

PROGRAM	START TIME (CST)	END TIME (CST)	SESSION DESCRIPTION	SESSION FORMAT	FACILITATOR(S)/PRESENTERS
THURSDAY, OCTOBER 14, 2021					
Welcome Remarks	10:30 AM	11:00 AM			
Breakout 1a: Authorizing and Community Engagement	11:00 AM	11:45 AM	As the sector celebrates the 30th anniversary of the first charter law, the need to reflect and recalibrate has never been clearer. Charter leaders of color and members of marginalized communities continue to serve as untapped guideposts to meaningfully include in the authorizing process. During this session attendees will hear from school founders/leaders and community stakeholders about their experience during authorizing process, including what did and did not work, how the process should be enhanced or revised.	Panel Discussion	Naomi Shelton, CEO, National Charter Collaborative.
Breakout 1b: Tool Demo: Epicenter - Make Excellence Routine	11:00 AM	11:45 AM	The expectation and demand for quality is high for charter authorizers and their schools. Technology tools can be a key lever to making excellence routine and keeping your team and schools focused on what matters most. Come see how you can optimize the power of Epicenter® to lighten the load. We'll show you how to streamline and automate the exchange of data, documents and decision making within your portfolio, and keep everyone focused on the things that truly matter. You'll learn how Epicenter can: -Strengthen communications and transparency -Manage documents, compliance and reporting -Automate notifications, reminders and recurring activities -Coordinate charter application and renewal processes -Share resources and improve collaboration within and across organizations	Tool Demo	John Carwell, DE DOE; Alicia Balcerak, DE DOE; Mary Bradley, National Charter Schools Institute.
Break	11: 45 AM	12:00 PM	Break	n/a	n/a

Plenary	12:00P M	1:30P M	NACSA's keynote speakers push the envelope and make us think differently, question more broadly, and walk away with a healthy dose of challenge and excitement. This year's plenary session will feature inspiring female change makers in education who will help all of us embrace new ideas in this challenging time. See more about the speakers here .	Plenary	Naomi Shelton, CEO of the National Charter Collaborative; Lakisha Young, CEO of The Oakland REACH; and Dr. Christina Grant, Acting State Superintendent, DC Office of the State Superintendent of Education (OSSE).
Break	1:30 PM	1:45 PM	Break	n/a	n/a
Breakout 2a: State Authorizer Associations Roundtable - How do you support authorizers?	1:45 PM	2:30 PM	Multiple states have associations that support authorizers. Let's bring them together with authorizers for a discussion on how they support authorizers, challenges they see in authorizing, how they are structured, etc. This is also an opportunity for the authorizers who attend to articulate the supports they need.	Panel Discussion	Cindy Schumacher, CM Schumacher Consulting; David Greenberg, NACSA.
Breakout 2b: Students are Community: Listening to the Most Important Voices	2:30 PM	4:00 PM	<p>Too often when asked to incorporate community voice, we turn to the loudest voices—the ones in the room, the ones coming from people who look like us, speak like us, and share our values. How often do we challenge ourselves to seek out the voices of those that matter most—the students in our schools? Join the Authorizing for All facilitators, Alul Yesak, Erin Anderson, Joseph Escobedo, John Carwell, Karega Rausch, and Naomi Rubin DeVeaux for a lively panel discussion with students across the country.</p> <p>Listening to students attending our charter schools, whose core identity is complex and growing allows us, as authorizers, to think about how we are incentivizing schools in our portfolios to embrace diversity, elevate the voices that struggle to be heard, and provide brave (and safe) schools in which they can grow and learn. After the students speak, we will have a candid</p>	Insight Talk	Karega Rausch, CEO, NACSA; Erin Anderson, Osprey Wilds; John Carwell, DE DOE; Joseph Escobedo, Albuquerque Public Schools; Alul Yesak, MACSA; Naomi Rubin DeVeaux, National Charter Schools Institute.

			conversation in breakout rooms what we are doing as authorizers to provide the best opportunities for students in our neighborhoods attending schools we oversee.		
Breakout 2c: NACSA's Performance Framework Updates	2:30 PM	4:00 PM		Insight Talk	Cindy Schumacher, Rich Haglund, Leslie Talbot.
Networking Event: Party Like It's 1991 (30-Year Chartering Reunion)	4:15 PM	5:15 PM	<p>The National Charter Schools Founders Library (https://charterlibrary.org) brings together pioneers of chartering and those who are interested in hearing their stories in celebration of 30 years of chartering.</p> <p>This will be an interactive session, where we will encourage others to share their recollections and memories of their own entrance and implementation of the chartering idea.</p>	Networking	Wendy Larvick, National Charter Schools Institute.

MONDAY, OCTOBER 18, 2020					
Breakout 1a: Increasing Access and Equity Through the New School Application Process	10:30 AM	11: 15 AM	<p>Two years ago, the Washington State Charter School Commission developed its Educational Equity Policy. While a policy is critical first step, the real work of implementation has now begun. Our data has shown us that BIPOC-led schools have been less successful in our process. We want to know why and we want to do something about it.</p> <p>Working with a consultant and using a tool called an Equity Impact Review, we are working to revise our new school application process and application itself.</p> <p>This session is for anyone who wants to learn more about how we are going about re-designing our process to increase access and equity for potential school operators.</p>	Insight Talk	Krystal Starwich, Deputy Director, WA State Charter School Commission.
Breakout 1b: Beyond the Surface of Diversity, Equity, and Inclusion Through Restorative Practices	10:30 AM	11: 15 AM	<p>The work of diversity, equity and inclusion is deep work that requires systems, communities, and individuals to reflect deeply and critically within. This deep work, done with a restorative mindset, is what leads to the transformation needed so that each and every student, educator, and community member receives what is needed to ensure academic success and wellbeing.</p> <p>Our educational system can no longer work with the aim of maintaining the status quo, as this has not served generations of students, especially those most pushed to the margins. The restorative way of being is an opportunity for individuals to transform while transforming relationships and systems. The educational system best serves students and the future of our nation by addressing all aspects of human development. Schools must provide an educational experience that honors the whole mind and body and includes a focus on social, emotional and mental health needs.</p>	Insight Talk	Marisol Quevedo Rerucha, Chief of Strategy and Partnerships, National Parents Union.

			This work starts with reshaping the foundation of our local educational systems in a way that values each voice and ensures collective decision making, ownership and accountability at all levels. This restorative framework is the only systemic approach to creating and sustaining a culture that is rooted in self, healing and relational literacy.		
Break	11:15 AM	11:30 AM	Break	n/a	n/a
Breakout 2a: When the Outputs don't Match the Inputs: Encouraging Reliability and Equity in Site Visits	11:30 AM	12:15 PM	<p>Site visits provide crucial evidence that guides authorizers' decisions throughout schools' charter terms, culminating in renewal or revocation. Ideally, site visits should reveal the inputs that lead to clear outputs in academic performance, organizational health, and school culture. But what happens when those inputs and outputs don't line up?</p> <p>The Indianapolis Mayor's Office of Education Innovation (OEI) engaged in a year-long process to address these questions through revising its site visit framework. Attendees will leave the session with an understanding of the process OEI took to evaluate trends in school culture and climate across its portfolio and the steps taken to address gaps in the previous site visit approach. Attendees will have an opportunity to reflect on ways to improve their own site visit policies and practices and learn how to implement growth-based rubrics into their accountability systems.</p>	Insight Talk	Aerionna Martin, City of Indianapolis- Office of Education Innovation.
Breakout 2b: Redesigning Enrollment Systems: What Authorizers Can Do to Improve Racial Equity by Centering on Parents	11:30 AM	12:15 PM	This session will highlight the ways that enrollment systems can improve, alongside communication and outreach, so that parents are empowered to find, apply and enroll in the schools they most want for their students. The session will focus on three examples of how authorizers have measurably improved the ability of students of color to access high quality schools (and courses) of choice in their districts. The features across these systems that matter most: centering the process on the parent/student experience and conducting meaningful outreach	Panel Discussion	Brenna Copeland, Michael & Susan Dell Foundation.

			and communication to empower parents. Secondly, the session will highlight ways that technology can help level the playing field for students of color and students in poverty.		
Breakout 2c: We Need A Collaborative Approach to Equity-Focused Governance	11:30 AM	12:15 PM	The nation's charter school authorizers, school leaders, and charter school boards need to align around a common vision of what equity-focused governance looks like. Authorizers can and should ask more questions to ascertain whether the boards of the schools they authorize represent the school community, are prepared to govern with equity, have access to high quality and values-based training, and are committed to hiring and supporting leaders of color. School leaders need more training and support in recruiting and partnering with their boards, sharing relevant data, and insisting on support and accountability. And boards themselves must hold themselves accountable for governing effectively, understanding what it means to center equity to best support students, supporting leaders of color, and insisting on attentiveness to closing opportunity gaps.	Insight Talk	Carrie Irvin, Education Board Partners; Naomi Shelton, National Charter Collaborative; Karega Rausch, NACSA.
Lunch	12:15 PM	1:00 PM	Lunch	n/a	n/a
Lunch Networking: Affinity Group Meeting #1	12:15 PM	1:00 PM			
Breakout 3a: Proactive Fiscal Oversight with Limited Resources - You don't have to be a CPA!	1:00 PM	1:45 PM	This session will explore the fiscal challenges schools are facing by involving the participants in a discussion about what they are seeing when it comes to a school's fiscal health and what challenges it brings to them as authorizers. The participants will also engage in a discussion of what the role of an authorizer should be with fiscal oversight and how an authorizer with limited fiscal knowledge and can live up to the expectations. The session will discuss the fact that most fiscal oversight systems are reactive when they need to be proactive. Reactive		Cindy Schumacher, CM Schumacher Consulting; Christopher White, Ferris State University.

			systems tend to measure a school's financial condition based upon lagging measures from the audited financial statements. Proactive systems rely on the lagging measures of a reactive system but most importantly a strong proactive system serves as a mechanism for authorizers to spot trouble when it starts based upon current information.		
Breakout 3b: How We Are Failing Students With Disabilities in Charter Schools and How to Stop It	1:00 PM	1:45 PM	Experts from the Center for Learner Equity will lead participants through a carefully tailored list of the dozen crucial ways that charters most often fail students with disabilities and what authorizer can do to prevent or remedy each one.	Insight Talk	Lauren Morando Rhim, Center for Learner Equity.
Breakout 3c: Community Interest in Assessing District Impact	1:00 PM	1:45 PM	There are many states that have provisions in their charter statutes that require authorizers to assess the impact of opening a charter school on neighboring traditional schools or districts before determining whether to authorize the school. These district impact provisions vary across states and may require an assessment of fiscal impact, enrollment impact, programmatic impact, or another type of impact. These requirements may make it challenging for authorizers to consider community interest in their authorization decisions. For this session, we will have an in-depth discussion about how authorizers in California are implementing a new state policy requiring an assessment of the impact a new charter school may have upon the district and then talk about the implications for NACSA's vision of community-centered authorizing. This discussion is relevant to authorizers in many other states that have these types of impact policies, but also want to consider community interest in making authorization decisions.	Panel Discussion	Robin Chait, WestEd; Tom Hutton, CCAP.
Break	1:45 PM	2:00 PM	Break	n/a	n/a
Breakout 4a:	2:00 PM	3:30 PM	Often charter schools begin the campaign for renewal in the penultimate year of their charter term. Arguably, this is too late	Workshop	Bill Clarke, ResultsAhead; Dr.

<p>Planning for Renewal from Day 1 - How leaders can set up their schools for success through early “turnaround” actions</p>			<p>to make significant change or engage external support to turn things around. Why start so late when there are early indicators of success (or not) that schools can act on much earlier in the life of a school?</p> <p>Rather than looking at interventions once a school raises the red flag several years into a school’s term, this workshop will look at how school leaders and authorizers can implement high-quality leadership behaviors from the onset and intervene earlier in the charter term.</p>		<p>Adrian Manuel, Wonderful Charter Schools.</p>
<p>Breakout 4b: Charter School Equity: What Authorizers Should look for in Applications and Monitor for in Practice</p>	<p>2:00 PM</p>	<p>3:30 PM</p>	<p>With equity emphasized across all aspects of society, it is becoming increasingly important to develop a structured approach to reviewing the authenticity and implementation of equity initiatives included in applications for new charter schools, along with monitoring that the intended equity programming is implemented with fidelity.</p> <p>After attending this presentation, participants will have a better understanding of how to assess the inclusion of equity in a new charter school’s application and will have concrete steps for monitoring outcomes from equity programming.</p>	<p>Insight Talk</p>	<p>Gayle Burnett, Founder of Peace of Culture; Hannah Page, Director of Data, Drew Charter School.</p>

WEDNESDAY, OCTOBER 20, 2020					
Breakout 1a: Covid Grace: Lessons Learned from Covid-19	10:30 AM	11: 15 AM	<p>Based on the resent research of Dr. Chevella Wilson and Raymond Ankrum, we will discuss the lessons learned from covid-19. We will look to capitalize on the “grows” from the pandemic. We will use our experiences to discuss how learning can be accelerated during normal instances of learning, as well as how the lessons learned during covid-19 can move the profession forward.</p> <p>Each participant brings a high level of expertise and lived experience to run this session. Two current schools leaders, a charter school superintendent, and a high education administrator affords us the opportunity to present material through a K-16 lens.</p>	Insight Talk	Raymond Ankrum, Riverhead Charter School; David McGuire; Dr. VaShawn Smith; Dr. Chevella Wilson, Engage LLC.
Breakout 1b: Living a Double Life: How to walk the line between Authorizer and LEA	10:30 AM	11: 15 AM	<p>Dedicated to high quality authorizing, but wanting to dip your toes into your dual role of supporting capacity building and outcomes of students as the LEA? This session is full of ideas, discussions, and problem-solving in the balance between authorizing and school support. The first step is building capacity among the programs team through team building and collaborative practices at the authorizer level. The second step in this process is transferring this capacity to the charter schools in your portfolio and building a system of sustainability.</p> <p>As authorizers, you can support your schools in maximizing their capacity at individual levels regarding program structures. Authorizers will learn how to design a process guide for all state and federal program tasks and give school leadership access to best practices in state and federal program implementations. Additional structures for maximizing capacity are designing geographical cohorts of schools in your portfolio for the purpose</p>	Insight Talk	Emily Paul, SC Public Charter School District.

			of increasing collaboration among schools and facilitated training in data analysis and forming long-term plans/goals.		
Breakout 1c: Cross pollination: What happens when Authorizers collaborate	10:30 AM	11:15 AM	<p>Too often authorizers work in isolation, developing frameworks, policies, systems, and processes internally. We may look at best practices that NACSA shares, troll our colleagues’ websites for examples, and “borrow” from what is already done. We end up recreating what already exists—rejoicing over the same strengths...and lamenting over the same needs for improvement.</p> <p>Three authorizers decided to change this pattern. Delaware Department of Education, D.C. Public Charter School Board, and Colorado Charter School Institute worked with the A-GAME facilitators to build their new academic frameworks. Recognizing that, despite coming from different states with different political climates, different communities, and different authorizing structures, they had more in common than not. They proposed ideas, challenged each other’s beliefs, learned from each other, and, together, created different solutions.</p> <p>During this panel discussion, attendees will learn the benefits of collaboration, the difficulties, and get a “sneak peek” at the latest innovation in accountability! See how they are thinking about equity by including measures of social emotional development, student engagement, school climate, as well as the traditional categories of academic growth, achievement and career and college readiness.</p>	Insight Talk	Erin Kupferberg, DC PCSB; John Carwell, Delaware DOE; Ryan Marks, CSI; Naomi Rubin DeVeaux, National Charter Schools Institute; Jody Ernst, Momentum Strategy & Research.

Break	11:15 AM	11:30 AM	Break	n/a	n/a
Breakout 2a: Combating Institutionalized Racism via Student- Centered Accountability	11:30 AM	12:15 PM	<p>Performance data used to define school success in K-12 education are currently driven by existing compliance structures and accountability frameworks. This hinders the potential for schools and communities to define their own meaning and to use data in positive, proactive, and student-supporting ways. Schools should be community assets that help make communities better places to live, and whose performance is defined by the wants and needs of the people they serve.</p> <p>The future health and prosperity of our society demands something different be realized in our education system, and the initial tools created from these focus group data are an important step toward actualizing that future.</p> <p>In this session, some initial learnings and outcomes will be shared from a project designed to reimagine what's important in educational accountability and what information defines success within education systems. Pillsbury United Communities (PUC) and Future Focused Education (FFE) have been working to rethink school accountability in Minnesota and across the region.</p>	Insight Talk	Samantha Diaz, Pillsbury United Communities; Tony Monfiletto, Future Focused Education.
Breakout 2b: Buy Back Services; A Value-Add Proposition for Charter Schools	11:30 AM	12:15 PM	<p>This session will provide an in-depth look into the Atlanta Public Schools' Buy Back Services program. Since charter schools directly pay for the services they receive and have the option to procure these services through the district or via the local market, the provision of services whether by district employees or through leveraging district contractual agreements must be perceived as value-add for charter schools. The element of choice is profound, particularly when funds are limited. District departments that provide employee-direct services must present a value proposition that effectively sells the services offered as both valuable for and beneficial to the charter school.</p>	Insight Talk	Matt Underwood, Executive Director, Office of Charter and Partner Schools, Atlanta Public Schools; Dihanne Hayes, Program Director, Office of Charter and Partner Schools, Atlanta Public Schools.

			Session facilitators will share insight on the steps necessary to develop and implement this type of program, discuss the challenges faced with program development and ongoing program management, share lessons learned with session participants, offer first-hand assessments of the program's value for charter network operators, and provide an opportunity for session participants to engage in Q&A.		
Lunch	12: 15 PM	1:00 PM	Lunch	n/a	n/a
Breakout 3a: Measuring What Matters	1:00 PM	1:45 PM	We all understand the importance of standardized testing, especially in the content areas of math and reading. However, what about other important aspects of student learning? Many authorizers have the authority to utilize innovative approaches to measuring student achievement but find the task challenging. Come learn about the work of Innovative Quality Schools in developing a comprehensive balanced performance framework that includes measures related to 21st Century Skills and Social Emotional Learning.	Insight Talk	Laurie Schroeder, Innovative Quality Schools.
Breakout 3b: Leading with Equity: Reflections from a state-wide authorizer	1:00 PM	1:45 PM	The Washington State Charter School Commission began its equity journey over four years ago culminating with the development and adoption of an educational equity policy. Since the policy was developed, the Commission has infused the policy's goals and strategies into its core business functions (authorization, oversight, and agency functions). This session will review the Commission's process with an eye towards lessons learned and next steps. If you are interested in developing your equity lens within your authorizing role, this session will provide you information and guidance on how to start and keep the momentum steady.	Insight Talk	Josh Halsey

Breakout 3c: Growth vs. Proficiency: Understanding the Data	1:00 PM	1:45 PM	<p>The focus on proficiency over growth fails to capture learning and progress. The pace of learning can inspire students' self-confidence and lead to compounding gains over time. But evaluating this progress becomes more difficult when growth metrics are hidden in a black box or too complex to understand. Through state testing scores, we will unpack these metrics and dive into emerging methodologies that measure growth, moving us closer to purposeful interventions designed to remove barriers to success.</p> <p>Covid-19 will impact how we measure student growth as well as our ability to obtain meaningful data, so understanding how to navigate the data we do have is crucial.</p>	Insight Talk	Michael Garner, Director of Data & Analytics, Green Dot Public Schools National.
Break	1:45 PM	2:00 PM	Break	n/a	n/a
Breakout 4a: High Five: Charter Schools Response to COVID	2:00 PM	3:30 PM	<p>When COVID closed schools, charter schools did what they do best: they rallied to meet the needs of their students and families under new conditions. In 2020 and 2021, CREDO at Stanford University surveyed charter school leaders in New York (2020 and 2021), Washington State and California (2021) about their experiences, challenges and accomplishments. Authorizers added to the record through interviews and shared documents.</p> <p>The story that emerged is movie-worthy! Authorizers shared in the struggle, in many cases offering additional support or flexibility to schools. They also provided a critical shield that protected schools from opportunistic predation.</p> <p>The experience offers critical lessons and cautions for the charter school landscape as we emerge from the pandemic. The presentation will illuminate new challenges and opportunities for authorizers as critical partners in providing high quality school opportunities for students.</p>	Insight Talk	Macke Raymond, CREDO at Stanford University; Marianne Lombardo, CREDO at Stanford University.

<p>Breakout 4b: Framework for Authentic and Deep Community Engagement</p>	<p>2:00 PM</p>	<p>3:30 PM</p>	<p>What do authorizers need to look at when it comes to Community Engagement when charters are applying for authorization?</p> <p>Applications for authorization should be more than just a one or two sentence blurb from a Public Charter School applicant. Authorizers should be able to ask specific questions on Community Engagement, while looking at any charter application. This guidance it should assist you in determining if the Charter School applicant has done anything that would make them stand out in the community's eyes that would make the families in the community want them to be there to serve their children.</p>	<p>Insight Talk</p>	<p>Tafshier Cosby, Director of Organizing; Khulia Pringle, Midwest Regional Organizer; Wendy Gonzalez-Neal, Texas Delegate; Maritza Guridy, Northeast Regional Organizer, National Parents Union.</p>
<p>Breakout 4c: The Crucial Role of Authorizers in the Success of Students with Disabilities in Charter Schools: A Workshop</p>	<p>2:00 PM</p>	<p>3:30 PM</p>	<p>This workshop will provide a review of key issues impacting serving students with disabilities generally, as well as during COVID closures and re-openings; analysis of the NACSA/CLE Special Education Toolkit and CLE Model Policy Guide provisions for authorizer best practices, and a chance to work in teams to address common challenges and develop strong approaches, drawing on national best practices.</p>	<p>Workshop</p>	<p>Paul O'Neill, Megan Ohlssen, Wendy Tucker; Center for Learner Equity.</p>

FRIDAY, OCTOBER 22, 2021					
Breakout 1a: Ask An Expert: Supporting Founders to Build & Lead Locally Responsive Schools: How BES Has Shifted in This “New Normal” and Suggestions for Authorizers	10:30 AM	11:15 AM	<p>In 2019, BES (Build, Excel, Sustain) rebranded from Building Excellent Schools and committed to identifying leaders to build and lead high-quality schools that are anti-racist and reflect and respond to community need. We’ve always existed to open the door to those leaders who may have a vision for a school but haven’t been able to create their own, but over the past couple of years, we’ve moved away from ‘no excuses’ models and practices that have oppressed students of color.</p> <p>In this “Ask an Expert” session, BES CEO Aasimah Navlakhi will be available to speak with participants about how BES is shifting our work with school founders around race and community and supporting our leaders to navigate the authorizing process given the changing educational landscape, and will offer race and community-focused suggestions for authorizers to do the same.</p>	Ask an Expert	Aasimah Navlakhi, CEO, BES.
Breakout 1b: Charter Applications with a Side of Social Justice V2.0	10:30 AM	12:00 PM	<p>Do you still believe that charter schools are a strategy for social justice? Are you an authorizer who wants to learn ways to place community at the center in the application process?</p> <p>During the NACSA Conference 2020, Charter Application with a Side of Social Justice focused on the reasons why an authorizer should use the application as a tool in achieving social justice. This year, part two provides authorizers tangible tools to use to evaluate and revise their application. This session will challenge the attendee with difficult considerations and the space and time to think it through. The session will push authorizers to face the potential of bias embedded into their practices yet equip them with the tools to pivot to equitable solutions.</p>	Application of Learning Workshop	Dr. Kelli Peterson, Principal Consultant, The Ed.ucated Approach LLC.

<p>Breakout 1c: A-GAME: Applying Innovative and Contextualized Approaches to Alternative Accountability in a Standardized World</p>	<p>10:30 AM</p>	<p>12:00 PM</p>	<p>A-GAME began as a partnership to support authorizers and alternative schools. In the last and current phase of this project, authorizers are working with alternative education campuses (AECs) within their portfolios to develop responsive goals and accountability frameworks with the aim of empowering school improvement planning, contextualizing high stakes accountability, and improving outcomes for our nation’s most vulnerable students.</p> <p>This application of learning session will highlight the work that two A-GAME project authorizers, New York and Delaware, have engaged in with AECs in their portfolio. Using the alternative accountability frameworks they created, participants in this session will be asked to evaluate these deliverables, question what works, what doesn’t, and plan out how to apply contextualized alternative accountability standards in their own local contexts – from metric development to engagement and expectation planning. Small groups will be facilitated by one or more of the A-GAME team presenting.</p>	<p>Application of Learning Workshop</p>	<p>David Frank, New York State Education Department; John Carwell, Delaware Department of Education; Naomi DeVeaux, National Charter Schools Institute; Jody Ernst, Momentum Strategy and Research.</p>
<p>Breakout 1d: Responsible Financial Management: Practices that Lead to Optimal Performance</p>	<p>10:30 AM</p>	<p>12:00 PM</p>	<p>Have you ever wondered what it takes from the school's perspective to manage finances responsibly? While each authorizer evaluates the financial performance of the schools in their respective portfolios, knowledge regarding the practices that lead them to those outcomes can be invaluable.</p> <p>This session will share the Fiscal Responsibility Method including the 10 CUREs and 50 Remedies for the common causes and symptoms of financial mismanagement, the #1 reason why charter schools are shutdown.</p> <p>Attendees will learn from both a service provider who helps hundreds of schools and the finance leader of a prominent authorizer to gain both perspectives, which prepare, protect, and propel charter schools with responsible financial management.</p>	<p>Application of Learning Workshop</p>	<p>Raj Thakkar, CEO of Charter School Business Management (CSBM); Barbara Acenowr, Managing Director for Finance & Operations, SUNY Charter Schools Institute.</p>

Lunch	12:00 PM	12:45 PM	Lunch	n/a	n/a
Affinity Group Meeting #2	12:00 PM	12:45 PM			
Breakout 2a: Draft Your Authorizer Strategic Plan	12:45 PM	2:15 PM	<p>How should authorizers prioritize funding and resources? How important is community input in your authorizing? What do you want to have achieved in 3-5 years?</p> <p>In this 90-minute workshop led by Adam Aberman, participants will attempt to answer these and other questions through beginning to draft their authorizer strategic plan. Attendees will develop a draft vision statement, mission statement and at least one SMART Goal specific to their context. Additionally, participants will learn about the other suggested steps in a strategic planning process - SWOT Analyses and drafting Action Steps.</p>	Application of Learning Workshop	Adam Aberman, CEO, The Learning Collective.
Breakout 2b: Identifying Indicators of Distress in Charter Schools: A Workshop for Authorizers	12:45 PM	2:15 PM	<p>Using tools from the National Charter School Resource Center's new publication, Identifying Indicators of Distress in Charter Schools: Tools to Support Authorizer Data Collection, authorizers will review and reflect upon the data they collect from charter schools and how these data may be applied to uncover early signs of distress in schools that experience difficulty in not just attaining, but also sustaining a high quality and high performing program. This session will lead authorizers in developing their own context-specific indicators of distress and help them incorporate these indicators into their already established formal and informal review and monitoring processes.</p>	Application of Learning Workshop	Aimee Evan, Ph.D., WestEd; Hannah Sullivan, National Charter School Resource Center.

Breakout 2c: NACSA's Supplemental Renewal Guidance	12:45 PM	2:15 PM		Application of Learning Workshop	Guerschmide St. Ange
Break	2:15 PM	2:30 PM	Break	n/a	n/a
Breakout 3a: Incorporating Community Interest in District Impact Assessment	2:30 PM	4:00 PM	<p>This session would build on the Community Interest in Assessing District Impact panel discussion by inviting authorizers to examine their own contexts, tools, and processes and think about how a holistic view of district impact that incorporates community interests and needs might support the evolution of their tools and processes to authorize new schools. We invite authorizers to discuss how they currently assess community interest, whether there are laws in their states that require assessments of district impact or if they assess district impact as part of their authorization process, and how they assess a new charter's impact upon a district.</p> <p>We will generate a list of practices that could be implemented to advance a more holistic view of district impact that incorporates community interests and needs, to inform individual actions plans for use in improving authorizing decision making by reflecting the intent of communities at the center and broader views of district impact.</p>	Application of Learning Workshop	Steve Canavero, WestEd; Robin Chait, WestEd; Dave Patterson, CCAP.

Breakout 3b: Active Ingredients	2:30 PM	4:00 PM		Application of Learning Workshop	David Greenberg, NACSA.
Breakout 3c: If you can't get contracting right, forget about disrupting inequity.	2:30 PM	4:00 PM	<p>This session explains the concerns that naturally arise regarding the contractual relationships public charter school governing bodies enter with other entities and the accompanying use of public funds generated for the education of young people. The session uses examples to show that if authorizers and schools do not meet their responsibility to appropriately oversee contracts and mitigate the risk of misuse of funds, they will lose the opportunity to serve the community and right the systemic wrongs they see.</p> <p>Attendees will work through scenarios involving related-party transactions, conflicts of interest, and large management fees, in the context of school management and facility acquisition or leasing. They will be invited to consider how these scenarios would have played out in their current authorizing context and what changes they might make in the future.</p> <p>Attendees will also have the opportunity to share with each other and draft revisions to their own policies and practices to reduce the risk of contracting issues derailing the good work schools and authorizers are doing to serve their communities and disrupt systemic inequity.</p>	Application of Learning Workshop	Rich Haglund, RH3 Consulting; David Frank, NYSED.