



Reviewer Name:

Date:

Pilot Program Selection: Centralized School Facilities Pilot Program Student Transportation Pilot Program Both Pilot Programs

Section 4: Geographic Boundaries

| Question | Rating | Criteria |
|--|--------|---|
| Describe the geographic area that this application covers, including any relevant municipal, county, or neighborhood boundaries. | 4 | Clearly and thoroughly identifies all relevant municipal, county, and neighborhood boundaries with maps or visual aids. |
| | 3 | Identifies most relevant boundaries with adequate detail, may lack visuals. |
| | 2 | Identifies boundaries but lacks detail or includes vague or incomplete information. |
| | 1 | Provides minimal or unclear information about the geographic boundaries. |
| Additional Comments: | | |

Section 5: Governance Structure

| Question | Rating | Criteria |
|--|--------|---|
| Describe the proposed local board structure, including term limits of local board members. | 4 | Structure is clearly defined, including term limits, roles, and alignment to pilot goals. |
| | 3 | Structure defined with some detail on term limits and roles. |
| | 2 | Structure is vaguely described or missing key elements. |
| | 1 | Little or no detail provided. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|---|--------|--|
| List the timeline by which the local board will be established (by Oct 31, 2025). | 4 | Timeline clearly shows the board will be established by Oct 31, 2025 with detailed steps outlined. |
| | 3 | Timeline generally shows compliance but lacks detailed steps. |
| | 2 | Timeline unclear or cutting unrealistically close to deadline. |
| | 1 | No timeline provided or after Oct 31, 2025. |
| Additional Comments: | | |



| Question | Rating | Criteria |
|---|--------|---|
| Describe the process for how local board members will be replaced, if needed. | 4 | Clear, transparent replacement process for refilling vacancies that includes stakeholder input. |
| | 3 | Reasonably clear process for refilling vacancies, but lacks stakeholder involvement. |
| | 2 | Process for refilling vacancies is unclear or insufficiently detailed. |
| | 1 | No clear process for refilling vacancies is provided. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|---|--------|--|
| Explain how member representation of the local board will be determined and will represent the school types participating in the pilot program. | 4 | Representation is clearly defined with inclusive representation of all school types. |
| | 3 | Representation explained but lacks inclusivity or clarity. |
| | 2 | Representation vague or excludes diverse representation of all school types. |
| | 1 | No detail on representation. |
| Additional Comments: | | |

| Section 6A: Facilities Plan (For Facilities Pilot Applicants) | | |
|--|--------|--|
| Question | Rating | Criteria |
| List the facilities inventory from each pilot participant that will be included in the pilot program, and the year of anticipated use. | 4 | Comprehensive list from all participants with specific years of anticipated use. |
| | 3 | Mostly complete list with general anticipated years of use. |
| | 2 | Partial list or vague anticipated use timeline. |
| | 1 | Little to no information provided around timeline and/or assets. |
| Additional Comments: | | |



| Question | Rating | Criteria |
|--|--------|---|
| Outline the plan for phasing in implementation in Year 1 and Year 2, in order to ensure full implementation by Year 3. | 4 | Detailed phase-in plan across Years 1 and 2 ensuring full implementation by Year 3. |
| | 3 | General phase-in plan provided but lacks full clarity. |
| | 2 | Basic outline without clear milestones or sequencing. |
| | 1 | No clear phase-in plan provided. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|--|--------|--|
| Describe how intended facility assets will be assessed for use. Include information on how any necessary maintenance will be completed prior to use, and whether revenue sharing for maintenance will occur. | 4 | Clear and thorough plan for assessment, maintenance, and revenue sharing. |
| | 3 | Plan includes detailed information around two of the three key requirements, with minimal information on the third. |
| | 2 | Plan includes basic information around two of the three key requirements, with minimal to no information on the third. |
| | 1 | Plan lacks clarity and detail around the key requirements. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|---|--------|--|
| Share your vision for the facilities pilot program including ways in which you plan to innovatively address existing issues regarding facility usage and/or facility needs. | 4 | Innovative and strategic vision with 5+ specific solutions provided. |
| | 3 | Innovative and strategic vision with 3-4 specific solutions provided. |
| | 2 | Vision is vague or lacks innovation, with 2 specific solutions provided. |
| | 1 | Vision is vague or lacks innovation, with less than 2 specific solutions provided. |
| Additional Comments: | | |



| Question | Rating | Criteria |
|---|--------|---|
| Describe how this pilot will utilize innovative practices and/or a different approach to collaboration, in order to improve outcomes for schools, both in the short (1-2 years) and long term (3-5 years). Include specific and detailed examples for each pilot participant. | 4 | Innovative and strategic vision with specific solutions provided for each pilot participant for both short and long term. |
| | 3 | Vision is present for each pilot participant and includes general innovation themes for both short and long term. |
| | 2 | Vision is vague, lacks innovation, or is not inclusive of each pilot participant for both short and long term. |
| | 1 | Vision is unclear or superficial and/or does not include a short and long term plan for each pilot participant. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|---|--------|---|
| Describe how this pilot will utilize innovative practices and/or a different approach to collaboration, in order to improve services for students and families, both in the short (1-2 years) and long term (3-5 years). Include specific and detailed examples for each pilot participant. | 4 | Innovative and strategic vision with specific solutions provided for each pilot participant for both short and long term, that are clearly aligned to student/family needs. |
| | 3 | Vision is present for each pilot participant and includes general innovation themes for both short and long term, that are aligned to student/family needs. |
| | 2 | Vision is vague, lacks innovation, or is not inclusive of each pilot participant for both short and long term, and/or does not clearly align to student/family needs. |
| | 1 | Vision is unclear or superficial and/or does not include a short and long term plan for each pilot participant directly aligned to student/family needs. |
| Additional Comments: | | |



| Question | Rating | Criteria |
|--|--------|--|
| Describe how this pilot will create anticipated operational efficiencies that lead to cost savings, including approximate cost savings for each pilot participant. | 4 | Clear strategy with estimated savings included for each participant. |
| | 3 | Some detail on efficiencies and general cost savings for each participant. |
| | 2 | Mentions efficiencies but lacks quantitative data and/or is not broken out for each participant. |
| | 1 | Vague or unclear efficiencies and/or cost savings plan, with minimal to no detail listed for each participant. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|--|--------|---|
| Describe how non-school organizations may be incorporated into this pilot program and list any committed non-school organization partners that have already been identified. | 4 | Identifies committed partners and explains strategic integration of the partnership(s). |
| | 3 | Identifies potential partners with basic information around integration strategy. |
| | 2 | Mentions organizations with vague or no commitments. |
| | 1 | No identified non-school partnerships and/or no plan for integration of partners. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|--|--------|---|
| Share a detailed plan of how the local board will assess the effectiveness of the pilot program and how it will track both qualitative and quantitative data for the program throughout Years 1-3. | 4 | Robust plan provided with information on how qualitative and quantitative data will be measured across all years. |
| | 3 | Moderate detail provided on metrics for measuring effectiveness and method for data collection. |
| | 2 | Minimal detail provided on metrics for measuring effectiveness and method for data collection. |
| | 1 | Basic or unclear strategy for data tracking and/or missing components. |
| Additional Comments: | | |



Section 6B: Transportation Plan (For Transportation Pilot Applicants)

| Question | Rating | Criteria |
|--|--------|--|
| Provide a list of transportation assets from each pilot participant that will be included in the pilot program, and the year of anticipated use. | 4 | Comprehensive list from all participants with specific years of anticipated use. |
| | 3 | Mostly complete list with general anticipated years of use. |
| | 2 | Partial list or vague anticipated use timeline. |
| | 1 | Little to no information provided around timeline and/or assets. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|--|--------|--|
| List the attendance rates for each participating school, including the number of chronically absent students from each school. | 4 | Detailed data for each school with clear breakdown of chronic absenteeism included for each participant. |
| | 3 | Generalized data included for each participating school but lacking some detail or clarity. |
| | 2 | Generalized data presented, but not broken down by school/participant. |
| | 1 | Basic or unclear information provided around attendance and/or chronic absenteeism. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|--|--------|--|
| Describe how intended transportation assets will be assessed for use. Include information on how any necessary maintenance will be completed prior to use, and whether revenue sharing for maintenance will occur. | 4 | Clear and thorough plan for assessment, maintenance, and revenue sharing. |
| | 3 | Plan includes detailed information around two of the three key requirements, with minimal information on the third. |
| | 2 | Plan includes basic information around two of the three key requirements, with minimal to no information on the third. |
| | 1 | Plan lacks clarity and detail around the key requirements. |
| Additional Comments: | | |



| Question | Rating | Criteria |
|--|--------|---|
| Share your vision for the transportation pilot program including ways in which you plan to innovatively address existing issues regarding student transportation to and from school, as well as transportation to other activities such as before and after school opportunities, work based learning opportunities, extracurricular activities, and specialized education opportunities | 4 | Innovative and inclusive vision addressing the existing issues, including all components listed in the question, and provides at least five examples as to how this pilot will resolve the identified issues. |
| | 3 | Innovative and inclusive vision addressing the existing issues, including all components listed in the question, and provides at least three examples as to how this pilot will resolve the identified issues. |
| | 2 | Includes an innovative vision for addressing the existing issues, but lacks specificity around all components listed in the question, and/or provides less than three examples as to how this pilot will resolve the identified issues. |
| | 1 | Lack of clarity around the vision for addressing the existing issues and/or missing specificity around all components listed in the question with minimal to no examples as to how this pilot will resolve the identified issues. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|--|--------|---|
| Outline the plan for phasing in implementation in Year 1 and 2, in order to ensure full implementation by Year 3 | 4 | Detailed phase-in plan across Years 1 and 2 ensuring full implementation by Year 3. |
| | 3 | General phase-in plan provided but lacks full clarity. |
| | 2 | Basic outline without clear milestones or sequencing. |
| | 1 | No clear phase-in plan provided. |
| Additional Comments: | | |



| Question | Rating | Criteria |
|---|--------|--|
| Describe how this pilot will create anticipated operational efficiencies that lead to cost savings, including approximate cost savings for each pilot participant | 4 | Clear strategy with estimated savings included for each participant. |
| | 3 | Some detail on efficiencies and general cost savings for each participant. |
| | 2 | Mentions efficiencies but lacks quantitative data and/or is not broken out for each participant. |
| | 1 | Vague or unclear efficiencies and/or cost savings plan, with minimal to no detail listed for each participant. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|---|--------|---|
| Describe how non-school organizations may be incorporated into this pilot program and list any committed non-school organization partners that have already been identified | 4 | Identifies committed partners and explains strategic integration of the partnership(s). |
| | 3 | Identifies potential partners with basic information around integration strategy. |
| | 2 | Mentions organizations with vague or no commitments. |
| | 1 | No identified non-school partnerships and/or no plan for integration of partners. |
| Additional Comments: | | |

| Question | Rating | Criteria |
|---|--------|---|
| Share a detailed plan of how the local board will assess the effectiveness of the pilot program and how it will track both qualitative and quantitative data for the program throughout Years 1-3 | 4 | Robust plan provided with information on how qualitative and quantitative data will be measured across all years. |
| | 3 | Moderate detail provided on metrics for measuring effectiveness and method for data collection. |
| | 2 | Minimal detail provided on metrics for measuring effectiveness and method for data collection. |
| | 1 | Basic or unclear strategy for data tracking and/or missing components. |
| Additional Comments: | | |