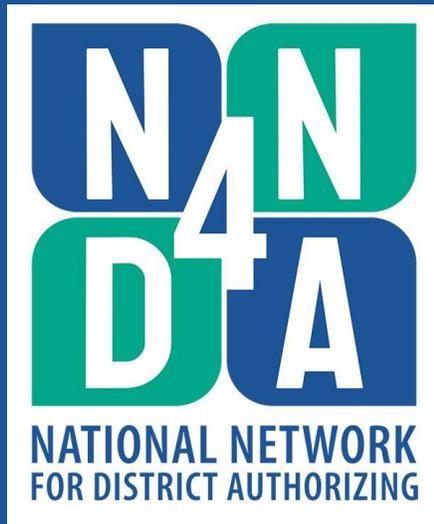# NN4DA Annual Meeting

Oakland Marriott City Center
October 22-23, 2023

Who is the NN4DA?

National Network for District Authorizing

The National Network for District Authorizing (NN4DA, or "the Network") supports state-level initiatives that strengthen the charter school authorizing practices of school districts. The Network has three state association members and plans to incorporate additional state-based partners soon. Current members include the California Charter Authorizing Professionals (CCAP), the Colorado Association of Charter School Authorizers (CACSA), and the Florida Association of Charter School Authorizers (FACSA).

Agenda Day 1

Time	Topic
12:00 – 12: 10	Welcome and Overview of the Agenda, Meeting Objectives and Norms
12:10 to 12:30	Introductions & Icebreaker
12:30 to 1:00	Overview on the status of the *NN4DA Collaboration Imitative* grant
1:00 to 2:00	Cross-State Sharing – Engaging more districts
2:00 to 2:15	Break
2:15 to 3:15	Cross-State Sharing – Partners, Funders, and Fee-for Service Initiatives
3:15 – 4:15	Cross-State Sharing – Headwinds & Tailwinds: Challenges and Opportunities in Your Community
4:15 -- 4:30	Debrief Day 1
4:30	Adjourn

Agenda Day 2

Time	Topic
8:30 to 8:45	Welcome and Agenda for the Day
8:45 to 9:45	Shared Work on Model Tools
9:45 to 10:30	Shared Work on Special Populations
10:30 to 10:45	Break
10:45 to 11:30	Emerging National Issue #1: Declining Enrollment
11:30 to 12:15	Emerging National Issue #2: Federal CSP Requirements
12:15 to 1:00	Lunch
1:00 to 1:45	Emerging National Issues #3: Defending the Public Nature of Charter Schools
1:45 to 2:30	NN4DA Awards: Celebrating Wins and Best Practices
2:30 to 3:00	Incubating State Partners: Support to become NN4DA Members
3:00 to 3:15	Break
3:15 to 4:30	NN4DA Governing Council Meeting
4:30	Adjourn

NN4DA NATIONAL NETWORK FOR DISTRICT AUTHORIZING

Objectives

1. Leave here excited and prepared to continue work in your state
2. Make connections to peers and organizations that will help you succeed
3. Put your state initiative in a position to be more successful
4. Direct the NN4DA toward your needs

Norms

1. Be Present
2. Respect Sensitivities and Politics
3. Strive for Understanding & Collaboration
4. Step Back and Lean In and Invite

Ice Breaker

NN4DA Collaboration Initiative: Grant Status

Alex Medler, NN4DA

Year 1 Deliverables Reported to ED

Performance Measure	Target	Data
ISP Needs Assessment 1.1.a	5	3
PSP Needs Assessment 1.1.b	3	3
PSP Model Materials Selected 1.2	3	3
NN4DA Annual Meeting 1.7	1	1
PSP Special Populations Needs Assessment 2.1	3	3
New Incubating State Partners 3.1	8	5

Year 2 Deliverables

Performance Measure	Target	Data
1.3.a. Best-practice tools; 3 in each PSP, for 9 total tools	9	
1.3.b. Best-practice tools; 1 in each ISP, for 5 total tools	5	
1.7. 1 National meeting per year	1	
2.2. 3 PSPs with 4 quarterly meetings each, for 12 total meetings	1	
3.2.a. Organizational stability plans from each PSP (3)	3	
3.2b. Organizational stability plans from each ISP (5)	5	

Budget Status

1. Carry over from PSP allocated to that state's Year 2 Budget
2. Incremental changes to PSP Categories by each state
   - Generally increases in travel and contracting
   - Decreases to supplies
3. Anticipate some spending on contractors to produce model materials
4. CCAP changes to personnel
   - Accommodating California legal requirements for employment
5. CSP SE grants may cover most ISP
6. Year 2 likely to exceed $750K, necessitating audit

Incubating State Partner Status

State	Partner	Notes
Georgia	Individual Authorizers	Kelli Peterson facilitating
Idaho	Bluum	Referenced in SE grant
Maryland	Maryland SEA, transitioned to Maryland Public Charter School Association	Referenced in SE grant, Kelli Peterson facilitating
Oklahoma	Oklahoma Public School Resource Center	Referenced in SE grant
Pennsylvania	Pennsylvania Alliance of Public Charter Schools	Partnership ended
Wisconsin	Wisconsin Charter School Resource Center, WI SEA, and CESA 9	Referenced in SE grant

Incubating State Targets

1. Alabama
2. Louisiana
3. New Mexico
4. Oregon
5. South Carolina
6. Texas

Cross-State Sharing 1:
Engaging More Districts

Strategies for Engagement

- Understand Their Needs and Goals
- Provide Value and Benefits
- Customize Your Approach
- Build Relationships
- Offer Professional Development

- Engage in Outreach and Promotion
- Provide Resources and Tools
- Offer Networking Opportunities
- Listen to Feedback
- Celebrate Achievements

Key Questions

1. What are the needs of your members?

2. Who are your allies and advocates? How can they be leveraged?

3. What value is your organization providing to its members?

4. What makes your organization vital to the success of quality authorizing in your state?

Cross-State Sharing 2: Partners, Funders, and Fee-for-Service Initiatives

Partners

CCAP

- NN4DA, obviously
- Small School Districts' Association (SSDA) – strategic partnership, shared membership
- Charter Authorizer Support Initiative (CASI) – state CSP subgrant
  - Santa Clara County Office of Ed/California Department of Ed
- "Meet them where they are"
  - California Association of School Business Officers
  - California School Boards Assn/California County Boards of Ed
- Broader charter sector: California Charter Schools Assn, Charter School Development Center

Funders

CCAP
- Federal CSP grant
- State CSP subgrant
- Private grants, e.g., Charles and Helen Schwab Foundation

Fee-for-Service

CCAP

- Came to it in response to member need
- Fills a gap between tools and training and successful implementation
- Our approach is very flexible to districts
- Business plan, funded by Schwab Foundation
  - Incremental building of capacity and of business
- Independent contractors, coordinated by CCAP
- Digitizing of authorizing functions facilitates external support
- Supports organizational stability, less grant dependence
- "Keeps us honest" as authorizing experts

Fee-for-Service

How about you?
- CACSA
- FACSA
- ISPs, if any

Experience, exploration, questions?

Cross-State Sharing 3:
Headwinds & Tailwinds -- Challenges and Opportunities in Your Community

David Patterson, CCAP

Debrief Day 1

Feedback Day 1

I Liked	Not So Much	How About…
1.	1.	1.

Agenda Day 2

Time	Topic
8:30 to 8:40	**Welcome and Agenda for the Day**
8:40 to 9:15	**Each state's structure discussion**
9:15 to 10:00	**Shared Work on Model Tools** **Breakouts to Tables of People working on Similar Tools**
10:00 to 10:45	**Shared Work on Special Populations** **Breakout Tables of People Working on Similar Issues**
10:45 to 11:00	**Break**
11:00 to 11:30	**Emerging National Issue #1: Declining Enrollment**
11:30 to 12:15	**Emerging National Issue #2: Federal CSP Requirements**
12:15 to 1:30	**Lunch: on your own**
1:30 to 2:15	**Emerging National Issues #3: Defending the Public Nature of Charter Schools**
2:15 to 2:30	**NN4DA Awards: Celebrating Wins and Best Practices**
2:30 to 3:00	**Incubating State Partners: Support to become NN4DA Members**
3:00 to 3:15	Break: Adjourning NN4DA Annual Meeting
3:15 to 4:30	**NN4DA Governing Council Meeting**
4:30	Adjourn

State Contexts

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%
Georgia	18	16	87	61	70%
Oklahoma	9	3	34	19	56%
Idaho	14	13	54	16	30%

Shared Work on Model Tools

Marianne Blair, FACSA

Activity Timeline

Intro: 8:45 to 8:50

Group 1: 8:50 to 9: 15

Transition: 9:15-9:20

Group 2: 9:20 to 9:45

Breakouts into Tables

Find a table with participants working on similar tools:

Session 1:
- Intro to Authorizing
- Application Materials
- Year Zero/Year 1
- Annual Reports

NATIONAL NETWORK FOR DISTRICT AUTHORIZING

Breakouts into Tables

Find a table with participants working on similar tools:

Session 2:
- Renewal Toolkits
- Contracts and MOUs
- Reporting Requirements/Schedules
- Fraud taskforce

Report Out:
What did you learn from Session 1 and Session 2?

Shared Work on Special Populations

Amelia Meunier, CACSA
Alex Medler, NN4DA

Emerging National Issue #1: Declining Enrollment

Mackenzie Khan, CACSA
Amelia Meunier, CACSA

Declining Enrollment:
Tackling the Challenge Together

• • •

Dr. Mackenzie Khan, Strategic Development Advisor
Aurora Public Schools

Today's discussion

➔ Declining Enrollment: By the Numbers & Causes

    ➔ How are others addressing this issue?

    ➔ Problems of Practice - Peer Consultancy

Colorado's Declining Enrollment: By the Numbers (P-12)

Change in Enrollment (Year Over Year) - Colorado
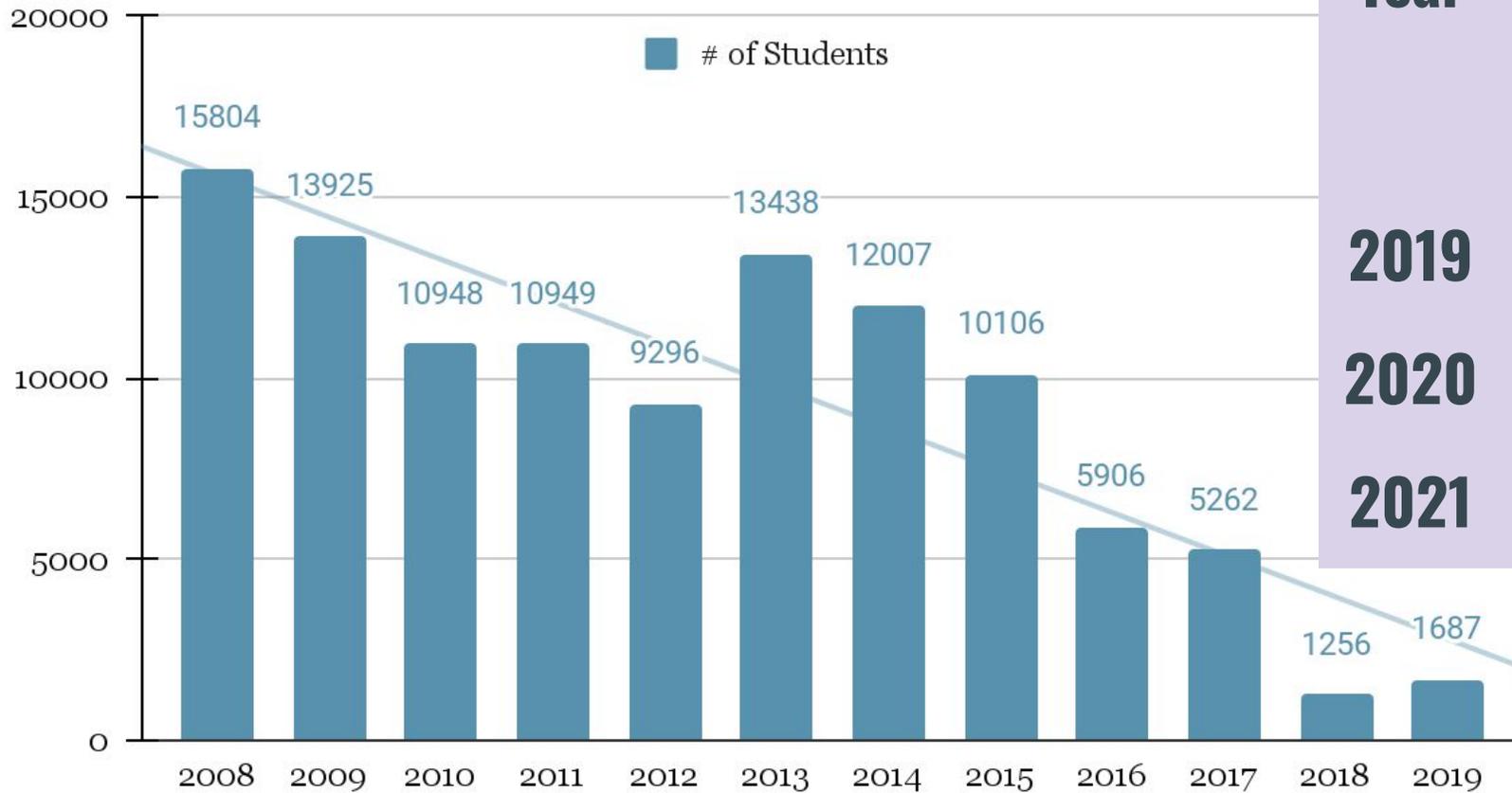
Year	TOTAL ENROLLMENT	CHANGE FROM PREVIOUS YEAR
2019	~~883,199~~ 913,223	~~-30,024~~ 1,687
2020	886,517	3,318
2021		

Source:
Colorado Dept. of Education, Pupil Counts by Year through 2021

Increased housing costs   Decreased birth rates   Increased choice options   Fewer people relocating
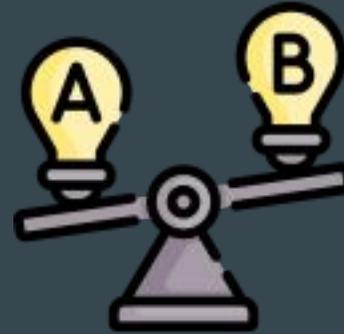
Where are all the kids?
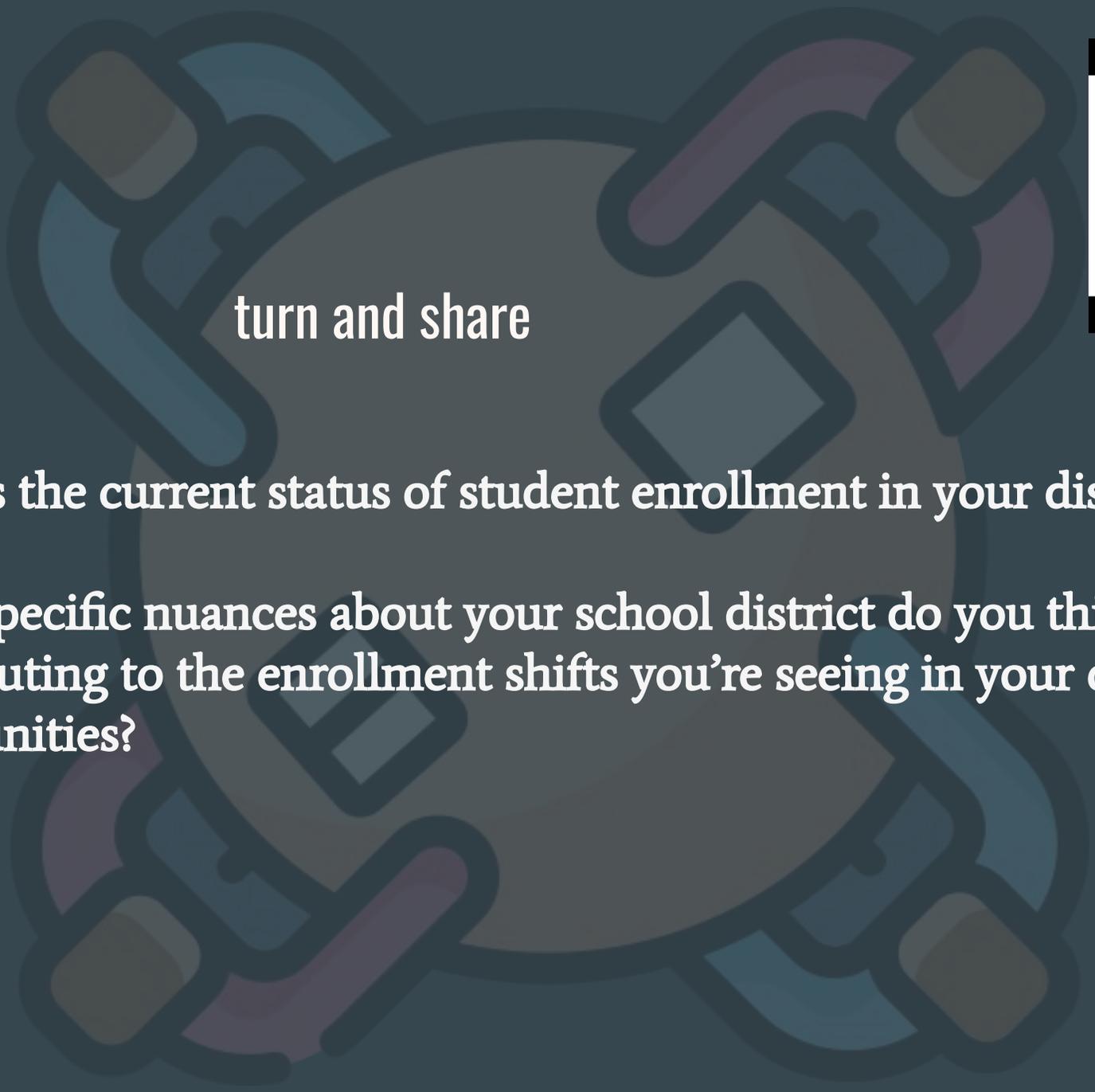
05:00

turn and share
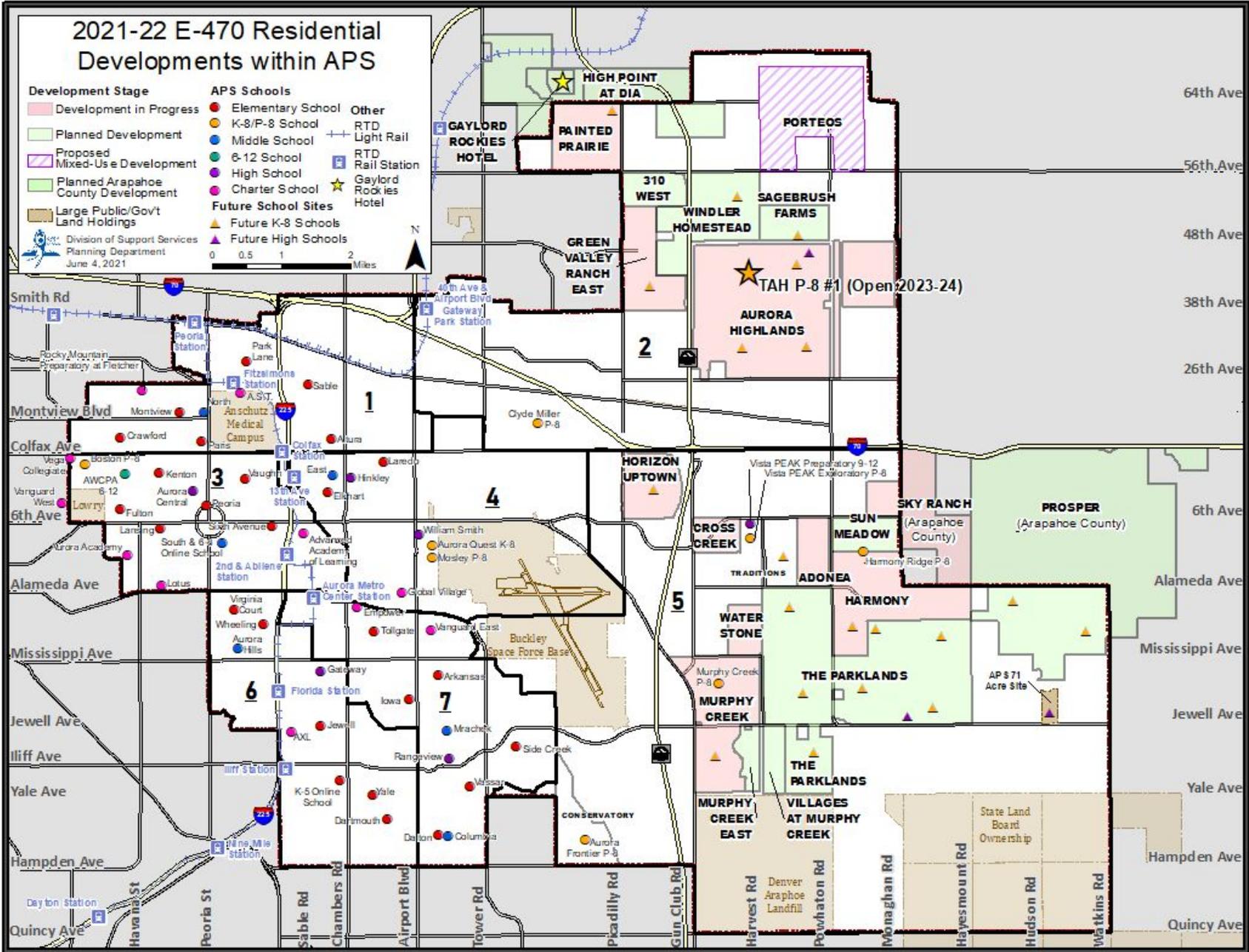
1. What is the current status of student enrollment in your district?

2. What specific nuances about your school district do you think are contributing to the enrollment shifts you're seeing in your own communities?

2021-22 E-470 Residential Developments within APS

What are others doing to address declining enrollment?

School Closures Associated with Academic Measures

Use of academic performance metrics to make school closure decisions

School Closures Based on Enrollment Alone

Schools are closed if lowest enrolled or under a specific enrollment "threshold"

Small School Subsidizing

Subsidizing schools operating under capacity and can lead to formulaic school closure decisions

Multi-Factor Analysis Approach

School closure decisions are based on a combination of factors (enrollment, cost, community input, equity)

share OUT! (problems of practice & peer consultancy)

1 Problem of Practice	One presenting district gives an overview of the problem of practice and frames a question for the Peer Consultancy group to consider. The presenter also offers any other relevant context.	3 min
2 Clarifying & Probing	Other districts ask both clarifying <u>and</u> probing questions of the presenting district to increase their understanding of the problem of practice. • Clarifying questions are questions of fact. They are for the person asking them. • Probing questions are intended to help deepen the presenter's thinking about the problem.	5 min
3 Peer Feedback	The presenter then is *silent* while the group discusses the problem of practice and provides feedback on how the presenter may approach it. The group gets to discuss, offer advice, and raise deeper questions while the presenter is in a listening mode. ❏ What did we hear? ❏ What didn't we hear that might be relevant? ❏ What questions does the problem raise for us? ❏ What have we done in similar situations?	5 min
4 Reflection & Dialogue	The presenting district shares key takeaways and personal reflections on the group's feedback and input. There is then time for group dialogue about the problem.	7 min

Emerging National Issue #2: Federal CSP Requirements

Alex Medler, NN4DA

Changes to the Federal Charter School Program

1. Entities other than State Education Agencies eligible to compete for State Entity (SE)Grants
    - Charter Support Organizations (CSOs)
    - Charter Authorizers
2. SE grantees expected to improve state system
    - 7% of funding spent on improving system;
    - Strengthening authorizing part of that work.
3. Specific tasks expected to be done during authorizing activities
    - Not clear what leverage SE grantee, like a state CSO has over district authorizers to encourage or require such activities

SE grant subgrantees must conduct "needs analysis"

Demonstrating:

- Local support;
- Benefits to the community;
- Evidence of demand; and
- Demographic projections.

NEEDS ANALYSIS RACIAL AND SOCIO-ECONOMIC DIVERSITY

- SE subgrantees must show that they will establish and maintain a racially and socio-economically diverse student population.
  - An alternative is available if the charter school is unlikely to do so, either because of locating in segregated/isolated communities or because it has a specific educational focus.
  - SE subgrantees must also describe steps school has taken or will take to ensure it will not hamper, delay, or negatively impact desegregation efforts, and will not increase racial or socioeconomic segregation/isolation in the schools from which students are drawn.

Public Hearing Requirement

Assurance that subgrantees will hold or participate in a public hearing in the local community which shall at least include how the proposed charter school will:

- Increase availability of high-quality options for underserved students,
- Promote racial and socio-economic diversity or have an educational mission to serve primarily underserved students, and
- Not increase racial or socioeconomic segregation or isolation in the schools from which the charter school draws.

EMO TRANSPARENCY AND FISCAL OVERSIGHT

Requires SE to give priority to subgrant applicants developed and implemented with meaningful and ongoing engagement with current or former educators and using a community-centered approach "that includes an assessment of community assets [and] practices designed to…use and interact with community assets on an ongoing basis…"

ONGOING COMMUNITY ENGAGEMENT

SE applicants are invited to describe some method of encouraging subgrant applicants to collaborate with traditional districts or schools on initiatives to improve instructional or other practices. This is done through an Invitational Priority.

SE applicants must describe how they are working to develop or strengthen a cohesive strategy to encourage collaboration between charter schools and LEAs on sharing best practices.

NN4DA Bylaws

1. New members are added to the Network by majority vote of the Network's Governing Council.

2. The Network's Membership Committee will nominate potential new Members.

3. At the direction of the Governing Council, a nominated organization or initiative will be invited to send observers to attend Governing Council meetings.

4. These observing organizations or initiatives shall not yet be Members of the Network nor Members of the Governing Council and would not be authorized to vote on any Governing Council business.

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To be admitted as a Member of the Network, the following conditions must be met:

A. The nominated organization or initiative is invited by Governing Council to be a potential Member;

B. Representative(s) of the nominated organization or initiative will attend at least one meeting of the Governing Council;

C. The Board of Directors of the nominated Member votes to confirm their application for membership in the Network; and

D. The Network Governing Council votes to confirm their membership.

ISP Discussion

1. **Why build a statewide network?**

2. **What groundwork and prerequisites help?**

3. **How do you get ownership and buy-in?**

ISP Discussion

Questions from ISP to PSPs

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Debrief Day 2

Feedback Day 2

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NN4DA Governing Council Meeting