California Charter Schools Association:
CHARTER LAUNCH

This case study was prepared by FSG Social Impact Advisors, a nonprofit consulting firm that provides guidance to foundations, corporations, nonprofits, and other public sector entities on issues of strategy, evaluation, and operations. FSG was commissioned by the National Alliance for Public Charter Schools with support from the Bill and Melinda Gates Foundation to document the California Charter Schools Association's Charter Launch Program so that key program aspects and learnings could be shared with stakeholders and other charter support organizations (CSOs) interested in starting a similar service. To complete this case study, FSG conducted background research on Charter Launch and interviewed California Charter Schools Association leadership, Charter Launch staff, program participants and authorizers.
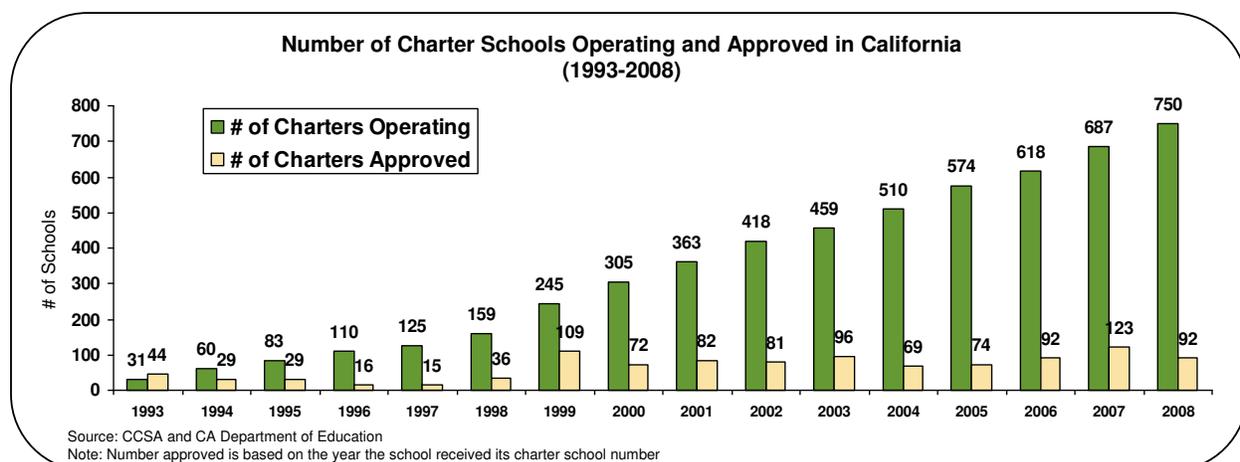
June 2009

Introduction and Overview

Many charter school advocates and charter support organizations (CSOs) have realized that in order for the charter school movement to have a long-term impact on public education in the United States, their focus must be on *quality growth*. When charter schools open, families have more choices, but when charter schools achieve strong results, children and families benefit. Additionally, a quality charter movement puts state CSOs and national advocates in a stronger position to advocate on behalf of charter schools and to ensure that the movement grows and impacts our nation's school districts and education system more broadly. Many CSOs recognize that one of the best leverage points to ensuring quality charter schools is to assist charter developers as they open new schools so that operators are well positioned for success from the start. One such effort is the Charter Launch Program developed and run by the California Charter Schools Association. The following case study examines the development and implementation of that program and provides an instructive model for other CSOs that are thinking about ways to assist developers as a means to improving the quality of charter schools in their region or state.

California Charter Schools Association (CCSA) Background

Founded in 2003, CCSA's mission is to "*lead the charter public schools movement in California in order to increase the number of students attending high quality charter schools*". Since the inception of the organization, the charter school movement in California has grown 63%, from 459 schools in 2003 to 750 schools in 2008. The average number of petitions approved per year has remained relatively steady since 1999, when legislation was passed to increase the number of new charter schools authorized to 100 schools per year. As a membership organization, CCSA provides advocacy, leadership around quality, best-practice resources and networking and technical assistance services to its 521 members via offices in Los Angeles, Sacramento, San Diego and San Francisco.

Number of Charter Schools Operating and Approved in California (1993-2008)

Year	# of Charters Operating	# of Charters Approved
1993	31	44
1994	60	29
1995	83	29
1996	110	16
1997	125	15
1998	159	36
1999	245	109
2000	305	72
2001	363	82
2002	418	81
2003	459	96
2004	510	69
2005	574	74
2006	618	92
2007	687	123
2008	750	92

Source: CCSA and CA Department of Education
Note: Number approved is based on the year the school received its charter school number

Overview of Charter Launch

Motivation for Developing Charter Launch

CCSA developed the Charter Launch Program in response to three interrelated needs that were emerging in the charter landscape in California.

1. **Focus on Quality**: CCSA's mission reflects its commitment to support members in running quality schools. The Association focuses on ensuring the quality of new charter schools, improving the performance of existing charter schools, and encouraging the closure of underperforming charter schools.[1] CCSA developed Charter Launch to improve the quality of new charter schools. CCSA's theory of change is predicated on the assumption that working with charter developers early on to develop their capacity to run schools will result in higher quality schools in the long-term.

> *One of the successful things that we have done is to ensure that Charter Launch is not an isolated program, but that it is aligned with our mission.*
> Nick Driver, Vice President of School Development and Outreach

2. **Increasingly Stringent Authorizer Requirements**: Over time in California, authorizers have increased the requirements for charter petitions to ensure more rigorous oversight. The threshold for what constitutes a "reasonably comprehensive" petition has increased, and developers often require assistance to write successful petitions. For example, the average charter petition in the early years of the movement rarely exceeded 25 pages; last year's average petition in some districts exceeded 250 pages of narrative, without appendices.

3. **Gap in Service Offerings for Developers**: CCSA recognized that most existing developer service providers were writing petitions on behalf of developers and not working to build the capacity of developers to draft their own petitions. CCSA believed that greater developer involvement in drafting the petition would not only lead to stronger charter applications, but build the capacity of developers to run higher quality schools once their petitions were approved.

> *There were few services that provided a cohesive approach to school development. As the authorizing landscape became tighter, we learned quickly that we needed to build common expectations around quality and provide capacity-building support for developers.*
> Myrna Castrejón, Senior Vice President, School Development and Outreach

[1] See page 16 in the appendix for more information CCSA's suite of quality services

Description of Charter Launch

Developed in January 2007, Charter Launch is designed to be a comprehensive program to support and build the capacity of charter developers in key regions of California as they write their petitions. In particular, CCSA focuses its work on single-site, independent (non-CMO) startup schools, replications of non-CMO schools, and conversions of existing, district-run schools into charter schools. These three sectors represent the largest percent of new school openings in California (42%, 25%, and 15%, respectively, in 2008). CMO replications accounted for an additional 13% of new school openings in 2008, however, most CMOs already have the capacity to support new school development, and therefore are not a target sector for Charter Launch. Charter Launch provides over 120 hours of direct support to help design teams develop their charter petitions. Key elements of CCSA's program include an emphasis on capacity building, regionally-focused program implementation, and a curriculum focused on the 16 elements of a charter petition the state requires.

Capacity Building Approach: Key to the Charter Launch program is its focus on building the capacity of charter developers. CCSA believes that solely providing information online or completing the petition for developers does not provide them with the kind of support that will increase their ability to open and run a quality, sustainable school. Therefore, Charter Launch focuses on not only providing technical information to developers, but also on ensuring that developers draft their own petitions using

the tools and resources offered through the program. Through a series of expert-led workshops and one-on-one discussions with Charter Launch staff, developers learn how to structure long-term plans for their schools and gain a greater readiness to execute against those plans and create quality schools. In effect, developers are supported throughout the petition process, but they are the ones that must execute using the knowledge, tools and resources that Charter Launch provides. As such, the program is designed to be a hands-on learning experience that will help build the skills and knowledge of developers. In addition, the program mandates that developers work in teams comprised of individuals with diverse skill sets. This requirement ensures that schools have access to the appropriate skills and functional expertise necessary to open and then run a successful charter school.

Regional Focus: CCSA decided to offer Charter Launch in eight strategic, high-need regions across California (currently Fresno, the Inland Empire, Oakland, Los Angeles, Sacramento, San Diego, San Francisco, and San Jose) for four main reasons.

> *We did not start Charter Launch just to bundle services more efficiently, or just to ensure quality, but indeed, to funnel talent to specific geographies in an attempt to increase demand from parents for charter schools.*
> Myrna Castrejón, Senior Vice President, School Development and Outreach

1. **These regions are most in need of quality charters:** The Association has

observed that there is greater demand for and support of charters in areas where the traditional public schools are least successful. Ultimately, Charter Launch helps to increase demand for charters from parents and the surrounding community.

2. **There is funding available in these regions to support planning:** A key CCSA funder, the Walton Family Foundation, has also recognized that these areas are ripe for charter schools and has strategically offered funding to developers in many of these regions to help them draft their petitions.[2]

3. **Authorizers are local districts:** Given that California law outlines that local districts are the authorizing entity for charter schools in the state, having a regional focus enables CCSA to use a regional staffing model (with staff permanently located in each region) to build a relationship with key local authorizers which ultimately helps developers in those regions navigate the approval process.[3]

4. **California is a large state with a mature charter movement:** Given that California is such a large state, this regional staffing model also helps to reduce staff travel costs. Additionally, CCSA is able to sustain this regional approach because of the large scale of the movement and the corresponding

large pool of developers from which CCSA can attract participants in different areas, which ensures they will have demand from developers for the program.

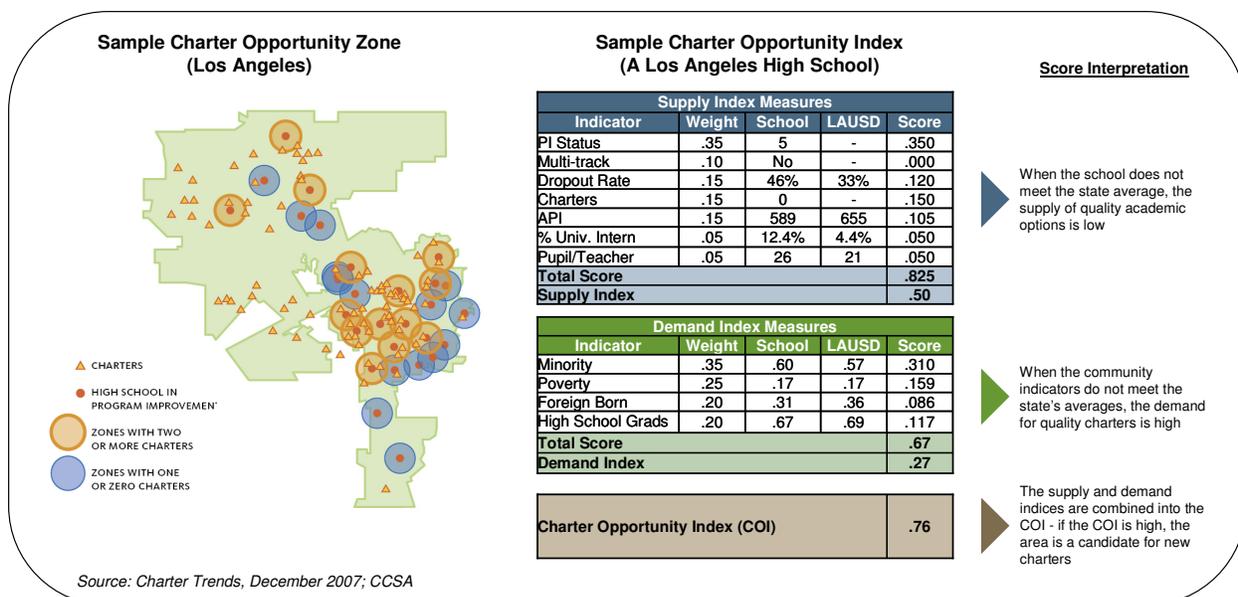> **Questions for Other CSOs to Consider Around the Need for a Regional Focus:**
> - *Are needs in the state concentrated in specific areas or dispersed?*
> - *Can the CSO partner with regionally focused funders to focus on specific areas of the state?*
> - *Does CSO staff need to be located near authorizers to properly advise developers and understand authorizer motivations?*
> - *Does the size of the state or number of developers necessitate taking a regional or state-wide approach?*

Curriculum: Charter Launch's curriculum and program design are the result of three years of refining its school developer team support services via various programs. The program relies on best practices from high quality California charter schools, knowledgeable staff, and content area experts (e.g. facilities planning experts) to guide charter developers through four phases of work that last about 8 months.[4] CCSA staff with support from content area experts delivers each phase of the curriculum. The following overview of CCSA's curriculum provides a model for other CSOs to adapt to the needs of developers and priorities of authorizers in their state.

---

[2] See pages 8-9 for more information on the Charter Launch Economic Model
[3] See page 11 for more information on Authorizer Relationships

[4] See page 17 in the appendix for more information on the four phases of the program

**Sample Charter Opportunity Zone
(Los Angeles)**

**Sample Charter Opportunity Index
(A Los Angeles High School)**

Supply Index Measures				
Indicator	Weight	School	LAUSD	Score
PI Status	.35	5	-	.350
Multi-track	.10	No	-	.000
Dropout Rate	.15	46%	33%	.120
Charters	.15	0	-	.150
API	.15	589	655	.105
% Univ. Intern	.05	12.4%	4.4%	.050
Pupil/Teacher	.05	26	21	.050
Total Score				.825
Supply Index				.50

When the school does not meet the state average, the supply of quality academic options is low

Demand Index Measures				
Indicator	Weight	School	LAUSD	Score
Minority	.35	.60	.57	.310
Poverty	.25	.17	.17	.159
Foreign Born	.20	.31	.36	.086
High School Grads	.20	.67	.69	.117
Total Score				.67
Demand Index				.27

When the community indicators do not meet the state's averages, the demand for quality charters is high

Charter Opportunity Index (COI)	.76

The supply and demand indices are combined into the COI - if the COI is high, the area is a candidate for new charters

Legend:
△ CHARTERS
● HIGH SCHOOL IN PROGRAM IMPROVEMEN'
● ZONES WITH TWO OR MORE CHARTERS
● ZONES WITH ONE OR ZERO CHARTERS

Source: Charter Trends, December 2007; CCSA

1. **The Assessment Phase (~3 Months)**: The first phase of Charter Launch focuses on recruiting developer teams to develop high quality charters in areas of need. CCSA provides developers with target geography data using GIS[5] software that identifies Charter Opportunity Zones and analyzes opportunities with a Charter Opportunity Index that identifies areas within a district or metropolitan area in which traditional pubic schools are underperforming, and in which there are currently few charter schools.[6] During this phase, CCSA also assesses the capacity of developer teams to start a charter school and tailors the program to fit the needs of individual teams.[7] The goal for developer teams in this phase is to identify high potential areas to open their school, to identify the strengths and gaps in their team, and to develop a plan to build team capacity around their areas for improvement.

2. **The Development Phase (~2 Months):** This phase focuses on preparing participants to write a quality petition. During petition development, the program addresses the 16 elements required by law for California's charter petitions and focuses on additional areas that CCSA believes are essential to long-term sustainability, including data-driven school improvement and assessment, business plan writing, effective fundraising and facilities support. The program includes expert-led workshops and sessions that address the four main sections of the petition (outlined on the next page) and are designed to assist developers through the petition approval process.

---

[5] Geographic Information System (GIS) Software allows users to analyze information or data that is linked to a specific geography
[6] See page 18 in the appendix for more details on the Charter Opportunity Index and Zone
[7] See page 19 in the appendix for CCSA's school development team skills inventory

Overview of the Four Sections of the Charter Launch Curriculum			
❶ Visioning	**❷ Educational Program**	**❸ Operations Plan**	**❹ Labor Relations and Policies**
• Mission and Vision • Community Engagement • Team Building	• Education Program • Assessment • Special Education	• Governance and Incorporation • Budgeting and Reporting • Facilities Planning • Development and Fundraising	• Positive Work Environment • Qualifications/Recruiting • Employee Benefits • Health and Safety • Racial and Ethnic Mix • Admissions Requirements • Discipline • School Alternatives • Dispute Resolution • School Closure

Source: CCSA

CCSA also matches developer teams with appropriate schools for site visits to facilitate peer learning and networking. As teams complete preliminary drafts of their petitions, Charter Launch staff provides developers with individualized coaching, feedback, and additional support, including a final critical review of the petition before it is submitted for approval.

3. **The Approval Phase (~1 Month)**: This phase focuses on assisting developer teams through the authorization process. Charter Launch staff helps developers create community outreach strategies to garner support for the new charter school. CCSA also leverages its strong local connections to authorizers and other key stakeholders to lobby school board members, attend orientations for the community, and connect developers to additional advocates for their school. Additionally, CCSA conducts mock interviews with developer teams to prepare them to effectively advocate for their school. The objective of the approval phase is to prepare developer teams for the rigor of

the authorization process in the short-term and to build their capacity to effectively advocate and build community support for their school in the long-term.

> *Depending on the region, we also help prepare developers for their hearing, strategize around their presentation to the school board, or take them through a mock interview. We are really prepping them for the whole authorization process. Authorizer relations are part of what we do, but it varies by region.*
>
> Lisa Berlanga
> General Manager, San Diego

4. **The Implementation Phase (~2 Months)**: The final phase prepares developers to implement their plan and open their school. Support is provided around finalizing facilities arrangements, supporting staff recruitment, incorporating the school as a non-profit, purchasing insurance, developing the governing board and gaining access to start-up grants (See Economic Model Below). These activities ensure that there is a structure and resources in place to support the new school as it

opens its doors. The goal of this phase is to ensure that developer teams are on the path to implementing their petition and opening a quality school once they complete the program.

Economic Model: Charter Launch is supported both through philanthropic funding and from fee-for-service revenue. In January 2007, CCSA received a three-year grant from the U.S. Department of Education for $3.8M to develop and implement Charter Launch. In addition to the U.S. DOE grant, the program is supported through general operating support from CCSA and a participant fee of $12,000 per developer team. CCSA charges a fee for this service to help cover its costs, in part, because it has targeted geographies where developers are able to pay the Charter Launch fee by securing pre- and post-authorization funding through the competitive Walton Family Foundation's (WFF) High Quality Charter Grant Program and through the California Department of Education's (CDE) Public Charter Schools Grant Program, as outlined at the bottom of the page.[8]

Throughout each phase of Charter Launch, CCSA makes developer teams aware of the availability of these grants and assists them in preparing for interviews – enabling developers to build their own fund development capacity and to align the resources they need to develop and implement their plans in a timeframe in which they need most assistance.

Occasionally, CCSA works with developers who are not starting schools in one of Walton's funding areas. In these cases, developers and CCSA must rely on other sources of funding to cover the cost of the program until they can be repaid by a CDE grant, which can take one to three years depending on how long it takes a developer to complete the authorization process. At a minimum, these developers are required to pay $150/month while they participate in Charter Launch as a contribution towards the $12,000 participation fee. CCSA believes this is

> *If developers do not receive a pre-authorization grant, having them pay $150/month when they participate in Charter Launch helps them keep some 'skin in the game' and ensures they are more engaged.*
>
> Willow Harrington, Director of Charter Launch

Grants Available to Charter Developers in California			
Timing	**Grant**	**Amount**	**Funding Source**
Pre-Authorization	Business Plan Grant	$10,000	Walton Family Foundation
	Charter Petition Grant	$10,000	
	Pre-Authorization Grant	$30,000	
Post-Authorization	Post-Authorization Grant	$220,000	Walton Family Foundation
	Public Charter Schools Grant	$250,000-$600,000	CA Department of Education

---

[8] Walton Family Foundation Website (http://www.waltonfamilyfoundation.org/forgrantseekers/types.asp); CDE website (http://www.cde.ca.gov/fg/fo/profile.asp?id=1445)

important because it helps demonstrate that developers have the fundraising skills that will be necessary to operate a charter school in an environment with limited school funding.

Staffing Model: Given that California is such a large state and that local districts are the charter school authorizers, CCSA has designed Charter Launch based on a regional staffing model. The approximately 8.25 FTEs dedicated to working on Charter Launch includes support from the following:

- **1 Director** who oversees the program statewide (1 FTE)
- **5 Charter Launch Facilitators** who implement Charter Launch and support developers through the program (5 FTE)
- **6 Regional General Managers** who support developers with the authorization process (1.5 FTE)
- **1 Knowledge Management Director** who provides compliance and support on content areas as needed, including budget training and review, and governance (.75 FTE)
- Support from **content experts** in facilities, special education, legal and compliance (~ .1 FTE)

CCSA expects each Charter Launch Facilitator to support up to 25 participants per year. It is important to note that because the authorization process in California can take over a year to complete, these 25 developers will include some participants that started in previous years. This facilitator-to-developer ratio allows CCSA to provide individualized support to charter developers alongside the workshops that are provided to cohorts. Program start up efforts have been intensive and required more staff than ongoing program operations will require.

CCSA plans to reduce the amount of staff dedicated to the program to approximately 6.5 FTE moving forward, in order to reduce costs and streamline the program.
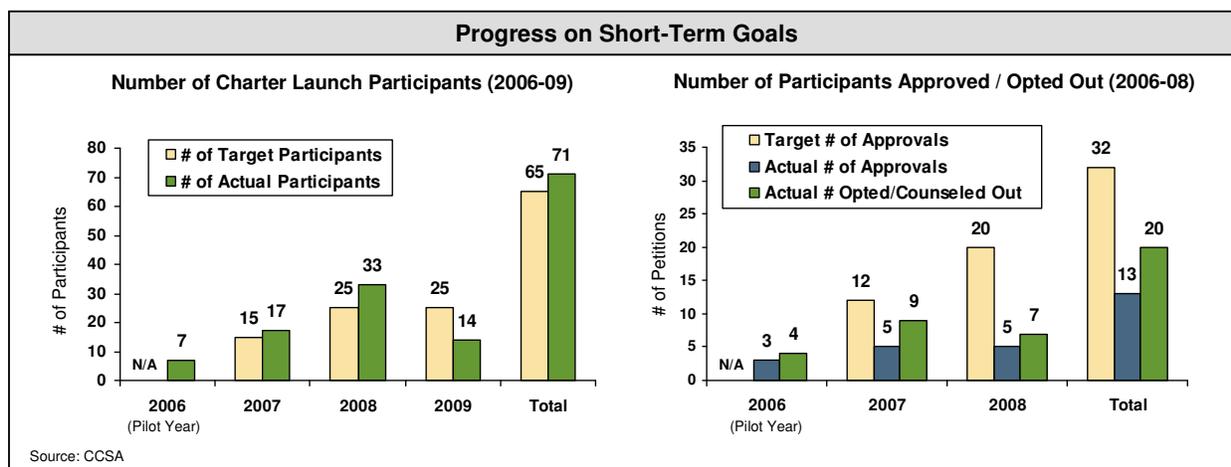
Initial Results

Given that Charter Launch is only in its third year of operation, it is too early to determine whether the Charter Launch program is meeting its long-term goal of increasing the quality of operating charter schools. However, early results have been captured around short-term goals, such as increasing the number of charter developers that have been involved in the program and increasing the number of developers whose charters are approved.[9] As outlined in the charts on the next page, CCSA has exceeded its goal of working with 65 participants by 2009. However, the Association has not had as much success in reaching its goal around the number of participants approved because CCSA did not anticipate there would be so many participants that would take longer than one year to complete the approval process. In particular, the approval process tends to take

---

> **Long-Term Goals for Charter Launch**
> - Participants' petitions are approved at a higher rate than those of non-participants
> - Participants open their schools at a higher rate than those of non-participants
> - Participants' schools achieve operational sustainability at a faster rate than non-participants
> - Participants' student achievement is higher than that of non-participants

---

[9] See pages 34-35 in the appendix for additional measures of results in Charter Launch's Evaluation Matrix

Progress on Short-Term Goals

Number of Charter Launch Participants (2006-09)

Legend: □ # of Target Participants ■ # of Actual Participants

- 2006 (Pilot Year): N/A, 7
- 2007: 15, 17
- 2008: 25, 33
- 2009: 25, 14
- Total: 65, 71

Y-axis: # of Participants (0–80)

Number of Participants Approved / Opted Out (2006-08)

Legend: □ Target # of Approvals ■ Actual # of Approvals ■ Actual # Opted/Counseled Out

- 2006 (Pilot Year): N/A, 3, 4
- 2007: 12, 5, 9
- 2008: 20, 5, 7
- Total: 32, 13, 20

Y-axis: # of Petitions (0–35)

Source: CCSA

longer in Los Angeles where almost 50% of Charter Launch participants are located. Because of these challenges, after three years, CCSA has more than 35 participants who are still in the authorization process.

Developers and authorizers are responding positively to the Charter Launch program. A survey of eight developers that completed the program shows 100% of respondents were "very satisfied" with the program's services. In particular, developers value the individualized support that they receive (e.g., staff reviews of petitions before they are submitted) and the program's overall structure which guides them through the entire petition writing and

> *CCSA's module structure works really well and the staff has been excellent. They provide expertise at critical moments which is very important. The individualized attention that the staff offer and that the module allowed for is incredible.*
>
> Ida Oberman, Oakland Charter Launch Participant

authorization process step by step.[10]

Additionally, authorizers, who are familiar with Charter Launch, have seen an overall improvement in the quality of petitions. These authorizers believe that spending the time up-front to create a quality petition is well worth the investment of time and resources as it results in a more thorough plan of action. Authorizers also

> *CCSA provides one of the highest quality developer programs in California, spending the necessary up front time to help developers clearly develop and articulate their missions, goals, and strategies. Charter Launch is a very thorough program that results in the comprehensive preparation necessary to operate high quality charter schools.*
>
> Carol Barkley, Director of the Charter Schools Division, CDE

note that Charter Launch is successful in assisting developers to address the major components of the petition in a way that meets authorizer needs. Anecdotally, stakeholders

---

[10] CCSA Evaluation of Charter Launch, 2009

suggest that Charter Launch petitioners are poised to build higher quality schools. Many believe that CCSA's focus on building strong developer teams through Charter Launch and the petition writing process holds promise for longer-term results.

Key Lessons Learned

Other CSOs might consider six key lessons learned from CCSA's experience when determining whether to launch a similar service or adapt an existing service:

Lesson One: Develop deep relationships with authorizers

One of the keys to the success of Charter Launch has been the regional staffing model which was implemented in part to deepen relationships with local authorizers. Because California is a large state with local authorizers, having a regional presence and deep ongoing relationships with authorizers is important to building the credibility of CCSA and Charter Launch. Additionally, these relationships ensure that the program remains flexible and is able to adjust to a changing authorizing landscape quickly. Though CCSA has built relationships with authorizers, these relationships are not always "friendly" and are based on a delicate balance of partnering with the authorizer to ensure Charter Launch meets authorizer requirements and pushing the authorizer when

> *Local advocacy matters. It is the most valuable thing CSOs can do for developers.*
> Myrna Castrejón, Senior Vice President, School Development and Outreach

CCSA disagrees with a petition denial. However, these relationships are always "engaged". CCSA insists on being at the table when key policy issues are discussed and renewal or authorizing decisions are made. Additionally, CCSA's focus on quality and accountability allows the Association to find common ground with authorizers on which to build these engaged relationships. Though CCSA finds itself in agreement and disagreement with authorizers at various times, the key to this relationship is that the Association always has a seat at the table for the discussion.

Lesson Two: Hire staff that can address knowledge gaps of developers

CCSA developed Charter Launch in response to a need for more high quality developers, a gap in existing services and increasingly stringent authorizer requirements. CCSA recognized that many charter developers not only lacked the knowledge and capacity to write and execute against a quality petition, but they also lacked the knowledge to navigate the politics of the authorization process in order to meet authorizer's expectations. CCSA sought staff that could help fill these knowledge gaps. Ann Marie Wellhouse, a Charter Launch participant in San Diego notes, "Charter Launch for me was about the staff. Having them always there for any question I could ask was spectacular. They knew the right people in different areas of the district." Charter Launch staff understands the intricacies of the local authorizer environment and works to apply that knowledge to the individual situations of the Charter Launch participants. In addition, staff is able to provide developers with the knowledge necessary to

write a quality petition and can develop their capacity to execute against that petition. When CCSA staff lacks the knowledge developers need, the Association contracts with regional or national experts to fill those gaps.

Lesson Three: Build the capacity of charter developers

Charter Launch was designed to build the capacity of charter developers to ensure that developers are ready to implement the program once they are authorized. To ensure quality over the long-term, CCSA has found that working with petitioners is the ideal time for operators to learn and understand what it means to run a high quality school. Once operators open their doors, they tend to focus on the school's survival rather than on the school's quality, particularly if they are faced with enrollment or facilities challenges. Even if new operators are open to learning about how to improve the school, they simply lack the time to do so during the first three years of operations.

Lesson Four: Develop a screening process for developers

CCSA also developed a screening process for developers to help ensure that participant petitions would more likely be approved. In particular, CCSA requires that developers work in teams rather than individually to ensure petitioners have the breadth of skills necessary to develop, implement and run a school. Charter

> *You have to have a team that understands education, governance and finance. Those skill sets are essential to authorization and actually being able to implement the plan.*
> Willow Harrington, Director of Charter Launch

Launch staff also utilizes informal screening questions to determine whether a developer team is ready and able to draft a petition.[11] CCSA actively counsels developer teams out of the program if program staff feels they are not ready to move forward with a petition and effectively implement their plan.[12] Though a difficult process in its own right, counseling an unprepared developer team out of developing a petition or delaying the team's opening target date is easier for a CSO than advocating for the closure of a low-quality school, particularly if they are a member-operator. This practice helps to ensure that only developers that are prepared to open a high quality school complete the Charter Launch program.

CCSA recently reorganized staff responsibilities so that their regional General Managers will spend more time in the field recruiting quality developer teams. "It has been great to have General Managers do recruitment and refer people to the program. This will be critical in developing the pipeline of quality developers," says Nick Driver, regional Vice President of School Development and Outreach for Northern California. To expand its outreach even further, CCSA is also considering ways to involve their program "alumni" or high quality charter schools in recruiting efforts.

Lesson Five: Manage the expectations of developers

One challenge that CCSA has experienced is managing the expectations of charter

---

[11] See pages 25-27 of the appendix for the Charter Launch Intake Form
[12] See page 20 of the appendix for a description of the Three Major Functions of Developer

developers around the purpose of the program. Given that Charter Launch is a reputable program, some developers often assume they will be approved if they use the service. Additionally, given the intensity of the process of developing a charter school, charter developers often want to get as much support as possible from the Charter Launch staff and are sometimes surprised when they realize that the staff is there for support rather than to complete the petition for developers. Willow Harrington, Director of Charter Launch, points out that "In the past, we have not communicated as clearly as we should have about what the expectations for the program should be." CCSA has to continually manage developer expectations, reinforce staffs' role as a facilitator and not as a consultant, and rely on staff to set consistent boundaries for developers.

Lesson Six: Prioritize financial sustainability

The development of Charter Launch was funded through a grant from the U.S. Department of Education. In addition to revenue from participant fees and CCSA general operating funds, the Association has also relied on this grant to cover ongoing costs. However, as the DOE grant ends, CCSA is currently considering the following program changes in order to streamline its economic model to ensure that the Charter Launch program breaks even moving forward:
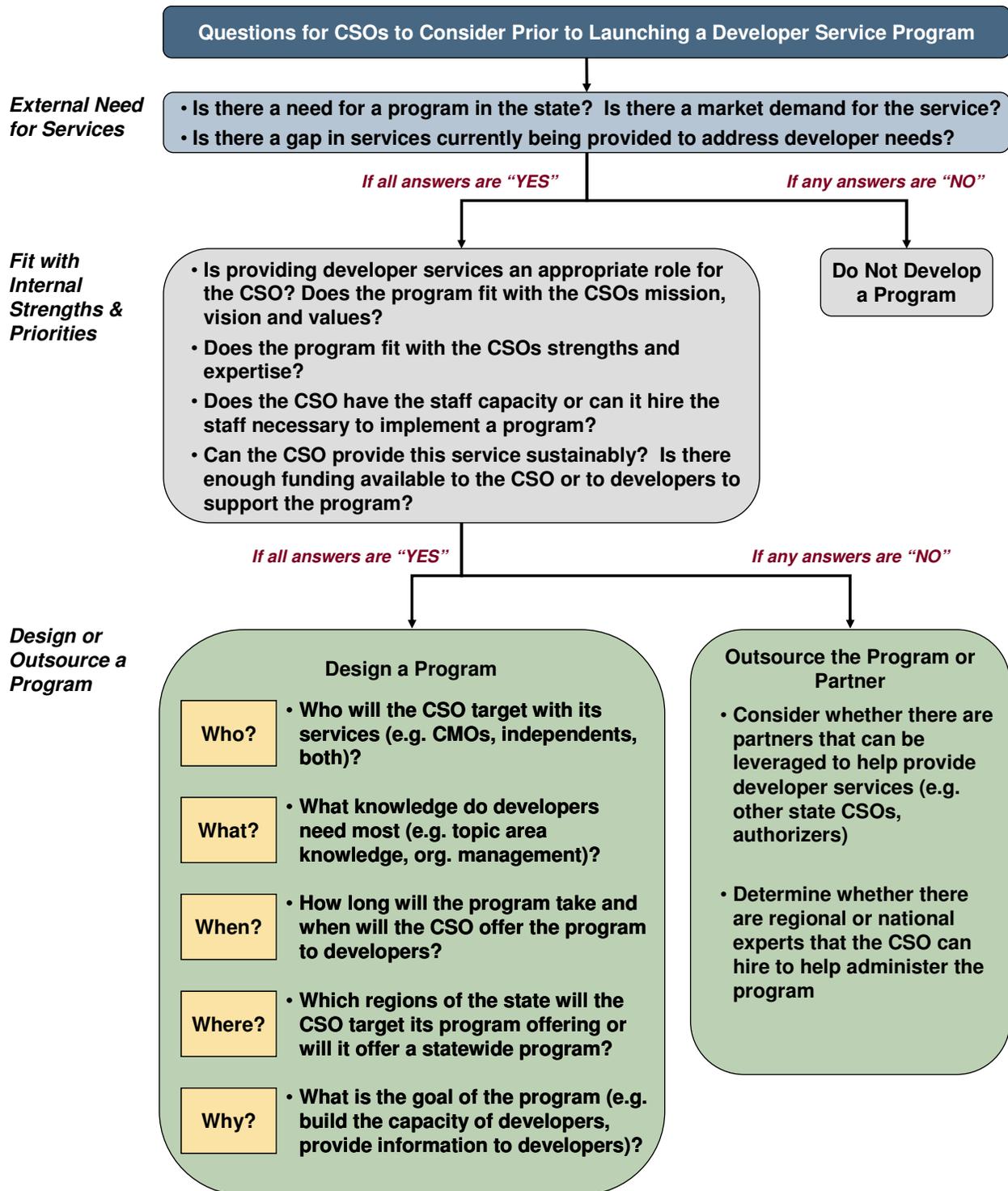
- Reducing travel costs by hiring more local experts to lead workshops rather than state experts

- Reducing travel costs by delivering some of the Charter Launch curriculum online or via webinars

- Reducing staffing costs by rearranging staff responsibilities to reduce the number of FTEs dedicated to the program

- Increasing fees charged to Charter Launch developers

Conclusion

Charter Launch is just one example of how a CSO might think about developing a program to improve the quality of new charter schools in their state. This program serves as a model for CSOs interested in developing the capacity of charter school developers to evolve into high quality charter school operators.

CCSA considered several issues before developing Charter Launch. In particular, the Association determined that there was a need for developer services in California and recognized that providing these services fit with their internal strengths, mission and priorities. Other CSOs will face different circumstances than CCSA did that they will need to consider before designing or adapting developer services for their state. Considering the internal and external needs of the CSO will help to ensure that any developer service program addresses local needs and can be sustainably provided. The following decision tree provides an instructive framework for other CSOs to consider before launching their own program.

Questions for CSOs to Consider Prior to Launching a Developer Service Program

External Need for Services

- Is there a need for a program in the state? Is there a market demand for the service?
- Is there a gap in services currently being provided to address developer needs?

If all answers are "YES"

If any answers are "NO"

Fit with Internal Strengths & Priorities

- Is providing developer services an appropriate role for the CSO? Does the program fit with the CSOs mission, vision and values?
- Does the program fit with the CSOs strengths and expertise?
- Does the CSO have the staff capacity or can it hire the staff necessary to implement a program?
- Can the CSO provide this service sustainably? Is there enough funding available to the CSO or to developers to support the program?

Do Not Develop a Program

If all answers are "YES"

If any answers are "NO"

Design or Outsource a Program

Design a Program

| Who? | • Who will the CSO target with its services (e.g. CMOs, independents, both)? |

| What? | • What knowledge do developers need most (e.g. topic area knowledge, org. management)? |

| When? | • How long will the program take and when will the CSO offer the program to developers? |

| Where? | • Which regions of the state will the CSO target its program offering or will it offer a statewide program? |

| Why? | • What is the goal of the program (e.g. build the capacity of developers, provide information to developers)? |

Outsource the Program or Partner

- Consider whether there are partners that can be leveraged to help provide developer services (e.g. other state CSOs, authorizers)

- Determine whether there are regional or national experts that the CSO can hire to help administer the program

Charter Launch Toolkit[13]

Table of Contents   **Page**

---

[13] CCSA has granted permission for other CSOs to use these tools and adapt them for their own needs

APPENDIX: CCSA's Suite of Quality Services

CCSA Promotes Quality through Standards and Services

CCSA's Quality Standards
- High student achievement
- Ethical leadership
- Continuous focus on improving quality over time
- Responsible governance
- Fiscal accountability

CCSA's Quality Services

| Pre-Authorization | Post-Charter Approval and Launch | Charter Renewal |

Training and support to developer teams
Start-up funding for new charter schools ⟶

Coaching in Yrs 1-3

Encourage third-party quality review
Student performance management database
Online community resource

⟵ Advocacy on quality issues, e.g., standards setting, special education ⟶

Source: California Charter Schools Association, June 2009

APPENDIX: Overview of the Four Phase Charter Launch Process

Key Decision Points for CCSA

Source: CCSA Presentation, Improving access to high quality charter schools in California's high need communities, National Charter Schools Program Showcase April 2007

APPENDIX: Charter Opportunity Index and Zone

Details of Charter Opportunity Index and Zone

The Charter Opportunity Index uses mapping software to identify and target areas in need of support for charter school development. This process starts with mapping schools in Program Improvement Years Three to Five, as the first indicator of need. Next, the failing school's immediate community is identified by drawing a 3-mile radius around it. All of the charters within that area are then mapped, as the second indicator of need. A combination of a failing school and one or no charters (blue zones) indicate potential target areas for the Association's School Development team. Based on the Zone map, the School Development team identifies the blue zone areas for which they want to create a Charter Opportunity Index.

The Index calculates a specific "supply" and "demand" score for the three-mile community around a failing school. The supply score combines six key variables for the failing school that indicate academic quality and achievement (e.g., Program Improvement status, student-teacher ratio, etc.) and one variable for the number of charters in the area. When the school's factors indicate it does not meet even the average state level and charters are few, the "supply" of high-quality academic options for children is low. The "demand" score includes four key community demographic variables: underrepresented minority and foreign-born residents, poverty, and high school graduation rate. If the community factors do not meet the minimum of the state's averages, the "demand" for high-quality charters is high. The two scores are combined into one Index score, and if it is high, the area is green-lit as a candidate for growth.
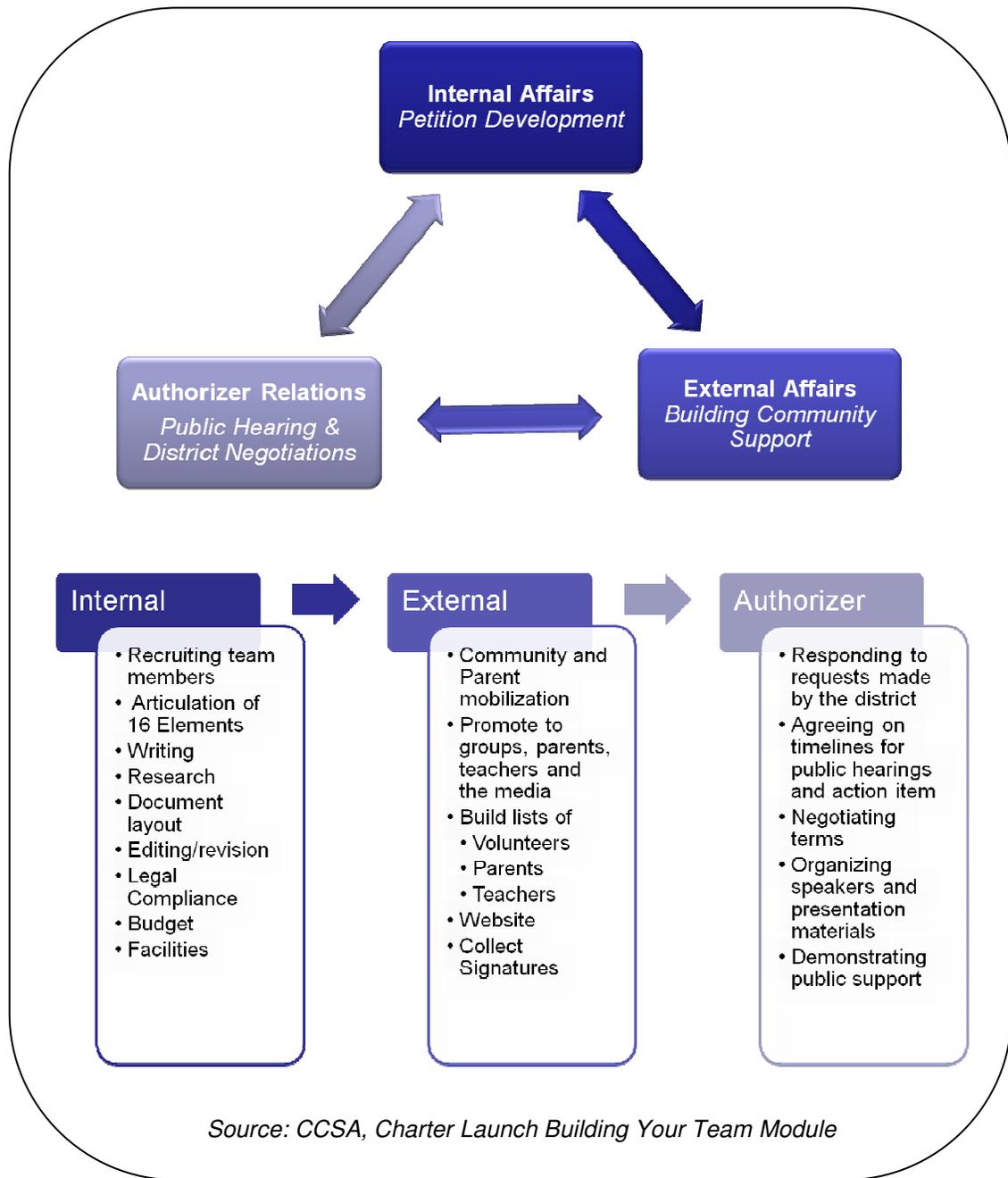
Source: Charter Trends, December 2008

APPENDIX: School Development Team Skills Inventory - *A tool for teams to assess their emerging skills and gaps*

Charter Launch

Phase: Development **Module: Team Building**

School Development Team Skills Inventory
The intent of this skills inventory is to identify where Teams need more assistance. Please check the areas your team has experience. Please list any additional skills or experience as deemed appropriate

Names of Founding Team Members	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
Administrative																		
Advertising																		
Architecture																		
Authorizer Relations																		
Business Plan																		
CBO Knowledge and Relationships																		
Communications																		
Community Outreach																		
Consulting																		
Curriculum Development																		
Database Management and Communication																		
Desktop Publishing/ Word Processing																		
District Knowledge																		
Education																		
Facilities																		
Financial Planning / Management																		
Fundraising																		
Governance/Boards																		
Grant Writing																		
Human Resources																		
Information Technology																		
Instructional Practices																		
Legal																		
Local Policies																		
Management																		
Marketing																		
Non Profit/ Incorporation																		
Parent Relations																		
Philanthropy																		
Political Relationships																		
Project Management																		
PTA/Family Engagement																		
Public Relations																		
Real Estate																		
Sales																		
School District																		
Strategy Planning																		
Teaching Experience																		
Team Management																		
Technical Writing																		
Volunteer management																		
Web Development																		

Source: CCSA

APPENDIX: Three Major Functions of Developer Teams

Internal Affairs
Petition Development

Authorizer Relations
Public Hearing & District Negotiations

External Affairs
Building Community Support

Internal

- Recruiting team members
- Articulation of 16 Elements
- Writing
- Research
- Document layout
- Editing/revision
- Legal Compliance
- Budget
- Facilities

External

- Community and Parent mobilization
- Promote to groups, parents, teachers and the media
- Build lists of
  - Volunteers
  - Parents
  - Teachers
- Website
- Collect Signatures

Authorizer

- Responding to requests made by the district
- Agreeing on timelines for public hearings and action item
- Negotiating terms
- Organizing speakers and presentation materials
- Demonstrating public support

Source: CCSA, Charter Launch Building Your Team Module

California Charter Schools Association: Charter Launch

APPENDIX: Charter Launch Letter of Agreement

Scope of Work and Letter of Agreement
for the CHARTER LAUNCH Program

<mark>SCHOOL NAME HERE</mark> (School Development Team) has been selected as a Charter Launch program participant. Cohort three will begin in **January 2009** to open a new charter school in **2010,** located in the <mark>SCHOOL DISTRICT HERE</mark> school district. Charter Launch (the Program) is a program of the California Charter Schools Association ("The Association"), a membership and professional organization with a mission to increase student achievement by strengthening and expanding California's quality charter schools movement. To ensure high quality charter schools, Charter Launch prepares Development Teams for petition submission and approval through an extensive support program. By executing this Agreement ("Agreement"), you agree to abide by all of the requirements set forth herein for Charter Launch, California Charter Schools Association's *Quality Standards*, as well as any additional requirements that the Association may impose.

Please review this Agreement in its entirety prior to signing as it contains significant commitments that the Association is making to you, as well as commitments that you are making to the Association. In order to confirm your participation in the Program, we will need to receive a signed copy of this agreement from you **no later than the first Charter Launch module, Fundamentals.**

This Agreement articulates the intent of Charter Launch; delineates expectations of participants; and provides the general schedule of activities. Participants should review the terms carefully and return this agreement with all required signatures in person or by mail to:

Charter Launch
California Charter Schools Association, Attn Willow Harrington
200 Pine Street, 8th Floor
San Francisco Ca 94110

THE MISSION OF CHARTER LAUNCH PROGRAM

The mission of Charter Launch is to increase model education choices by supporting committed school development teams through training, technical support and advocacy.

The Goals of Charter Launch are:

- To cultivate and provide participants with experienced facilitators, industry leaders, and charter advocates;
- To provide an inclusive structured program that leads teams through the charter development process, connects them to charter and movement resources, and provides continuous evaluation and assessment;
- To support diverse, skilled teams who are motivated to improve public education and dedicated to providing quality choice for local communities;
- To increase the number of quality schools that are models of sustainability and best practice;
- To model program excellence and sustainability, by maximizing replicable operational effectiveness and efficiency.

SUPPORT PROVIDED BY THE CHARTER LAUNCH PROGRAM

In order to ensure that participating Development Teams have the greatest potential for long-term success, the program is delivered through four program phases: Assessment, Development, Approval, and Implementation.

- The **Assessment Phase** evaluates the Development Team's background and proposed plan to create a comprehensive and tailored program with timetables and benchmarks. This plan includes specific support for petition preparation, submission and planning of the proposed school.
- The **Development Phase** provides the Development Team with the most critical and relevant content to founding a high quality school, while supporting the Team's charter petition writing. By the end of this phase, the Development Team will have an understanding of the charter development process and a vetted charter petition.
- The **Approval Phase** leads the Development Team through local authorizer relations and strategies related to petition approval. If necessary, additional strategies will include the appeal process to the County or State Board.
- The **Implementation Phase** supports the Development Team in developing an action plan to prepare for school opening.

Throughout the four phases of Charter Launch, the program includes:

- Ongoing 1-to-1 and cohort coaching and assessment ;
- Content support and guidance in educational program design, business and financial systems, governance, and school policies;
- Petition draft guidance;
- Thorough, pre-submission petition review and vetting;
- Facilitated 1-to-1 training to prepare for Authorizer meetings and Board presentations;
- Community outreach and engagement strategies;
- Recommended school visits;
- Ten hours of individual expert consultation;
- Potential appeals support;
- Charter implementation planning;
- Articulation with support programs for ongoing quality improvement.

ASSOCIATION MEMBERSHIP and COMMITMENT TO QUALITY

Membership in the California Charter Schools Association is required to participate in Charter Launch. To promote and recognize quality schools, all Association member schools commit to undertaking an external quality review or accreditation process that is formally aligned with the Association's *Quality Standards.* Developed by the Association's elected Member Council and vetted extensively by the full membership, the *Quality Standards* define school quality in terms that fully accommodate the diversity of the charter movement. These standards are: Student Academic Achievement First; Ethical Leadership; Continuous Focus on Increasing Quality; Responsible Governance; and Fiscal Accountability.

In summary, a Charter Launch Development Team must:

I. Be a member of the California Charter Schools Association in good standing;

II. Commit to developing a school that aligns to and embodies the *Quality Standards*; and

III. Commit to initiating an Association-approved third party review/accreditation process no later than prior to the conclusion of the third year of operation.

CHARTER LAUNCH PROGRAM PARTICIPATION REQUIREMENTS

Participation requirements for Development Teams are as follows:

IV. The Development Team is required to complete all Development modules and assignments as outlined in the Program Plan, in consultation with the Charter Launch Facilitator;

V. The Development Team will write their own petition, including all revisions;

VI. All Development Team members are expected and required to participate in the Program and all related activities in a professional and ethical manner.

CHARTER LAUNCH RESERVES THE RIGHT

In order to align with the Association's goal to ensure high quality schools, Charter Launch reserves the right to disenroll Development Teams from the Program, given these conditions:

VII. A pattern of non-attendance to Charter Launch cohort workshops;

VIII. Failure to make scheduled payments without making satisfactory alternative arrangements with the Association;

IX. A pattern of tardy or incomplete assignment progress toward petition completion;

X. Failure to make adequate progress with team building/capacity, school design, or other core elements of the development process or reasonable effort to secure assistance when in trouble;

XI. Team or individual behaviors or actions deemed unprofessional or unethical; or

XII. Failure to address identified deficiencies in the petition prior to submission may result in Association's withdrawal of advocacy support up to the final stage of approval.

The Regional Charter Launch Facilitator and Regional General Manager will make appropriate recommendations regarding the disenrollment from the Charter Launch program.

SCHEDULE

Charter Launch Modules will be scheduled in collaboration with participating schools in advance of each calendar year to ensure maximum participation by all Development Teams. All other Team and Facilitator meetings and 1-on-1 meetings will be scheduled around Development Team requirements. The schedule below is intended as a general guideline.

CL PHASE	CL MODULE	TIMELINE
ASSESSMENT	Assessment and Tailoring	Jan
DEVELOPMENT	Fundamentals	Jan-Feb
	Mission and Vision	Jan-Feb
	Community Engagement	On-going
	Team Building	Jan-Feb
	Educational Program	Feb
	Budgeting and Reporting	March
	Governance	April
	Facilities Planning	April
	Special Education	May
	HR and School Policies	May
	Authorizer/Community Relations	On-going
	Recommended Site Visits	Jan-May *(Suggestions Provided)*
	Expert Time	Jan-May *(By Arrangement)*
APPROVAL	Petition Review	June
	Mock Authorizer Presentation	June
IMPLEMENTATION	Implementation/Action Plan	July-August
OVER 120 HOURS OF DIRECT SUPPORT, INCLUDING:		
– 10 Hours of One-On-One Expert Time	– Final Full Petition Review	
– Recommended Site Visits	– Authorizer Relations and Advocacy	
– Petition Draft Support	– Grant Support	
– Budget Template and Development Support	– Post-Submission Action Plan	

FEES

The cost to deliver the Charter Launch program services is $12,000 per school Development Team, which includes the California Charter Schools Association Developer Membership fee ($1,500). Payments are due as determined by the terms of this contract.

- $1,500 Developer Membership fee due prior to beginning Charter Launch (payment plans available).
- $1,500 due prior to attending the Budget and Reporting module (set Date here)
- $3,000 due prior to attending Authorizer Relations module (set Date here)
- $6,000 at the completion of Charter Launch

At least $6,000 of the Charter Launch fees has to be paid in order to receive petition review and political advocacy

If Development Teams can demonstrate financial need, payment plans can be arranged. All payment plans MUST be finalized and in writing PRIOR to program enrollment and are at the sole discretion of the Charter Launch staff. In the instance when payment plans are granted, all fees ($12,000) must be paid in full at the completion of Charter Launch.

Any additional expenses incurred during the Charter Launch program are the responsibility of the participating Development Team.

SIGNATURE

We, the undersigned Developers (e.g. team leader, executive director, director, principal) of the Development Team for <mark>NAME OF SCHOOL</mark> assert that we have read, understand, and agree to comply with all requirements to enroll in the Charter Launch program outlined herein and acknowledge that failure to do so may result in the termination of our matriculation in the program and no refund will be given.

Date	
Team Lead (Name)	
Phone	**Email**
Second Team Lead	
Phone	**Email**
Mailing Address	

Team Lead Signature_____   **Date** _____

Team Member Signature _____   **Date** _____

Team Member Signature _____   **Date** _____

Team Member Signature _____   **Date** _____

Team Member Signature _____   **Date** _____

Source: CCSA

APPENDIX: Charter Launch Intake Form

CHARTER LAUNCH INTAKE FORM		
I General Information		
Name (s):		
Proposed School Name/Organization:		
Mailing Address:		
City/State/Zip:		
County:	Year to Open:	Grades:
Phone:	Fax:	
E-Mail:	Web:	

II Overview Of Planned School
1) What drove you to want to start a school?
2) What is your mission?
3) What community/neighborhood do you want to serve?
4) What is your school structure?
5) What instructional methods will you utilize?
6) What educational goals do you want to achieve for your students?
7) Who is on your planning team?
8) What kind of partnerships do you have in the community/neighborhood you want to serve?

III Current Status
1) Have you met with your Authorizer representative?
2) What preparation have you made toward writing your petition?
3) What planning grants have you applied for?
4) Do you have a facility for your school?
5) Do you have non-profit status and or incorporation?

IV Assessment					
What areas do you feel you need the most assistance?					
Team	□	Mission	□	Community Relations	□
Educational Plan	□	Governance	□	Special Education	□
Fundraisings	□	Human Resources	□	Authorizer Relations	□
Financial Planning	□	Facilities Planning	□	Petition Writing	□

V For Further Review, Please Attach Copies Of:			
Team Bios/Resumes	□	Charter Petition	□
Grant Application	□	Executive Summary	□

VI Replications					
What factors have contributed to your self-assessment of readiness to replicate?					
Academic Achievement	□	Mission	□	Political opposition	□
Wait list, lottery	□	Grade expansion	□	Governance (stay the same/change?)	□
Facilities	□	Leadership	□	Authorizer Relations	□
Financial Planning	□	Political support (allies)	□	Petition Writing (replicable elements)	□

VII Internal team notes on results of capacity interview for replications:			
Team Bios/Resumes	□	Charter Petition	□
Grant Application	□	Executive Summary	□
Assessment:			

Replication Readiness and Capacity Assessment

CCSA encourages successful charter schools to replicate their models as a key growth strategy for the movement. The Association focuses its resources to support individual (non-networked) schools wishing to expand their reach by adding grade levels or replicating existing grade and programmatic offerings in a different location (with same student target population). The following are offered as guidelines for field staff assessing readiness to replicate; these are not defined thresholds that determine support, but areas for inquiry. Strengths and weaknesses may emerge in various combinations – none of these areas is mutually exclusive.

What's the secret sauce? It is often the case that successful schools who wish to expand don't have a complete or clear view of what are the critical elements of their success without which they can't replicate. Schools wishing to replicate should ideally engage in some form of formal or strategic assessment of their strengths and weaknesses to gain a clear understanding of what the key ingredients need to be to succeed in a new school. A keen understanding of what elements to keep the same, which to 'tweak' to address new circumstances, and which to actively disengage from, is an indicator of readiness to replicate. One recommended path to gaining that clarity is through our aligned third-party review processes – Cambridge, Insight and WASC.

Areas for inquiry:

1. Programmatic Strength: How is success defined for the school? Is it a strong and innovative pedagogical point of view? Culture of teaching and learning? Niche population served? Need? Demand? What is the ratio of applicants to open spots in the last two lottery cycles? (Note: since there isn't a standard definition or way to collect waitlist data, this is our preferred way to assess demand)

2. Life Cycle: Has the school successfully navigated first renewal (five year terms)? Were there any significant obstacles to approval on operations, governance, finance, or academic record? Were any of these obstacles well founded, and if so, were they satisfactorily resolved? If not, does it have a minimum of three years of exceptional academic data?

3. Operations and Finance: Does the school have a complete record of clean audits? Have there ever been any concerns around fiscal management with the authorizer or partner providers or lenders?

4. Governance and Leadership: Is the vision to replicate broadly shared by the current charter board and does it have the capacity to execute on this expanded vision? Does it have the 'stroke' necessary to attract and sustain increasing philanthropy investment? What is the current percentage of contributed income in the current budget (standard is 14%). How does an expansion and replication strategy fit with the school leadership's succession plan? Is there active mentoring and recruitment of new talent to fill an expanded need for leaders at all levels? How will the governance structure change under the replication strategy? Single board? Shared operations?

5. Academic Success: While there are no rigid benchmarks currently defined beyond the legal minimums established as a baseline for renewal, the Association's emerging criteria for assessing high quality include:

   - Rigor – an absolute measure of academic success (in CA, defined as a raw score of 800 in the API or above). This measure is particularly relevant to later cycle schools (after first or second renewal)
   - Closing the Achievement Gap – how are students in significant subgroups performing relative to the state average for the highest achievers. Relevant to schools in every lifecycle stage.
   - Comparability – how does a school perform comparative to traditional schools in similar grade configurations within a five mile radius (or schools students might otherwise attend). Relevant to schools in every lifecycle stage.
   - Growth – how is the school's API trending? Three consecutive years of beating the growth target (by at least 5% is desirable). Particularly relevant for younger schools.

6. Authorizer Relations: If the school will be authorized by the same district, and has succeeded at first renewal, it is less likely that there will be significant opposition to a replication strategy, particularly if the program replicated demonstrates programmatic innovation or addresses a high need in the target geography. That said, schools wishing to replicate must be prepared to define how well their program will replicate in a different geography, a potentially different student population, or a different authorizer.

7. Community Support: What is the school's outreach plan to enter a new market? What partners and allies can be leveraged to engage the new community's support (elected, neighborhood councils, non profits, human service agencies, other charter leaders whose students might feed into the new school)

8. Facilities: What support does the school need to house their proposed program? New construction? District-provided facilities? Commercial leases?

Source: CCSA

APPENDIX: Charter Launch Job Descriptions

POSITION: DIRECTOR, NEW CHARTER SCHOOL DEVELOPMENT

SUMMARY
Responsible for:
- ✓ Directing the implementation of the Charter Launch program to support the development of new, high quality charter schools and the teams that lead them.

ESSENTIAL DUTIES
Provides leadership and management of statewide, tiered school development support program, (Charter Launch), working with local teams and partner providers to achieve program implementation at a high quality level and cohesion, and cross-collaboration with other Association teams. Implements and administers the Charter Launch program; ensures services and programs are provided to members in all aspects of new school development under the Charter Launch umbrella, in accordance with program goals; works with general managers and other charter launch staff to resolve major recruitment and operational problems, business plans and practices, and to ensure school data are accurate and complete; collaborates with staff to ensure new charter school openings are provided the support they need.

1. Recruitment and Program Awareness Leadership**:**
    a. Creates and executes an annual strategies and guidelines to identify and outreach to potential community and industry partners;
    b. Creates strong annual statewide program participant recruitment plans and strategies, supports staff to ensure local implementation; ensures active outreach for candidates in the startup and conversion modes;
    c. Creates consistent program marketing materials (with Marketing Team), talking points, printed materials, web copy, and other media.
2. Program and Content Management:
    d. Updates and manages program contracts and other legal agreements, manage participant payments agreements and communications with Billing Department;
    e. Recruits and contracts regional experts, collaborate across Teams to develop relevant technical support and workshops, work with Assistant Director to evaluate, update and standardize program content and delivery;
    f. Creates and sets program timelines and schedules.

3. Manages Program Implementation:
    g. Monitors, improves, and implements program assessment systems (work with Data Team) to ensure both program and participant (development team) quality, satisfaction, benchmarks, goals, and outcomes;
    h. Manages the process and relationships with external resources, including contracted content providers;
    i. Manages program and developer data, including managing school progress tracking (new schools number crunch), ensuring iMIS accuracy and effectiveness (with GM and Membership Team), provide reports and data to other teams;
    j. Refines and manage the petition review process and provide clear structure for local implementation (with GMs);
    k. Refines the structure and manages Mentoring Program (Charter Launch Phase 2), cultivates a pool of experienced industry leaders to provide continued school support; works with Quality Team to ensure alignment;
    l. Supports and oversees Assistant Director's management of cohort facilitation and progress.

4. Staff Leadership and Support:

  m. Maintain and model clear communication, collaboration, and articulation with other Teams, as appropriate;

  n. Provide ongoing support and local coverage, when needed;

  o. Provide and model clear channels for Team communication and feedback;

  p. Provide support to Assistant Director's work to improve and maintain training materials and sessions for Charter Launch Team.

5. Program Sustainability:

  q. Align, maintain, and monitor program mission and goals, annual outcomes and Quarterly Objectives (including Team cross-articulation), Association mission and strategic plan, and other Association support programs;

  r. Monitor staff "burn out" and provide "work smarter, not harder" guidance;

  s. Monitor billing and payment collection;

  t. Manage copyright process;

  u. Create and maintain a sustainable fiscal model;

  v. Research and improve/expand delivery models.

6. Participates in Association-wide committees and initiatives and assumes full or partial responsibility for projects designed to support the Association's mission.

7. Performs managerial duties; interviews applicants for employment; assigns and reviews progress of assignments; manages performance and recommends salary increases; and develops higher levels of expertise in staff members by encouraging further education, participation in seminars and providing learning opportunities within the department.

8. Maintains working knowledge of current school regulations, prospective legislation, local government or community activities that could impact on charter schools, and education research through reading, participation in seminars and other educational opportunities, and personal contacts in the field.

SECONDARY DUTIES

9. Performs related duties as required.

ENVIRONMENT/PHYSICAL ACTIVITY

The incumbent is in a non-confined office-type setting in which he or she is free to move about at will. The environment for this position is mostly clean and comfortable but may include some minor annoyances such as noise, odors, drafts, etc. In the course of performing this work, the incumbent:

- Will spend time sitting and utilizing the computer, standing/walking throughout the facilities.
- Must travel via personal vehicle or public transport to off-site meetings.
- May lift up to 15 lbs periodically.

POSITION REQUIREMENTS

These specifications are general guidelines based on the minimum experience normally considered essential to the satisfactory performance of this job. Individual abilities may result in some deviation from these guidelines. To perform effectively in this position, the incumbent must have:

- A working knowledge of charter school regulations and local policies on education.
- Knowledge of the education system and practices within the State. Teaching or school administrative experience would be useful.
- Experience in major project management from inception through delivery
- Supervisory skills to manage a small staff, and leadership skills sufficient to effect change.
- General computer skills in Microsoft Office programs.
- Strong evaluation of information and problem solving skills.

- Strong organizational skills including ability to identify needs of membership and determine how to meet those needs.
- Ability to work effectively with people of diverse cultures, ages and backgrounds.
- Very effective oral and written communications skills sufficient to write reports, study and interpret complex data and documents, and develop/implement presentations for the public and others. A demonstrated facility for effective public speaking.
- Ability to work effectively both independently and as a team player
- Current California driver's license and State-required insurance when using personal vehicle on Association business
- A keen appreciation and understanding of the Association's mission and philosophy including dedication and commitment to:

  - ✓ Creating a professional environment that supports the mission, goals and values
  - ✓ The success of the organization through active participation and cooperation with team members
  - ✓ Improving public education
  - ✓ Continuous professional development

Typically, these skills and experience result from a combination of education and experience that includes a degree in education, marketing, business or public administration or related area, and experience in teaching and/or school administration and/or or similar work. The incumbent must be able to perform this job safely, with reasonable accommodation if necessary, without endangering the health or safety of him/herself or others.

POSITION: CHARTER LAUNCH FACILITATOR

SUMMARY
The California Charter Schools Association seeks a highly organized Facilitator to implement the Association's premier school development membership support program, Charter Launch. The Charter Launch Facilitator will work with the Director of School Development and collaborate with the statewide Charter Launch team, Quality Team, and Knowledge Management Team to provide support and advocacy to participants seeking to develop high-quality charter schools. This position has the potential for rapid professional growth.

REPRESENTATIVE DUTIES:
The Charter Launch Facilitators primary responsibility will be to provide resources and support to developing schools through the Charter Launch program. This includes providing technical support and guidance to regional charter development teams, managing regional program implementation, and cross-collaboration with other Association teams and charter experts. Duties include:

RECRUITMENT AND PROGRAM AWARENESS
- o Support General Manager in recruiting prospective participants; and
- o Evaluate viable candidates and conduct the program enrollment process.

PROGRAM AND CONTENT
- o Support the Director in recruiting regional charter content experts;
- o Manage regional timelines and schedules;
- o Work with Director to update program content, presentations, and activities;
- o Monitor and standardize content experts' presentations, and delivery; and
- o Manage, archive, and disseminate program materials.

IMPLEMENTATION
- o Manage regional program cohorts, including, facilitating regional workshops, providing technical support, working with content experts, and maintaining effective, frequent communication with the statewide program team;
- o Implement ongoing assessments of the program and participant progress to ensure quality, satisfaction, and successful completion of goals, benchmarks, and outcomes;
- o Manage cohort data, including program tracking, and compiling regional reports;
- o Lead regional charter petition reviews; and
- o Maintain clear communication and articulation to other Association teams, as appropriate.

SUSTAINABILITY
- o Work with statewide Charter Launch team to ensure program alignment with Association mission and strategic plan, and other Associations support programs; and
- o Maintain a high-level of communication and collaboration with the statewide Charter Launch team.

POSITION REQUIREMENTS
These specifications are general guidelines based on the minimum experience normally considered essential to the satisfactory performance of this job. Individual abilities may result in some deviation from these guidelines.
To perform effectively in this position, the incumbent must have:
- Strong organization and management skills, with the ability to manage multiple projects, and meet fast-paced deadlines.
- The ability and motivation to quickly learn and implement program content.
- The ability to work well both independently and in teams, while maintaining effective communication.

- Strong evaluation and problem solving skills.
- Effective oral and written communication skills with the ability to write reports, study and interpret complex data and documents, and develop/implement presentations.
- A working knowledge of charter school regulations and the public education system. Experience with Los Angeles Unified School District is preferred.
- General computer skills in Microsoft Office programs.
- Ability to work effectively with people of diverse cultures, ages and backgrounds.
- Current California driver's license and State-required insurance when using personal vehicle on Association business.
- A keen appreciation and understanding of the Association's mission and philosophy including dedication and commitment to:
  - ✓ Creating a professional environment that supports the mission, goals and values
  - ✓ The success of the organization through active participation and cooperation with team members
  - ✓ Improving public education
  - ✓ Continuous professional development

Typically, these skills and experience result from a combination of education and experience that includes a degree in education, marketing, business or public administration or related area, and experience in teaching and/or school administration and/or or similar work.

The incumbent must be able to perform this job safely, with reasonable accommodation if necessary, without endangering the health or safety of him/herself or others.
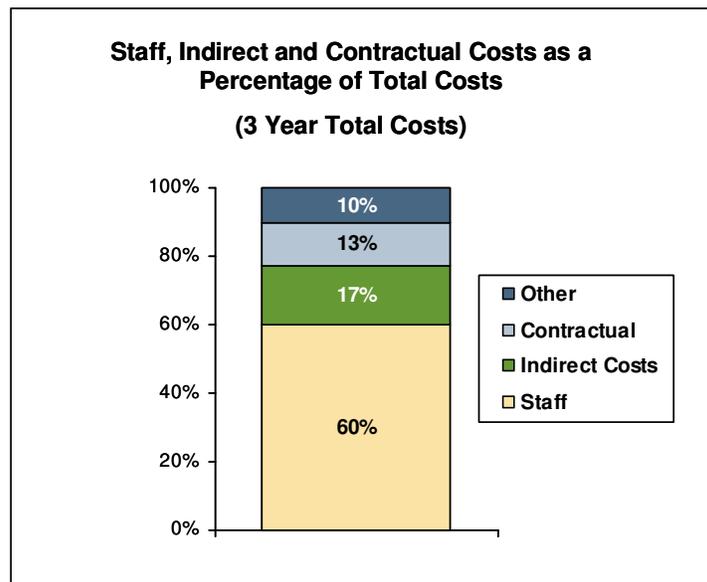
APPENDIX: Charter Launch Financial Model

Charter Launch Financial Model				
Revenues	**2006-07**	**2007-08**	**2008-09**	**3 yr Total**
U.S. DOE Grant	1,266,667	1,266,667	1,266,667	3,800,000
CCSA General Operating Funds/Participant Fees*	$ 246,514	$ 223,255	$ 233,786	$ 703,556
Total Revenues	**$ 1,513,181**	**$ 1,489,922**	**$ 1,500,453**	**$ 4,503,556**
Expenses	**2006-07**	**2007-08**	**2008-09**	**3 yr Total**
Staff Salaries & Benefits	$ 864,000	$ 898,560	$ 934,502	$ 2,697,062
Travel	$ 21,000	$ 21,000	$ 21,000	$ 63,000
Equipment & Supplies	$ 28,215	$ 5,715	$ 5,715	$ 39,645
Contractual Expenses[†]	$ 323,359	$ 141,500	$ 141,500	$ 606,359
Indirect Costs	$ 250,947	$ 246,237	$ 248,825	$ 746,009
Other[^]	$ 25,660	$ 176,910	$ 148,910	$ 351,480
Total Expenses	**$ 1,513,181**	**$ 1,489,922**	**$ 1,500,453**	**$ 4,503,556**

* Includes philanthropic funding from CCSA's general operating funds

[†] Includes publishing, consulting, evaluation, website, database management

[^] Includes training stipends, knowledge dissemination, training, software, etc.

Staff, Indirect and Contractual Costs as a Percentage of Total Costs

(3 Year Total Costs)

- Other — 10%
- Contractual — 13%
- Indirect Costs — 17%
- Staff — 60%

Source: CCSA

California Charter Schools Association: Charter Launch

APPENDIX: Evaluation Matrix

Evaluation Matrix: Outcome Measures, Benchmarks, Data and Reporting

Outcome Measure	Bench-mark	Types of Data	Collection Timeframe	Methods
1. SAN DIEGO MODEL				
To convene stakeholders in restructured schools to outline process	Produce written model for restructuring	Qualitative, process	Fall 06	Sign-in sheets, focus groups, interviews
To publish a case study detailing a workable, replicable model for restructuring and to disseminate it	Dissemination of model on schedule	Timing of dissemination, channels, and recipients	Spring 07, ongoing	Internal records of model dissemination
To host well-attended regional summits in five targeted districts to present the model	Attendees linked to PI schools, districts	Attendance, job titles and employers of attendees	Fall 07	Sign-in sheets, registration records
To host five successful visits from SEAs, school districts and schools to learn about the restructuring model	Attendees rate model at least 4 on 1-5 scale	Attendance and rating of model quality	At each visit: yrs 2 and 3	Feedback form
2. CREATE SCHOOLS				
Enroll 65 developer groups in LA, SD, Oakland, San Bernardino, Fresno in Charter Launch	Yr 1: 15 Yr 2: 25 Yr 3: 25	Enrollment, type of developer, location	Fall each yr	iMIS internal data tracking
10 of 65 enrolled will be restructurings of existing failing schools	Yr 2: 5 Yr 3: 5	Enrollment, type of developer, location	Fall each yr	iMIS internal data tracking
52 of 65 will receive petition, open school and enroll in CCQI, including 10 restructuring schools	Yr 1: 12 Yr 2: 20 (5 restr) Yr 3: 20 (5 restr)	# approved petitions, # schools open, # enroll in CCQI	June each yr	iMIS internal data tracking
30,500 new charter school students in three years in targeted districts	Yr 2: 3,000 Yr 3: 13,750 09-10: 13,750	# students enrolled	Annual when CBEDS data is available	State data from CBEDS, iMIS internal data tracking
In their first three years of operation, 100% of schools will be involved in or complete a 3rd-party quality review	Yr 3: 12 09-10: 20 10-11: 20	Internal records of quality review	As scheduled	iMIS internal data tracking
Charter schools created through this grant will be higher performing, as measured by state assessments, than the 3 closest neighboring schools serving similar populations	# charters that are higher performing: Yr 3: 12 09-10: 32 10-11: 52	API score, exit exam pass, CSTs, API growth, AYP (disaggregated by subgroup)	ID similar schools: Sept 07, 08, 09 Achievement data available: Aug 08, 09, 10	Similar schools' demographics via GIS system using state CBEDS; Achievement data via state STAR system; analyze via STATA software
Participating charter leaders will actively apply the tools and information received from the Association	Each yr, leaders indicate high relevance and high match with needs	Answers to open-ended and closed-ended questions on relevance and match w/highest needs	Annual in June	Annual survey with comparison to teacher survey results, TA requests
3. FACILITIES				
100% of start-up charters in target districts (supported by Association) receive certificate of occupancy (C of O) and open on schedule in adequate facilities	# of Schools with certificate of occupancy and opened: Yr 2: 12 Yr 3: 15 09-10: 15	Proof certificate of occupancy, schools open	Annual, June – Sept	iMIS internal data tracking

Outcome Measure	Bench-mark	Types of Data	Collection Timeframe	Methods
Attract $100 million in private capital for charter school facilities in five target districts (to benefit schools created by grant after grant period)	Fund fully funded by end of Year 1	# and names of lenders, amount committed	End of Yr 1	Internal documents, agreements w/ lenders
4. DISSEMINATION & EVALUATION				
Best practices on all aspects of operating successful charter schools will be available on Web site	By FY 07, Web info on governance, teaching/ learning, business/financial, facilities, data management, parent/ community involvement, special education	Presence on Web of best practices in all areas	Fall 07	Evidence Web site has information
San Diego model will be available on Web site and in a booklet	Booklet in print and on Web on time	# booklets printed, date avail, date on Web	Summer 07	Evidence Web site has info and booklet available
Charter Trends will be published annually in print and on the Web	Report printed and on Web on time	# reports printed, date available, date on Web	Annual, Dec	Evidence Web site has info and report available
Disseminate Charter Trends and San Diego model nationally through at least 2/yr presentations at conferences or meetings	2 presentations/yr	# presentations, type of audience, # attending	Annual, end of yr	Conference or meeting agendas
Press releases about Charter Trends and San Diego model will receive positive coverage in at least one major newspaper	Coverage at least 1x/yr in major newspaper	# of charter stories on Association's press releases	Monthly summary	Track major CA newspapers, national newspapers, education publications, web news and education news outlets
Weekly Charter Journal Online listserv membership will grow from 3,550 to 5,000 by end of grant	End Yr 1: 4,035 End Yr 2: 4520 End Yr 3: 5,000	# listserv subscribers	Monthly	iMIS internal data
Charter Journal Magazine, which disseminates best practices in every issue, will increase subscribers from 9,700 to 15,000 by end of grant.	End Yr 1: 11,465 End Yr 2: 13230 End Yr 3: 15,000	# magazine subscribers	Quarterly	iMIS internal data
Disseminate biannual Knowledge Briefs on federal formula grants and programs via email to all California charter schools	Twice yearly Knowledge Briefs	Copies of Knowledge Briefs, dates of Knowledge Briefs, copy of email to schools	Annual fall and spring	Copies of Knowledge Briefs, list of recipients of emails
Annual conference featuring best practices workshops will attract more than 2,000 participants and will include a special strand of workshops on federal funds and programs	Annual conference attracts 2,000, federal funds workshops given at all	# attending, regions from, job titles, districts, workshops available	Annual, spring	Conference agenda, database of attendees
Conduct at least 70 online or in-person workshops and events/yr on best practices, including 4 in-person workshops on federal grants and programs, each in a different region of the state, plus 1 online federal-funding workshop annually	Annual: 70+ events, 5 on federal funds	# workshops or events, location, types, # attending, region, job title, district	Annual, winter for federal funds	Annual calendar of workshops and events, sign-in sheets or registration records in iMIS
Produce a booklet about federal funds and programs that contains the info and tech assistance provided by Association to charter schools for distribution to all California charter schools — add same information to Web site	Annual booklet or updated booklet published sent to all charter schools	# booklets printed, recipient list	Annual, in fall	Mailing list

Source: CCSA

California Charter Schools Association: Charter Launch

About

The **California Charter Schools Association** is the membership and professional organization serving 750 charter public schools that serve over a quarter million charter school students in the state of California. The Association's mission is to improve student achievement by supporting and expanding California's quality charter public school movement (www.myschool.org).

The **National Alliance for Public Charter Schools** is the leading national nonprofit organization committed to advancing the charter school movement. Its goal is to increase the number of high-quality charter schools available to all families, particularly in disadvantaged communities that lack access to quality public schools. The Alliance provides assistance to state charter school associations and resource centers, develops and advocates for improved public policies, and serves as the united voice for this large and diverse movement.

Guided by the belief that every life has equal value, the **Bill & Melinda Gates Foundation** works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life. Based in Seattle, Washington, the foundation is led by CEO Jeff Raikes and Co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett.

FSG Social Impact Advisors (www.fsg-impact.org) is a nonprofit 501(c)(3) organization, founded in 1999 as Foundation Strategy Group by Mark Kramer and Harvard Business School professor Michael Porter. FSG is dedicated to accelerating social progress by advancing the practice of philanthropy, nonprofit organizations and corporate social responsibility through its consulting services, original ideas and research, and multi-year action initiatives.