



Tri-State Alliance Annual Meeting

DENVER, COLORADO

SEPTEMBER 26-27, 2019



Meeting Objectives

1. Leave engaged and ready to build on first year's successes
2. Deeply understand our work together
3. Improve our work plan to get it done
4. Get to know our peers and strengthen our network

Today's Agenda

Thursday, September 26, 2019

Time	Topic	Facilitator
8:30-9:00	Welcome	Alex Medler, CACSA
9:00-10:30	CSI and Grant Management	Terry Croy Lewis, CSI
10:30-10:45	Break	Networking
10:45-11:15	Balancing State Organization Development and Federal Project	CCAP and CACSA Board Members
11:15-12:15	Organizational Development Exercise	Melissa Brady, FACSA
12:15-1:15	Lunch – Networking Discussion	Melissa Brady, FACSA
1:15-1:30	Share Out Lunch Assignment	Victor Torres, CCAP
1:30-2:15	Technology, Websites, and Collaboration	David Patterson and Victor Torres, CCAP
2:15-2:30	Break	
2:30-4:00	Goal 1 Overview: Authorizer Support	Alex Medler, CACSA
4:00-5:00	Parking Lot Issues	Alex Medler, CACSA

Welcome

- Introductions
- Ice-Breaker
- Authorizer Parking Lot Issues
- Lunch Plan



California Charter Authorizing Professionals

- A non-profit (501c3) organization
- Mission Statement:

Members of the California Charter Authorizing Professionals (CCAP) advance quality public education for all students by providing charter school authorizing professionals with the support, resources, and collective voice necessary to foster high-performing, fiscally sound, autonomous, and accountable charter schools.
- **Board Members:**
 - Ms. Violet Gutierrez, President
 - Ms. Dina Wilson, Vice-President
 - Dr. Dave Patterson, Treasurer
 - Mr. Jose Cole-Gutierrez, Past President
 - Ms. Debi Deal, Board Member
 - Ms. Brianna Garcia, Board Member
 - Dr. Corey Loomis, Board Member
 - Mr. Richard Urias, Board Member
- A strong membership: 20 Districts, 21 County Office, An outside partner with extensive charter authorizing experience



Colorado Association of Charter School authorizers

Mission Statement:

This mission of the Colorado Association of Charter School Authorizers (CACSA) is to promote and support best practices in charter school authorizing and to help all Colorado charter school authorizers develop, adopt, and implement practices that improve results for all students.

Board Members:

- Andy Franko, iConnect Zone Superintendent, District 49, Treasurer,
 - Terry Croy Lewis, Executive Director, Charter School Institute, Chair
 - Tom McMillen, Community Superintendent-Charter Schools, Jefferson County Public Schools, Vice Chair
 - Amelia Meunier, Charter School Liaison, Adams 12 School District
 - Tom Weston, Charter School Liaison, Academy 20 & Pueblo 60, Secretary
 - Daniel Winsor, Director of Schools/Choice Programming, Douglas County School District
- Members oversee about 2/3rd of Colorado charter Schools



Florida Association of Charter School Authorizers

- Established in 2003, FACSA is a non-profit (501c3) organization.
- Mission Statement:
The mission of the Florida Association of Charter School Authorizers (FACSA) is to collaboratively equip districts with professional standards and best practices to authorize and support excellence in chartering for all students.

Board Members:

Jenna Hodgens, President
Kia Sweeney-Scott, Vice-President
Vanessa Glenn, Treasurer
Nicki Brisson, Secretary
Marianne Blair, Director
Denise Sumerix, Director
Dr. Valerie Hyer, Director
Rhonda Stephanik, Director

- Our membership: 68 members who represent 27 of 67 total Florida school districts

CSI & Grant Administration

BREAK

10:30 – 10:45

Balancing State Organization Development and the Federal Project

CCAP	CACSA	FACSA
Federal Project vs. State Organization	Federal Project vs. State Organization	Federal Project vs. State Organization

Organizational Development Exercise – SWOT Analysis

PERFORMANCE FACTORS	Enhancers	Inhibitors
Internal	S TRENGTHS CCAP CACSA FACSA	W EAKNESSES CCAP CACSA FACSA
External	O PPORTUNITIES CCAP CACSA FACSA	T HREATS CCAP CACSA FACSA

Organizational Development Exercise – SWOT Analysis

PERFORMANCE FACTORS	Enhancers	Inhibitors
Internal	STRENGTHS	WEAKNESSES
External	OPPORTUNITIES	THREATS



LUNCH

GET TO KNOW A COLLEAGUE

12:15 – 1:15

What I Learned...



Technology, Websites, and Collaboration



California Charter Authorizing
Professionals (CCAP)

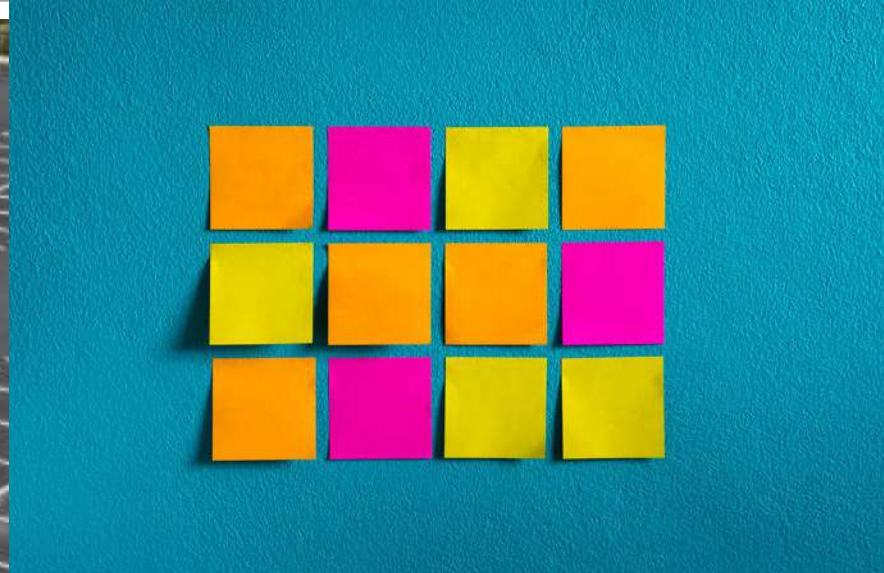
BREAK

2:15 – 2:30

Goal 1: Authorizer Support

California	Colorado	Florida
1. Annual review material/rubric	1. Revised model contract	1. Annual review material/rubric
2. Annual review report to charter schools	2. Annual review material/rubric	2. Annual review report to charter schools
3. Model MOU	3. Annual review report to charter schools	3. Opening checklist
4. Templates and samples addressing non-compliance	4. Renewal standards	4. "Year Zero" material (activities after charter approval and before school opening)
5. Charter petition template and sample evaluation rubric	5. Renewal/nonrenewal review material	5. Renewal standards
6. Renewal Standards	6. "Year Zero" material (activities after charter approval and before school opening)	6. Renewal/nonrenewal review material
7. Templates for renewal/nonrenewal review material	7. Expansion/replication application	7. Revised model contract
8. Model board resolution for best practices	8. Opening checklist	8. Model board resolution for best practices
9. Expansion/replication rubric	9. Model board resolution for best practices	9. Expansion/replication application
10. New School opening checklist	10. Expansion/replication rubric	10. Expansion/replication rubric

Parking Lot Issues



Today's Agenda

Friday, September 27, 2019

Time	Topic	Facilitator
9:00-9:15	Welcome and Reflections	Alex Medler, CACSA
9:15-10:45	Goal 2 Overview: Disadvantaged Students	Victor Torres, CCAP
10:45-11:00	Break	Networking
11:00-12:15	Goal 3 Overview: Outreach and Recruitment	Melissa Brady, FACSA
12:15-1:00	Lunch	Networking
1:00-1:30	Goal 4 Overview: National Dissemination	Alex Medler, CACSA
1:30-2:15	Parking Lot, Emerging Issues and Advantages of Collaboration	Melissa Brady, FACSA
2:15-3:00	State and National Action	Alex Medler, CACSA



Goal 2-Student Equity & Access: English Learners

- 60 % of the children from birth to age five are dual language learners (DLLs)
- 38% enter the school system classified as English learners (ELs)
- 27% of students in grades K-12 are English learners
- In charter schools, there is a steady increase of EL enrollment, however it varies greatly across counties/charter schools
- 16% of charter school students are English learners
- 21% of traditional school students are ELs



Goal 2-Student Equity & Access: English Learners

- California perspective
- 60 % of the children from birth to age five are dual language learners (DLLs)
- Students in grades K-12 account for almost twenty percent of English learners
- 38% enter the school system classified as English learners (ELs)
- Although there is a steady increase in student enrollment, including English learners, in charter schools across the state
- EL enrollment varies greatly across counties and charter schools
- On average, 16% of charter school students are English learners and 21% of students at all other public schools are ELs

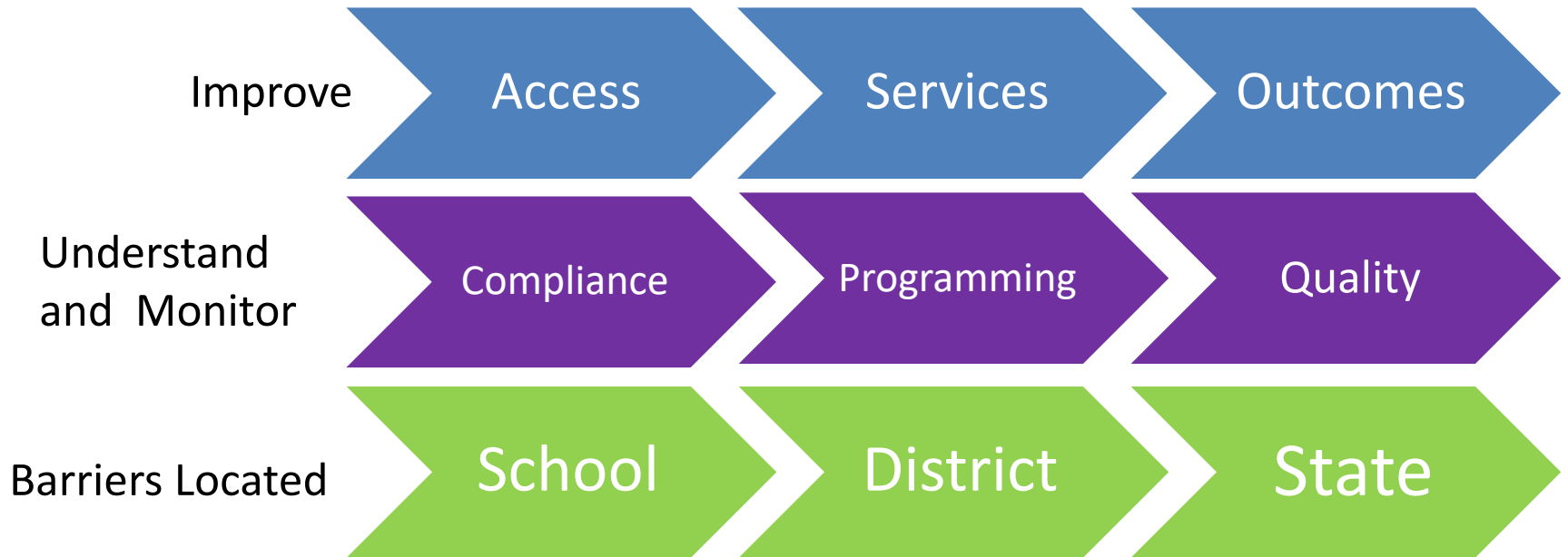


Goal 2: Authorizers' Needs (EL focus)

- Model Materials/ Resources:
 - New and Updated
 - A Varied & Differentiated
- Targeted Professional Learning Opportunities:
 - Targeted to different levels of authorizing experience (e.g., 101, 201, 301)
 - Essential areas of authorizing responsibility
 - Annual reviews, renewal evaluation, governance oversight
 - Alignment to CA's new accountability system
 - Alignment to the significant legislative challenges
 - Tailored to District /County Requirements
 - Tailored to small (under-resourced authorizing offices)
 - Tailored to large (offices with greater capacity)
- Concerned that differentiated tools may reflect a lack of understanding among some less-experienced authorizers of the full extent of the law's requirements for charter view and oversight

CO Issues Related to Special Education

stricts Wish List for Special Education



1. Strengthen application review

2. Strengthen renewal processes

3. Educate charter operators and boards

Tools & PD

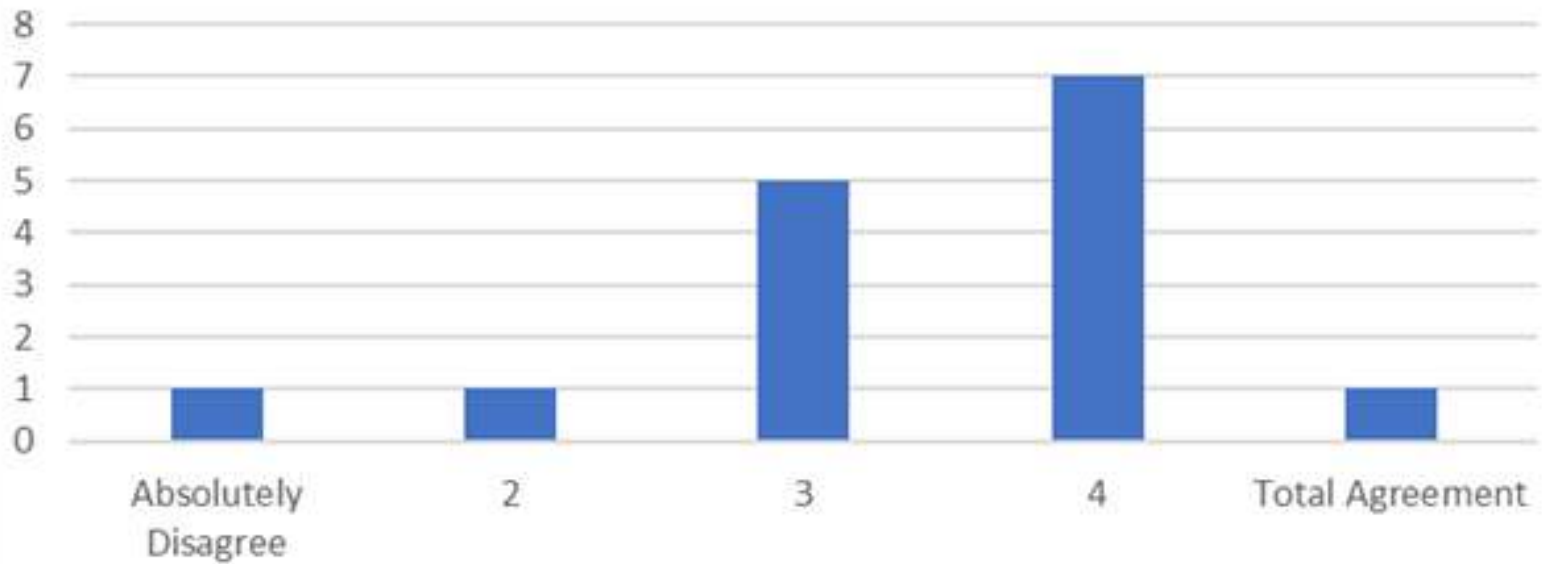
4. Research & inform improvements for charter school recruitment, outreach, and admissions

5. Study issue and provide guidance based on research

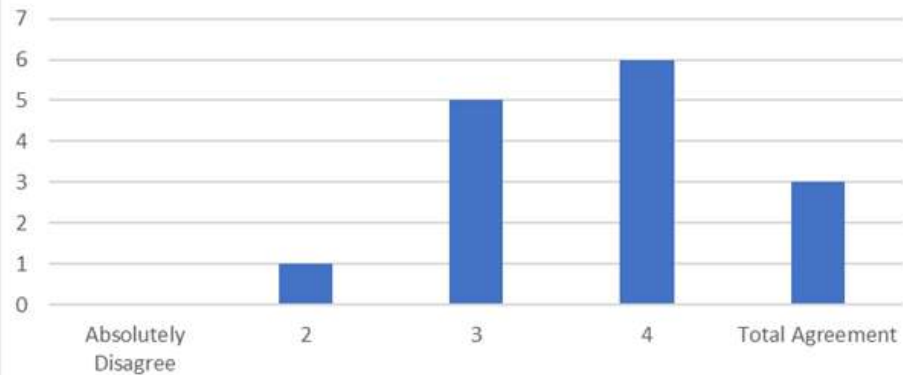
6. Support district- and system-level changes

Research

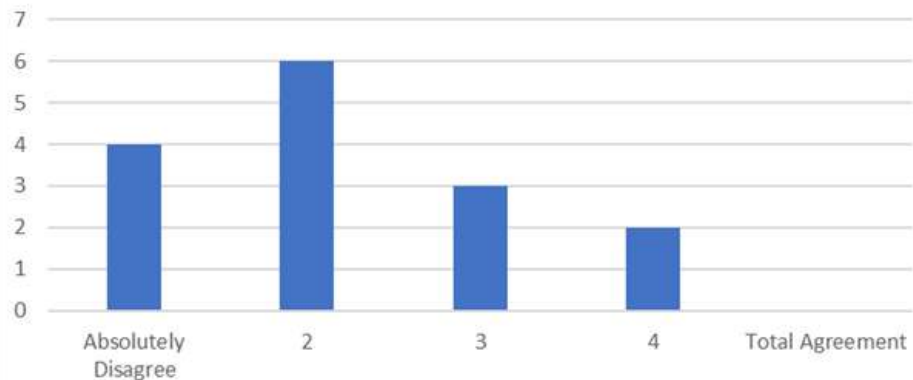
Students with disabilities enjoy an appropriate continuum of academic and social emotional specialized instruction in the charter schools in our district.



Charter schools in our district deliver appropriate programs for students with disabilities with mild to moderate needs.



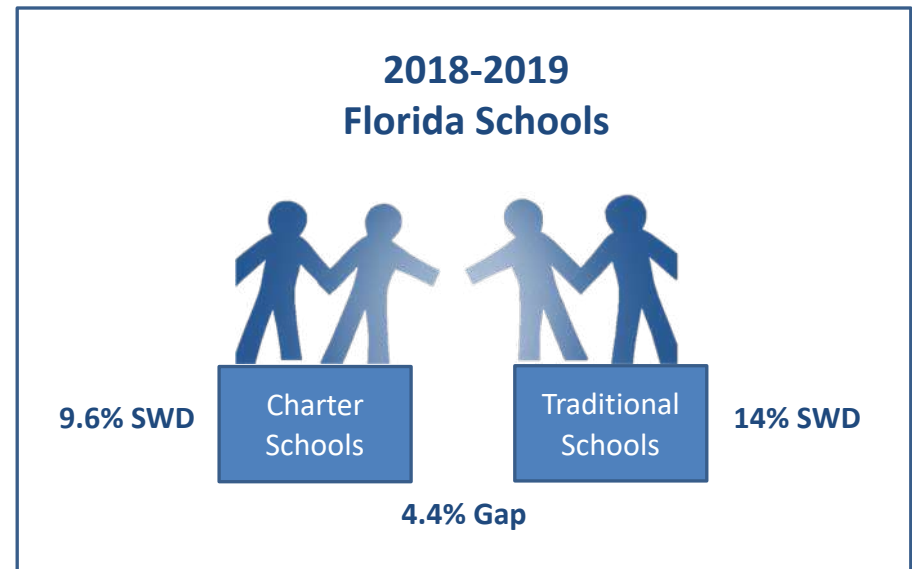
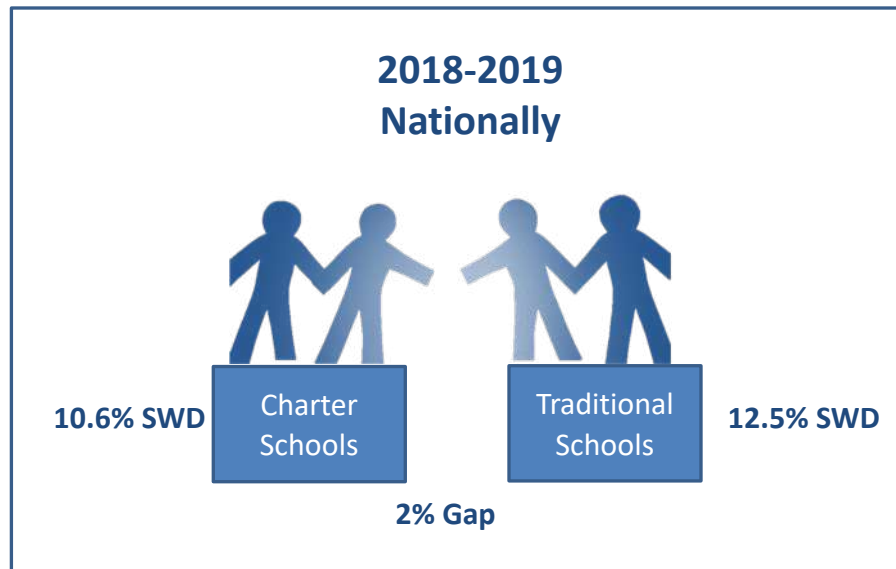
Charter schools in our district deliver appropriate programs for students with disabilities with severe needs.



Goal 2: Disadvantaged Students – The Problem

During the time charter schools have been in operation, a gap has existed between the proportion of students with disabilities enrolled in traditional public schools and those enrolled in charter schools.

Both nationally and within Florida, the prevalence of students with disabilities has consistently been lower in charter schools.





Goal 2: Disadvantaged Students – Closing the Gap

As a result of the Needs Assessment, 36 recommendations were made to close the gap between traditional and charter school enrollment of students with disabilities. The action plan addresses 20 that were prioritized as high need and critical as well as additional research needed in year 2.

Methods to Close the Gap

- Utilize the capacity interview process to probe the applicants' true understanding of the charter school's ESE obligation
- Leverage existing professional development for both district staff and charter school leaders
- Utilize contract language changes to eliminate ambiguity as to school and authorizer responsibilities
- Streamline and formalize communication, practices, and procedures for ESE monitoring and contract renewals
- Establish Networking opportunities for ESE and Charter district staff to engage in ongoing collaboration

BREAK

10:45 – 11:00



Goal 3: Outreach & Recruitment

- A 15% Engagement Target by California Authorizers
- Targeted Authorizers (geographically selected):
 - Large Portfolios
 - San Diego Unified
 - Acton-Agua Dulce Unified
 - Sacramento City Unified
 - Small: South Bay Union, Trona Joint Uni., Vacaville Unified
 - Rural: Apple Valley U., Alvina Elementary District, Ukiah U.



Goal 3: Outreach & Recruitment

A Robust Recruitment Benefit Package:

- One-year free membership
- Mentoring Support work-related issues
- Priority to CCAP sponsored events @ \$0 cost
- A secured “seat at any of CCAP’s Task-Force Committees
- Opportunities to host CCAP Professional Learning events
- Opportunities to Co-Present on the latest work created /topics



Goal 3: High Needs Districts

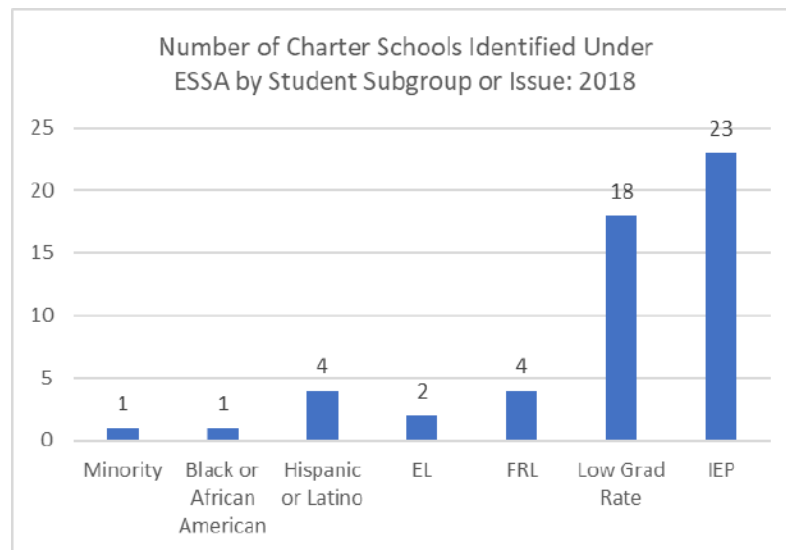
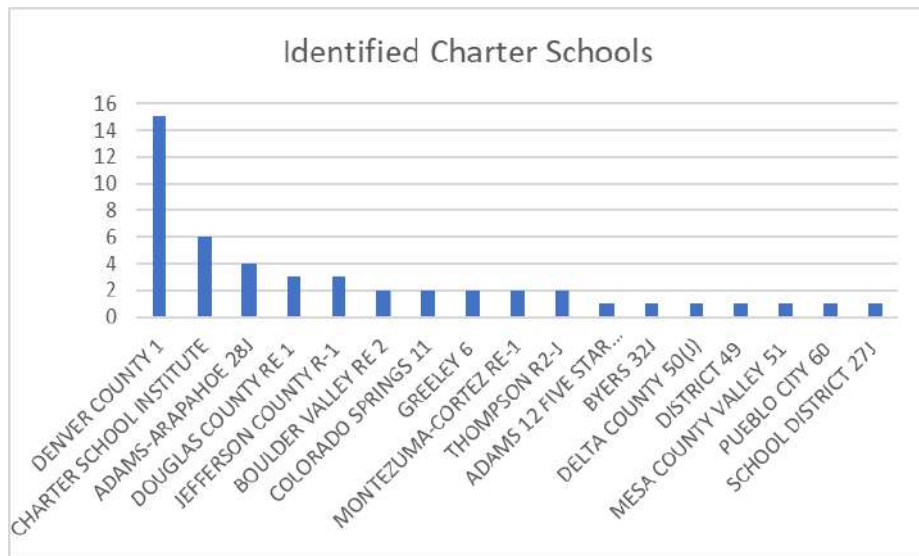
Assistance Status Based on ESSA Accountability System Reported by California's Accountability System (Dashboard)

- **Additional Targeted Support and Improvement (ATSI)**
 - For the “specific student group,” with a “red” performance level. The “specific student group” category includes English learners and students with IEPs.
- **Comprehensive Support and Improvement (CSI)**
 - **CSI Graduation Rate**
 - A two-year average grad rate less than 67%
 - **CSI Low Performance**
 - Represented in Red on the California Dashboard gauge
 - Red indicates the current year data levels of either low to very low status and no significant increase or decrease in result from the prior year
 - All “student category” in red

CO: Needs Assessment

Number of Charters	Engaged in CACSA	Not Yet Engaged
10+	4	0
5 to 9	3	4
3 or 4	2	3
1 or 2	3	27

CO: State-Identified Charters



Goal 3: Outreach and Recruitment

Big Authorizers: reach out individually and leverage leaders in other large authorizers

Rural and Non-Front Range Authorizers: Develop targeted, accessible and useful services and programs. Use technology, regional meetings, and dedicate resources for in-state travel.

Small Authorizers: Develop materials for districts with limited staff. Support CACSA members with current small portfolios should be encouraged to network with peers. Partner with other groups.

Authorizers with Problematic Schools: Leverage current CACSA members to figure out how to be helpful and how to improve process to integrate with charter oversight and support.



Goal 3: Outreach and Recruitment

Membership Facts



70% of Florida school districts currently serve charter school students.

Recruitment Targets

1. Large portfolios (5 or more charter schools)
2. Small authorizers with less than 5 charter schools
3. Rural authorizers
4. Those overseeing schools with performance problems; and
5. Those overseeing schools with compliance problems.



Of those districts, 51% are members of FACSA.



8 of the 21 non-member districts are considered rural and low income by the US Dept of Ed.

There are no RLIS districts currently participating in FACSA.



27 of the 47 districts that serve charter students are represented in FACSA



Goals: Outreach and Recruitment – The Plan

Of our target groups we found that no small and rural authorizers were represented in FACSA.

Of those schools with performance and compliance issues all were fully engaged in FACSA.

Our **TARGET**....Small and Rural Districts

- Identified 9 districts
- Sent invitation letters
- Offer One Year Free Membership
- Established a POC from FACSA for each district to answer questions and to follow up.



Get to Know a Colleague

LUNCH

12:15 – 1:00

Goal 4: National Dissemination

Table 4. Summary Data on LEA Authorizer (Tri-State members)

State	Number of Authorizers	Number District (LEA) Authorizers	Number Charter Schools Total	LEA Charters	% of state's charters LEA authorized
California	331	330	1282	1254	98%
Florida	49	47	658	655	100%
Wisconsin	101	98	230	207	90%
Colorado	47	46	248	207	83%
Pennsylvania	64	51	179	164	92%
Ohio	58	40	365	140	38%
Illinois	10	9	142	137	96%
Oregon	77	76	126	121	96%
Louisiana	14	13	156	106	68%
Tennessee	7	5	113	87	77%
New York	4	2	269	63	23%
Texas	15	14	774	63	8%
Georgia	18	16	87	61	70%
Michigan	46	33	305	52	17%
Maryland	5	5	48	48	100%
New Mexico	18	17	96	41	43%
South Carolina	19	16	70	35	50%
Alaska	8	8	29	29	100%
Oklahoma	9	3	34	19	56%
Nevada	5	3	45	17	38%
Idaho	14	13	54	16	30%
Kansas	10	10	10	10	100%
Utah	8	5	132	10	8%

Goal 4: National Dissemination

Initial Outreach Targets

CCAP (potential geography-based only) confirm with CCAP	CACSA	FACSA	Tri-State
Alaska	Idaho	Georgia	Illinois
Arizona	New Mexico	Louisiana	Maryland
Nevada	Oregon (shared with CA)	Michigan	Tennessee
Oregon (shared with CO)	Texas	Ohio	
Washington	Wisconsin	Pennsylvania	
	Wyoming	South Carolina	

Parking Lot Issues, Emerging Issues and Advantages of Collaboration



State and National Action

