensive and holistic assessment of children’s learning and development. It assesses math learning and teachers utilize the system daily to create lesson plans, and monitor and assess children’s progress.

7.3 Describe the requirements for high school graduation (if applicable) and/or grade promotion.

OCSP will not retain children in their current grade if they are age-eligible to move on to 5K or 1st grade. This question does not apply to our model.

7.4 Define how the results of the educational program will be assessed.

The school program and curricula that has been described in this proposal offer explanations as to how OCSP will improve the outcomes of our students. Evidence of OCSP's potential success can best be predicted by how children enrolled in One City's current preschool have fared educationally thus far.

During the 2016-17 school year, One City used Teaching Strategies GOLD to assess our children's development and learning for all ages, 1 to 5. Children were observed performing tasks and responding to questions and directions in six areas using GOLD:

1. Social and Emotional Development and Learning
2. Physical Development and Learning
3. Language Development and Learning
4. Cognitive Development and Learning
5. Literacy Development and Learning, and
6. Mathematics Development and Learning

GOLD rates children on a continuum of learning on a scale of 1 to 9. Level 1 and 2 indicate that a child is behind where they should be developmentally at their age level. Levels 3 and 4 indicate that a child is showing emergent skills, knowledge, abilities, habits and aptitude in the developmental objective/area being measured. Levels 5 and above indicate that a child is right where they should be, or is well ahead.

One City's first year of implementation of GOLD was focused on setting baselines for children's growth and development in each classroom and age level. It gave us an opportunity to learn about our children's knowledge, skills and abilities, and what we need to do as a school and teachers to ensure children are making necessary and appropriate growth gains for their age level. It also informed our work and communication with parents.

One City's 4K teaching team first administered the GOLD assessment with their children between November 13 – 17, 2016 and June 7 – 14, 2017. Our June assessment data showed that, overall, seven (7) out of the nine (9) children that were graduating from our preschool were ready to succeed in kindergarten.²⁶ One City teachers recorded their observations of each child every day during each two-week assessment window.

Of the two children who did not demonstrate readiness, one had too many scores show up in the "emerging" category. The other student left our school for the summer two weeks before the assessment was completed by their teacher, and relocated to Milwaukee. However, we have since learned that this particular child tested at an advanced level on the PALS Early Literacy Screener administered by her new school in Milwaukee.

Despite its children's overall positive performance on the GOLD assessment, One City was concerned that the area where its children demonstrated the greatest difficulty was in literacy development. To ensure that children develop strong literacy skills, OCSP will utilize the SuperKids curriculum and assess children three times instead of two times.

A. Action Plan for Improvement

To successfully address the literacy needs of our children during the 2017-18 school year, which runs from September 1, 2017 through August 31, 2018, OCSP teachers completed action plans for their classrooms. These plans address the needs and opportunities of our children, school and them as teachers.

As part of the solution, we began implementing the SuperKids Reading Program in our 2 1/2 to 5 years old classrooms in September 2017. We invested in training and professional development for our teachers and support staff. Our teachers also began increasing their use of "Circle Time" in their classrooms to cover key concepts in literacy (and mathematics). Teachers will also review students' progress three times per year in 2017-18 rather than the two times we did this in 2016-17, and make appropriate and necessary adjustments to their curriculum, instruction, classroom structure and organization, play materials and learning aids, and engagement with their children and their parents to best facilitate our children's learning and development. Teachers will complete three "check points" using the GOLD evaluation by the following dates in 2017-18:

- ☐ October 29, 2017 (Will give us a baseline of where children are at in their growth and development)
- ☐ February 14, 2018 (Will help us determine how children are progressing for their age level)
- ☐ July 31, 2018 (Will help us determine where children are in their readiness to transition to next age, class and kindergarten)

What One City learns from the changes we made this year, including how our children perform educationally, will determine our course of action at OCSP during the 2018-19 school year.

B. Monitoring our Students Performance over Time

Parents will be asked to sign a student information release form that will enable OCSP to secure student achievement data for our children after they transition to elementary school. Additionally, the Madison Metropolitan School District (MMSD) has agreed to create a "course code" for OCSP graduates that will be assigned to children when they enroll in an MMSD elementary school. This code will enable us to track our students' success as they matriculate through the school system, all the way through high school graduation.

One City will begin implementing this tracking system this school year. This will enable us to learn from and provide longitudinal and persistence data on the long-term outcomes and performance of children who attended our preschool. MMSD has approved One City's ability to

secure this data on our children through their 5th grade year. At that time, we will have to request permission from our graduates' parents to secure data on their children through 12th grade. We plan to work with other school districts in the Greater Madison area, and with the schools and districts outside of Dane County that our children attend, to establish similar student monitoring systems with them.

7.5 Describe the student achievement goals that will be met during the first five years of operation.

1. 85% of OCSPs children who have been enrolled in the school for two years will demonstrate readiness for kindergarten and first grade in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment.
2. 85% of OCSPs children who have been enrolled in One City for one year only will demonstrate emerging skill levels in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment as they move on to kindergarten and first grade.
3. 85% of One City's children will demonstrate readiness for kindergarten on the PALS assessment administered by the Wisconsin Department of Public Instruction through local school districts.
4. 85% of One City's will complete at least 30 play stories annually as a part of the Anji Play program, and share their play orally with others at least 15 times in a year.
5. 60% of One City families will have at least one adult (parent or caregiver) and their child that is enrolled at One City successfully complete one 8-week session of One City FAST.

7.6 Describe how the school will ensure the quality and availability of needed data and information.

See sections 2 and 7.

7.7 Describe how standards, assessment and accountability will be integrated into a coordinated system.

See sections 2 and 7.

7.8 Describe how effective performance management systems will be provided to improve student and organizational performance.

One City's talent management process has three components to it: (1) Leadership coaching,

7.9 Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject.

See the attached parent handbook for One City Early Learning. One City will have 234 days of instruction. The school day has already been addressed in this application.

7.10 Describe how the school will transfer knowledge to educators, including cross-sector collaboration.

Through daily planning sessions, weekly newsletters, monthly meetings, co-planning time, electronic mail and formal training.

8.0 EDUCATIONAL SUPPORT PROCESSES

8.1 Describe how key processes for design and delivery of the educational program will be managed.

See section 8.2 below. Teachers design their lessons plans on a weekly basis, and these plans are reviewed by One City's Director of Teaching and Learning, the Preschool Director and periodically by the CEO as well.

8.2 Describe how instructional content and methodology will be continuously improved.

One City's teachers meet regularly through each week to plan and address their instructional content and methods each week. Teachers are required to complete a weekly lesson plan each week, and post the plan for the parents and school administrators to see. They also post their daily schedule so that everyone is clear about how and what they will be doing every day.

OCSP's Director of Teaching and Learning and our Preschool Director will visit classrooms several times during the week to observe and consult with teachers, answer questions and provide feedback. Teachers are also encouraged to meet with each other during their daily planning time, with their fellow classroom teachers and assistant teachers, to assess the value and impact of the classroom materials, lessons and themes they have set out and planned for the week. We also host a 2.5 hour meeting each month where training and planning takes place for the entire school team, with breakout periods for teachers to meet with each other to address key issues within their classroom and the school.

Teachers are constantly evaluating the success of their instruction, and making modification to their weekly lesson plans. They also take feedback from parents and our respond to the reactions and desires of our children as well.

8.3 Explain the procedures for ensuring the health and safety of students (118.40(1M)(B)8).

One City follows its Health and Safety Procedures manual anytime there is a contagious illness, injury and safety event at its preschool. In the case of viral illnesses, parents are notified immediately in case they want to pick up their children from school, or if their child is the one

who is ill and they have to be picked up. Incident reports are written, shared with parents, and kept on file for all health and safety incidents that occur. We also periodically have our nursing partners, the fire department and representatives of the Madison Police Department visit with us to conduct health and safety walks of our school, and provide recommendations for improvement.

8.4 Identify the procedures for school discipline, suspension and potential removal of a child from the program (118.40(1M)(8)12).

A. Discipline Procedures & Policies

A very important part of the preschool experience is helping children learn how to get along in the world, enjoy being with other children, and follow the direction of an adult other than their parent. A caring and positive approach will be taken regarding behavior management and discipline. The teachers will focus on the positive behaviors of the children and reinforce those behaviors as often as possible. Our goal is to help the children develop self-control and responsibility for their actions.

Our discipline procedures will consist of the following strategies:

1. Encouraging children to use their words when having a disagreement with another child. Facilitating children in their attempts to settle their own disputes.
2. Redirecting behavior when this seems potentially effective.
3. Separating a child from the group (Time-Out) – one minute away for each year of age.
4. Counseling children individually about their behaviors.
5. Making parents aware of disciplinary concerns (Incident Report).

Disruptive Behavior distracts from the full benefit of the preschool program and will result in consequences. The following behaviors are considered disruptive:

- Requires constant attention from the staff
- Inflicts physical or emotional harm on other children, adults, or self
- Disrespects people and materials provided in the program
- Consistently disobeys the rules of the classroom
- Verbally threatens other students and/or staff
- Uses verbal or physical activity that diverts attention away from the group of children.

B. Discipline Procedures for disruptive behavior

Disruptive Behavior will be addressed in an incident report. This will be completed to document any inappropriate behaviors that directly impact other children, staff members, or the group as a whole. This report will be shared with the parent and will explain the behavior and how the behavior has affected others. It will also explain how the situation was resolved. The incident report will be placed in the child's folder to be taken home, signed, and returned the next day to the teacher.

If a child has difficulty managing his/her behavior on a recurring basis, parents will be asked to meet with the child's teacher and Preschool Director.

Children cannot become self-disciplined unless adults teach them right from wrong. At OCSP, children will be taught the expectations for correct behavior and encouraged to live and act accordingly. When

children know something is wrong, and choose to do it anyway, teachers and other school staff will redirect children's behavior towards more positive activities, and will explain, show and remind them of what good character and behavior is and what OCSP expects of them. Minor consequences will follow efforts to communicate that the behavior is not acceptable and will not be tolerated in our school, if children continue to demonstrate disruptive behavior.

C. Suspension and Expulsion Policy

When severe behavior challenges occur over a period of time, teachers, parents, and Preschool Director will work diligently to provide positive and developmentally appropriate guidance for the child. However, at times, unfortunate patterns develop despite the best efforts of caring adults. In the event of severe behavior challenges, the following steps will be followed:

1. If continuous disruptive behaviors persist in the classroom, the parent will be notified and a plan will be developed with the parent to modify the child's behavior.
2. Only in severe situations where a child's behavior cannot be redirected or they are inconsolable will the child's parent or emergency contact person be called to pick up the child for the remainder of the day. Before allowing the child back into the program the following day a parent/teacher conference must be made.
3. If there are repeat occurrences or the child's behavior grows more severe, OCSP will request that parents agree to involve other resource persons (health professionals, etc.) who might be helpful. When both parents are available, OCSP will require a meeting with both parents and encourage parents to get other adults in their care network involved as well.

Continuous disruptive behaviors may include, but are not limited to: Hurting himself/herself, other children, and staff, threatening the safety of others, encouraging other children to misbehave, or disrupting the classroom to the point where regular classroom activities cannot proceed.

If the child's behavior continues to be inappropriate, consistently disruptive, and/or dangerous, it may be necessary for the child to be sent home for a brief period of time, or removed from the preschool program altogether. However, in accordance with guidelines developed by the U.S. Department of Education and published in January 2014 in their guidebook, "Guiding Principles: A Resource Guide for Improving School Climate and Discipline, OCSP will only suspend children in severe cases of disruptive behavior, and suspensions will be temporary. OCSP will only expel a child from our school if the child's parent or legal guardian refuses to work with our team, and other health professionals if necessary, to put a plan in place to help their child move beyond their discipline challenges.

One City Early Learning Centers (OCEL), which is developing OCSP, has had several cases of children who are severely disruptive in its preschool, but it has never expelled a child from school. There have been a few instances where children's parents have been called and parents and staff arrived at the decision together that the child should be sent home for the day, but these incidents are rare. OCEL has enrolled several children who have been suspended or expelled from one or more early learning centers in the Madison area. These children have either graduated successfully from our preschool and moved on to kindergarten, are still enrolled with us, or their parents have dis-enrolled them for reasons other than behavior (i.e. their family is relocating or their parents job is changing, and/or parents can no longer afford OCEL modest tuition).

OCEL and OCSP will not expel a child if their parent or legal guardian agree to work with us and possibly other health professionals, to help their child, and if necessary, help the parent and their family as well.

OCEL believes in the village concept, that "it takes a village to raise a child". We will work together with parents and do all that we can to help our children and families succeed.

8.5 Describe the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities and emergency contacts. Attach the student record plan and related policies and practices.

OCSP will use ProCare Child Care Management Software to maintain a variety of records for children, their parents and our team members, including:

- A. Children/Families:** photos of children and families, personal, employment and emergency contact information, authorized pick-up information, health and immunization records, enrollment and registration, classroom assignments, attendance, student fees, assessment dates and other forms of electronic document storage for children and families.
- B. Employees:** photos of staff, time cards and attendance, vacation and sick leave, staff scheduling, immunization records and background check reports, sign-in and out, and employee training tracking.
- C. Meals:** count meals served for breakfast, lunch, snack and special events and activities where food is prepared and served. Record daycare meal counts based on child schedules or use the Procare attendance tracker to count meals based on actual attendance. Create templates and print menus for distribution to families.
- D. Activities:** before and after school participation, field trips and special presentations and activities within our outside OCSP. We will also use the system to track children and families' participation in auxiliary activities at One City, including the One City FAST Program, field trips, and general volunteering at the school.

ProCare offers a cloud-based software system that provides optimal back-up and security of student, family, staff and classroom records on a daily basis. Each night, the system is backed-up, and data can be accessed online from anywhere with the proper log-in information and software licenses.

One City will also use Teaching Strategies GOLD for maintaining a record of children's educational growth and achievement. This cloud-based system also provides timely back-up and security of the data it holds.

One City will also maintain a secondary set of hard copy records, in a secure and locked location, for each child we enroll, and each team member we employ. Both ProCare and Teaching Strategies GOLD are software systems that OCSP can grow with. Both allow us to track and report on similar data across multiple school locations.

8.6 Identify key student services and how they will be managed.

Each student service will be managed by One City's Special Education teacher, Director of Teaching and Learning and Preschool Director. We will utilize a number of community-based health and human service partners to ensure that our children's needs are met, and will work with the Madison Metropolitan School District's Student Services team when available and appropriate.

Student Services we will address at OCSP:

- A. Special Education
- B. Counseling
- C. Health Services
- D. Homelessness
- E. Attendance
- F. Behavior

8.7 Describe how key processes that support daily operations will be managed.

This has already been addressed throughout this application.

8.8 Describe the special education program to be provided, including governance, pupil identification, development of IEPs (Individual Education Programs), delivery of special education and related services and program financing.

- **Ages and Stages Questionnaire (ASQ):** Through a donation provided by the United Way of Dane County and Community Coordinated Child Care (4-C) of Dane County, OCSP will administer the [ASQ](#) with children in our school. This tool enables us to work with families to determine if their children have exceptional learning needs that require further assessment and support, and/or a modification of our curriculum or classrooms to support their learning and developmental needs.
- **Invitation to Participate in the Baldrige Performance Excellence Program:** Because of the efficiency of our work processes, the strength of our 2015-16 financial audit, and the success we've had during our start-up phase, we were invited by the [Wisconsin Center for Performance Excellence](#) to begin the first phase of the [Baldrige Performance Excellence Program](#) that leads to consideration for the highly coveted Baldrige Award. We have delayed beginning the process until 2019 so OCSP can be a part of it as well.

9.0 BUSINESS AND FINANCIAL OPERATIONS

9.1 Identify the individuals and their level of expertise who were involved in developing the schools financial plan.

OCSP financial plan was informed by all team members of One City Early Learning, the organization developing OCSP. However, the two primary developers of OCSPs budget have been Kaleem Caire, OCELs founder and CEO, who will also be the CEO of OCSP, and Nicholas Curran, founder and CEO of Numbers 4 Nonprofits, an accounting firm that works with 60 nonprofits primarily in Dane County.

Kaleem has worked in nonprofit organizations and has served on numerous boards, including the Boards of public charter schools, for more than 20 years. He has been the CEO of nonprofits, with ultimate authority and responsibility for budgeting, financial planning and fundraising for more than 17 years. He built the budget model for OCSP that is attached to this charter school application using the template of a former colleague of his in Washington, DC.

Numbers 4 Nonprofits has been helping nonprofit organizations succeed in Dane County since 2006. Its founder and owner, Nicholas A. Curran, CPA, CNAP, Nick has been involved in public accounting since

1998. He began working with nonprofits as an external auditor with Williams Young LLC (now Wipfli LLP) in 2000. In 2005, he shifted his focus to provide specialized accounting services to nonprofit organizations. He leads the N4N team in preparing nonprofits for annual audits, assisting with annual budgeting, creating forward-focused financial projections, and offering vital outside perspective. Nick is active in AICPA, WICPA, Downtown Madison Rotary, and Tocqueville Society of United Way of Dane County. He was recognized in *In Business* magazine's 40 Under 40 and was part of the 2014 Leadership Greater Madison class. He enjoys spending time with family & friends, traveling, and cheering on the Packers and Badgers.

Nick holds a bachelor's degree in Accounting and Marketing from the University of Wisconsin-Oshkosh and is a certified public accountant, and is widely respected in his field.

9.2 Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school.

Kaleem Caire, OCSPs CEO, Marlo Mielke, OCSPs Preschool Director, and Nick Curran of Numbers 4 Nonprofits, along with other accountants on his team, will be responsible for managing the business aspects of the school. Ms. Mielke's credentials were shared in section two of this application.

Annually, OCSPs budget will be prepared by the CEO, in partnership with staff, organizational partners and the Board's finance committee. A first draft of the budget will be shared with the Board to review at its May meeting for their input, questions and feedback. A final budget will be presented to the Board for approval at its July meeting, which is the month that OCSPs new fiscal year will begin.

The CEO, the Preschool Director, the accounting service and members of the finance committee will each play a role in overseeing and managing OCSPs budget after it is approved, and in accordance with OCSPs Board-approved financial policies and procedures. Budgeting, accounting and financial reporting best practices and accountability will be followed.

9.3 Identify how capital required to plan and open the school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required.

One City Early Learning Centers is dedicating \$100,000 of its existing budget to the planning of OCSP. One City's Board and CEO will work to raise the additional \$150,000 the organization believes it will need to launch the school well. OCEL initially had been told that it could apply for a start-up and planning grant with the Wisconsin Department of Public Instruction to support its opening of its preschool in the fall of 2018, if approved by UWSA. However, OCEL's leadership was informed in late December 2017 that DPI had decided to not allow applicants who are seeking to start charter schools in the fall of 2018 to apply for the start-up portion of the grant (\$150,000) because they preferred to dedicate those funds towards charter applicants who will take one full year to plan their schools. Our Phase I application with UWSA predicted that OCEL would be eligible to receive the \$150,000 from DPI. Instead, our Board and leadership is dedicated to raising these dollars privately, and in worst case scenario, scaling back on some of the activities and expenditures it had planned in lead up to opening OCSP in September 2018.

Since the organization was founded in July 2014, OCEL has raised more than \$3 million to support its existing preschool from more than 1,100 individuals and 68 businesses. This includes \$1.5 million that was raised to fund the renovation of its current facility. OCEL has demonstrated its ability to raise funds to support its efforts and execute its plans. OCEL will not borrow money to open OCSP, but it will take

out a line of credit with its current financial institution to compensate for the gaps between the four payment periods that public charter schools are funded by DPI.

9.4 Identify the potential site of the school, how the site will be procured, the estimated cost of the procurement, and the estimated cost of construction and/or renovation.

OCSP will operate in four classrooms at One City Early Learning Centers existing facility located at 2012 Fisher Street in South Madison. These classrooms have already been renovated. Some very light construction may take place to create more shelving and storage space for the classrooms and school, and to install security and digital phone systems in the school, but no major renovation or construction is needed for OCSP to begin serving children. There is also no cost to procure the space, although OCEL and OCSPs Board are planning to purchase the facility from its current owner in 2018.

9.5 Provide a description of the school facility, or proposed facility and its layout. Include the number and size of classrooms, common areas, and recreational space. Identify the level of handicapped accessibility (118.40(1M)(B)14).

One City's current facility has 10,238 square feet of usable space, with a total lot size of 17,424 square feet. A \$1.5 million renovation of the facility was completed in June 2016. The facility features two new playgrounds with diverse play surfaces, a vegetable garden and flower bed, a commercial kitchen, eight large classrooms (two unfinished on the lower-level), several offices and a new reception area, and a teacher-resource/ conference room on the upper level. OCEL also added an elevator, two upgraded adult bathroom, new lighting and flooring, a resurfaced parking lot and new roof.

| Room Size | | | | | |
|--|-------------------|---|------------------|---|--------------------|
| Room Name/Code | Gross Floor Space | | Gross Deductions | | Usable Floor Space |
| Ground Level - Classroom #1 | 522.57 | — | 48.28 | — | 473.29 |
| Ground Level - Classroom #2 | 529.47 | — | 57.84 | — | 571.63 |
| Ground Level - Classroom #3 | 529.47 | — | 58.82 | — | 578.65 |
| Ground Level - Classroom #4 | 529.47 | — | 57.48 | — | 571.99 |
| Upper Level - Preschool Classroom #5 | 750.14 | — | 45.99 | — | 704.15 |
| Upper Level - Preschool Classroom #6 | 777.79 | — | 23.81 | — | 753.98 |
| Lower Level - Preschool Classroom #7 (not yet renovated) | 566.5 | — | 0 | — | 566.5 |
| Lower Level - Preschool Classroom #8 (not yet renovated) | 566.5 | — | 0 | — | 566.5 |

9.6 Describe the transportation arrangements made for the charter school students.

OCSP will not provide routine daily bus or vehicle transportation for its students to and from home. However, OCSP will provide cab rides to parents to get to our school and home for special activities such as parent/teacher conferences, special events and monthly Parent Committee meetings. OCEL, which is developing OCSP, presently has an account with a local cab company that it uses regularly to assist families in the ways stated above. Parents can use the taxi service to get to OCEL from their workplace or home, and to get back to their workplace or home as well, at OCEL's expense. For parents who are leaving our center to go home, we have given permission to the taxi service to stop for a brief period of time for One City parents to (a) pick up other siblings from other activities, (b) visit a pharmacy or (c) to pick up light groceries on the way home. We try to be as helpful to our families as possible, within reason.

9.7 Describe how food services will be provided for students.

OCSP will serve children a prepared breakfast, lunch and snack Monday through Friday, every day that our preschool is open and in session. Healthy meals will be prepared by our full-time chef, or a substitute cook when the chef is out of the building. Meals will be prepared and arranged in OCSP's commercial kitchen. Breakfast, lunch and snacks are taken to each classroom on a rolling cart, and placed in the serving area within the classroom. The chef will ensure that there are enough servings for every child and adult in the classroom, and teachers will work with children to get the classroom ready for meal and snack-time.

After food is served to the classroom, teachers will dish out appropriate portions to every child. There will always enough for most children to get a second helping, as some children eat more than others. Our teachers and staff will also be required to eat with their children in their classroom. It is a great time for conversation, questions, songs and fun.

When meal and snack time is over, children will wash their hands, put their plates, cups and utensils in the dish collector in their classroom, and will help their teacher clean-up. In the morning, they also brush their teeth after they eat. OCSPs chef will return to the classrooms at the conclusion of meal time to pick-up the remaining food, and used dishes, cups and utensils. Meals will occur at the following times Monday through Friday.

- Breakfast will be take place between 8:15am – 9:00am.
- Lunch will take place between 11:30am – 12pm.
- Afternoon snack will be served between 3:15pm – 3:30pm.

9.8 Provide revenue and expenditure budgets for the first three years of operation.

See the Appendix for the budget detail.

| First Year Forecast | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 | 2027/28 |
|---|----------------|------------------|------------------|------------------|------------------|------------------|
| REVENUE | | | | | | |
| TOTAL NUMBER OF CENTERS | | | | | | |
| For Profit Charter Payments from UWSP/OTC | - | 178,000 | 178,100 | 817,400 | 817,400 | 808,275 |
| OTC Charter School Planning & Implementation Grant | 100,000 | 110,000 | 110,000 | 110,000 | 110,000 | 110,000 |
| Federal Endowments | - | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Charter School Facilities Allowance | - | - | - | - | - | - |
| One City Payments (For Before and After School Care) | - | 107,114 | 108,071 | 104,821 | 108,091 | 102,040 |
| City, County, State/OTC (Miscellaneous Revenues) | - | 215,438 | 203,070 | 200,500 | 207,001 | 204,780 |
| Other Government Funding/Grants | - | 88,346 | 88,070 | 88,781 | 78,454 | 71,183 |
| Funding/Grants (Business Cost of Food Program) | 100,000 | 50,350 | 50,000 | 50,810 | 57,000 | 57,238 |
| Activity Fees | - | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 |
| Luxury | - | - | - | - | - | - |
| Other Income | - | - | - | - | - | - |
| TOTAL INCOME | 200,000 | 540,904 | 547,241 | 1,224,181 | 1,284,546 | 1,375,116 |
| % of Total Income State Income Payments (For Before/After School) | 0.0% | 16.7% | 16.6% | 16.6% | 16.6% | 16.6% |
| Avg. Weekly Payment by Parents (For Before/After School) | - | 100 | 111 | 112 | 110 | 110 |
| % of Total Income State Income Payments | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| EXPENSES | | | | | | |
| Personal Salaries and Benefits | 61,610 | 1,008,181 | 1,008,640 | 1,009,162 | 1,014,040 | 1,020,088 |
| Direct Student Costs | 11,550 | 182,808 | 188,062 | 181,000 | 181,391 | 187,748 |
| Parent Engagement Program Expenses | 5,300 | 11,716 | 11,700 | 11,500 | 11,070 | 10,060 |
| Occupancy Expenses | 20,000 | 20,000 | 20,000 | 20,216 | 20,448 | 20,680 |
| Office Expenses | 18,110 | 87,888 | 88,688 | 91,110 | 91,490 | 91,014 |
| Capital Expenses | - | 40,700 | 41,238 | 40,700 | 40,607 | 40,047 |
| Contingency | 1,710 | 13,818 | 14,000 | 14,110 | 14,070 | 14,110 |
| TOTAL EXPENSES | 118,280 | 1,385,893 | 1,406,338 | 1,407,238 | 1,408,046 | 1,406,677 |
| EXPENSES/INCOME | | | | | | |
| Excess / (Deficit) | 81,720 | 155,011 | 140,903 | 813,943 | 876,500 | 968,439 |
| Reserve Fund | 81,720 | 155,011 | 140,903 | 813,943 | 876,500 | 968,439 |

9.9 Provide a projected cash flow statement for the planning state and the first year of operation.

See the Appendix for a detailed cash flow statement for the planning year, and first two years of operation.

9.10 Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for the program.

OCSP needs to enroll at least 80% of its projected student body in each classroom in order to generate enough per pupil revenue to meet its cash flow needs. The chart below shows that OCSP will need to enroll 15 children in 4K and 18 children in 5K in order to remain cash flow positive without having to raise more private funding than has been budgeted. To ensure we manage our resources effectively, we will limit how many teachers and teaching assistants we have on the payroll to how many children we enroll; only employing the number of teachers we need to ensure we provide an optimal learning experience for young children.

| Projected Enrollment after 15% Attrition During the School Year by June 1 | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| Grade Level | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| 4K - Classroom 1 | 15 | 15 | 15 | 15 | 15 |
| 4K - Classroom 2 | 15 | 15 | 15 | 15 | 15 |
| 5K - Classroom 1 | 18 | 18 | 18 | 18 | 18 |
| 5K - Classroom 2 | 18 | 18 | 18 | 18 | 18 |
| | 66 | 66 | 66 | 66 | 66 |
| Minimum Per 4K Class | \$76,562 | \$78,432 | \$80,362 | \$82,323 | \$84,345 |
| Minimum Per 5K Class | \$147,752 | \$151,878 | \$155,074 | \$158,675 | \$162,755 |

9.11 Show how the budget addresses the unique aspects of the school.

The detailed five-year budget for OCSP that located in the Appendix addresses the unique aspects of the school. There are funding lines for OCSPs curriculum and assessment, professional development, instructional plan (two teachers in every classroom), healthy meals program, field trips, special events and playground/facility maintenance. The following items have lines in the budget.

- Creative Curriculum
- SuperKids Reading Program
- Teaching Strategies Gold Assessment
- Healthy Meals Program
- Extended Day Program (Before and After School)
- Two teachers in 4K and 5K classrooms w/a float teacher and assistant teacher

Note: Eureka Math is a free program available online. The need to purchase guidebooks and materials is optional. However, OCSP will likely purchase funds using its general instructional materials budget. Also the FAST program for parents has already been fully funded and the Anji Play program will have a separate capital budget for playground and play material expenditures. Funds for training are included in our professional development budget.

9.12 Describe the plan for annually auditing the school's finances and identify the firm which will conduct the audit (if selected) (118.40(1M))(8)11).

OCSPs will have a July 1 to June 30 fiscal year. The Board of Directors will select an audit firm to conduct the organization's annual audit in September annually. The final audit report will be presented to One City's Board of Directors and submitted to UWSA by January of the following calendar year (four months later). Wegner CPAs of Madison to complete OCSPs initial audit, and possibly future audits as well. They will also file OCSPs 990 tax form with the Internal Revenue Service. Number 4 Nonprofits, OCSPs accounting contractor, will work closely with the OCSPs leadership, Board and Wegner to prepare for and see the audit process through to completion.

9.13 Present a plan for raising funds needed beyond the per-pupil allocation provided under state law.

OCSPs budget reflects a need to raise a nominal amount of private funding to support its operating expenses. Although there are no dollar amounts listed next to individuals, we still plan to raise funds from individual donors. Our emphasis with our budget was to present a budget that met the needs of our children, families and school, while also presenting a financial plan that was sustainable and hopefully scalable in the future. We did not leave out any critical costs. The area where we expect to raise funds from individuals will be helping our families to cover the cost of the extended day part of our program (before and after school).

| Description | | SY18-19 | SY19-20 | SY20-21 | SY21-22 | SY22-23 | Calc | Comment |
|--------------------------------------|----------------|---------------|---------------|---------------|---------------|---------------|-----------------------|---------------------------|
| LINE 8: Fundraising | | | | | | | | |
| Individuals grants | - | - | - | - | - | - | - | |
| Corporate/business grants | - | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | - | |
| Foundation/trust grants | - | 20,000 | 21,000 | 21,000 | 21,000 | 21,000 | - | Excess Food Costs Program |
| Foundation - Walter P. Reuther Grant | - | - | - | - | - | - | - | |
| TOTAL: Competitive Grants | | 30,000 | 31,000 | 31,000 | 31,000 | 31,000 | | |
| LINE 9: Contributions | | | | | | | | |
| Individual contributions | 50,000 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 100% | |
| Corporate contribution | 20,000 | 12,500 | 12,500 | 12,500 | 12,500 | 12,500 | 100% | |
| Foundation contribution | - | - | - | - | - | - | 100% | |
| Special event contribution | - | - | - | - | - | - | - | |
| TOTAL: Contributions | 100,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | | |
| TOTAL: Line 8 | 100,000 | 55,000 | 56,000 | 56,000 | 56,000 | 56,000 | 8: Fundraising | |
| PER PUPIL REVENUE: Line 8 | 1,200 | 665 | 680 | 680 | 680 | 680 | | |

10.0 LEGAL REQUIREMENTS AND PROCEDURES

10.1 List the legal requirements for operating a public charter school.

State Statute 118.40 is the state law that addresses charter schools in Wisconsin. State Statute 118.40(2x) is the part of the charter school law that particularly addresses the charter schools that the University of Wisconsin System's Office of Educational Opportunity authorizes. The provisions for operating a charter school are specified under 118.40(1m)(b)1 – 14 and under 118.40(2x)(b)2. The following section was taken verbatim from the Wisconsin Legislative Fiscal Bureau's Informational Paper #27 on Charter Schools, published in January 2017.

Charter schools are subject to all federal laws governing education, including the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act. Unless specified in statute, charter schools are not subject to the provisions of Chapters 115 through 121 of the Wisconsin Statutes, which are generally the provisions that govern K-12 education. Charter schools are required to:"

- A. Administer state standardized pupil assessments, including the civics assessment required for high school graduation, to pupils in the required grade levels.
- B. Adopt pupil academic standards in mathematics, science, reading and writing, geography, and history.
- C. Develop and enforce a policy specifying criteria for promoting a pupil from 4th grade to 5th grade, from 8th grade to 9th grade, and for granting a high school diploma. A charter school cannot promote a pupil from 4th to 5th grade or from 8th grade to 9th grade unless the pupil satisfies the promotion criteria, and cannot grant a high school diploma unless the pupil has satisfied these criteria.
- D. Be included in a school district's annual school performance report, DPI school accountability reports, and the statewide student information system.
- E. Participate in the DPI educator effectiveness evaluation system or an alternative process in accordance with DPI administrative rule.
- F. Assess pupils in pupils enrolled in four- year-old kindergarten through second grade for reading readiness.
- G. Provide to the parent of each enrolled pupil a list of the educational options available to children who reside in the pupil's resident school district.
- H. Ensure that all of the school's instructional staff hold a license or permit to teach issued by DPI.

The Department has promulgated an administrative rule defining "instructional staff" to mean all professional employees who have direct contact with students or with the instructional program of the school, including teachers, librarians, pupil services staff and administrative staff who supervise licensed staff.

In addition, DPI has established, by rule, a charter school instructional staff license. This license may be issued to an individual who holds a valid Wisconsin teaching license issued by DPI, and authorizes that individual to teach any grade or any subject outside his or her teaching license in a non-virtual charter school.

10.2 Describe the policies and procedures developed to address these requirements.

OCSP's Board Policies, Operations Manual, Parent Handbook, Employee Handbook and Financial Policies and Procedures will be modified by One City's Finance Committee, accounting service (Numbers 4 Nonprofits), contracted HR service (QTI Human Resources), and its Board of Directors to ensure that its preschool is compliant with all applicable laws and requirements of charter schools in Wisconsin. Specifically, policies and procedures will be developed to address the following requirements of public charter schools in Wisconsin:

- A. Administering state standardized pupil assessments to children in grades 4K and 5K.
- B. Adopting Wisconsin's Model Early Learning Standards and relevant academic standards in mathematics, science, reading, writing, geography and history.
- C. A policy specifying criteria for promoting a pupil from 4K to 5K, and 5K to 1st grade.
- D. How OCSP will maintain and share data with UWSA and DPI for inclusion in DPI's school accountability reports and the statewide student information system.
- E. Participating in the DPI educator effectiveness evaluation system or an alternative process in accordance with DPI administrative rule.
- F. Assessing pupils enrolled in 4K and 5K for reading readiness.
- G. Provide parents of each enrolled pupil a list of the educational options available to children who reside in the pupil's resident school district.

- H. Ensure that all of OCSPs instructional staff hold a license or permit to teach issued by DPI.
- I. Any related laws and provisions listed in the states 118.40 charter school law and the charter school contract One City will enter into with the UW System Administration's Office of Educational Opportunity:

10.3 Describe the level and types of insurance coverage the board will provide.

One City will work with M3 Insurance Group of Madison to secure required insurance for OCSP. The preschool will carry the following insurance and at the amounts listed, or higher.

| | |
|---|-------------|
| • Commercial General Liability | |
| ✓ Each Occurrence Limit | \$1,000,000 |
| ✓ Personal and Advertising | \$1,000,000 |
| ✓ Damages to Premises Rented to OCSP | \$500,000 |
| ✓ General Aggregate | \$2,000,000 |
| ✓ Medical Expense | \$5,000 |
| • Umbrella | |
| ✓ Each Occurrence Limit | \$5,000,000 |
| ✓ General Aggregate Limit | \$5,000,000 |
| • Worker Compensation | |
| ✓ Each Accident | \$100,000 |
| ✓ Disease – Each Employee | \$100,000 |
| ✓ Disease – Policy Limit | \$500,000 |
| • School Leader's Errors & Omissions/Educator's Legal Liability | |
| ✓ Aggregate Limit | \$2,000,000 |
| • Crime Coverage | |
| ✓ Limit Per Loss | \$500,000 |

10.4 Explain the school's student records plan for developing and maintaining student achievement, health, emergency contact, high school credit, activities and the like.

This question was answered in section 8.5. Please see section 8.5 of this application.

10.5 Identify how student, staff, faculty and parents will gain an understanding of the rights and responsibilities these requirements create.

- A. **Parents:** OCSP will provide all parents with a Parent Handbook that explains their rights and responsibilities with regard to the legal requirement of public charter schools in Wisconsin. Parents will also be invited to talk with school leadership regarding any questions they have, and will review the parent handbook with key staff during their annual parent orientation.
- B. **Faculty and Staff:** OCSP will provide all parents with a Parent Handbook that explains their rights and responsibilities with regard to the legal requirement of public charter schools in Wisconsin. Parents will also be invited to talk with school leadership regarding any questions they have, and will review the parent handbook with key staff during their annual parent orientation.
- C. **Students:** One City's children are too young to process what their rights and responsibilities are. Instead, OCSPs teachers and volunteers will reinforce with them, school rules and expectations, and will work hard to ensure they achieve educationally.

¹ *Report: Mobility Data Request* by Matthew Bell and Kristian Chavira, Madison Metropolitan School District: Research and Program Evaluation Office, December 21, 2017.

² US Census Bureau, *Population Characteristics for Madison and Dane County Zip Codes*, 2010 Census.

³ *Dane County Early Childhood Education Demographic Report 2016* by Community Coordinated Child Care (4C)

⁴ Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., & Japel, C. (2007). School readiness and later achievement. *Developmental Psychology*, 43(6), 1428. <http://psycnet.apa.org/doi/landing?doi=10.1037%2F0012-1649.43.6.1428>

⁵ Isaacs, J. B. (2012). Starting school at a disadvantage: The school readiness of poor children. *The Social Genome Project*, 34. <https://www.brookings.edu/research/starting-school-at-a-disadvantage-the-school-readiness-of-poor-children/>

⁶ Belfield, C. R., Nores, M., Barnett, S., & Schweinhart, L. (2006). The High/Scope Perry Preschool Program cost-benefit analysis using data from the age-40 follow-up. *Journal of Human Resources*, 41(1), 162-190. <http://jhr.uwpress.org/content/XLI/1/162>

⁷ Reynolds, A. J., Temple, J. A., White, B. A., Ou, S. R., & Robertson, D. L. (2011). Age 26 cost-benefit analysis of the Child-Parent Center Early Education Program. *Child development*, 82(1), 379-404. . <http://dx.doi.org/10.1111/j.1467-8624.2010.01563.x>

⁸ *Quality Pre-K: Starting Early to Close the Achievement Gaps and Boost Student Achievement*. A White Paper by Sara Mead, Stand for Children Leadership Center, June 2012.

⁹ Betty Hart and Todd R. Risley. *Meaningful Differences in the Everyday Experience of Young Children* (Brookes Publishing, 1995).

¹⁰ David Burkam and Valerie Lee. *Inequality at the Starting Gate: Social background differences in achievement as children begin school* (Economic Policy Institute, September 2002).

¹¹ Jane Waldfogel. *Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap* (Russell Sage Foundation, 2008).

¹² Meredith Phillips, James Crouse, and John Ralph, "Does the Black-White Test Score Gap Widen after Children Enter School?" in *The Black-White Test Score Gap*, edited by Jencks and Phillips (Brookings Institute, 1998).

¹³ Ellen Prode, et al. *The Abbott Preschool Program Longitudinal Effects Study: Interim Report* (National Institute for Early Education Research, June 2007)

¹⁴ The Chicago Longitudinal Study Website: <http://www.cehd.umn.edu/led/research/cjs/> and Arthur Reynolds and Julie Temple, Chicago Longitudinal Study, "School-based Early Childhood Education and Age 28 Well-Being: Effects by Timing, Dosage and Subgroups" (Science Today, June 2011).

¹⁵ *Data – Measures of Academic Progress (MAP)* provided by the Madison Metropolitan School District, website: <https://public.tableau.com/profile/bo.mccready#1/vizhome/MAPResults2015-16/MAPResultsWithSchool>

¹⁶ U.S. Census Bureau, 2010 Reports for Madison and Dane County

¹⁷ *Fist of Five Voting: A Path to Consensus*. A One City Early Learning Centers Board Decision, November 20, 2017 by RR Consulting Group of Madison.

¹⁸ *The Creative Curriculum for Kindergarten: Touring Guide* by Teachings Strategies LLC, 2017.

¹⁹ *SuperKids: What students learn in kindergarten*, <http://www.superkidsreading.org/k-2-reading/kindergarten.php>.

²⁰ Great Minds: A new curriculum for a new day, <https://greatminds.org/math/about-eureka>

²¹ American Academy of Pediatrics Announces New Recommendations for Children's Media Use (American Academy of Pediatrics, October 21, 2016) <https://www.aap.org/en-us/about-the-aap/aap-press-room/pages/american-academy-of-pediatrics-announces-new-recommendations-for-childrens-media-use.aspx>

²² Padma Ravichandran and Brandel France De Bravo, Young Children and Screen Time (TV, Computers, etc.) (National Center for Health Research, No date given) <http://www.center4research.org/young-children-screen-time-tv-computers-etc/>

²³ Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth to age 8* (3rd ed.). Washington, DC: National Association for the Education of Young Children.

²⁴ Durham, R. S. (2013). *Describing children's educational growth and development when participating in a linked comprehensive curriculum and assessment system*. Unpublished manuscript.

²⁵ *Alignment of the Creative Curriculum for Preschool with Wisconsin Model Early Learning Standards*, Teaching Strategies LLC, 2015.

¹⁵ *Alignment of GOLD Objectives for Development and Learning: Birth through Third Grade with Wisconsin Model Early Learning Standards*, Teaching Strategies LLC, 2013

¹⁶ Note: One City Early Learning Centers offers a year-round educational program. It's school year starts on September 1 and ends on August 31 the next year. A formal graduation is held for children who will enter kindergarten and first grade in the fall in June. Most children remain at One City during the summer for the third semester.

Phase II APPLICATION EVALUATION REVIEWERS GUIDE Phase II Rubric

| | |
|--|--------------------------|
| Name of Proposed School: | One City Early Childhood |
| Proposed Location of School: (What municipality?) | South Madison |
| Date: | Feb. 20, 2018 |
| Name and Title of Reviewer: | |

Overall Assessment (complete this section last by electronically highlighting your recommendation)

☐ **Accept for further consideration**

1. School Design Key Questions

The school must have a clear mission and an overall purpose for the educational program that meets the needs of students.

Does the application satisfy this standard? Is the design of the school grounded in research? Does it have unique aspects that will bring a new educational offering to the students?

Place an "X" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | |
| Concerns/Questions | <p>The proposed school culture is exciting, but translating this idea into action will require significant work. Contracting should include benchmarking fiscal management, teacher attraction and development, and family satisfaction.</p> <p>I am also not clear on how a strategic plan to operate two separate schools will work in practice. Will they be the same school on paper and practice? Or will there be two different entities?</p> |



2. Governance and Leadership

For long-term development, the school will need an effective governance structure. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender, and race) would be of concern?

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | |
| Concerns/Questions | Kaleem and his team did a great job of assembling some movers and shakers to support the process, but I would like to see more neighborhood talent beyond just the school founder. Additional thoughts will be shared in our debrief. |

3. Community and Family Engagement

For any school to maintain long-term viability, it must have community involvement, be responsive to the community, and be in partnership with other community entities. Does the application satisfy this standard?

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | Community partnerships already exist behind the proposed school – they should be leveraged to expand the scope of services available in the target neighborhood. |
| Concerns/Questions | See 2 |

4. Marketing, Recruiting, and Admissions

For any school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? By state law, charter schools are public schools that must be open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |

5. Faculty and Staff

High-quality school programs are based on effective staff recruitment and ongoing staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria: A response that meets the standard will:

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | |
| Concerns/Questions | Who will the permanent principal be? Kaleem? I understand the founding leadership structure, but what is the long-term vision? How will before / after school activities be regulated? Will those staff members be properly licensed and be fully subject to background checks? |



6. Curriculum and Instruction

High-quality schools have an integrated model of curriculum and instruction. From what is described in the application, have the applicants developed a curriculum that meets the needs of students? Does the applicant cite research support for its curriculum? Is the mission reflected in the educational program?

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | A more thorough evaluation component should be required to test the new option. This should go beyond what is included in your model contract to give validity to the proposal. If there is no evidence of actual positive long-term impacts, then the school should not be renewed without re-evaluation of curriculum or management. |

7. Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Have the applicants provided a model of accountability that will be generally accepted by the public and have they implemented the testing standards required by state law? Have the applicants described how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria: A response that meets the standard will:

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | What testing will be required for younger students? Most standardized tests used by districts are not utilized in younger grades. How will baseline data be secured and growth be measured? How will you limit testing opt-out trends...if possible? |

8. Educational Support Processes

High-quality schools have an educational program that is a well-defined plan of operation, understood by educators, students and families alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the plan describe a clear plan for meeting the broad spectrum of educational needs of special education students and dual language learners?

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | The application shows a deep and thorough working knowledge of the regulatory environment in which the school would operate. Additional insurance and oversight beyond state law minimums may be recommended given the age of the proposed student population. |
| Concerns/Questions | Even if it is not required, I would like to see clear discipline tracking by race, SES, and gender or sex. This data would allow you to see if certain subgroups are disproportionately disciplined in the school. |

9. Business and Financial Operations

High-quality schools have solid fiscal plans and management strategies. Do the personnel have the expertise to properly manage the financial affairs of the school? Is the business plan suggested in the application realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and have the developers given due consideration to all major elements of a business plan including marketing, student recruitment strategies, and fundraising strategies? Has the applicant identified a school building? Does the applicant have sufficient assets to lease/purchase and operate a site?

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns (use as much space as needed.)

| | |
|-----------|---|
| Strengths | Kaleem and his community understand the challenges they will face and I am confident they will exceed expectations. |
|-----------|---|



| | |
|--------------------|--|
| Concerns/Questions | |
|--------------------|--|

10. Legal Requirements and Procedures

Schools authorized by OEO must be operated in accordance with all applicable federal and state charter school laws and requirements. Does the applicant understand the legal requirements and have the ability to operate within these requirements?

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|-------|
| Strengths | See 9 |
| Concerns/Questions | |



REVIEW SUMMARY

Please use your assessment of the 10 criteria to make a decision regarding your recommendation for the application below.

Recommendation (Electronically highlight your recommendation)

Approve: Application is acceptable and should be considered for potential charter status.

- ☐ Superior: This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for children at risk and children living in the city. The program plan and evaluation components are outstanding and will add to our understanding of education.

The proposal has promise to transform a zip code in need of school options. If effective, the group could help address Madison's persistent achievement gaps. Concerns about financial viability will likely be addressed by the strong base of supporters who are personally and financially invested in the community. Please ensure robust evaluation of outcomes is a part of any contract and provide necessary access to school leadership and management training. Happy to share more thoughts during our debrief. Thanks for the opportunity.

| | |
|--|---------|
| Name of Proposed School: | Kaleem |
| Proposed Location of School: (What municipality?) | Madison |
| Date: | 2/20/18 |
| Name and Title of Reviewer: | |

Overall Assessment (complete this section last by electronically highlighting your recommendation)

Accept for further consideration – I deleted criteria I did not think were fully met. I recommend doing an applicant interview to review financial practices and fluence, cultural competency plans, and assess long-term management plans. I would be happy to participate in an applicant interview if you would like.

- ☐ Deny
- ☐ Resubmit with modifications for further consideration

1. School Design Key Questions

The school must have a clear mission and an overall purpose for the educational program that meets the needs of students.

Does the application satisfy this standard? Is the design of the school grounded in research? Does it have unique aspects that will bring a new educational offering to the students?

Evaluation Criteria: A response that meets the standard will:

1. Explain how the mission, vision, and core beliefs are grounded in specific research or demonstrated best practices
2. Describe the process that will be used to develop an initial strategic plan.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | More peer reviewed research is needed on the proposal, but it seems to be worth trying. The team has energy, but needs clearer strategic planning for day-to-day operations and regulatory compliance. |

2. Governance and Leadership

For long-term development, the school will need an effective governance structure. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender, and race) would be of concern?

Evaluation

1. Describe the process to be used for the selection of board members.
2. Explain how the governance of the school will embody principles of democratic management, including but not limited to family participation.
3. Explain how the board will establish policy and work with educators to promote the goals of the program.
4. List the names and occupations of individuals who will serve on the initial school board (if available).

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| Strengths | |
|--------------------|---|
| Concerns/Questions | The governance board needs work and needs to be more removed (or perhaps less captured) by the founder. More transparency on links for current members and how future seats will be filled would be better. |

3. Community and Family Engagement

For any school to maintain long-term viability, it must have community involvement, be responsive to the community, and be in partnership with other community entities. Does the application satisfy this standard?

Evaluation Criteria: A response that meets the standard will:

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |



4. Marketing, Recruiting, and Admissions

For any school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? By state law, charter schools are public schools that must be open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria: A response that meets the standard will:

1. Describe the means by which the school will achieve a racial and ethnic balance among its pupils.
2. Describe admission policies and practices to be used to enroll students the first year and succeeding years.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | |
| Concerns/Questions | I appreciate the goal of meeting underserved communities. However, is there a plan to actively integrate the school to break the city's racial and economic geographic segregation? If so, it is not clear or persuasive. |

5. Faculty and Staff

High-quality school programs are based on effective staff recruitment and ongoing staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria: A response that meets the standard will:

1. Identify how administration, faculty, and staff will be recruited and how the school will ensure the quality of the workforce.
2. Describe how job requirements, compensation, career progression, workforce practices, and work environment will motivate faculty and staff to achieve high performance.
3. Describe how the faculty and staff education and training programs will support the achievement of overall objectives.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | |
| Concerns/Questions | What relationships will be made with MMSD and other Dane County districts to facilitate shared professional development? Will there be agreements with the schools of education to train school members including families? What outreach will be done with existing diversity & inclusion efforts in Dane County beyond Justified Anger coalition members? |



6. Curriculum and Instruction

High-quality schools have an integrated model of curriculum and instruction. From what is described in the application, have the applicants developed a curriculum that meets the needs of students? Does the applicant cite research support for its curriculum? Is the mission reflected in the educational program?

Evaluation Criteria: A response that meets the standard will present a curriculum plan that:

1. Describes the program design, methods, and strategies for serving students with disabilities and for complying with all related federal laws and regulations.
2. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | |
| Concerns/Questions | The application includes statutory minimums for students with special needs. Achieving compliance with these requirements (or exceeding them) must be monitored by your office if the school starts operations. |

7. Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Have the applicants provided a model of accountability that will be generally accepted by the public and have they implemented the testing standards required by state law? Have the applicants described how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria: A response that meets the standard will:

1. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined.
2. Describe the requirements for high school graduation (if applicable). **(Not included but not required)**
3. Describe how standards, assessment, and accountability will be integrated into a coordinated system.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | How robust will academic progress monitoring be given the target age group? What longitudinal evaluation will occur if a charter contract is granted? |



8. Educational Support Processes

High-quality schools have an educational program that is a well-defined plan of operation, understood by educators, students and families alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the plan describe a clear plan for meeting the broad spectrum of educational needs of special education students and dual language learners?

Evaluation Criteria: A response that meets the standard will:

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |

9. Business and Financial Operations

High-quality schools have solid fiscal plans and management strategies. Do the personnel have the expertise to properly manage the financial affairs of the school? Is the business plan suggested in the application realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and have the developers given due consideration to all major elements of a business plan including marketing, student recruitment strategies, and fundraising strategies? Has the applicant identified a school building? Does the applicant have sufficient assets to lease/purchase and operate a site?

Evaluation Criteria: A response that meets the standard will:

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns (use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |

10. Legal Requirements and Procedures

Schools authorized by OEO must be operated in accordance with all applicable federal and state charter school laws and requirements. Does the applicant understand the legal requirements and have the ability to operate within these requirements?

Evaluation Criteria: A response that meets the standard will:

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |



REVIEW SUMMARY

Please use your assessment of the 10 criteria to make a decision regarding your recommendation for the application below.

Recommendation (Electronically highlight your recommendation)

Approve: Application is acceptable and should be considered for potential charter status.

- ☐ **Superior:** This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for children at risk and children living in the city. The program plan and evaluation components are outstanding and will add to our understanding of education.
- ☐ **Satisfactory -** The proposal is sufficiently well developed that granting of charter status for planning purposes is realistic.

Phase II APPLICATION EVALUATION REVIEWERS GUIDE

Please consider the major elements of the proposal as outlined below.

Please evaluate the Phase II application as to how well the applicant has responded in a meaningful and informative manner about how they would operate their proposed charter school.

The Office of Educational Opportunity's rubric model does not use a numeric rating system; instead, we rely on each reviewer's summary judgment of the elements and then require a final recommendation as discussed in each section.

Please use the following statements to frame your recommendation:

1. Acceptable and should be considered for potential charter status.
2. Not Acceptable and should not be considered for charter status.
3. Application has potential but additional information is needed. (Note: Reviewer must specify the areas of concern. This can include information needed for clarification, suggested revisions, and information that might make the application more complete.)

Please consider the whole document and avoid focusing on one aspect in making a final recommendation. It is anticipated that the applicant interviews and committee discussion may impact final recommendations.

Process to be followed to incorporate reviewer comments and recommendation:

1. All reviewers will be expected to make a summary judgment using the same rubric.
2. After reviewer comments have been completed the Selection Committee will make recommendations to the Office of Educational Opportunity Director who will compile a letter to each applicant detailing their status within the application process. In cases where additional information is required, the Director shall secure the requested information for the Selection Committee prior to a final recommendation to the Office and the UW System President.
3. When the Selection Committee makes an acceptable recommendation, the Director shall review the results and make a summary recommendation to the System President. The President shall be informed in a summary fashion about the program, substantive basis for the recommendation and a timeline for potential implementation of the charter. The Director shall prepare these documents.
5. The recommendation of the Director shall be final in these matters. If the Director decides not to accept the recommendation, the Selection Committee shall be informed of this decision.
6. If a recommendation for authorization is accepted then contract negotiations will commence.
7. If acceptable contract terms are reached, the Director will seek the approval of the contract from the Board of Regents.
8. No charter will be granted without the approval of the Board of Regents.

Phase II Rubric

| | |
|--|-----------|
| Name of Proposed School: | OCEL |
| Proposed Location of School: (What municipality?) | Madison |
| Date: | 2/20/2018 |
| Name and Title of Reviewer: | |

Overall Assessment (complete this section last by electronically highlighting your recommendation)

- ☒ **Accept for further consideration**
- ☐ **Deny**
- ☐ **Resubmit with modifications for further consideration**

Please use this rubric to guide your assessment of the Phase II application.

The last page provides space to make your final recommendation and provide evidence to support your recommendation.

Each section presents criteria for a response that meets the application requirement; these criteria should guide the overall rating for the section.

The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

1. School Design Key Questions

The school must have a clear mission and an overall purpose for the educational program that meets the needs of students.

Does the application satisfy this standard? Is the design of the school grounded in research? Does it have unique aspects that will bring a new educational offering to the students?

Evaluation Criteria: A response that meets the standard will:

1. Provide the name of the proposed charter school.
2. Provide the name(s), address(es), telephone number(s), and email address(es) of the organization or individuals submitting the application to create a charter school.
3. Identify how the school will operate as a legal entity under Wisconsin law.
4. Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will house, the number of expected students per grade, and the expected number of students per class.
5. State the mission and vision of the school.
6. State the core beliefs of the school.
7. Explain how the mission, vision, and core beliefs are grounded in specific research or demonstrated best practices
8. Note the unique aspects of the school and explain why the community needs this school.
9. Describe how the mission and core beliefs will drive decision-making during the development and operation of the school.
10. Characterize the school culture desired for the school and how this culture will be established.
11. Describe the process that will be used to develop an initial strategic plan.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| | X | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | Clear community engagement and strategic outreach are evidenced throughout the proposal. |
| Concerns/Questions | School leaders are proposing a new method for the area. Securing well-trained educators who follow the method with fidelity may be a challenge. |

2. Governance and Leadership

For long-term development, the school will need an effective governance structure. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender, and race) would be of concern?

Evaluation Criteria: A response that meets the standard will:

1. Identify the organization and individuals involved in the development of the school.
2. Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to establish the school as an effective, stable organization.
3. Describe the board that will be created to lead the school.
4. Describe the process to be used for the selection of board members.
5. State the general duties of board members.
6. Explain how the governance of the school will embody principles of democratic management, including but not limited to family participation.
7. Explain how the board will establish policy and work with educators to promote the goals of the program.
8. Attach a copy of the by-laws of the board (if available).
9. Attach a copy of articles of incorporation as defined by Wisconsin law.
10. List the names and occupations of individuals who will serve on the initial school board (if available).
11. Explain how the school will operate in terms of lines of authority and responsibility.
12. Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school and the manner in which administrative services will be provided.
13. Identify the criteria to be employed in hiring the school director/principal.
14. If the charter school will be managed/operated by a third party, identify the organization and its role in the charter school operation.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)



| | |
|--------------------|---|
| Strengths | Clear and strategic board leadership recruitment; intentional diversity. |
| Concerns/Questions | Recruiting the "right" school leader and staff may be a challenge. Early childhood education is in flux and Wisconsin has yet to emerge as a hot bed of meaningful reform. A shortage in talent and relatively modest financial support may create staffing issues. |

3. Community and Family Engagement

For any school to maintain long-term viability, it must have community involvement, be responsive to the community, and be in partnership with other community entities. Does the application satisfy this standard?

Evaluation Criteria: A response that meets the standard will:

1. Describe the community the school will serve.
2. Explain how the community has been involved in developing the school.
3. Explain how the community will be involved in the operation of the school.
4. Describe community partnerships the school will have or hopes to have.
5. Describe how relationships to attract and retain students, enhance student learning, and satisfy students and stakeholders will be built.
6. Describe how requirements, expectations, and preferences of students, families, and other stakeholders will be determined.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | The community engagement behind this effort likely reflects years of leadership from the school's founder. The group will do well in terms of community outreach. |
| Concerns/Questions | New leadership opportunities? Will the school "grow" their own talent through neighborhood hiring? What multi-generational uses will occur for the building when school is not in session? Any public-private partnership plans? |

4. Marketing, Recruiting, and Admissions

For any school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? By state law, charter schools are public schools that must be open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria: A response that meets the standard will:

1. Describe the marketing program that will be used to inform the community about the school.
2. Explain how students will be recruited for the program.
3. Describe the means by which the school will achieve a racial and ethnic balance among its pupils.
4. Describe admission policies and practices to be used to enroll students the first year and succeeding years.
5. Describe strategies to be employed when, and if, more students apply for admission than there are seats available.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| | X | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | The school location will provide needed access to FREE high-quality early childhood learning opportunities – however if and-or how students from other communities may opt-in to the program will be interesting to see. |
| Concerns/Questions | Does the school's founder or governance board understand they may not charge any fee for the charter space? Will transportation be provided to get non-neighborhood students to the school? What is the growth target in the long-term? |

5. Faculty and Staff

High-quality school programs are based on effective staff recruitment and ongoing staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria: A response that meets the standard will:

1. Identify how administration, faculty, and staff will be recruited and how the school will ensure the quality of the workforce.
2. Describe how job requirements, compensation, career progression, workforce practices, and work environment will motivate faculty and staff to achieve high performance.
3. Describe how the faculty and staff education and training programs will support the achievement of overall objectives.
4. Describe how the work environment will foster learning and continuous improvement for both staff and students.
5. Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | Early childhood leaders who meet YoungStar standards are difficult to find and retain. The school seems to understand the talent they need and the regulations related to that talent, but it is unclear if and where the staff will be found. Consistent outreach will be required. |

6. Curriculum and Instruction

High-quality schools have an integrated model of curriculum and instruction. From what is described in the application, have the applicants developed a curriculum that meets the needs of students? Does the applicant cite research support for its curriculum? Is the mission reflected in the educational program?

Evaluation Criteria: A response that meets the standard will present a curriculum plan that:

1. Describes the educational program of the school.
2. Identifies the content of the instructional program.
3. Characterizes the instructional methodology to be utilized by the faculty.
4. Explains how chosen instructional content and methodology will achieve the school's objectives.
5. Describes the research that supports this approach to educating children.
6. Describes the program design, methods, and strategies for serving students with disabilities and for complying with all related federal laws and regulations.
7. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | A new method backed by research. |
| Concerns/Questions | Will UW Madison or another school evaluate the impact and effect of the new method? How will students be "tracked" for their performance in elementary schools after they exit the school into a district school or another option? |



7. Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Have the applicants provided a model of accountability that will be generally accepted by the public and have they implemented the testing standards required by state law? Have the applicants described how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria: A response that meets the standard will:

1. Describe the standards on which the educational program will be based.
2. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined.
3. Describe the requirements for high school graduation (if applicable).
4. Define how the results of the educational program will be assessed.
5. Describe the student achievement goals that will be met during the first five years of operation.
6. Describe how the school will ensure the quality and availability of needed data and information.
7. Describe how standards, assessment, and accountability will be integrated into a coordinated system.
8. Describe how effective performance management systems will be provided to improve student and organizational performance.
9. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |

8. Educational Support Processes

High-quality schools have an educational program that is a well-defined plan of operation, understood by educators, students and families alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the plan describe a clear plan for meeting the broad spectrum of educational needs of special education students and dual language learners?

Evaluation Criteria: A response that meets the standard will:

1. Describe how key processes for design and delivery of the educational program will be managed.
2. Describe how instructional content and methodology will be continuously improved.
3. Explain the procedures for ensuring the health and safety of students.
4. Identify the procedures for school discipline, suspension, and potential removal of a child from the program.
5. Describe the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities, and emergency contacts.
6. Identify key student services and how they will be managed.
7. Describe how key processes that support daily operations will be managed.
8. Describe the special education program to be provided including governance, pupil identification, development of IEPs, delivery of special education and related services, and program financing.
9. A clear description of how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | Special education in early childhood can be difficult in terms of misdiagnosis and staff recruitment. How will the school receive special education support? |



9. Business and Financial Operations

High-quality schools have solid fiscal plans and management strategies. Do the personnel have the expertise to properly manage the financial affairs of the school? Is the business plan suggested in the application realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and have the developers given due consideration to all major elements of a business plan including marketing, student recruitment strategies, and fundraising strategies? Has the applicant identified a school building? Does the applicant have sufficient assets to lease/purchase and operate a site?

Evaluation Criteria: A response that meets the standard will:

1. Identify the individuals and their level of expertise who were involved in developing the schools financial plan.
2. Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school.
3. Identify how capital required to plan and open the school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required.
4. Identify the potential site of the school, how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation.
5. Provide a description of the school facility, or proposed facility, and its layout. Include the number and size of classrooms, common areas, and recreational space. Identify the level of handicapped accessibility.
6. Describe the transportation arrangements made for the charter school students.
7. Describe how food services will be provided for students.
8. Provide revenue and expenditure budgets for the first three years of operation.
9. Provide a projected cash flow statement for the planning stage and the first year of operation.
10. Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for program operation.
11. Show how the budget addresses the unique aspects of the school.
12. Describe the plan for annually auditing the school's finances and identify the firm which will conduct the audit (if selected).
13. Present a plan for raising funds needed beyond the per-pupil allocation provided under state law.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| | X | |

Identify strengths or concerns (use as much space as needed.)



| | |
|--------------------|---|
| Strengths | |
| Concerns/Questions | I am concerned about how the operations will be financially sustainable. I am confident they will secure private support initially to gap finance, but am not sure how sustainable that method of funding a public school can be for the long-term. |

10. Legal Requirements and Procedures

Schools authorized by OEO must be operated in accordance with all applicable federal and state charter school laws and requirements. Does the applicant understand the legal requirements and have the ability to operate within these requirements?

Evaluation Criteria: A response that meets the standard will:

1. List the legal requirements for operating a public charter school.
2. Describe the policies and procedures developed to address these requirements.
3. Describe the level and types of insurance coverage the board will provide.
4. Explain the school's student records plan for developing and maintaining student achievement, health, emergency contact, high school credit, activities, and the like.
5. Identify how students, staff, faculty, and parents will gain an understanding of the rights and responsibilities these requirements create

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| X | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |

REVIEW SUMMARY

Please use your assessment of the 10 criteria to make a decision regarding your recommendation for the application below.

Recommendation (Electronically highlight your recommendation)

Approve: Application is acceptable and should be considered for potential charter status.

- ☐ **Superior:** This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for children at risk and children living in the city. The program plan and evaluation components are outstanding and will add to our understanding of education.

- ☒ **Satisfactory -** The proposal is sufficiently well developed that granting of charter status for planning purposes is realistic.

The plan provides a needed way to close glaring opportunity gaps in Dane County. The team will need to strategically recruit staff, intentionally recruit diverse students, and relentlessly manage their finances. There is no reason why this school should not receive a contract.

Deny: Application is not acceptable and should not be considered for charter status. Use the space below to indicate rationale.

- ☐ **Unsatisfactory:** The proposal requires extensive work and the planning group needs to reevaluate its goals for the program. Working with a consultant may be advisable.
- ☐ Does not fit within University's charter expectations.
- ☐ The proposal is lacking in research to support the program design and may wish to seek a charter from an organization other than the University.

Rationale:

Revise: Application has potential but additional information is required. Use the space provided to specify area of needing revisions.

- ☐ **Needs Work:** The proposal lacks in completeness and should be returned for further work to be submitted at a later date for further consideration.

Revisions Needed:

Phase II APPLICATION EVALUATION REVIEWERS GUIDE

Please consider the major elements of the proposal as outlined below.

Please evaluate the Phase II application as to how well the applicant has responded in a meaningful and informative manner about how they would operate their proposed charter school.

The Office of Educational Opportunity's rubric model does not use a numeric rating system; instead, we rely on each reviewer's summary judgment of the elements and then require a final recommendation as discussed in each section.

Please use the following statements to frame your recommendation:

1. Acceptable and should be considered for potential charter status.
2. Not Acceptable and should not be considered for charter status.
3. Application has potential but additional information is needed. (Note: Reviewer must specify the areas of concern. This can include information needed for clarification, suggested revisions, and information that might make the application more complete.)

Please consider the whole document and avoid focusing on one aspect in making a final recommendation. It is anticipated that the applicant interviews and committee discussion may impact final recommendations.

Process to be followed to incorporate reviewer comments and recommendation:

1. All reviewers will be expected to make a summary judgment using the same rubric.
2. After reviewer comments have been completed the Selection Committee will make recommendations to the Office of Educational Opportunity Director who will compile a letter to each applicant detailing their status within the application process. In cases where additional information is required, the Director shall secure the requested information for the Selection Committee prior to a final recommendation to the Office and the UW System President.
3. When the Selection Committee makes an acceptable recommendation, the Director shall review the results and make a summary recommendation to the System President. The President shall be informed in a summary fashion about the program, substantive basis for the recommendation and a timeline for potential implementation of the charter. The Director shall prepare these documents.
5. The recommendation of the Director shall be final in these matters. If the Director decides not to accept the recommendation, the Selection Committee shall be informed of this decision.
6. If a recommendation for authorization is accepted then contract negotiations will commence.
7. If acceptable contract terms are reached, the Director will seek the approval of the contract from the Board of Regents.
8. No charter will be granted without the approval of the Board of Regents.

Phase II Rubric

| | |
|--|----------|
| Name of Proposed School: | One City |
| Proposed Location of School: (What municipality?) | Madison |
| Date: | 2/23/18 |
| Name and Title of Reviewer: | |

Overall Assessment (complete this section last by electronically highlighting your recommendation)

Accept for further consideration

- ☐ **Deny**
- ☐ **Resubmit with modifications for further consideration**

Please use this rubric to guide your assessment of the Phase II application.

The last page provides space to make your final recommendation and provide evidence to support your recommendation.

Each section presents criteria for a response that meets the application requirement; these criteria should guide the overall rating for the section.

The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

1. School Design Key Questions

The school must have a clear mission and an overall purpose for the educational program that meets the needs of students.

Does the application satisfy this standard? Is the design of the school grounded in research? Does it have unique aspects that will bring a new educational offering to the students?

Evaluation Criteria: A response that meets the standard will:

1. Provide the name of the proposed charter school.
2. Provide the name(s), address(es), telephone number(s), and email address(es) of the organization or individuals submitting the application to create a charter school.
3. Identify how the school will operate as a legal entity under Wisconsin law.
4. Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will house, the number of expected students per grade, and the expected number of students per class.
5. State the mission and vision of the school.
6. State the core beliefs of the school.
7. Explain how the mission, vision, and core beliefs are grounded in specific research or demonstrated best practices.
8. Note the unique aspects of the school and explain why the community needs this school.
9. Describe how the mission and core beliefs will drive decision-making during the development and operation of the school.
10. Characterize the school culture desired for the school and how this culture will be established.
11. Describe the process that will be used to develop an initial strategic plan.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |



2. Governance and Leadership

For long-term development, the school will need an effective governance structure. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender, and race) would be of concern?

Evaluation Criteria: A response that meets the standard will:

1. Identify the organization and individuals involved in the development of the school.
2. Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to establish the school as an effective, stable organization.
3. Describe the board that will be created to lead the school.
4. Describe the process to be used for the selection of board members.
5. State the general duties of board members.
6. Explain how the governance of the school will embody principles of democratic management, including but not limited to family participation.
7. Explain how the board will establish policy and work with educators to promote the goals of the program.
8. Attach a copy of the by-laws of the board (if available).
9. Attach a copy of articles of incorporation as defined by Wisconsin law.
10. List the names and occupations of individuals who will serve on the initial school board (if available).
11. Explain how the school will operate in terms of lines of authority and responsibility.
12. Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school and the manner in which administrative services will be provided.
13. Identify the criteria to be employed in hiring the school director/principal.
14. If the charter school will be managed/operated by a third party, identify the organization and its role in the charter school operation.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |



3. Community and Family Engagement

For any school to maintain long-term viability, it must have community involvement, be responsive to the community, and be in partnership with other community entities. Does the application satisfy this standard?

Evaluation Criteria: A response that meets the standard will:

1. Describe the community the school will serve.
2. Explain how the community has been involved in developing the school.
3. Explain how the community will be involved in the operation of the school.
4. Describe community partnerships the school will have or hopes to have.
5. Describe how relationships to attract and retain students, enhance student learning, and satisfy students and stakeholders will be built.
6. Describe how requirements, expectations, and preferences of students, families, and other stakeholders will be determined.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |

4. Marketing, Recruiting, and Admissions

For any school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? By state law, charter schools are public schools that must be open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria: A response that meets the standard will:

1. Describe the marketing program that will be used to inform the community about the school.
2. Explain how students will be recruited for the program.
3. Describe the means by which the school will achieve a racial and ethnic balance among its pupils.
4. Describe admission policies and practices to be used to enroll students the first year and succeeding years.
5. Describe strategies to be employed when, and if, more students apply for admission than there are seats available.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |



5. Faculty and Staff

High-quality school programs are based on effective staff recruitment and ongoing staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria: A response that meets the standard will:

1. Identify how administration, faculty, and staff will be recruited and how the school will ensure the quality of the workforce.
2. Describe how job requirements, compensation, career progression, workforce practices, and work environment will motivate faculty and staff to achieve high performance.
3. Describe how the faculty and staff education and training programs will support the achievement of overall objectives.
4. Describe how the work environment will foster learning and continuous improvement for both staff and students.
5. Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |

6. Curriculum and Instruction

High-quality schools have an integrated model of curriculum and instruction. From what is described in the application, have the applicants developed a curriculum that meets the needs of students? Does the applicant cite research support for its curriculum? Is the mission reflected in the educational program?

Evaluation Criteria: A response that meets the standard will present a curriculum plan that:

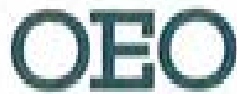
1. Describes the educational program of the school.
2. Identifies the content of the instructional program.
3. Characterizes the instructional methodology to be utilized by the faculty.
4. Explains how chosen instructional content and methodology will achieve the school's objectives.
5. Describes the research that supports this approach to educating children.
6. Describes the program design, methods, and strategies for serving students with disabilities and for complying with all related federal laws and regulations.
7. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |



7. Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Have the applicants provided a model of accountability that will be generally accepted by the public and have they implemented the testing standards required by state law? Have the applicants described how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria: A response that meets the standard will:

1. Describe the standards on which the educational program will be based.
2. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined.
3. Describe the requirements for high school graduation (if applicable).
4. Define how the results of the educational program will be assessed.
5. Describe the student achievement goals that will be met during the first five years of operation.
6. Describe how the school will ensure the quality and availability of needed data and information.
7. Describe how standards, assessment, and accountability will be integrated into a coordinated system.
8. Describe how effective performance management systems will be provided to improve student and organizational performance.
9. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |

8. Educational Support Processes

High-quality schools have an educational program that is a well-defined plan of operation, understood by educators, students and families alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the plan describe a clear plan for meeting the broad spectrum of educational needs of special education students and dual language learners?

Evaluation Criteria: A response that meets the standard will:

1. Describe how key processes for design and delivery of the educational program will be managed.
2. Describe how instructional content and methodology will be continuously improved.
3. Explain the procedures for ensuring the health and safety of students.
4. Identify the procedures for school discipline, suspension, and potential removal of a child from the program.
5. Describe the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities, and emergency contacts.
6. Identify key student services and how they will be managed.
7. Describe how key processes that support daily operations will be managed.
8. Describe the special education program to be provided including governance, pupil identification, development of IEPs, delivery of special education and related services, and program financing.
9. A clear description of how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |



9. Business and Financial Operations

High-quality schools have solid fiscal plans and management strategies. Do the personnel have the expertise to properly manage the financial affairs of the school? Is the business plan suggested in the application realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and have the developers given due consideration to all major elements of a business plan including marketing, student recruitment strategies, and fundraising strategies? Has the applicant identified a school building? Does the applicant have sufficient assets to lease/purchase and operate a site?

Evaluation Criteria: A response that meets the standard will:

1. Identify the individuals and their level of expertise who were involved in developing the schools financial plan.
2. Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school.
3. Identify how capital required to plan and open the school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required.
4. Identify the potential site of the school, how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation.
5. Provide a description of the school facility, or proposed facility, and its layout. Include the number and size of classrooms, common areas, and recreational space. Identify the level of handicapped accessibility.
6. Describe the transportation arrangements made for the charter school students.
7. Describe how food services will be provided for students.
8. Provide revenue and expenditure budgets for the first three years of operation.
9. Provide a projected cash flow statement for the planning stage and the first year of operation.
10. Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for program operation.
11. Show how the budget addresses the unique aspects of the school.
12. Describe the plan for annually auditing the schools finances and identify the firm which will conduct the audit (if selected).
13. Present a plan for raising funds needed beyond the per-pupil allocation provided under state law.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| | | |

Identify strengths or concerns (use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |

10. Legal Requirements and Procedures

Schools authorized by OEO must be operated in accordance with all applicable federal and state charter school laws and requirements. Does the applicant understand the legal requirements and have the ability to operate within these requirements?

Evaluation Criteria: A response that meets the standard will:

1. List the legal requirements for operating a public charter school.
2. Describe the policies and procedures developed to address these requirements.
3. Describe the level and types of insurance coverage the board will provide.
4. Explain the school's student records plan for developing and maintaining student achievement, health, emergency contact, high school credit, activities, and the like.
5. Identify how students, staff, faculty, and parents will gain an understanding of the rights and responsibilities these requirements create

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | |
| Concerns/Questions | |



REVIEW SUMMARY

Please use your assessment of the 10 criteria to make a decision regarding your recommendation for the application below.

Recommendation (Electronically highlight your recommendation)

Approve: Application is acceptable and should be considered for potential charter status.

- ☐ Superior: This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for children at risk and children living in the city. The program plan and evaluation components are outstanding and will add to our understanding of education.
- ☒ Satisfactory - The proposal is sufficiently well developed that granting of charter status for planning purposes is realistic.

Deny: Application is not acceptable and should not be considered for charter status. Use the space below to indicate rationale.

- ☐ Unsatisfactory: The proposal requires extensive work and the planning group needs to reevaluate its goals for the program. Working with a consultant may be advisable.
- ☐ Does not fit within University's charter expectations.
- ☐ The proposal is lacking in research to support the program design and may wish to seek a charter from an organization other than the University.

Rationale:

Revise: Application has potential but additional information is required. Use the space provided to specify area of needing revisions.

- ☐ Needs Work: The proposal lacks in completeness and should be returned for further work to be submitted at a later date for further consideration.

Revisions Needed:

Although not a revision, it appears the applicant will need to clearly understand managing separate funding streams for non-charter aspects of their school community. Strong financial reporting and transparency will be important to ensure the long-term viability of the proposal. This will be particularly important if the school fails to reach target enrollment numbers as funding for early childhood is woefully inadequate in Wisconsin. Significant public-private support may be needed for the school to operate.

Phase II Rubric

| | |
|--|--------------------|
| Name of Proposed School: | OCE |
| Proposed Location of School: (What municipality?) | Madison, Wisconsin |
| Date: | 02/20/2018 |
| Name and Title of Reviewer: | |

Overall Assessment (complete this section last by electronically highlighting your recommendation)

- ☐ **Accept for further consideration**
- ☐ **Deny**
- ☐ **Resubmit with modifications for further consideration**

Please use this rubric to guide your assessment of the Phase II application.

The last page provides space to make your final recommendation and provide evidence to support your recommendation.

Each section presents criteria for a response that meets the application requirement; these criteria should guide the overall rating for the section.

The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.



1. School Design Key Questions

The school must have a clear mission and an overall purpose for the educational program that meets the needs of students.

Does the application satisfy this standard? Is the design of the school grounded in research? Does it have unique aspects that will bring a new educational offering to the students?

Evaluation Criteria: A response that meets the standard will:

1. Provide the name of the proposed charter school.
2. Provide the name(s), address(es), telephone number(s), and email address(es) of the organization or individuals submitting the application to create a charter school.
3. Identify how the school will operate as a legal entity under Wisconsin law.
4. Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will house, the number of expected students per grade, and the expected number of students per class.
5. State the mission and vision of the school.
6. State the core beliefs of the school.
7. Explain how the mission, vision, and core beliefs are grounded in specific research or demonstrated best practices
8. Note the unique aspects of the school and explain why the community needs this school.
9. Describe how the mission and core beliefs will drive decision-making during the development and operation of the school.
10. Characterize the school culture desired for the school and how this culture will be established.
11. Describe the process that will be used to develop an initial strategic plan.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|----------------------------------|
| Strengths | Meets all listed items plus more |
| Concerns/Questions | None |

2. Governance and Leadership

For long-term development, the school will need an effective governance structure. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender, and race) would be of concern?

Evaluation Criteria: A response that meets the standard will:

1. Identify the organization and individuals involved in the development of the school.
2. Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to establish the school as an effective, stable organization.
3. Describe the board that will be created to lead the school.
4. Describe the process to be used for the selection of board members.
5. State the general duties of board members.
6. Explain how the governance of the school will embody principles of democratic management, including but not limited to family participation.
7. Explain how the board will establish policy and work with educators to promote the goals of the program.
8. Attach a copy of the by-laws of the board (if available).
9. Attach a copy of articles of incorporation as defined by Wisconsin law.
10. List the names and occupations of individuals who will serve on the initial school board (if available).
11. Explain how the school will operate in terms of lines of authority and responsibility.
12. Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school and the manner in which administrative services will be provided.
13. Identify the criteria to be employed in hiring the school director/principal.
14. If the charter school will be managed/operated by a third party, identify the organization and its role in the charter school operation.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)



| | |
|--------------------|------|
| Strengths | |
| Concerns/Questions | None |

3. Community and Family Engagement

For any school to maintain long-term viability, it must have community involvement, be responsive to the community, and be in partnership with other community entities. Does the application satisfy this standard?

Evaluation Criteria: A response that meets the standard will:

1. Describe the community the school will serve.
2. Explain how the community has been involved in developing the school.
3. Explain how the community will be involved in the operation of the school.
4. Describe community partnerships the school will have or hopes to have.
5. Describe how relationships to attract and retain students, enhance student learning, and satisfy students and stakeholders will be built.
6. Describe how requirements, expectations, and preferences of students, families, and other stakeholders will be determined.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | 1 is clearly articulated; 2-4 are outstanding and are very exciting for direct community organizing; |
| Concerns/Questions | 5 a more aggressive and logical recruitment and retention plan may be needed; 6 more information about this item may be needed |

4. Marketing, Recruiting, and Admissions

For any school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? By state law, charter schools are public schools that must be open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria: A response that meets the standard will:

1. Describe the marketing program that will be used to inform the community about the school.
2. Explain how students will be recruited for the program.
3. Describe the means by which the school will achieve a racial and ethnic balance among its pupils.
4. Describe admission policies and practices to be used to enroll students the first year and succeeding years.
5. Describe strategies to be employed when, and if, more students apply for admission than there are seats available.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|---|
| Strengths | 1; 2;4; 5 |
| Concerns/Questions | 3 the school's location may result in a concentration of students of color – which given local racial inequities will present challenges – how will racial balance be achieved? |



5. Faculty and Staff

High-quality school programs are based on effective staff recruitment and ongoing staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria: A response that meets the standard will:

1. Identify how administration, faculty, and staff will be recruited and how the school will ensure the quality of the workforce.
2. Describe how job requirements, compensation, career progression, workforce practices, and work environment will motivate faculty and staff to achieve high performance.
3. Describe how the faculty and staff education and training programs will support the achievement of overall objectives.
4. Describe how the work environment will foster learning and continuous improvement for both staff and students.
5. Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | 2; 4; 5 |
| Concerns/Questions | 1 & 3 preschool programs face extraordinary difficulty staffing up – both in terms of teachers, principals, and support staff. |

6. Curriculum and Instruction

High-quality schools have an integrated model of curriculum and instruction. From what is described in the application, have the applicants developed a curriculum that meets the needs of students? Does the applicant cite research support for its curriculum? Is the mission reflected in the educational program?

Evaluation Criteria: A response that meets the standard will present a curriculum plan that:

1. Describes the educational program of the school.
2. Identifies the content of the instructional program.
3. Characterizes the instructional methodology to be utilized by the faculty.
4. Explains how chosen instructional content and methodology will achieve the school's objectives.
5. Describes the research that supports this approach to educating children.
6. Describes the program design, methods, and strategies for serving students with disabilities and for complying with all related federal laws and regulations.
7. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | 1;2;3;4;5 |
| Concerns/Questions | <p>6 the proposal includes baseline understanding, but given the likely resistance to partnerships with MMSD for support, strategic outsourcing may be required to meet all special education student needs</p> <p>7 the proposal gives an acceptable ELL outline, but the plan fails to recognize the potential for dual eligible students (ELL with an IEP). Budgeting for these costs and sourcing the experts needed may be barriers the applicants need to address.</p> |



7. Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Have the applicants provided a model of accountability that will be generally accepted by the public and have they implemented the testing standards required by state law? Have the applicants described how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria: A response that meets the standard will:

1. Describe the standards on which the educational program will be based.
2. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined.
3. Describe the requirements for high school graduation (if applicable).
4. Define how the results of the educational program will be assessed.
5. Describe the student achievement goals that will be met during the first five years of operation.
6. Describe how the school will ensure the quality and availability of needed data and information.
7. Describe how standards, assessment, and accountability will be integrated into a coordinated system.
8. Describe how effective performance management systems will be provided to improve student and organizational performance.
9. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|-------------------------------|
| Strengths | All except for inapplicable 3 |
| Concerns/Questions | |

8. Educational Support Processes

High-quality schools have an educational program that is a well-defined plan of operation, understood by educators, students and families alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the plan describe a clear plan for meeting the broad spectrum of educational needs of special education students and dual language learners?

Evaluation Criteria: A response that meets the standard will:

1. Describe how key processes for design and delivery of the educational program will be managed.
2. Describe how instructional content and methodology will be continuously improved.
3. Explain the procedures for ensuring the health and safety of students.
4. Identify the procedures for school discipline, suspension, and potential removal of a child from the program.
5. Describe the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities, and emergency contacts.
6. Identify key student services and how they will be managed.
7. Describe how key processes that support daily operations will be managed.
8. Describe the special education program to be provided including governance, pupil identification, development of IEPs, delivery of special education and related services, and program financing.
9. A clear description of how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|--|
| Strengths | All except the note below |
| Concerns/Questions | I would like to see intentional recruitment of students already identified with an IEP and a more aggressive plan for initial screening of incoming students |



9. Business and Financial Operations

High-quality schools have solid fiscal plans and management strategies. Do the personnel have the expertise to properly manage the financial affairs of the school? Is the business plan suggested in the application realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and have the developers given due consideration to all major elements of a business plan including marketing, student recruitment strategies, and fundraising strategies? Has the applicant identified a school building? Does the applicant have sufficient assets to lease/purchase and operate a site?

Evaluation Criteria: A response that meets the standard will:

1. Identify the individuals and their level of expertise who were involved in developing the schools financial plan.
2. Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school.
3. Identify how capital required to plan and open the school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required.
4. Identify the potential site of the school, how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation.
5. Provide a description of the school facility, or proposed facility, and its layout. Include the number and size of classrooms, common areas, and recreational space. Identify the level of handicapped accessibility.
6. Describe the transportation arrangements made for the charter school students.
7. Describe how food services will be provided for students.
8. Provide revenue and expenditure budgets for the first three years of operation.
9. Provide a projected cash flow statement for the planning stage and the first year of operation.
10. Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for program operation.
11. Show how the budget addresses the unique aspects of the school.
12. Describe the plan for annually auditing the schools finances and identify the firm which will conduct the audit (if selected).
13. Present a plan for raising funds needed beyond the per-pupil allocation provided under state law.

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| | | |

Identify strengths or concerns (use as much space as needed.)



| | |
|--------------------|---|
| Strengths | All |
| Concerns/Questions | Given the high cost for Pre-K, the school will likely need additional grant and fundraising strategies. |

10. Legal Requirements and Procedures

Schools authorized by OEO must be operated in accordance with all applicable federal and state charter school laws and requirements. Does the applicant understand the legal requirements and have the ability to operate within these requirements?

Evaluation Criteria: A response that meets the standard will:

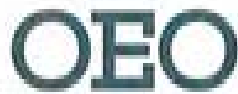
1. List the legal requirements for operating a public charter school.
2. Describe the policies and procedures developed to address these requirements.
3. Describe the level and types of insurance coverage the board will provide.
4. Explain the school's student records plan for developing and maintaining student achievement, health, emergency contact, high school credit, activities, and the like.
5. Identify how students, staff, faculty, and parents will gain an understanding of the rights and responsibilities these requirements create

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|--------------------|------------------------------|----------------------------|
| x | | |

Identify strengths or concerns. (Use as much space as needed.)

| | |
|--------------------|-----|
| Strengths | All |
| Concerns/Questions | |



REVIEW SUMMARY

Please use your assessment of the 10 criteria to make a decision regarding your recommendation for the application below.

Recommendation (Electronically highlight your recommendation)

Approve: Application is acceptable and should be considered for potential charter status.



Superior: This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for children at risk and children living in the city. The program plan and evaluation components are outstanding and will add to our understanding of education.

- ☐ Satisfactory - The proposal is sufficiently well developed that granting of charter status for planning purposes is realistic.

Deny: Application is not acceptable and should not be considered for charter status. Use the space below to indicate rationale.

- ☐ Unsatisfactory: The proposal requires extensive work and the planning group needs to reevaluate its goals for the program. Working with a consultant may be advisable.
- ☐ Does not fit within University's charter expectations.
- ☐ The proposal is lacking in research to support the program design and may wish to seek a charter from an organization other than the University.

Rationale:

Revise: Application has potential but additional information is required. Use the space provided to specify area of needing revisions.

- ☐ Needs Work: The proposal lacks in completeness and should be returned for further work to be submitted at a later date for further consideration.

Revisions Needed:



OFFICE OF
EDUCATIONAL
OPPORTUNITY

Via E-Mail

December 30, 2017

Gary Allen Bennett
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

One City Early Learning Center
ATTN: Kaleem Caire
2012 Fisher Street
Madison, WI 53713

Dear One City Early Learning Stakeholders,

The University of Wisconsin System's Office of Educational Opportunity ("OEO") received a Prospectus Phase 1 application from you on December 22, 2017 related to the One City Early Learning Center.

Congratulations, your Phase 1 Prospectus is approved. Based on this approval, you are invited to prepare and submit a Phase 2 Application related to your Phase 1 Prospectus. As a reminder, approval of a Phase 1 Prospectus is not an offer for a charter and does not create or transfer any liability to OEO or any University of Wisconsin System Administration entity.

Please review and submit the attached Phase 2 Application with the following deadlines in mind:

1. The Phase 2 deadline depends on which year you seek to first operate:
 - a. Applications must be submitted by no later than January 2, 2018 for AY 18-19
 - b. Application must be submitted by no later than September 7, 2018 for AY 19-20
 - c. Late submissions are automatically rejected without exception.
2. OEO's February 1 DPI Notice mandate
 - a. If you intend to operate starting AY 18-19, then OEO must submit intent to authorize notice to DPI no later than February 1, 2018.
 - b. If you intend to operate starting AY 18-19, then OEO must submit intent to authorize notice to DPI no later than February 1, 2019

Please feel free to contact me if you require any guidance with your Phase 2 Application.

Sincerely,

Gary Allen Bennet J.D. / M. Ed.
Director, OEO

February 1, 2018

Superintendent Tony Evers
125 S. Webster Street
Madison, WI 53703

Dear Superintendent Evers,

Wis. Stat. 118.40(2x) grants the University of Wisconsin System Administration's Office of Educational Opportunity ("OEO") the authority to "contract with a person to operate a charter school". OEO's charter authorizing power is subject to numerous enumerated statutory limitations. One such limitation is prescribed in Wis. Stat. 118.40(1), which in relevant part requires OEO to "notify the state superintendent of its intention to authorize a charter contract by February 1 of the previous school year." The statute expressly requires the notice to include "a description of the proposed school".

This letter is sent to you in your capacity as State Superintendent in accordance with Wis. Stat. 118.40(1)'s notice requirements for contracts granted by OEO.

Subject to final review by the University of Wisconsin System Board Of Regents ("BOR"), OEO intends to enter into a charter contract with One City Early Learning Center (OCEL) for a school located in Madison, Wisconsin with an umbrella provision allowing for replication by right based on performance in accordance with Wisconsin State Statute.

Subject to final review, OCEL will utilize the curriculum and instruction practices aligned the AnjiPlay for 3K-K students. OCEL intends to operate with a maximum pupil enrollment of up to 120 pupils per campus.

Please advise my office if you need any additional information.

Sincerely,

Gary Allen Bennett

Director, Office of Educational Opportunity