

BEST

COOPERATIVE PRACTICES



Charter & Traditional

PUBLIC SCHOOLS CONFERENCE

CONFERENCE GUIDE



WELCOME TO THE NATIONAL BEST PRACTICES BETWEEN



O A P C S

Ohio Alliance for Public Charter Schools

Conference Participants:

September 27, 2010

Welcome to Columbus and to the national conference on *Best Cooperative Practices between Charter and Traditional Public Schools*. And welcome to an education practicum on innovation and reform.

Embedded within the origins of this conference are the hopes that the demand for innovation and reform in American education will transcend “tribal” differences. Collaboration is a powerful multiplier of invention, but it is also a source of ecumenical satisfaction.

It is my hope that the cooperative practices exhibited at this conference will serve not only as models for possible replications, but that they will also spark other ideas for ways that all sectors of public education in our nation might work together.

What America’s children need today is a highly effective public educational system that will prepare them for the occupational and economic realities of the twenty-first century. As a community of “camps,” we will disappoint our children. In collaboration, we will engender their gratitude.

Thank you to all the representatives of these active and fledgling collaborative practices for sharing your good work; and, thanks to all of you who have trekked to Columbus from across the country to learn more about what we have discovered through these best cooperative practices.

Sincerely,

William J. Sims

President and CEO

Ohio Alliance for Public Charter Schools



Ted Strickland, Governor
Deborah S. Delisle, Superintendent of Public Instruction

September 27, 2010

Greetings, colleagues!

It is with great excitement that I welcome you to the national conference on *Best Cooperative Practices between Charter and Traditional Public Schools*. I am delighted by the host of opportunities this conference provides us to engage in collaborative work on behalf of students across the country.

Each of us understands the complex world our students will face, and it is critical we continue to engage experts to learn how both traditional districts and charter schools are preparing today's learners for tomorrow's world. This conference illustrates the partnerships which are necessary in order to continue enhancing the teaching and learning experience in our classrooms. I appreciate your participation in rich, thoughtful discussions which will spur further innovation and breakthroughs.

The charter school associations from Ohio, Arizona, New Mexico and Massachusetts are modeling an exceptional nationwide partnership in co-hosting this conference, as well as the Cleveland Metropolitan School District and the Denver Public Schools, as the two public school district co-hosts. I commend the Ohio Alliance for Public Charter Schools for envisioning this conference, organizing this event and being a leader in school reform efforts.

I extend my gratitude for your participation and welcome you to Columbus!

Sincerely,

A handwritten signature in black ink that reads 'Deborah S. Delisle'.

Deborah S. Delisle

CONFERENCE SPONSORS

MADE POSSIBLE WITH A GRANT FROM THE OHIO GRANTMAKERS FORUM,
WITH SUPPORT FROM THE BILL AND MELINDA GATES FOUNDATION.



OHIO GRANTMAKERS FORUM

Ohio Grantmakers Forum is an association of foundations, corporate contributions programs and other grantmaking organizations. Its mission is to provide leadership for organized philanthropy in Ohio and to enhance the ability of members to fulfill their charitable goals.



OHIO ALLIANCE FOR PUBLIC CHARTER SCHOOLS

The Ohio Alliance for Public Charter Schools (OAPCS) is a non-profit, non-partisan and independent membership organization dedicated to the enhancement and sustainability of quality charter schools through standards, values, best practices, business and financing resources, and technical assistance programs.



KNOWLEDGEWORKS FOUNDATION

KnowledgeWorks strives to be the leader in developing and implementing innovative and effective approaches to high school education in the United States. Our work primarily focuses on redesigning urban high schools, developing STEM and Early College high schools, and supporting student-centered approaches to delivering real learning and results in our schools.



THOMAS B. FORDHAM INSTITUTE

The Thomas B. Fordham Institute is a non-profit think tank dedicated to advancing educational excellence. We promote policies that strengthen accountability and expand education options. Our reports examine issues such as the No Child Left Behind Act and school choice. The Thomas B. Fordham Foundation, our sister non-profit, sponsors charter schools in Ohio.



KIDSOHIO.ORG

KidsOhio.org's mission is to improve the education of Ohio's nearly three million children, especially those from disadvantaged backgrounds. With a statewide reach and a special focus on Columbus and Central Ohio, KidsOhio.org:

- Analyzes data so that education policy decisions are based on a careful analysis of facts;
- Identifies best education improvement practices from other localities and helps to replicate them in Columbus and statewide; and
- Advocates for effective public schools that meet the unique education needs of each child.

CONFERENCE CO-HOSTS



OAPCS

OHIO ALLIANCE FOR PUBLIC CHARTER SCHOOLS

The Ohio Alliance for Public Charter Schools (OAPCS) aspires to provide children with greater educational opportunities by improving the quality and fostering the growth of Ohio's public charter schools.



DENVER PUBLIC SCHOOLS

Denver Public Schools district is home to seven schools that are rated excellent by the state of Colorado. The district's mission is clear: "... to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society." Its values are highly skilled faculty, robust professional development, real-time assessment data and a safe and orderly environment.



MASSACHUSETTS CHARTER PUBLIC SCHOOL ASSOCIATION

The Massachusetts Charter Public School Association's (MCPSA) mission is "to serve, support, and advocate for Massachusetts charter public schools as they strive to achieve the goals of their charters." The MCPSA is a school-based membership association representing its constituents, the charter public schools in the Commonwealth.



CLEVELAND METROPOLITAN SCHOOL DISTRICT

The Cleveland Metropolitan School District envisions 21st Century Schools of Choice where students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences and academic capabilities of each student, while utilizing the highest quality professional educators, administrators and support staff available.



ARIZONA CHARTER SCHOOLS ASSOCIATION

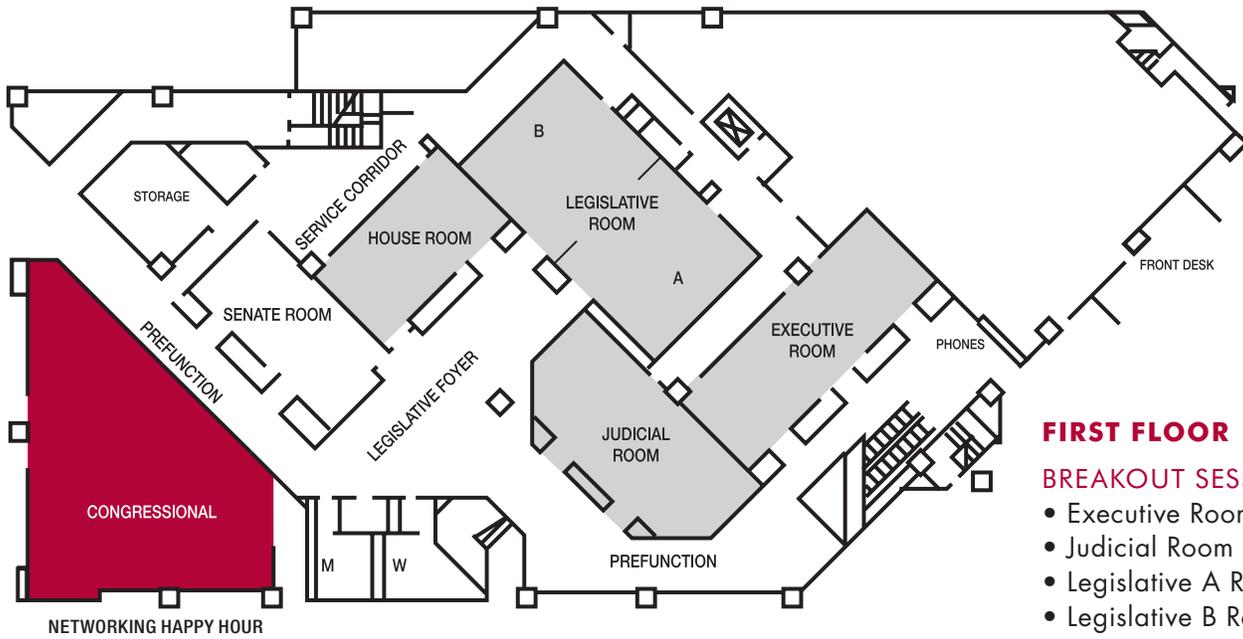
The mission of the Association is to promote and support high student achievement through the academic and operational success of Arizona's charter schools. Working alongside schools, parents, policymakers, and the media, the Association continuously advocates for quality schools and increased educational choices across Arizona.



NEW MEXICO COALITION FOR CHARTER SCHOOLS

Our vision is to re-shape public education into a system of highly accountable schools responsive to the individual needs of our diverse citizenry. To increase student academic achievement by serving charter schools and advocating for charter school quality, growth, and autonomy. Its values are excellence, equity, leadership, integrity, and impact.

HYATT ON CAPITOL SQUARE MAPS



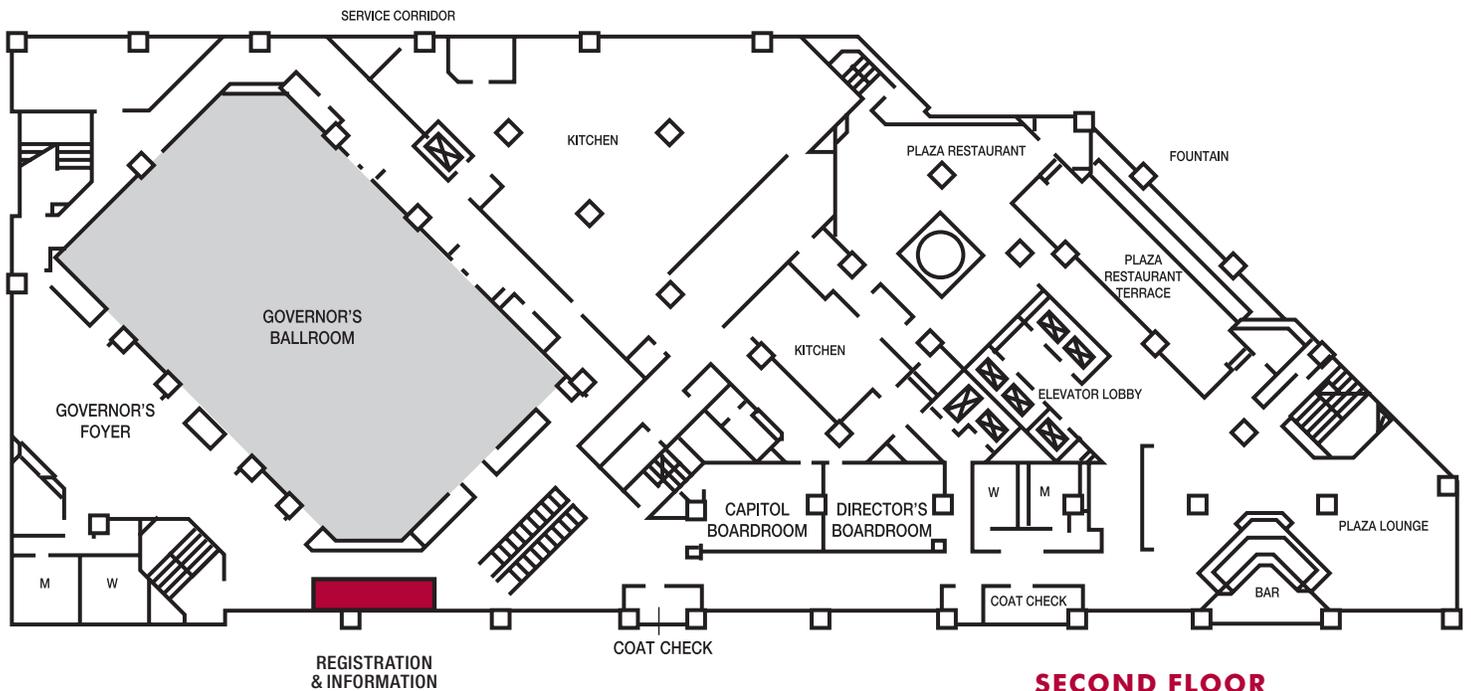
FIRST FLOOR

BREAKOUT SESSION ROOMS

- Executive Room
- Judicial Room
- Legislative A Room
- Legislative B Room
- House Room

NETWORKING HAPPY HOUR

- Congressional Room



SECOND FLOOR

REGISTRATION & INFORMATION

- Governor's Foyer

GENERAL SESSION ROOM

- Governor's Ballroom

CONFERENCE PROGRAM OF EVENTS

MONDAY, SEPTEMBER 27, 2010

7:30 am – 5:00 pm Registration/Information Open, Governor's Foyer
8:30 am – 9:00 am Continental Breakfast & Announcements, Governor's Ballroom

9:00 am – 11:45 am **General Session**, Governor's Ballroom

Welcoming Speakers

Bill Sims, President and CEO, Ohio Alliance for Public Charter Schools

George Espy, Executive Director, Ohio Grantmakers Forum

Deb Delisle, State Superintendent, Ohio

Arne Duncan, Secretary of Education, U.S. Department of Education

Introductory Remarks

Christine Fowler-Mack, Chief of Staff, Cleveland Metropolitan School District

Tony Roberts, Ph.D., CEO, Georgia Charter Schools Association

Dr. Noemi Donoso, Chief of Innovation and Reform, Denver Public Schools

Special Presentation *District/Charter Collaboration Compact*

Adam Porsch, Program Officer, Bill & Melinda Gates Foundation

Ten Promising Practices

11:45 am – 12:00 pm Break
12:00 pm – 1:00 pm Lunch, Governor's Ballroom
1:00 pm – 1:15 pm Break
1:15 pm – 2:15 pm Breakout Session 1, First Floor
2:15 pm – 2:30 pm Break (Snacks and Refreshments), Legislative Foyer
2:30 pm – 3:30 pm Breakout Session 2, First Floor
3:30 pm – 3:45 pm Break
3:45 pm – 4:45 pm Breakout Session 3, First Floor
5:00 pm – 6:30 pm Networking Happy Hour, Congressional Room

TUESDAY, SEPTEMBER 28, 2010

7:30 am – 2:00 pm Registration/Information Open
7:30 am – 8:00 am Breakfast Meeting, Governor's Ballroom
8:00 am – 9:00 am Breakout Session 4, First Floor
9:00 am – 9:15 am Break
9:15 am – 10:15 am Breakout Session 5, First Floor
10:15 am – 10:30 am Break (Refreshment and Snack) Legislative Foyer
10:30 am – 11:30 am Breakout Session 6, First Floor
11:30 am – 12:00 pm Break
12:00 pm – 1:00 pm Lunch, Governor's Ballroom

Performance by Arts and College Preparatory Academy, Columbus, Ohio

1:00 pm – 2:15 pm **Panel Discussion**, Governor's Ballroom

Overcoming Obstacles to Charter-District Collaboration: What Works?

NATIONAL BEST PRACTICES SELECTION COMMITTEE

A nationwide search was conducted to find the most promising and innovative collaborative practices between charter and traditional public schools. For this search, we wanted to select practices that showed strong collaboration, originality, inventiveness and the ability to replicate. As a result, we received many practices from across the country. In order for us to select these transcendent cooperative practices, we asked the following education and organization leaders to lend their expertise.

Our conference partners would like to thank the following individuals for lending their time and expertise to this project.

SELECTION COMMITTEE

WILLIAM J. SIMS

Ohio Alliance for Public Charter Schools

TERRY RYAN

Thomas B. Fordham Institute

GEORGE ESPY

Ohio Grantmakers Forum

MARK REAL

KidsOhio.org

ANDY BENSON

KnowledgeWorks

LISA GRAY

Ohio Gates Consortium

DAVID DRESSLAR

CELL, University of Indianapolis

KENNETH SURRATT

CREDO, Stanford University

JANET SCHILK

Ohio Department of Education

DR. MARC KENEN

Massachusetts Charter PSA

DENISE MUND

Colorado Department of Education

ANN BISCHOFF

KidsOhio.org

EMMY PARTIN

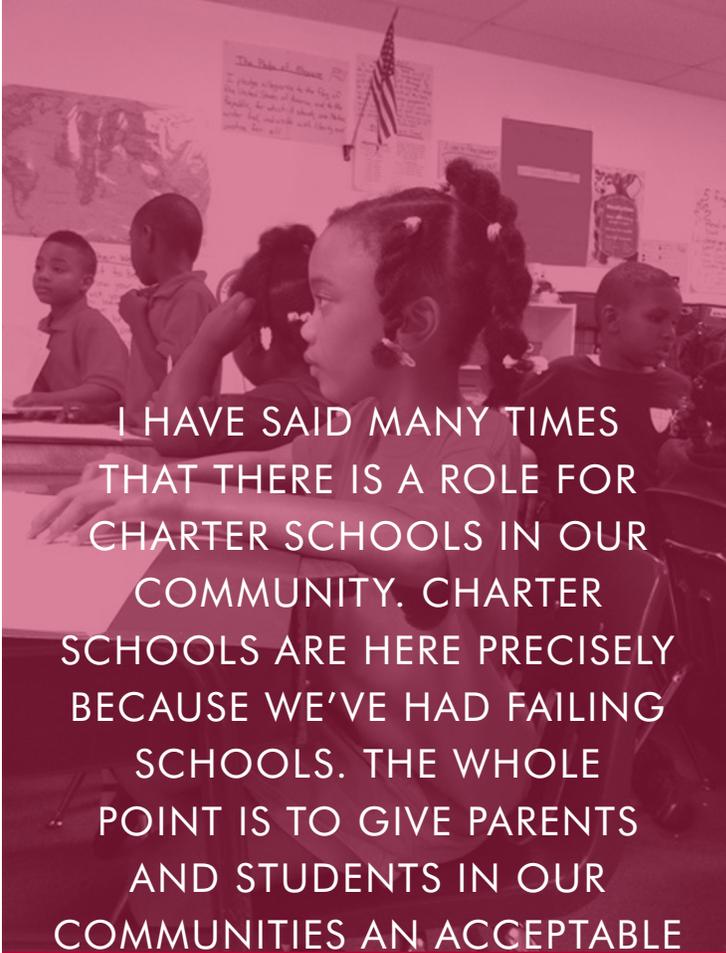
Thomas B. Fordham Institute

MARIANNE LOMBARDO

Ohio Alliance for Public Charter Schools

STEPHANIE KLUPINSKI

Ohio Alliance for Public Charter Schools



I HAVE SAID MANY TIMES THAT THERE IS A ROLE FOR CHARTER SCHOOLS IN OUR COMMUNITY. CHARTER SCHOOLS ARE HERE PRECISELY BECAUSE WE'VE HAD FAILING SCHOOLS. THE WHOLE POINT IS TO GIVE PARENTS AND STUDENTS IN OUR COMMUNITIES AN ACCEPTABLE CHOICE. THERE ARE RECENT STUDIES THAT SUGGEST CHARTERS ARE EFFECTIVE WITH LOW-INCOME STUDENTS. WE WILL WORK WITH CHARTER SCHOOLS AND LEARN FROM THEM. IF WE ARE TRULY COMMITTED TO CHANGE, THEN WE MUST BE OPEN TO THE CHARTER SCHOOL MOVEMENT.

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EUGENE T.W. SANDERS

Chief Executive Officer,
Cleveland Metropolitan School District

FEATURED SPEAKERS



WILLIAM J. SIMS

President and CEO, Ohio Alliance for Public Charter Schools

Bill Sims joined the Ohio Alliance for Public Charter Schools as CEO in 2007, after serving four years as vice president of school

management for K12 Inc. Sims has also served as executive director of the Cisneros Foundation (NYC), president of the Denver Council on Foreign Relations, and founder and president of the Denver Institute of International Studies and World News Digest. In Washington, D.C., he served as vice president of administration for Onesoft Corporation and as senior program officer at The Brookings Institution's Center for Public Policy Education. Sims took the first groups of American school children into China in the mid-1970s.



DEBORAH S. DELISLE

Superintendent of Public Instruction, State of Ohio Board of Education

Deb Delisle is Ohio's Superintendent of Public Instruction. She is active in the Council of Chief State School

Officers (CCSSO) and serves on its board of directors. She has more than 35 years of experience in education, starting as a teacher and then working as a curriculum director, principal, and college instructor. Before becoming state superintendent in 2008, Delisle had spent the previous four years serving as superintendent of the Cleveland Heights-University Heights schools, where she gained national accolades for her work, including the district's program that provided all middle and high school students with a laptop. Delisle completed her bachelor's degree at Springfield College and earned a master's in special education from Kent State University.



ARNE DUNCAN

Secretary of Education, U.S. Department of Education

Arne Duncan graduated from Harvard in 1987. After playing professional basketball for several years, he directed the Ariel

Education Initiative, a program mentoring children at one of Chicago's worst-performing elementary schools and then assisting them as they proceeded further in the education system. After the school closed in 1996, he helped orchestrate re-opening it as a charter school, Ariel Community Academy. In 1999, Duncan was appointed Deputy Chief of Staff for former Chicago Public Schools CEO Paul Vallas, and in 2001, was named chief executive officer. He was appointed Secretary of Education by President-Elect Barack Obama and confirmed by the Senate on January 20, 2009. In less than two years, he has led significant national education reform efforts, such as the Investing in Innovation (I3), Promise Neighborhoods, and Race to the Top competitions.



GEORGE ESPY

Executive Director, Ohio Grantmakers Forum

George Espy is president of Ohio Grantmakers Forum (OGF), headquartered in Columbus.

Ohio Grantmakers Forum is the statewide association of foundations, corporate giving programs and other grantmaking public charities. OGF's mission is to provide leadership for organized philanthropy in Ohio and to enhance the ability of members to fulfill their charitable goals. Prior to his current role, Espy served as the executive director of Seventh Generation, a nonprofit environmental education organization. Espy chairs the board of directors of the Forum of Regional Associations of Grantmakers; he is also the chair of the Ohio Attorney General's Charitable Advisory Council. He holds a B.A. in history from the University of Pittsburgh and earned two graduate degrees from Pittsburgh Theological Seminary.

KEYNOTE AND FEATURED SPEAKERS



CHRISTINE FOWLER-MACK

Chief of Staff, Cleveland Metropolitan School District

Christine Fowler-Mack of the Cleveland Metropolitan School District became Chief of Staff for Ohio's second largest school district

shortly after becoming its Senior Executive Director for New & Innovative Schools in 2009. Since then, Ms. Fowler-Mack has been at the forefront of one of the most ambitious reform initiatives in Ohio—the Cleveland Metropolitan School District's "Academic Transformation Plan," featured September 27 on NBC-TV's live, nationally-televised Education Summit in NYC, which focuses on the future of education in America.



TONY ROBERTS

CEO, Georgia Charter Schools Association

Tony Roberts has significant experience in the areas of associational and nonprofit management, resource development,

advocacy, and government relations. His first experience with charter schools came while serving as Vice President of Development for Texans CAN! Academies based in Dallas, Texas. At Texans CAN!, he was responsible for raising awareness and support for ten charter high schools that served 7,000 at-risk youth. He previously served as the executive director of Camp Fire USA; vice-president of development for the Evergreen Foundation; and chief executive officer for Sertoma Center, Inc., an agency serving persons with disabilities. A native Tennessean, Roberts received his B.A. degree from Carson-Newman College in Jefferson City, Tennessee, and earned two masters' degrees and a PhD from the Southern Baptist Theological Seminary in Louisville, Kentucky.



NOEMI DONOSO

Chief of Innovation and Reform, Denver Public Schools

Prior to joining Denver Public Schools, Noemi was Chief Academic Officer of all Camino Nuevo charter schools in Los

Angeles. She founded Camino Nuevo's Harvard Campus in 2001. Dr. Donoso taught high school English and Advanced Placement History for eight years at Foshay Learning Center in Central City South, Los Angeles, where approximately 70 percent of her students enrolled in four-year universities upon graduation. She also instructed the Academic Decathlon team, and in 1996, her team was awarded the most improved team in LAUSD, breaking a district record by moving up 24 places in a single year. She served for six years as a school-level principal and nonprofit director in Los Angeles and East Harlem. In addition, she started her own education consulting firm, Great Gains. She is deeply committed to addressing the systemic challenges that limit access to higher education for students from urban communities. Dr. Donoso is a graduate of Mount St. Mary's College (B.A.) and Rutgers University (M.A.) and has a doctorate in Education Policy and Planning at the University of Southern California.



ADAM PORSCH

Program Officer – College Ready, Bill & Melinda Gates Foundation

Adam Porsch is a Program Officer for the US Program education initiative. He leads grant making to charter schools and other

school networks throughout the United States. Prior to joining the foundation, Porsch served as a consultant at New Leaders for New Schools in New York City. Porsch served four years as the Director for Performance Management for the District of Columbia Public Schools in Washington, DC. Porsch has also worked as a strategy consultant with McKinsey & Company, advising leading companies across a wide range of industries including K-12 education, and as a Management/Program Analyst at the U.S. Department of Education, National Center for Education Statistics. Porsch earned a Juris Doctorate

PANELISTS

from the Yale Law School in New Haven, CT, and holds a Masters of Arts and Bachelor of Arts degrees from Northwestern University in Evanston, IL.



LISA GROVER

Executive Director, New Mexico Coalition for Charter Schools

Lisa has been the Chief Executive Officer of the New Mexico Coalition for Public Charter Schools since 2005. She is the founder and past president of Moreno Valley Charter School, recognized in 2008 and 2009, as one of the top 100 high schools in the country by Newsweek's Challenge Index. A strong reform advocate, Dr. Grover is a member of the National Policy Committee of the National Alliance of Public Charter Schools, and has worked with the U.S. Department of Education and several national education reform organizations to create charter school policy briefs on a variety of education topics. In 2006, after Hurricane Katrina, Dr. Grover worked with the National Association of Charter School Authorizers to review start-up charter applications. A trained mediator, she began her career as a high school Spanish/bilingual teacher in both the Pennsylvania and Los Angeles Public School Systems. She holds a doctorate degree in Romance Languages and a Masters Degree in Linguistics and Bilingual Education from the University of New Mexico.



PARKER BAXTER

Director of Charter Schools, Denver Public Schools

Parker is responsible for authorization, quality assurance, oversight, and performance management of the district's portfolio of more than 30 charter and contract schools. Prior to joining DPS, Parker was an education adviser to Senator Edward M. Kennedy on the Health, Education, Labor and Pensions Committee, where he worked on the reauthorizations of the No Child Left Behind Act and Head Start, and the formation and passage of the Higher Education Access Act. Parker has a Juris Doctor from New York University School of Law and a Masters in Public Management and Policy from NYU's Wagner School of Public Service, where he was a Dean's Scholar. Parker is also a former special education teacher, an alumnus of Teach for America, and an honors graduate of Colorado College.

NANCY PAULU *(Invited)*

U.S. Department of Education

Nancy Paulu has been a writer and editor for the U.S. Department of Education since 1986 and is the author of several books on education reform for the Department. Previously, she was an assistant editor of the Harvard Education Letter and a newspaper reporter in Minneapolis, Minnesota, and Quincy, Massachusetts. She has also been a commentator and interviewer on public television. She received her bachelor's degree from Lawrence University and a master's degree in education from Harvard as a Bush Leadership Fellow.

CHARTERS ARE PUBLIC SCHOOLS, SERVING OUR KIDS WITH OUR MONEY.
INSTEAD OF STANDING APART, CHARTERS SHOULD BE PARTNERING WITH
DISTRICTS, SHARING LESSONS, AND SHARING CREDIT.



ARNE DUNCAN

Secretary of Education, U.S. Department of Education

MONDAY, SEPTEMBER 27 SESSIONS AT A GLANCE

	SESSION 1 1:15 – 2:15 PM	SESSION 2 2:30 – 3:30 PM	SESSION 3 3:45 – 4:45 PM
EXECUTIVE ROOM	<p>Using Formative Assessment Tools to Inform New Teacher/Veteran Teacher Collaborative Learning</p> <p>Strand: Performance Management and Conditions for Learning Location: <i>Santa Clara County, California</i></p>	<p>Collaborative Inquiry</p> <p>Strand: Curriculum and Instruction Location: <i>Massachusetts</i></p>	<p>D.C. Promise Neighborhood Initiative</p> <p>Strand: Conditions for Learning Location: <i>Washington, D.C.</i></p>
JUDICIAL ROOM	<p>Sharing Enrollment and Campuses in Denver</p> <p>Strand: Operations, Facilities Location: <i>Denver, Colorado</i></p>	<p>Jobs for American’s Graduates Collaboration – Charter and Public Schools Working Hand in Hand Serving At Risk High School Youth</p> <p>Strand: College and Career Readiness Location: <i>Indiana</i></p>	<p>Transformative Education through Mentorship</p> <p>Strand: College and Career Readiness Location: <i>Santa Fe, New Mexico</i></p>
LEGISLATIVE A ROOM	<p>Grass Roots Value-Added: How the Arizona Growth Model was Born</p> <p>Strand: Performance Management Location: <i>Arizona</i></p>	<p>DC Data Summit</p> <p>Strand: Performance Management Location: <i>Washington, D.C.</i></p>	<p>Partnership and Immersion Maintenance Program</p> <p>Strand: Curriculum and Instruction Location: <i>Forest Lake, Minnesota</i></p>
LEGISLATIVE B ROOM	<p>Charter and Traditional School District Enrichment through Innovative Facilities Agreements</p> <p>Strand: Facilities Location: <i>San Antonio, Texas</i></p>	<p>Study Tours</p> <p>Strand: Conditions for Learning Location: <i>Massachusetts</i></p>	<p>High Tech High: Design Principles Leading a Teaching and Learning Revolution</p> <p>Strand: Curriculum and Instruction Location: <i>San Diego, California</i></p>
HOUSE ROOM			<p>The Center for Excellence in Leadership of Learning (CELL): Unifying Schools, Communities, Businesses and Universities to Transform Indiana</p> <p>Strand: Curriculum and Instruction, and College and Career Readiness Location: <i>Indiana</i></p>

MONDAY, SEPTEMBER 27, BREAKOUT SESSIONS

GENERAL SESSION 9:00 AM

Special Presentation District/Charter Collaboration Compact – The Bill and Melinda Gates Foundation

Presenter: Adam Porsch, *Program Officer – College Ready, Bill & Melinda Gates Foundation*

Governor's Ballroom

District and charter leaders have failed to resolve many underlying tensions, resulting in antagonism between the two sectors. For example, district leaders often argue that charter schools fail to adequately serve special education and ELL students, and that charters do not transparently report data regarding student attrition. Meanwhile, charter leaders argue that districts do not provide equitable access to facilities and funding, and that district leaders either actively or passively thwart the expansion and replication of successful charter models. Our country will not dramatically increase college readiness rates at scale unless charters and traditional districts find ways to build on each others' strengths to accelerate academic achievement for all students. As a starting point, the Gates Foundation and others are launching a District-Charter Compact initiative to recognize and encourage a few leaders who are willing to make a real public commitment to address the most pressing tensions and identify opportunities for collaboration across the district and charter sectors in their cities. The Compacts will include a set of commitments that are common to all cities, along with more specific commitments that are customized to the local context and city-wide strategic priorities. The leading group of Compact Cities will be announced later this year, which we hope will set a new standard for what collaboration among adults for the benefit of children should look like in every city.

SESSION 1 1:15 – 2:15 PM

Using Formative Assessment tools to Inform New Teacher/Veteran Teacher Collaborative Learning

Strand: Performance Management and Conditions for Learning

Location: Santa Clara County, California

Presenter: Geoffrey Baker, *New Teacher Center (NTC) and Discovery Charter School (DCS)* and Johanna Caslander, *Curriculum Specialist, Discovery Charter School* and Mimi Appel, *Regional Director (Midwest), New Teacher Center*
Executive Room

The Silicon Valley New Teacher Project (SVNTP) is a consortium of the Discovery Charter School and school districts throughout Santa Clara County. SVNTP's teacher induction programs profoundly benefit schools and districts by developing new teachers. The programs are led by veteran teachers and help schools and districts establish Integrated Professional Cultures (IPCs), in which new and veteran teachers share responsibility for their school, students, and each other's professional growth. These IPCs tend to improve teacher retention. They also help develop a personal and accountable relationship between teachers and students and among all educators serving the community.

Sharing Enrollment and Campuses in Denver

Strand: Operations, Facilities

Location: Denver, Colorado

Presenter: Parker Baxter, *Director of Charter Schools at Denver Public Schools*

Judicial Room

The Denver Public Schools are working on a number of exciting collaborative projects that bring traditional schools and charter schools together to provide a better education for all students. This presentation will highlight two practices: the Northwest Shared Enrollment Zone and the Shared Campuses Initiative. Through the Northwest Shared Enrollment Zone, three middle schools—two charters and one district—share a common enrollment zone. Every student living in that zone of the city is guaranteed a spot at one of the

schools. The project requires close collaborative between all the schools. Through the Shared Campuses Initiative, the Denver Public Schools leverages excess capacity in district-owned buildings to encourage new school development, reduce district-wide inefficiency, and facilitate the right-sizing and turnaround of existing programs. The initiative has converted the district's most under-utilized school buildings into shared campuses that house multiple schools, turning formerly wasted maintenance costs into district revenue.

Grass Roots Value-Added: How the Arizona Growth Model was Born

Strand: Performance Management

Location: Arizona

Presenter: Rebecca Gau, *Vice President, Arizona Charter School Association*
Legislative A Room

The Arizona Charter School Association strives to bring the best practices to all public schools in the state. In pursuit of that goal, the Association created Growth Percentiles to measure student progress from one year to the next. The Association works in partnership with the Arizona Department of Education to post every public school's median growth percentile for grades four through eight. The growth percentile compares each student's performance to students in the same grade who had similar test scores in past years; it also uses multiple years of a student's test score to show how that student is progressing from year to year. This transparency creates public accountability and has helped shift the learning climate in Arizona to a data-driven, collaborative environment. The Association provides workshops to both charters schools and districts on how to use data to improve student achievement. The collaboration between the Arizona Charter School Association, the Arizona Department of Education, and school districts has broken down communication barriers and improved years of mistrust in Arizona. Most importantly, the collaboration directly benefits over 700,000 school children in Arizona.

MONDAY, SEPTEMBER 27, BREAKOUT SESSIONS

Charter and Traditional School District Enrichment through Innovative Facilities Agreements

Strand: Facilities

Location: *San Antonio, Texas*

Presenter: **Jeffrey D. Flores**, Superintendent/Principal, Henry Ford Academy: Alameda School for Art + Design and **Shannon Clements**, Executive Director, Henry Ford Academy: Alameda School for Art + Design
Legislative B Room

Across the country, many charter schools struggle to find quality facilities, while some buildings in urban districts remain vacant. This presentation highlights a unique arrangement whereby a charter school leases a building and also provides its innovative programming to the San Antonio Independent School District (SAISD). The partnership between SAID and the Henry Ford Academy: Alameda School for Art + Design is no ordinary landlord/tenant agreement. It's a groundbreaking partnership that accomplishes five goals: 1) providing a cost-effective location for the charter school; 2) giving a shuttered school building vibrant new life; 3) demonstrating SAISD's commitment to re-purpose unused school buildings for educational and neighborhood revitalization; 4) extending HFA: ASAD's impact in the community through resources provided to SAISD; and 5) bringing new opportunities in art and design to San Antonio families. The Academy provides its art curriculum to SAISD and shares teacher professional development and its Senior Mastery Process, a capstone project that includes off-site internships and career exploration courses.

SESSION 2 2:30 – 3:30 PM

Collaborative Inquiry

Strand: Curriculum and Instruction

Location: *Massachusetts*

Presenter: **Stephen Buck**, Chief Academic Officer, Prospect Hill Academy Charter School

Executive Room

The goal of this project was to develop and support meaningful Collaborative Inquiry practice at the Arthur D. Healy School and the Winter Hill Community School with the effect of strengthening classroom instruction and raising student achievement. Collaborative Inquiry is the powerful learning that occurs when teams of educators intentionally collaborate to design instructional plans and evaluate the effectiveness of their classroom instruction. The cycle begins with the identification of critical skill objectives and the setting of measureable goals for student achievement. From there, teachers incorporate research-based best practices into their instructional plans and assessment designs.

Jobs for American's Graduates Collaboration – Charter and Public Schools Working Hand in Hand serving at risk High School youth

Strand: College and Career Readiness

Location: *Indiana*

Presenter: **Cindy Kicinski**, Manager for Jobs for America's Graduates (JAG) in Indiana, and **Brian Abney**, JAG Specialist and **Sherman Woodard**, Director of Student Services, Ben Davis High School

Judicial Room

The Jobs for America's Graduates program is a national program to assist students with graduating on time, and providing transition to life after high school (including college, military, trade school training, or the workforce). The curriculum combines core workplace competencies with mentoring and experiences such as college tours, classroom speakers, and hands on activities that students typically don't have one. This presentation explains how the JAG program that initiated at the Indianapolis Metropolitan High School, a charter school operated by Goodwill Education Industries, has since expanded

to four additional sites (a township school and three Indianapolis Public Schools). Partner schools share staff—a college transition counselor and a community outreach coordinator—and resources and work together to provide internships, workshops, and other opportunities for students across all schools.

DC Data Summit

Strand: Performance Management

Location: *Washington, D.C.*

Presenter: **Naomi Rubin DeVeaux**, Director of School Quality, and **Jeff Noel**, Assistant Director of School Quality

Legislative A Room

With support from the Office of the State Superintendent of Education in D.C. and foundations, three education-focused organizations—Friends of Choice in Urban Schools, New Leaders for New Schools, and the Achievement Together—hosted the first annual D.C. Data Summit, which brought together over 50 school leadership teams from the District of Columbia Public Schools and charter schools in the city. The goal of the summit was three-fold: to help leaders at district and charter schools understand the connection between measurable goals, performance indicators, data collection, and data quality; to develop concrete plans for capturing and monitoring data that measures progress toward goals; and to work together to share the best practices and ideas.

Study Tours

Strand: Conditions for Learning

Location: *Massachusetts*

Presenter: **Brian Anderson**, Program Manager, Massachusetts Center for Charter Public School Excellence

Legislative B Room

The Massachusetts Center for Charter Public School Excellence organized study tours, which provide the chance for teams of educators to spend a day visiting charter schools. Funding was provided by the U.S. Department of Education. The goal was for educators to learn how to replicate the common elements of success found in five high-performing charter schools in high-need communities.

MONDAY, SEPTEMBER 27, BREAKOUT SESSIONS

SESSION 3 3:45 – 4:45 PM

D.C. Promise Neighborhood Initiative

Strand: Conditions for Learning

Location: *Washington, D.C.*

Presenter: **Irasema Salcido**,

CEO & Founder, Chavez Schools, and

Mary Bogle, *Director of Planning,*

DC Promise Neighborhood Initiative

Executive Room

The D.C. Promise Neighborhood Initiative (DCPNI) is a collaborative, full-community effort to increase the number of children who complete their education and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities. Inspired by the Harlem Children's Zone, the vision of DCPNI is to ensure that each child in Ward 7 receives the five promises of caring adults; physical and emotional safety; a healthy start; an effective education; and the opportunity to help others. Four schools—a charter high school, a charter middle school, and two district elementary schools—are working with other community partners to provide an education corridor for students in Ward 7. The principals of the schools meet with one another regularly and stand side-by-side at monthly neighborhood dinners to describe their vision and hope of the DCPNI.

Transformative Education through Mentorship

Strand: College and Career Readiness

Location: *Santa Fe, New Mexico*

Presenter: **Angela Ritchie**, *Principal,*

Monte del Sol

Judicial Room

With help from a three-year grant from the City of Santa Fe, Monte del Sol Charter School is distributing its award-winning mentorship program to a district high school. The grant comes with the recognition that successful mentoring programs can accomplish many goals that benefit students, businesses, and the city: the program better positions youth to obtain high-paying job while giving them the skills and confidence they need

to thrive in school and work; it supports business growth by providing the foundation for a skilled work force; and it provides community business relationships that could encourage students to remain and work in Santa Fe after graduation. The city is now recommending that the grant be extended for one year to continue the success that has already started.

Partnership and Immersion Maintenance Program

Strand: Curriculum and Instruction

Location: *Forest Lake, Minnesota*

Presenter: **Julie Lundgren**, *LILA*

Co-Founder and **Melissa Martyr-Wagner**,

LILA Foundation Director

Legislative A Room

Lakes International Language Academy, a K-6 charter school in a semi-rural and less-than-affluent region, emphasizes second-language acquisition by immersing learners in Spanish from kindergarten through sixth grade. To ensure that its students have the chance to continue second language acquisition after leaving the school, LILA worked with the Forest Lake Areas school district to develop the Spanish Maintenance Program at Southwest Junior High. LILA alumni can take up to three content classes in Spanish in grades 7-9, and the program will soon expand to 10th grade at Forest Lake Senior High School. LILA decided to take this approach, rather than expanding grades at its school, to avoid additional facilities and resource costs and to enable students to participate in elective and after school activities programs that could not be offered at LILA. The district is able to gain out-of-district revenue.

High Tech High: Design Principles Leading a Teaching and Learning Revolution

Strand: Curriculum and Instruction

Location: *San Diego, California*

Presenter: **Dan Thoene**, *Dean of Students,*

High Tech Middle

Legislative B Room

High Tech High began in 2000 as a single charter high school launched by a coalition of San Diego business leaders and educators. It has evolved into an integrated network of schools spanning grades K-12, housing a comprehensive teacher certification program and a new, innovative Graduate School of Education. This presentation explains how HTH shares its design principals in their Teacher Credentialing Master's Program, Residencies and Summer Institutes, and Intern and Induction programs, which are open to all teachers, charter and traditional alike. High Tech Middle School teacher and School Leadership participant Dan Thoene describes his HTH experiences and how "Judo Math," a motivational method for differentiated instruction based on the core Judo principles of cooperation and mutual welfare, illustrate HTH pedagogical culture and how innovative best practices are shared across school systems.

The Center for Excellence in Leadership of Learning (CELL): Unifying Schools, Communities, Businesses and Universities to Transform Indiana

Strand: Curriculum and Instruction, and College and Career Readiness

Location: *Indiana*

Presenter: **David Dresslar**, *Executive Director, Center of Excellence in Leadership of Learning, University of Indianapolis* and **Mary Ann Sullivan**,

Consultant, Center of Excellence in Leadership of Learning, University of Indianapolis

Indiana

House Room

New high school models such as Early College High School and New Tech High Schools are a part of today's education revolution. Abandoning the idea of "traditional schooling," New Tech

MONDAY, SEPTEMBER 27, BREAKOUT SESSIONS

Highs provide students with unique opportunities to gain the knowledge and skills to survive and succeed in the 21st-century global economy. The Center for Excellence in Leadership of Learning (CELL), located at the University of Indianapolis, provides both charter and traditional schools in Indiana with the state-of-the-art, innovative instructional practices and provides networking opportunities for schools implementing new models. The Early College High

School network includes representatives from both charter and traditional public schools working together on policy initiatives to make dual credit opportunities available for students. CELL's annual School Transformation Conference unites teams of school, business, policy, and community leaders to build high-performance education systems that fuse 21st-century skills, knowledge and global connectedness with student learning, community

values and economic development. CELL has also hosted monthly "table talk" meetings where both charter and traditional principals actively participate in the sharing of practices and resources. In these and other ways, CELL has served as a catalyst for change and a resource for innovation to Indiana charter and traditional public schools for the last decade.

TUESDAY, SEPTEMBER 28 SESSIONS AT A GLANCE

	SESSION 4 8:00 – 9:00 AM	SESSION 5 9:15 – 10:15 AM	SESSION 6 10:30 – 11:30 AM
EXECUTIVE ROOM	<p>The Power of Planning Project Strand: Curriculum and Instruction Location: <i>Washington, D.C.</i></p>	<p>Sharing Knowledge, Sharing Energy: Delivering Alternative and Renewable Energy Strand: Facilities, Curriculum and Instruction Location: <i>Upper Scioto Valley, Ohio</i></p>	<p>Breakthrough Partnerships in Cleveland Strand: Curriculum and Instruction Location: <i>Cleveland, Ohio</i></p>
JUDICIAL ROOM	<p>UCAS, an Early College Partnership School Strand: Curriculum and Instruction and Operations Location: <i>Utah</i></p>	<p>Partnerships in Service of Children: Hill View Montessori Charter Public School and Haverhill Public Schools Strand: Operations Location: <i>Haverhill, Massachusetts</i></p>	<p>Care Team Collaborative Framework Strand: Conditions for Learning Location: <i>Ohio</i></p>
LEGISLATIVE A ROOM	<p>What's Best for Kids: The Hillsborough County Public and Charter School Advisory Council Strand: Operational Efficiencies and Other – Communication Location: <i>Tampa, Florida</i></p>	<p>Partnership Turnaround Initiatives: Friendship Public Charter School Inc. Strand: Curriculum and Instruction Location: <i>Baltimore, MD, and Washington, D.C.</i></p>	<p>Moving Beyond Co-Locations to Cooperatively-Run Campuses Strand: Facilities Location: <i>Los Angeles, CA</i></p>
LEGISLATIVE B ROOM	<p>An Uncommon Partnership: Hoosier Academies Virtual and Hybrid Schools, Indiana Department of Education and Indiana Parents! Strand: Conditions for Learning Location: <i>Indiana</i></p>	<p>Smart Character Choices Strand: Conditions for Learning Location: <i>Hartland, Michigan</i></p>	<p>Tri-City Alternative Education Chemistry Curriculum Project Strand: Curriculum and Instruction Location: <i>Midland, Michigan</i></p>

TUESDAY, SEPTEMBER 28, BREAKOUT SESSIONS

SESSION 4 8:00 – 9:00 AM

The Power of Planning Project

Strand: Curriculum and Instruction

Location: *Washington, D.C.*

Presenter: **Jennifer Niles**, *Founder and Head of School, E.L. Haynes Public Charter School* and **Caroline Hill**, *E.L. Haynes High School Principal and former Assistant Principal of the Columbia Heights Education Campus*
Executive Room

Data-driven instruction plays a leading role in schools with outstanding student achievement. However, assessments on their own don't transform schools; in-depth plans that link standards, instruction, lessons, and assessments are the key to dramatically increasing teacher effectiveness and, most importantly, student achievement. E.L. Haynes Public Charter School led the Power of Planning Project, which brought together a consortium of D.C. public and public charter schools to create a template for how educators can develop detailed year-long plans for grades Pre-K through 12 and then implement and refine plans throughout the school year. These plans, as well as planning templates, instructional materials, and sample lessons have been made available to schools across D.C.

UCAS, an Early College Partnership School

Strand: Curriculum and Instruction and Operations

Location: *Utah*

Presenter: **Clark Baron**, *Principal, Utah County Academy of Sciences*

Co-Presenter: **Dr. Anna Trevino**, *Director of Counseling, Assistant Principal, Utah County Academy of Sciences*

Judicial Room

Utah County Academy of Sciences (UCAS) is a math, science, and engineering magnet school for students in three different Utah school districts. Working with those districts and Utah Valley University, UCAS serves 360 students who, by the time they are seniors, are receiving a full schedule of university courses. UCAS leases

WHAT AMERICA'S CHILDREN NEED TODAY IS A HIGHLY EFFECTIVE PUBLIC EDUCATIONAL SYSTEM THAT WILL PREPARE THEM FOR THE OCCUPATIONAL AND ECONOMIC REALITIES OF THE TWENTY-FIRST CENTURY. AS A COMMUNITY OF "CAMPS," WE WILL DISAPPOINT OUR CHILDREN. IN COLLABORATION, WE WILL ENGENDER THE GRATITUDE OF OUR CHILDREN.

.....

WILLIAM J. SIMS

President and CEO, Ohio Alliance for Public Charter Schools

classroom facilities, custodial services, and utilities from the university; the university also provides curriculum assistance, counseling, and access to their courses. Many students are graduating from UCAS with an associates' degree and continuing on with their college education, at Utah Valley or other colleges.

What's Best for Kids: The Hillsborough County Public and Charter School Advisory Council

Strand: Operational Efficiencies and Other - Communication

Location: *Tampa, Florida*

Presenters: **Cametra Edwards**, *Principal, Village of Excellence Academy* and **Jenna Hodgens**, *Supervisor of Charter Schools for Hillsborough County Public Schools*

Legislative A Room

The superintendent of Hillsborough County School District—the eighth largest in the nation—created the Charter School Advisory Council in order to provide the best education to all students. Top officials from the district and Charter School Leaders-FL (an operator group) meet monthly to address and solve issues. The council adopted a simple but profound mantra: to place the best interests of children ahead of political agendas or desires for control and autonomy. The council has helped shift a once-hostile climate to a community working together to serve students. One example of how the collaborative works is by bringing teachers from district and charter schools together to participate in joint professional development training. Future goals include training for all district and charter personnel on relationship building and developing a common set of metrics to evaluate district-charter relations. This collaborative has already dramatically improved communication between charters and the district while allowing them to reap the benefits of sharing resources and expertise.

An Uncommon Partnership: Hoosier Academies Virtual and Hybrid Schools, Indiana Department of Education and Indiana Parents!

Strand: Conditions for Learning

Location: *Indiana*

Presenter: **Lynn Black**, *Head of Schools, Hoosier Academies*

Legislative B Room

Recognizing that it is more efficient for the state to have one statewide virtual school, a number of organizations—including the Indiana Department

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of Education; Ball State University; the Indiana Public Charter School Association; K12, Inc., and the Hoosier Academies Learning Coaches (parents)—are working together to accomplish this goal. This presentation will share how Indiana's education community came together to provide educational choice to parents, and through collaboration, designed a "Family Accountability Plan" to spell out specific expectations.

SESSION 5 9:15 – 10:15 AM

Sharing Knowledge, Sharing Energy: Delivering Alternative and Renewable Energy

Strand: Facilities, Curriculum and Instruction

Location: *Upper Scioto Valley, Ohio*

Presenters: **Dr. James Bowser**, *Upper Scioto Wind/Energy Academy*, and **Jennifer Ervin**, *Site Administrator/Lead Teacher, Upper Scioto Wind/Energy Academy*

Executive Room

The Wind/Energy Academy is a charter school that brings together the efforts of seven school districts and Ohio Northern University to provide students of all ages with knowledge and skills directly transferable to the job—while also saving the school district money. The Academy made history last year by hosting the largest wind power project on a K-12 campus. Working with other district schools that have installed solar panels, the efforts met nearly 50 percent of the district's energy needs and have made the Upper Scioto Valley School District the first in the country to be powered by both wind and sun. Students at the Wind/Energy Academy not only learn about wind and solar energy, but also monitor the wind turbines and observe how energy is being provided for the school in a 4,000 square foot, state-of-the-art Green Lab. The lab is also provides career-technical and workforce training to displaced adults through a partnership with the Hardin County Jobs and Family Services, ARRA, and the regional Community Action Agency.

Partnerships in Service of Children: Hill View Montessori Charter Public School and Haverhill Public Schools

Strand: Operations

Location: *Haverhill, Massachusetts*

Presenter: **Janet Begin**, *Hill View Montessori Charter Public School* and **Nancy London**, *Founder, Hill View Montessori Charter Public School*

Judicial Room

The Hill View Montessori Charter Public School is working with the Haverhill Public Schools to design and implement creative solutions to common problems and to improve the needs of all students. The relationship is guided by eight strategies that help the district and charter school overcome obstacles that in the past have strained relationships between charters and traditional schools. Among those strategies are putting oneself in the other's shoes, building bridges, and focusing on the benefits for the children. The collaborative efforts have resulted in many positive outcomes in areas ranging from transportation to operations to facilities.

Partnership Turnaround Initiatives: Friendship Public Charter School Inc.

Strand: Curriculum and Instruction

Location: *Baltimore, MD, and Washington, D.C.*

Presenter: **Patrick J. Gavin**, *Deputy, Strategic Planning and Expansion Friendship Public Charter Schools*

Legislative A Room

Friendship Public Charter School, Inc., has partnered with Baltimore City Public Schools and District of Columbia Public Schools to close the achievement gap in some of the lowest performing schools in the districts. Together, the organizations have combined their experience, resources, and passion for education as they work collaboratively to change failing schools into environments of success. And it's working so far: all of the partnership schools have seen positive results in academic achievement and attendance. Funding from the Gates Foundation and the World Bank, and tutoring assistance and health-related services from George Washington University and Georgetown University

are just some examples of the partners that work with the districts and Friendship schools to turn the schools around. The excellent communication between all the partners has been a vital factor in the initiative's success, as the willingness to work cooperatively has promoted pragmatic conversation and effective action.

Smart Character Choices

Strand: Conditions for Learning

Location: *Hartland, Michigan*

Presenter: **Diane Vance**, *Director, Smart Character Choices*

Legislative B Room

The Charyl Stockwell Academy (CSA), a charter school in Michigan, received a four-year research and implementation grant from the U.S. Department of Education Safe and Drug Free Schools Office Partnerships in Character Education program. CSA recruited other schools—both traditional and charter—to participate in the program. Some schools were in a control group; others (three charters, including CSA, and a traditional school) were assigned to a program group. The grant has brought Smart Character Choices to the schools in the program group. Smart Character Choices is a character education program embedded in the belief that behavior is guided by one's personal actions and thoughts and not by fate or luck. This presentation highlights the relationship that developed between the charters and traditional school as they worked together to implement the grant.

SESSION 6 10:30 – 11:30 AM

Breakthrough Partnerships in Cleveland

Strand: Curriculum and Instruction

Location: *Cleveland, Ohio*

Presenter: **Perry White**, *Executive Director, Citizens' Academy* and **John Zitzner**, *President, Friends of ePrep Schools*

Executive Room

Charter and district leaders in Cleveland are creating a new model for partnership to provide thousands of urban children with a high-quality, college-focused education. Breakthrough Charter Schools

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is a first-of-its-kind charter management organization started by three independent charter schools with very unique academic models. Perry White, founder of Citizens Academy, and John Zitzner, founder of E Prep, will talk about how they are working together with The Intergenerational School as well as with the Cleveland Metropolitan School District to more boldly transform the way Cleveland's children are educated.

Care Team Collaborative Framework

Strand: Conditions for Learning

Location: Ohio

Presenter: Michele D. Timmons,
Director, Care Team Collaborative

Judicial Room

The mission of the Care Team Collaborative is to mobilize family and community resources and develop systems that create opportunity to build assets and achieve academic success, which will enable all youth to become healthy, resilient contributors in the community. The Collaborative connects community partners with schools—both district and charter—to address nonacademic barriers to academic success. These community partners include a wide range of organizations that address barriers students face, including physical and mental health concerns, legal issues, and child protection. Principals from schools meet quarterly to share best practices and address common concerns. This year, similar meetings will be held for program coordinators and student support personnel, including guidance counselors, nurses, and attendance officers.

Moving Beyond Co-Locations to Cooperatively-Run Campuses

Strand: Facilities

Location: Los Angeles, CA

Presenter: Meg Paliosic, *Synergy Academies*

Legislative A Room

This fall, through the efforts of the Los Angeles Unified School District and the Synergy Academies, a district and charter school will co-operate an entire school campus. This will mark the first traditional school-charter school partnership in the Los Angeles Unified School District where two schools are

both intentionally working together to co-operate a school campus and not just co-locate on it. Under this model, Synergy Charter Academy and CR ES #17 students will have lunch and recess together, and joint staff meetings will be held throughout the year. This partnership is just getting under way but offers exciting collaborative opportunities and great promise to students of Synergy Academy and the Los Angeles school district.

Tri-City Alternative Education Chemistry Curriculum Project

Strand: Curriculum and Instruction

Location: Midland, Michigan

Presenter: Nancy Schreder, *Vossen, Windover High School*, and Vicki Behe, *Carrollton Omni Adult, Alternative and Early College High School*

Legislative B Room

To increase academic rigor for all students, the Michigan Department of Education mandated the teaching of chemistry or physics in all Michigan high schools. Small schools and schools serving

at-risk students were at a distinct disadvantage—having never offered these courses, they lacked funds to supply needed classroom equipment and materials, curriculum, and capacity. But the students at the schools were in dire need of scientific knowledge, and they deserved a chance to learn about science careers. This best practice demonstrates how non-mainstream high schools serving non-traditional, at-risk students, can successfully partner to meet shared needs. Working with the American Chemical Society and various foundations, three alternative high schools participate in program that brings resources to the schools, including laboratories, equipment, textbooks, and a curriculum aligned with the state goals and targeting alternative students. By the end of the 2010 school year, 110 students had earned chemistry credit and the certificate.



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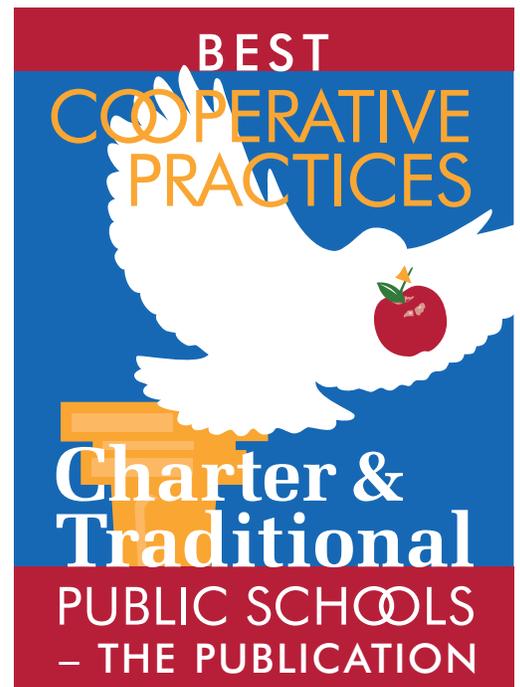
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