

National **Charter School** **Resource** Center

at LEARNING POINT ASSOCIATES

Welcome to the Webinar!
SEA Communities of Practice:
Outreach, Guidance, and
Technical Assistance
We will be starting soon.



The National Charter School Resource Center is funded by the U.S. Department of Education's Office of Innovation and Improvement and administered by Learning Point Associates under contract number ED-04-CO-0109/0004.



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SEA Communities of Practice: Outreach, Guidance, and Technical Assistance

May 19, 2009



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Presenters

Carol Cohen

Senior Research Associate, WestEd

Denise Mund

Principal Consultant, Colorado Department of Education

Ruth Hersh

New Schools Specialist, Massachusetts Department of Elementary and Secondary
Education

About the Charter School Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with Learning Point Associates, has developed the **National Charter School Resource Center.**

Agenda

Carol Cohen

- Overview of indicator—Outreach, guidance, and technical assistance
- Review of the U.S. Department of Education’s expectations for performance on this indicator

Denise Mund

- Overview of best practices related to outreach, guidance and technical assistance in Colorado

Ruth Hersh

- Overview of best practices related to outreach, guidance and technical assistance in Massachusetts

Overview of Outreach, Guidance, and Technical Assistance

Carol Cohen
Senior Research Associate
WestEd

Outreach, Guidance, and Technical Assistance in the CSP Monitoring System

- “ WestEd contracted by U.S. Department of Education to develop and implement monitoring system for CSP grantees
- “ CSP monitoring system has 31 indicators in 6 sections
- “ Outreach, Guidance, and TA reflected in:
 - Indicator 2.1
 - Other Section 2 indicators
 - CSP goals and related indicators

Indicator 2.1

- “ The State informs teachers, parents, and communities about the SEA’s charter school grant program (Section 5203(b)(1) of the ESEA
- “ Expectations
 - SEA actively engages in information and outreach
 - Information is specific to the State’s charter school grant program
 - SEA targets each of the three specified audiences

Other Outreach, Guidance, and Technical Assistance Expectations

- “ State will inform and ensure charter schools receive their share of Federal funds (Indicators 2.2, 2.3)
- “ State will safeguard the flexibility, autonomy, and sustainability of charter schools (Indicators 2.5, 2.6, 2.7)
- “ State will disseminate the best or promising practices of charter schools (Indicator 2.4, Section 6)

Related Outreach, Guidance, and Technical Assistance Goals and Monitoring Indicators

- “ Promoting Charter School Growth and High Quality
 - Application and Award Process (Sec. 1)
 - Supporting the Creation of High-Quality Charter Schools in the State (Indicator 3.1)
 - Monitoring of Subgrantees (Sec. 4)
 - Financial and Administrative Procedures (Sec. 5)

Questions?



Raise your hand or enter your question in the chat box
on the left side of your screen.

Best Practices in Colorado

Denise Mund
Principal Consultant
Colorado Department of Education

HIGHLIGHTS OF COLORADO CHARTER SCHOOL RESOURCES

Collaboration

- Three C's: CO League of Charter Schools, CO Charter School Institute and CDE Schools of Choice
- Projects:
 - Common application and review rubric
 - Sample contract language & narrative
 - Boot camp for charter application writers
 - Technical assistance resources
 - Trainings

Trainings

CDE plays a leading or collaborative role

- ◎ Charter school %Boot Camp+
 - Charter school overview
 - Application process and resources
- ◎ Grant writer\$ training
 - Grant components and rubric addressed
- ◎ Board training
 - Regional and online
 - Differentiated for individual schools
- ◎ Annual finance seminar
 - Designed for business managers, administrators, and governing board members (treasurers)
 - Response to training needs and to political environment
- ◎ Professional development cadre
 - Members demonstrate high quality leadership
 - Trainings developed collaboratively based on standards

Networks

CDE plays a facilitating role

- ◎ Business managers network (bimonthly)
 - Relevant presentations by high quality charter leaders and outside consultants
 - Topics guided by participants
- ◎ Administrator development & mentoring
 - Curriculum based on administrator's guide plus other resources
 - One-on-one mentoring
 - Book studies
- ◎ Regional leadership network (quarterly)
 - Networking opportunity
 - Social interaction
- ◎ Authorizer network (bimonthly)
 - Provide input into authorizing practices
 - Obtain feedback for collaboration
- ◎ LISTSERV announcements (as needed)

Reports and Research Studies

CDE plays a leading or commissioning role

- State of Charter Schools Report
- Special Education Study
- Special Education Finance Study
- Typology Study
- Leadership Study
- Turnaround study (a charter school helping another charter school)

Administrator's Handbook

- For new charter school administrators or administrators new to charter schools
- Links to related resources
- Defines best practices
- Provides information on compliance
- <http://www.cde.state.co.us/cdechart/adminguide.htm>

Eguidebook of Best Practices

- Designed for founders, board, administrators, teachers, authorizers, parents, etc.
- Topics include legal, finance, curriculum and instruction, etc.
- Printable guidebooks (financial management, special education, and human resources)
- Sample documents and best practices
- <http://www.cde.state.co.us/cdechart/guidebook/index.htm>

Start a Colorado Charter Website

- Model application, checklist for completeness & review rubric
- Flow chart
- Sample contract language & narrative
- Startacoloradocharter.org

Online Board Training Modules

- 30 modules: pre-test, PowerPoint presentation, post-test
- Equivalent to ~15 hrs of training
- Basic training for charter boards
- Specialty training through League of Charter Schools
- Now required by some authorizers within first year of new or renewal charter
- Boardtrainingmodules.org

CSSI Resource Manual

- ◎ Standards 1-9 complete
 - Definitions
 - What the research says
 - Step-by-step process for addressing the indicator
 - References
 - Helpful resources
- ◎ Standard 10: board governance & Standard 11: financial (developed next year)

Summary

- ⦿ TA needs to be continuously updated and matched to the current need
- ⦿ Think about future needs; anticipate
- ⦿ Build from a strength
- ⦿ Model a focus on high quality with high expectations

Questions?



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Best Practices in Massachusetts

Ruth Hersh
New Schools Specialist
Massachusetts Department of
Elementary and Secondary Education

SEA Communities of Practice:

The Massachusetts Experience Outreach, Guidance, and Technical Assistance

May 19, 2010

***Presented by Ruth Hersh
Charter School Office***

Overview



This presentation will provide an overview of the outreach, guidance, and technical assistance (TA) strategy used by the Massachusetts Department of Elementary and Secondary Education (DESE) to cultivate potential charter school applicants.



Main Goal



To support the creation of high quality charter schools in Massachusetts.

Main Objectives



- Develop and cultivate alliances:
 - Outreach for potential charter school founding groups
 - Serve as matchmaker for capacity building and TA - Massachusetts Charter Public School Association, Massachusetts Center for Charter Public School Excellence (resource center), other charter schools, and/or appropriate resources at DESE
 - Community reviewers (prospectus, final applications, site visits, grant application review)
- Stimulate supply of new high quality charter schools in Massachusetts in order to meet the needs of students
- Boost public awareness of Charter School Grant Program
- Increase the overall quality of charter schools in Massachusetts

Main Strategy

- Information Sharing (user friendly website, thoughtful and thorough application, technical advisories, etc.)
- Outreach (general information sessions, Horace Mann information sessions, direct invitations, attending events, etc.)
- Promotion (general flyers via mail or email)
- Attraction (all that great publicity we get about charter schools in Massachusetts)

Main Tasks

- **Educate** folks about charter schools
- **Enlighten** folks about the federally funded charter school grants and the application process for Massachusetts Charter Schools
- **Encourage** dialogue around education reform issues
- **Produce** manuals, PowerPoint presentations, and handouts to augment materials in presentation, workshops, and/or information sessions

Examples of Mailing Lists

- All principals and superintendants in the state
- Community-based organizations
- Community colleges
- Arts and culture not-for-profits
- Public libraries
- Public and Private Colleges
- Ethnic Associations

Customer Service

- Respond to requests for information promptly
- Take the time necessary to answer questions
- When don't know the answer, find someone who does
- When can't give the answer, serve as matchmaker



Potential Founders/Applicants

We encourage potential founders to :

- balance between vision and reality;
- build a founding groups with diverse skill sets; and
- recognize that the processes is a Sisyphean task.



The Application for a Massachusetts Public Charter School

- The application itself serves as very clear guidance about what is expected of all applicants. It includes questions that guide each application, and the criteria against which applications are reviewed or evaluated.
- Applicants must first submit a prospectus that outlines the key features of their proposed school. In the prospectus, each founding group is asked *what* it is proposing, from the school's mission and educational approach to its intended structures of accountability and governance.
- The charter school office develops a synopsis of the review materials, based on criteria, and this feedback is given to all applicants.
- The Commissioner reviews this information and determines which applicant group is then invited to submit a longer final application. The final application asks a founding group to provide further detail both about *what* it is proposing as well as information about *how* the applicant group will ensure the successful implementation of the proposal.

For More Information ...

Please feel free to contact me at:

Ruth Hersh

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Questions?



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Guiding Questions: Outreach

- In what ways do you conduct outreach related to CSP grant opportunities?
- How is this outreach integrated with your more general outreach/communication about charter schools in your state?
- In what ways have you been proactive in your outreach and technical assistance efforts?
- How have you developed partnerships with state charter associations or community-based associations to assist you with outreach?

Guiding Questions: Communication

- What types of training or information sessions do you host on CSP funding opportunities?
- What types of material have you developed for teachers, parents, and communities?
- How have you used websites, electronic mailing lists, webinars, and other electronic media in your outreach and technical assistance?
- How have you incorporated a more personal touch in your communications?
- How do you strike a balance between electronic and personal communication?

Guiding Questions: Challenges, Successes, Lessons Learned

- What are the major challenges you have faced in conducting outreach and providing technical assistance?
- What are some of your successes with conducting outreach and providing technical assistance?
- What advice or lessons learned would you like to share with other states?

Thank you for participating.

- This webinar will be archived at the following website:
<http://www.charterschoolcenter.org/events>
(Click on past events, on the left.)
- The next webinar will be held on June 16:
SEA Communities of Practice—Dissemination of Best Practices