If your application includes a Virtual and/or Blended component, please reference the Commission’s Online Virtual and Blended Learning Guidelines (August 11, 2022) for guidance on completing this section.

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| **QUESTION 1**  What are the costs associated with the proposed virtual and/or blended school/program and its various components? |
| **EVALUATION CRITERIA: Finance and Governance**  Applications will be considered having met the criteria for this section when the applicant provides:   * A governance model that includes individuals with the skills and capacity to carry out said program. * Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community. * Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection. * Budget detail accounts for explicit needs of a per virtual/blended program:   + specialized training;   + technology infrastructure;   + internet access for students and staff;   + equipment and maintenance;   + online curriculum and/or platforms; and   + any other associated costs. * Budget includes an analysis of the proposed model’s staffing plan, demonstrating support for building the capacity of all faculty and staff. |
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| **QUESTION 2**  Will these costs change over the life of the proposed contract? |
| **EVALUATION CRITERIA: Finance and Governance**  Applications will be considered having met the criteria for this section when the applicant provides:   * A governance model that includes individuals with the skills and capacity to carry out said program. * Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community. * Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection. * Budget detail accounts for explicit needs of a per virtual/blended program:   + specialized training;   + technology infrastructure;   + internet access for students and staff;   + equipment and maintenance;   + online curriculum and/or platforms; and   + any other associated costs. * Budget includes an analysis of the proposed model’s staffing plan, demonstrating support for building the capacity of all faculty and staff. |
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| **QUESTION 3**  How are these costs affected by different student populations and contextual factors? |
| **EVALUATION CRITERIA: Finance and Governance**  Applications will be considered having met the criteria for this section when the applicant provides:   * A governance model that includes individuals with the skills and capacity to carry out said program. * Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community. * Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection. * Budget detail accounts for explicit needs of a per virtual/blended program:   + specialized training;   + technology infrastructure;   + internet access for students and staff;   + equipment and maintenance;   + online curriculum and/or platforms; and   + any other associated costs. * Budget includes an analysis of the proposed model’s staffing plan, demonstrating support for building the capacity of all faculty and staff. |
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| **QUESTION 4**  What are the implications for weights and adjustments in the accountability or funding system due to the proposed virtual and/or blended program? |
| **EVALUATION CRITERIA: Finance and Governance**  Applications will be considered having met the criteria for this section when the applicant provides:   * A governance model that includes individuals with the skills and capacity to carry out said program. * Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community. * Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection. * Budget detail accounts for explicit needs of a per virtual/blended program:   + specialized training;   + technology infrastructure;   + internet access for students and staff;   + equipment and maintenance;   + online curriculum and/or platforms; and   + any other associated costs. * Budget includes an analysis of the proposed model’s staffing plan, demonstrating support for building the capacity of all faculty and staff. |
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| **QUESTION 5**  Provide an overview and description of the specific costs associated with the virtual/blended learning model proposed (such as specialized training, technology infrastructure, internet access for students and staff, equipment and maintenance, online curriculum and/or platforms, and any other associated costs). |
| **EVALUATION CRITERIA: Finance and Governance**  Applications will be considered having met the criteria for this section when the applicant provides:   * A governance model that includes individuals with the skills and capacity to carry out said program. * Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community. * Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection. * Budget detail accounts for explicit needs of a per virtual/blended program:   + specialized training;   + technology infrastructure;   + internet access for students and staff;   + equipment and maintenance;   + online curriculum and/or platforms; and   + any other associated costs. * Budget includes an analysis of the proposed model’s staffing plan, demonstrating support for building the capacity of all faculty and staff. |
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| **QUESTION 6**  What is the proposed demographic breakdown of the students to be served through this program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics? |
| **EVALUATION CRITERIA: Finance and Governance**  Applications will be considered having met the criteria for this section when the applicant provides:   * A governance model that includes individuals with the skills and capacity to carry out said program. * Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community. * Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection. * Budget detail accounts for explicit needs of a per virtual/blended program:   + specialized training;   + technology infrastructure;   + internet access for students and staff;   + equipment and maintenance;   + online curriculum and/or platforms; and   + any other associated costs. * Budget includes an analysis of the proposed model’s staffing plan, demonstrating support for building the capacity of all faculty and staff. |
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| **QUESTION 7**  What geographic area(s) will the proposed program serve? |
| **EVALUATION CRITERIA: Finance and Governance**  Applications will be considered having met the criteria for this section when the applicant provides:   * A governance model that includes individuals with the skills and capacity to carry out said program. * Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community. * Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection. * Budget detail accounts for explicit needs of a per virtual/blended program:   + specialized training;   + technology infrastructure;   + internet access for students and staff;   + equipment and maintenance;   + online curriculum and/or platforms; and   + any other associated costs. * Budget includes an analysis of the proposed model’s staffing plan, demonstrating support for building the capacity of all faculty and staff. |
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| **QUESTION 8**  How is the proposed program staffing model sufficient to address all of the requirements of instruction, reporting, and oversight? |
| **EVALUATION CRITERIA: Finance and Governance**  Applications will be considered having met the criteria for this section when the applicant provides:   * A governance model that includes individuals with the skills and capacity to carry out said program. * Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community. * Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection. * Budget detail accounts for explicit needs of a per virtual/blended program:   + specialized training;   + technology infrastructure;   + internet access for students and staff;   + equipment and maintenance;   + online curriculum and/or platforms; and   + any other associated costs. * Budget includes an analysis of the proposed model’s staffing plan, demonstrating support for building the capacity of all faculty and staff. |
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| **QUESTION 9**  What is the educational need served by this school/program? |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 10**  What differentiates this school/program from other programs in the community(ies) to be served? |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 11**  What process was used to decide on the proposed blended/virtual learning curriculum and model/mode of delivery? |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 12**  Describe how the proposed blended/virtual learning curriculum is aligned to the Hawaiʻi State Standards and explain the process used to make this determination. |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 13**  What might a scope and sequence for each grade level served look like? |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 14**  In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ‘EO), Hawaiʻi State Alternate Assessment, WIDA), what other measures will be employed to evaluate student progress and growth? |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 15**  Where and how will state testing be implemented for all students? |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 16**  How will staff monitor progress and ensure that students are meeting the required standards? |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 17**  How will students demonstrate subject mastery leading to eligibility for promotion? |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 18**  How will struggling students be identified and supported? |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 19**  What does the weekly instructional schedule look like for each grade band (i.e. elementary, middle, high)? |
| **EVALUATION CRITERIA: Instructional Program Quality**  Applications will be considered having met the criteria for this section when the applicant provides:   * A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments. * A decision-making process that includes:   + knowledge of the diversity of student needs in the community;   + addressing the proposed scope and sequence design;   + other measures to monitor progress; and   + incorporation of MTSS to meet all students’ needs. * Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school’s curriculum, instruction, and assessment. * A weekly instructional schedule for each grade level band |
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| **QUESTION 20**  What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual and/or blended learning? |
| **EVALUATION CRITERIA: Teacher and Administrator Quality to run a Virtual/Blended School/Program**  Applications will be considered having met the criteria for this section when the applicant provides:   * A professional development and training plan that addresses:   + the unique needs of virtual and/or blended learning for all faculty, staff and administration;   + the specialized qualifications required of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students; and,   + evidence that on-going professional development and support will be provided. |
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| **QUESTION 21**  What are the qualifications of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students? |
| **EVALUATION CRITERIA: Teacher and Administrator Quality to run a Virtual/Blended School/Program**  Applications will be considered having met the criteria for this section when the applicant provides:   * A professional development and training plan that addresses:   + the unique needs of virtual and/or blended learning for all faculty, staff and administration;   + the specialized qualifications required of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students; and,   + evidence that on-going professional development and support will be provided. |
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| **QUESTION 22**  How will the school provide professional development and support to virtual and/or blended learning teachers? |
| **EVALUATION CRITERIA: Teacher and Administrator Quality to run a Virtual/Blended School/Program**  Applications will be considered having met the criteria for this section when the applicant provides:   * A professional development and training plan that addresses:   + the unique needs of virtual and/or blended learning for all faculty, staff and administration;   + the specialized qualifications required of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students; and,   + evidence that on-going professional development and support will be provided. |
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| **QUESTION 23**  Describe how the proposed blended/virtual learning program will meet the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (504). |
| **EVALUATION CRITERIA: Special Education and Section 504 of the Rehabilitation Act of 1973 requirements:**  Applications will be considered having met the criteria for this section when the applicant provides:   * Evidence that the proposed blended/virtual learning program will meet all the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (504) |
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