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TIME (Central)	SESSION TITLE	SESSION DESCRIPTION	FACILITATORS
ON-DEMAND SESSIONS			
On-demand session	Alternative Goals: Not just for Alternative Schools <i>Recording available to members</i>	Learn from Thomas B. Fordham Foundation and Ferris State University how they revised their frameworks to include social-emotional learning, student engagement, and academics as measured by authentic assessments, not standardized tests alone. They used the A-GAME process in which they Assessed-Global access, Academics, Mission, and Equity to ensure that all students were (re)engaging in school and learning. They will share their triumphs and failures as they rolled out new measures to their schools.	Jody Ernst, Momentum Strategy & Research; Naomi Rubin DeVeaux, National Charter Schools Institute; Christopher White, Ferris State University; Kathryn Mullen Upton and Theda Sampson, Thomas B. Fordham Foundation
On-demand session	District Authorizing: Bridging the Gap <i>Recording available to members</i> Slides	Join district authorizing leaders from Atlanta Public Schools, Chicago Public Schools and Miami-Dade County Public Schools to learn how district authorizers are bridging the gap to better serve students, families, and the community. Join this conversation to learn how district leaders have overcome challenges to build relationships, open opportunities, and work with charter schools to improve the overall education ecosystem for students, families, and the community.	Mary Bradley, National Charter Schools Institute; Matt Underwood, Atlanta Public Schools; Mahati Tonk, Miami-Dade Public Schools; Zabrina Evans, Chicago Public Schools; Tiffanie Pauline, Miami Dade Public Schools; Rochelle Washington, Chicago Public Schools
On-demand session	Improve Access for Students with Disabilities: Model Toolkits and Templates that Support Authorizers <i>Recording available to members</i> Slides	Ensuring equity for all students is an undertaking that often has authorizers wondering how they can be more effective in their monitoring and oversight approach. This workshop will review the state-specific tools developed for authorizers to improve access for students with disabilities. We will highlight a few of the tools, explain the shared process for producing and vetting the full suite, and review with participants how each tool functions. Finally, FACSAs, CACSAs, CCAP will review how it involved stakeholder feedback to further tweak and then disseminate the tools statewide.	Tom Hutton, California Charter Authorizing Professionals; Melissa Brady, Florida Association of Charter School Authorizers; Alex Medler, Colorado Association of Charter School Authorizers
On-demand session	Improving District Authorizing Statewide: A look at the impacts of SB 1882 in Texas <i>Recording available to members</i>	In this session, we will share the impact of SB 1882 in Texas, which creates incentives for districts to authorize in district charters. Specifically, we will look at how the incentives for districts created an interest in and increase in the number of district charters, and how this increase in numbers meant the state agency had to work to support and ensure quality authorizing.	Lindsay Denman, Texas Education Agency
On-demand session	Rebuilding for Equity: Pandemic-Era Solutions Point to New Paths Forward <i>Recording available to members</i> Slides	Families and communities pioneered ways to meet the unprecedented needs of the moment while offering solutions to longstanding educational inequities. Understanding these innovations will help authorizers oversee and support new approaches to schooling that give students, families, and communities more agency to shape their learning experiences. Leaders will discuss how pandemic-era solutions can inform future innovation as school systems help students recover.	Lakisha Young, The Oakland REACH; Bree Dusseault, Center on Reinventing Public Education; Kurtis Indorf, Great Hearts Now; Don Soifer, Nevada Action for School Options
On-demand session	Ensuring Equitable Access to Grade Appropriate Assignments <i>Recording available to members</i> Slides	In 2018, The New Teacher Project (TNTP) released "The Opportunity Myth." The study found that students of color, students with disabilities, and English language learners often had limited access to high-quality grade appropriate assignments, despite their ability to perform similarly to their white peers. In this session, we will share our findings and our plan to ensure all students have access to high-quality grade appropriate content. We will also walk through the tools and provide tangible ways for authorizers to incorporate work sample reviews into their accountability tools.	Nicole Cole and Allison Waddy, DC Public Charter School Board
THURSDAY OCTOBER 14, 2021			
11:00 AM	Authorizing & Community Engagement <i>Recording available to members</i>	Creating a charter school ecosystem committed to aligning needs and support to create and authorize the best learning environments for students requires a multiprong approach between schools, communities of color, and authorizers. This session will speak to research-based concerns surrounding denial and revocation of schools led by people of color, provide tangible examples and experiences of a parent organization and practitioners, and offer solutions and recommendations for collaboration and engagement to be considered in the authorizing process.	Dr. Kelli Peterson, The Educated Approach, LLC; Naomi Shelton, National Charter Collaborative; Jamar McKneely, InspireNOLA; Tara Brown, DC Ward 8 POST
11:00 AM	If You Can't Get Contracting Right, Forget About Disrupting Inequity <i>Recording available to members</i> Slides	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.	David Frank, New York State Education Department; Rich Haglund, RH3 Consulting
11:00 AM	Tool Demo: Epicenter - Make Excellence Routine <i>Recording available to members</i>	You have the right people, frameworks, processes, now let the #1 authorizer technology platform work for you. You'll learn how Epicenter can: <ul style="list-style-type: none"> • Strengthen communications and transparency • Provide tools for measuring and reporting on quality • 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 	Alicia Balcerak and John Carwell, Delaware State Board of Education; Mary Bradley, National Charter Schools Institute
12:00 PM	Plenary: Women Changemakers in Education <i>Recording available to members</i>	Our profession is changing in front of our eyes. Families and communities have different needs and demands. We're in a moment where addressing racial disparities is finally getting the attention it deserves. We're facing an incoming flood of federal funds over the next three years to support schools and students at unprecedented levels. And - not that you can forget - we're still navigating a pandemic.	Kara Bobroff, One Generation; Christina Grant, DC Office of the State Superintendent of Education; Aasimah Navlaxhi, BES; Karega Rausch, NACSA; Naomi Shelton, National Charter Collaborative; Lakisha Young, The Oakland REACH

		Our 2021 plenary is focused on women changemakers in education. These leaders will guide all of us on how we can approach and improve our work in this new and challenging time.	
1:45 PM	State Authorizer Associations Roundtable - How do you support authorizers? <i>Recording available to members</i>	Multiple states have associations that support authorizers. Are you involved with your state authorizer association, or do you wish your state had one? Let's come together to learn with and from one another, and discuss how the associations support authorizers, how they are structured, challenges associations are navigating, and successes they are achieving. Hear from folks in MI, MN, OH and beyond. Let's hear from authorizers who attend what additional supports they need and how state associations can provide that support.	David Greenberg, NACSA; Laurie Schroeder, Innovative Quality Schools; Cindy Schumacher, CM Schumacher Consulting, LLC; Jennifer Schorr
2:30 PM	Eight years later.... It's Time: NACSA Core Performance Framework Updates <i>Recording available to members</i>	Is the educational program a success? Is the school financially viable? Is the organization effective and well run? These are familiar questions that authorizers around the country use to evaluate schools. They form the basis for the NACSA Core Performance Framework (CPF), which was originally released in 2013. Nearly nine years later, NACSA is poised to release revisions to the CPF. This session will provide you a sneak peek into some of the key revisions, give you an opportunity to share how NACSA can best support authorizers through the rollout of this revision, and help you begin to think about whether updates are warranted in your local Performance Framework.	David Greenberg and Amy Ruck Kagan, NACSA; Rich Haglund, RH3 Consulting; Cindy Schumacher, CM Schumacher Consulting, LLC; Leslie Talbot, Talbot Consulting
2:30 PM	Students are Community: Listening to the Most Important Voices	We make decisions every day that impact students. Come and listen to students from across the country as they share their experiences in Charter Schools from Minnesota, Delaware, and New Mexico. NACSA CEO Karega Rausch will moderate the session. Come prepared to listen and grow with our colleagues from Authorizing for All. We will also have a discussion about how to elevate the intersectionality of student voice and equity and its impact on authorizing decisions.	Erin Anderson, Osprey Wilds Charter School Division; John Carwell, Delaware Department of Education; Joseph Escobedo, Albuquerque Public Schools - Office of Innovation and School Choice; Karega Rausch, NACSA; Naomi Rubin DeVeaux, National Charter Schools Institute; Alul Yesak, Minnesota Association of Charter School Authorizers
4:15 PM	Networking Event: Party Like It's 1991 (30-Year Chartering Reunion) <i>Recording available to members</i>	It's Reunion Time! The National Charter Schools Founders Library (https://charterlibrary.org) will bring together pioneers of chartering and those who are interested in hearing their stories in celebration of 30 years of chartering. Wendy Larvick of the National Charter Schools Institute and Ember Reichgott Junge, the first legislator to pass a charter law in Minnesota, will lead a discussion remembering the founding principles of chartering and how its innovation is still felt today.	Wendy Larvick, National Charter Schools Institute; Ember Reichgott Junge, National Charter Schools Hall of Fame Inductee
MONDAY OCTOBER 18, 2021			
10:30 AM	Increasing Access and Equity Through the New School Application Process <i>Recording available to members</i> Slides	The WA State Charter School Commission adopted its educational equity policy in June of 2019. While the policy was a critical first step, examining the current systems and processes and the outcomes they produced is where the real work begins. This session is for anyone who wants to learn how the Commission examined its own practices and how those learnings are informing the proposed changes to the new school application process. Attendees will have an opportunity to ask questions and will leave with ideas on how to begin this work in their own authorizing environments.	Krystal Starwich, Washington State Charter School Commission; Leslie Talbot, Talbot Consulting
10:30 AM	Beyond the Surface of Diversity, Equity, and Inclusion Through Restorative Practices <i>Recording available to members</i> Slides	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 well-being.	Marisol Quevedo Rerucha, National Parents Union
11:30 AM	When the Outputs don't Match the Inputs: Encouraging Reliability and Equity in Site Visits <i>Recording available to members</i> Slides	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? 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.	Aerionna Martin, City of Indianapolis - Office of Education Innovation
11:30 AM	We Need a Collaborative Approach to Equity- Focused Governance <i>Recording available to members</i>	As the nation's charter schools 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.	Carrie Irvin, Education Board Partners; Karega Rausch, NACSA; Naomi Shelton, National Charter Collaborative
1:00 PM	Proactive Fiscal Oversight with Limited Resources - You don't have to be a CPA! <i>Recording available to members</i> Slides	Are you an authorizer with limited fiscal oversight expertise and knowledge? Are you trying to understand which schools are in trouble and where you need to spend your resources? Fiscal insolvency is one of the most common reasons charters close, but does it have to be? Learn how one authorizer built a proactive fiscal oversight system that includes early identification with limited fiscal oversight expertise and knowledge. 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.	Cindy Schumacher, CM Schumacher Consulting, LLC; Christopher White, Ferris State University
1:00 PM	How We Are Failing Students with Disabilities in Charter Schools and How to Stop It <i>Recording available to members</i> Slides	As we recover from a year of extraordinary circumstances, we can approach with fresh eyes both the chronic challenges of serving students with diverse needs and those brought about by COVID. The Center for Learner Equity's research and on the ground field work has illuminated much about what works for educating students with disabilities in charter schools, and how large a role authorizers can play in either fostering their success for failure. This session 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.	Lauren Morando Rhim, The Center for Learner Equity
1:00 PM	Community Interest in Assessing District Impact <i>Recording available to members</i> Slides	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. For this session, we will have an in-depth discussion about how authorizers in	Robin Chait, WestEd; Tom Hutton, California Charter Authorizing Professionals; Susan Park, San Diego

		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.	Unified School District; David Sciarretta, Albert Einstein Academy
2:00 PM	Plan for Renewal ASAP: How Leaders Can Set Up Schools for Success Through Early "Turnaround" Actions <i>Recording available to members</i>	Often charter schools begin the campaign for renewal in the penultimate year of their charter term. Arguably, this is too late to make significant change or engage external support to turn things around. Through introduction of a new tool called CAANS (Context Assessment and Actionable Next Steps), presenters will lead participants through the data, questions and indicators that leadership (school leaders, boards) should add to their dashboards to ensure school quality well before authorizers provide feedback.	Bill Clarke, ResultsAhead; Adrian Manuel, Wonderful Charter Schools
2:00 PM	Charter School Equity: What Authorizers Should look for in Applications and Monitor for in Practice <i>Recording available to members</i> Slides	This session will cover: broad definition of equity - race, gender, sexuality, and intersectionality; data-driven approaches to continuous examination of equity; focus on how charter schools can address opportunity gaps; specific application/monitoring areas; student performance; demographics (including staff/student diversity); enrollment and outreach; culture and climate; family engagement; and finance. 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.	Gayle Burnett, Peace of Culture; Hannah Page, Drew Charter School
WEDNESDAY OCTOBER 20, 2021			
10:30 AM	Living a Double Life: How to walk the line between Authorizer and LEA <i>Recording available to members</i> Slides	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. 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.	Emily Paul, SC Public Charter School District
10:30 AM	Cross Pollination: What Happens when Authorizers Collaborate <i>Recording available to members</i>	During this panel discussion, we will learn the benefits of collaboration, the difficulties, and get a "sneak peek" at the latest thinking in accountability! See how they are thinking about social emotional development, student engagement, school climate, as well as the traditional categories of academic growth, achievement and career and college readiness.	John Carwell, Delaware Department of Education; Jody Ernst, Momentum Strategy & Research; Ryan Marks, Colorado Charter School Institute; Naomi Rubin DeVeaux, National Charter Schools Institute; Holly Turcich, DC Public Charter School Board
11:30 AM	Combatting Institutionalized Racism via Student-Centered Accountability <i>Recording available to members</i> Slides	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. 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. The Equity Performance Framework and Graduate Profile project is creating a better accountability system that is relevant to students' culture, life goals, learning styles, and needs. The creation of this framework and profile was informed by over two-dozen focus groups facilitated with students, parents, and community stakeholders of PUC's schools. 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.	Samantha Diaz and Lary McKenzie, Pillsbury United Communities; Tony Monfiletto and Moneka Stevens, Future Focused Education
11:30 AM	Buy Back Services: A Value-Add Proposition for Charter Schools <i>Recording available to members</i> Slides	This session will provide an in-depth look into the Atlanta Public Schools' Buy Back Services program. 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 perspectives of the program's value for charter schools and the district, and provide an opportunity for session participants to engage in a Q&A.	Dihanne Hayes and Matt Underwood, Atlanta Public Schools
11:30 AM	Building Better Boards <i>Recording available to members</i> Slides	In this session, you will learn how authorizers can help boards: <ul style="list-style-type: none"> • Build credibility and fulfill their roles and responsibilities • Be the keeper of the school's mission, vision, and values • Effectively negotiate, manage and evaluate contracts • Optimize the allocation of resources • Monitor academic, fiscal and operational performance • Annually evaluate the performance of the board and its leader • Serve as both fiduciaries and ambassadors for excellence 	Mark Weinberg, National Charter Schools Institute; Julie Hopper, Lake Superior State University Charter Schools Office
1:00 PM	Measuring What Matters <i>Recording available to members</i> Slides	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.	Laurie Schroeder, Innovative Quality Schools
1:00 PM	Leading with Equity: Reflections from a state-wide authorizer <i>Recording available to members</i> Slides	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.	Joshua Halsey, Versatile Wisdom
1:00 PM	Growth vs. Proficiency: Understanding the Data <i>Recording available to members</i> Slides	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 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.	Michael Garner, Green Dot Public Schools National

2:00 PM	Framework for Authentic and Deep Community Engagement Recording available to members Slides	What do authorizers need to look at when it comes to Community Engagement when charters are applying for authorization? Have Public Charter Schools done enough with the prospective community to get their acceptance? Learn some best practices and innovative ways to deeply and authentically engage your community.	Tafshier Cosby, Wendy Gonzales-Neal, Maritza Guridy, and Khulia Pringle, National Parents Union
2:00 PM	The Crucial Role of Authorizers in the Success of Students with Disabilities in Charter Schools: A Workshop Recording available to members	This session will include a review of key issues impacting the education of students with disabilities, including issues related to COVID-19 closures and re-openings. Participants will be introduced to the Special Education Toolkit created by the Center for Learner Equity and NACSA as well as the authorizer best practices included in the Center's Model Policy Guide. Attendees will leave this workshop with clear ideas on how to ensure that the needs of their students with disabilities are being met.	Megan Ohlssen and Wendy Tucker, The Center for Learner Equity
3:45 PM	Member Meeting: Strategic Plan Overview Recording available to members	Join us for an overview of NACSA strategic plan for the next 3 years. Karega Rausch, President & CEO, will highlight areas of our new direction and discuss how you can help us get there.	Karega Rausch, NACSA
FRIDAY OCTOBER 22, 2021			
10:30 AM	Ask An Expert: Supporting Founders to Build & Lead Locally Responsive Schools: How BES Has Shifted in This "New Normal" and Suggestions for Authorizers Recording available to members	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 needs. In this "Ask an Expert" session, BES CEO Aasimah Navlakhi will be available to speak with participants about how BES has shifted 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 suggestions for authorizers to do the same.	Aasimah Navlakhi, BES
10:30 AM	Charter Applications with a Side of Social Justice V2.0 Recording available to members Slides	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, and equip them with the tools to pivot to equitable solutions	Dr. Kelli Peterson, The Educated Approach, LLC
10:30 AM	A-GAME: Applying Innovative and Contextualized Approaches to Alternative Accountability in a Standardized World Recording available to members	A-GAME is an initiative and a community. Our focus began in support of charter school authorizers in their academic oversight of alternative schools and has grown to support oversight of all schools. This session will highlight the work of two A-GAME project authorizers, New York State Education Department and Delaware Department of Education. Using the Responsive Goals that they created, participants in this session will be asked to evaluate these deliverables, question what works, what doesn't, and plan how to apply contextualized alternative accountability standards in their own local contexts – from metric development, to engagement and expectation planning.	John Carwell, Delaware Department of Education; Jody Ernst, Momentum Strategy & Research; David Frank, New York State Education Department; Naomi Rubin DeVeaux, National Charter Schools Institute
10:30 AM	Responsible Financial Management: Practices that Lead to Optimal Performance Recording available to members Slides	Do the schools and networks you authorize understand and practice <i>responsible financial management</i> ? Is everyone operating from a common definition of what that looks like in action? If you'd like to calm your qualms, come learn and understand the 10 CUREs for the corresponding common causes of fiscal mismanagement from both a financial management service provider and a fellow authorizer.	Barb Acenowr, SUNY Charter Schools Institute; Raj Thakkar, Charter School Business Management
12:45 PM	Draft Your Authorizer Strategic Plan Recording available to members	Enter this session with no authorizer strategic plan ... And leave with a vision, mission and at least one SMART Goal to get to work on as soon as the session is over. This is an interactive workshop. Please come ready to roll up your digital sleeves!	Adam Aberman, The Learning Collective
12:45 PM	Identifying Indicators of Distress in Charter Schools: A Workshop for Authorizers Recording available to members Slides	How can we identify struggling schools prior to test scores suffering and schools spiraling into full distress? This workshop helps authorizers better identify schools exhibiting signs of distress early and pinpoint where that distress is coming from using tools and research from the National Charter School Resource Center. During the workshop, attendees will review the indicators of distress in charter schools and engage in a self-assessment of their own data collection and early warning signs exhibited by charter schools in their portfolio.	Aimee Evan, WestEd; Hannah Sullivan, National Charter School Resource Center
12:45 PM	Supplemental Renewal Guidance in Action Recording available to members Slides	NACSA's 2021 Supplemental Renewal Guidance encourages authorizers to approach COVID-era renewals with both an equity and high-quality accountability lens. The resource provides an opportunity for authorizers to engage in quality listening and good judgment to get to deeper conversation and to help determine high-stakes renewal decisions. This session will provide participants with the tools necessary to engage fully, navigate successfully, and prepare for seamless renewal decisions.	Guerschmide Saint-Ange, GSA Consulting; Amy Ruck Kagan, NACSA; Heather Wendling, WestEd
2:30 PM	Incorporating Community Interest in District Impact Assessment Recording available to members Slides	There are many authorizers that have policies that consider the impact of a new charter school on neighboring traditional schools or districts when making authorization decisions. These requirements may make it challenging for authorizers to consider community interest in their authorization decisions. This session will build on the Community Interest in Assessing District Impact panel discussion by inviting authorizers to examine their own contexts, tools, and processes for assessing both district impacts and community interests. Authorizers will consider how and whether these two types of policies align, and develop solutions and action plans for incorporating both types of assessments in their authorization decisions.	Steve Canavero and Robin Chait, WestEd
2:30 PM	Active Ingredients: Multiple Measures of Student Success Recording available to members Slides	Over the last three years, the Active Ingredients project, led by the Charter Schools Institute at SUNY, has provided a guided learning opportunity for schools and authorizers around the country to identify and implement measures of student outcomes beyond the typical measures of student success. In this session, you will hear from participating authorizers and school leaders about their experience and lessons learned, and you will have an opportunity to start mapping out what this work could look like in your context.	David Greenberg and Amy Ruck Kagan, NACSA; Joshua Halsey, Versatile Wisdom; Keegan Prue, SUNY Charter Schools Institute; Melissa Silberman, Broome St. Academy