Addressing Both Sides of Charter Quality: Improving Authorizing Practice + Growing

Quality Charter Organizations through the Dissemination of Frameworks & Supports

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Introduction

       The California Charter Schools Association (CCSA) has committed to increasing student learning by growing the number of high quality charter schools and increasing the number of families choosing high quality charters such that no child is denied the right to a great public education. We aim to achieve this mission through advocacy, technical and strategic supports, and a focus on research and accountability for both charters and authorizers. California has the largest number of charter schools (1,275), charter students (628,849) and authorizers (1,194) in the nation. In California, charter schools are primarily authorized by local school districts, with county offices of education and the State Board of Education able to authorize charter schools on appeal (or in a small number of cases, to directly authorize statewide- or countywide-benefit charters). This has led to a landscape in California where the majority of authorizers with charters (95%) oversee a relatively small number of charter schools (i.e. fewer than 10), with a majority of this group (90%) having less than 5 charter schools in their portfolio.

       CCSA has observed that for authorizers with relatively few charter schools in their portfolio, authorizer oversight and charter quality are often weak. Other challenges impacting authorizer effectiveness are outdated educational policies for renewing charters, unclear fiscal, operational and governance standards and the lack of any oversight or accountability for authorizers in California. Thus, charter school renewal determinations often devolve to the relative friendliness or hostility to charter schools in the local political climate. With increasing frequency, CCSA is also documenting instances of rapidly growing charter schools specifically targeting small, low capacity school districts for authorization (e.g., a small school district with only a thousand students authorizing a portfolio of rapidly growing charter schools serving

nearly 15,000 students across five counties). Small districts are incentivized to continue authorizing these charters with very little oversight, irrespective of their performance, due to the oversight fees these charter schools generate. Also, in California about one quarter of all charter schools are non-autonomous schools that lack control over their governance, budget or staffing. When school districts choose to open these district-dependent charter schools (in some cases to offer a curricular model or grade level program they would otherwise not provide), they have little-to-no incentive to close down these charter schools when they underperform.

The lack of authorizer accountability and disincentives to close underperforming schools, combined with a fractured and highly political authorizing climate has led to unbalanced treatment of charters and a climate of uncertainty, even for larger authorizers. This has impacted charter renewals and made it harder for new and replicating charter schools to grow. The lack of clear standards and strong accountability for both charter schools and authorizers has resulted in high quality charters being denied renewal and low-quality charters being renewed based on the political climate in the local school district, rather than on the charter schools' student outcomes.

Charter quality has been an ongoing challenge in California, which is what originally sparked the creation of CCSA's Academic Accountability Framework (AAF). In 2009, research showed that there were more underperforming charters than outperforming ones.[1] CCSA's own analyses yielded considerable evidence that many charters were persistently underperforming. Led by our Member Council, a CCSA advisory board of charter leaders from across the state, as well as external researchers to validate our metrics,[2] CCSA surged forward with an academic

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[1] http://credo.stanford.edu/reports/MULTIPLE_CHOICE_EXECUTIVE%20SUMMARY.pdf; http://credo.stanford.edu/reports/CA_CHARTER%20SCHOOL%20REPORT_CREDO_2009.pdf; https://www.usnews.com/education/blogs/on-education/2009/06/17/charter-schools-might-not-be-better;
[2] http://www.ccsa.org/christian_liborio_rice_16.pdf

accountability framework to hold charters and their authorizers accountable for the academic performance of students. (For a full description of CCSA's academic accountability framework please see Appendix E.) With the implementation of our framework to call for the closure of low performing charters over the last eight years, we have improved our engagement with authorizers and their use of our framework, and supported charter school academic quality in California.

A more recent trend is an uptick in low capacity authorizers not effectively overseeing some charters' concerning fiscal, operational and governance practices and an increasingly fractured, inconsistent and political authorizing environment. While authorizing coalitions exist within the state of California and nationally such as the Charter Authorizers Regional Support Network "CARSNet," California Charter Authorizing Professionals "CCAP" and the National Association of Charter School Authorizers "NACSA", none of them at this time hold their members accountable for the lack of effective authorizing oversight for academic, fiscal, operational, and governance accountability and chronic underperformance in their portfolios.

Given these factors, in order to continue impacting the charter movement in California and our mission for all charters to be high quality, CCSA must again lead the way and develop a fiscal, operational and governance accountability framework to ensure both charter schools and their authorizers are accountable for quality. We will increase the pipeline of quality applications and renewal petitions being submitted to authorizers, and CCSA will assess these petitions using academic and non-academic charter leader and research-backed frameworks. With more high-quality charter schools developed, approved and renewed, students from disadvantaged populations, including English learners and students with disabilities, will increasingly be able to benefit from excellent educational options. This is aligned with research that documents charters' positive impact on these subgroups in California. We will also educate authorizers on our

frameworks, increasing the reliability and validity of authorizing decisions and ensuring more quality schools. Finally, we can increase the quality of charters nationally by disseminating best practices from our frameworks and work supporting and educating authorizers across our state.

ABSOLUTE PRIORITY 1 – Strengthening Charter School Authorizing and Oversight
is addressed below, and in the Application Requirements, Section (A), "Project Plan" on pg. 50.

CCSA will strengthen charter authorizing and oversight while increasing students' access to high-quality charter schools. We will work to solve four identified problems, tied to our overall project goals and objectives, all of which address Absolute Priority 1.

Project Goals	Project Objectives
Goal: Address the issue of low-capacity authorizers not appropriately holding charter schools accountable for concerning fiscal, operational and governance matters. (AP1: ii, iii, & iv)	*Objective 1:* Develop a fiscal, operational and governance accountability framework, train low capacity authorizers and developers on the use of it and monitor performance of low capacity authorizers with it. (AP1, ii & iii)
Goal: Improve the quality of charter school authorizing, which currently involves fractured, incoherent, politically driven authorizing practices and has yielded portfolios of highly varying quality throughout California. (AP1: ii, iii, iv, & v)	*Objective 2:* Conduct petition reviews using standards that incorporate new fiscal, operational, and governance framework, train developers and charter leaders to build systems supporting proper fiscal, operational, and governance procedures using petition standards, and educate all authorizers on standards. (AP1, i, ii, & iii)

Goal: Change the current authorizing climate to adequately support the growth and expansion of high quality charter schools in California. (AP1: i, ii, & v)	_Objective 3:_ Build and support additional pipelines for high quality charter replications and growth utilizing existing successful pilot cohort programs, self-assessments, and trainings. (AP1, v & vi)
Goal: Further improve the distribution of charter performance in California through the closure of underperforming charter schools and providing supports to authorizers which ensure quality charters are appropriately and authentically evaluated. (AP1: ii, iii, iv, & vii)	_Objective 4:_ Improve school quality and close underperforming schools by improving communications and understanding of the framework by school leaders and authorizers. (AP1, vi & vii)
	Objective 5: Improve the quality of charter schools and charter school authorization nationally by disseminating best practices and how-to guides on our academic and fiscal, operational, and governance accountability framework. (AP1, iii, vi, & vii)

Problem #1: Low Capacity Authorizers (Addresses AP1: ii, iii, & iv)

Low capacity authorizers are not appropriately holding charter schools accountable for concerning fiscal, operational and governance matters. These include charter offices that are either non-existent or very under-staffed and authorizers with misaligned incentives to keep underperformers open, thus perpetuating the growth of low quality charter schools. There is no real oversight or checks and balances on these authorizers. One concerning example is a number of small authorizers in California that are not fulfilling their oversight responsibility and are

allowing charter networks with questionable and concerning financial, operations or governance policies to continue to rapidly grow, unchecked. There is often a financial conflict of interest which disincentivizes authorizers from holding schools appropriately accountable because of the oversight fees they could lose. CCSA will cast a spotlight on charters with concerning fiscal, operational or governance practices along with the authorizers who are not appropriately addressing these concerns. This was similarly the case for academic accountability, with no agency analyzing the performance of charters within an authorizer's portfolio and casting a spotlight on underperformance until CCSA led the way.

To address this, CCSA will develop a clear fiscal, operational, and governance accountability framework (FOGAF), leveraging partnerships with key authorizing stakeholders and partners in the state and nationwide to build buy-in and increase usage. CCSA will then attempt to build relationships with low capacity authorizers and help them implement the FOGAF. Where authorizers continue to perpetuate the growth of low quality schools, CCSA will provide an important check by publicly highlighting charters' chronic fiscal, operational or governance concerns and will work for the correction of these issues or the closure of these charter schools, thus raising quality in the California charter school sector.

Problem #2: Fractured and Inconsistent Authorizing Practices (Addresses AP1: ii, iii, iv, & vi)

A second problem we plan to address through this project is that fractured, incoherent, politically driven authorizing practices yield portfolios of highly varying quality throughout California regardless of authorizers' capacity and the size of their portfolios. The large and diverse set of authorizers in California review new and renewing charter petitions in very different ways. CCSA has 14 years of experience conducting petition reviews and has developed a systematic method for reviewing petitions based on state education code, the code of

regulations, and other state and local policies. By creating a set of public guidelines for petition review that incorporate CCSA's financial, operational, and governance accountability framework as well as the academic accountability framework, and by training authorizers on these standards, we can improve the consistency and coherence of authorizer decisions. When a charter receives CCSA's endorsement after participating in the petition review process, an authorizer can trust that it has been vetted thoroughly based on rigorous standards. In addition, we will train developers on what elements they need in a new charter petition in order to ensure a program structure that serves all students, including students with disabilities and English learners.

This two-pronged approach of training developers and authorizers in the petition review process is something that CCSA is uniquely positioned to deliver. Other authorizer-focused groups may help authorizers have a robust set of filters to evaluate the petitions they receive, but that will not impact the quality of the petitions that are arriving for authorizers to review. By clarifying standards, educating authorizers on those standards, and coaching developers to increase their capacity to achieve those standards, CCSA will improve the consistency and quality of petitions and authorizing decisions. More quality petitions and more consistent reviews across the state where quality petitions are reliably approved will result in more high-quality charter schools and increased educational access, particularly for historically disadvantaged student groups (i.e. English learners, students with disabilities, rural and Indian students), as the proportions of these subgroups in California are substantial.

Problem #3: Slowing Growth in an Unsupportive Authorizing Climate (AP1: i, ii, & v)

A third problem is that, in an era of declining growth nationwide, the current authorizing climate described above does not adequately support the growth and expansion of high quality

charter schools in California. In fact, growth is slowest in the areas of highest need.[3] This is a problem that authorizers alone cannot address: they can only review the petitions they receive. CCSA will build a stronger pipeline to attract, train, and support developers to ensure that they start charter schools with the best structures and policies to support high need students. CCSA will create two growth Accelerators, utilizing a cohort model with intensive capacity-building training, peer consultants, and a training network to identify, grow and retain excellent school leaders. These Accelerators will focus on growing excellent charter schools led by leaders of color in high need areas. CCSA will also continue and extend its collaboration with the Texas Charter School Association (TCSA) so that charter schools can use TCSA's Quality Framework Self Evaluation to reflect and improve on their performance. CCSA will also provide financial, operational and governance trainings and online academic reports and tools. More high-quality charter schools in areas of the state with large concentrations of historically disadvantaged student groups will result in greater access to high quality educational options for these students.

Problem #4: Further Improvement Needed in California Charters' Academic Performance (AP1: iv, vi, & vii)

CCSA's academic accountability work has been fruitful in increasing the quality of charter schools in California, but more underperforming charter schools still need to be closed and authorizers need more support to ensure quality charters are appropriately and authentically evaluated. Under a previous US Department of Education National Leadership Activities grant which focused on the development of our academic accountability framework, we learned through our evaluation that we needed to reach out earlier to school leaders with clearer communications about how to prepare for Multiple Measure Reviews under CCSA's academic

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[3] Saultz, A. et. al., *Charter School Deserts*, Thomas B. Fordham Institute. 2018.

accountability framework and further expand our efforts to educate and engage even more extensively with authorizers, learnings we will address through more extensive and focused dissemination efforts in this project. CCSA will develop communication materials, research reports and updated online tools to inform authorizers about the performance of their portfolios. Where appropriate, we will also continue evolving our academic accountability framework by incorporating new state metrics to encourage authorizers to use our framework and to ensure leaders are being held accountable to common measures. These efforts in combination will improve the distribution of charter academic performance, ensuring more underperforming charter schools are closed and quality charters are appropriately and authentically evaluated.

COMPETITIVE PREFERENCE PRIORITIES

<u>Competitive Preference Priority 1—Building Capacity in the Authorizing Process for Educational Agencies with the Most Need</u>

Through the work outlined in this proposal, CCSA will not only improve access to high quality educational options in our state, but will also work to share proactively share lessons with other states. **Our efforts to support consistent authorizing practices will focus on authorizers with fewer than 10 charters (95% of authorizers in CA) and with those authorizers that oversee a significant number of academically low-performing schools.** CCSA will leverage our longstanding partnership with the National Alliance for Public Charter Schools to disseminate best practices from our academic accountability work, while also developing guides for other organizations and authorizers to build their own academic and fiscal, operations, and governance frameworks. We will also create open-source quantitative measures so that other states without dedicated accountability staff or sufficient knowledge capacity can easily report and understand the performance and distribution of performance of charters within their states.
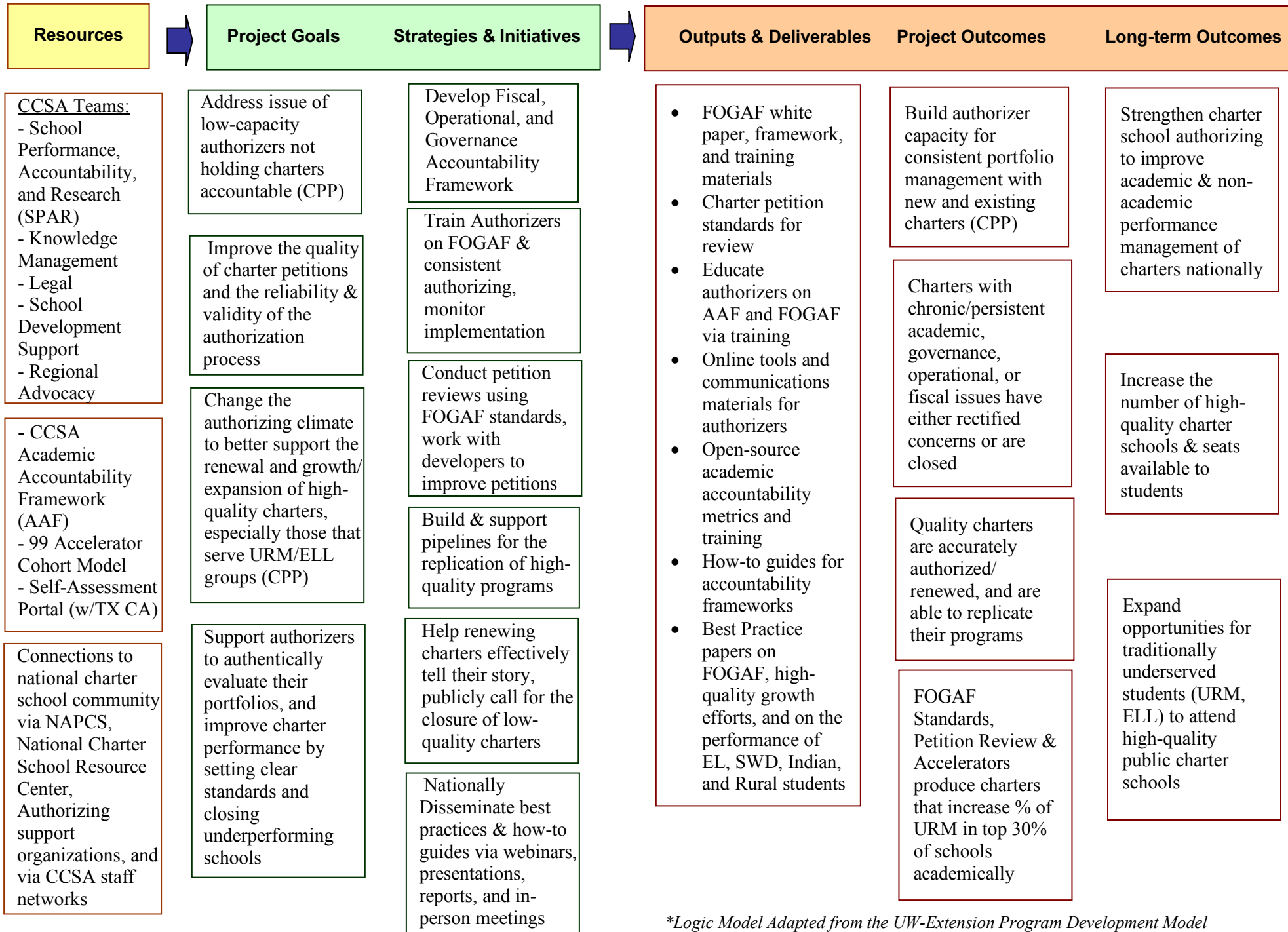
CCSA is in the best position to be able to develop a fiscal, operational, and governance accountability framework because we have built a successful framework before. There is no other statewide organization doing this work to the caliber that CCSA is and as other statewide agencies build up their work in this field, we will consult with them to share how we created charter school buy-in, educated authorizers, impacted statewide policy, engaged our Legal team, designed supports for schools, ensured that it was vetted by trusted researchers, and a built-in ability for adjustments to adapt to evolving state and federal regulations.

Competitive Preference Priority 2—Empowering Families and Individuals to Choose a High-Quality Education That Meets Their Unique Needs

Researchers have documented the differential impact California charter schools provide for underserved students (particularly English learners and students with disabilities), resulting in additional days and weeks of learning and helping them achieve postsecondary success.[4] This grant project will increase access to high quality charter schools, thus expanding opportunities for traditionally underserved students. Appendix E details how CCSA evaluates charter schools' performance with English learners, students with disabilities, Indian and rural students, and how we will continue modifying our AAF to include more measures to assess the performance of these student groups. We support authorizers by educating them on our measures and the reviews we conduct for individual charters, so they can more effectively evaluate how their schools are serving traditionally underserved students. CCSA also works with petitioning charter schools to

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[4] CREDO. *Charter School Performance in California* (2014). http://credo.stanford.edu; CCSA. *A Step Up: How Charter Schools Provide Higher Levels of California Public University Access* (2016). www.ccsa.org.

Addressing Both Sides of Charter Quality: Improving Authorizer Practice + Growing Quality Charter Organizations through the Dissemination of Frameworks and Supports

Resources	Project Goals	Strategies & Initiatives	Outputs & Deliverables	Project Outcomes	Long-term Outcomes
CCSA Teams: - School Performance, Accountability, and Research (SPAR) - Knowledge Management - Legal - School Development Support - Regional Advocacy - CCSA Academic Accountability Framework (AAF) - 99 Accelerator Cohort Model - Self-Assessment Portal (w/TX CA) Connections to national charter school community via NAPCS, National Charter School Resource Center, Authorizing support organizations, and via CCSA staff networks	Address issue of low-capacity authorizers not holding charters accountable (CPP) Improve the quality of charter petitions and the reliability & validity of the authorization process Change the authorizing climate to better support the renewal and growth/ expansion of high-quality charters, especially those that serve URM/ELL groups (CPP) Support authorizers to authentically evaluate their portfolios, and improve charter performance by setting clear standards and closing underperforming schools	Develop Fiscal, Operational, and Governance Accountability Framework Train Authorizers on FOGAF & consistent authorizing, monitor implementation Conduct petition reviews using FOGAF standards, work with developers to improve petitions Build & support pipelines for the replication of high-quality programs Help renewing charters effectively tell their story, publicly call for the closure of low-quality charters Nationally Disseminate best practices & how-to guides via webinars, presentations, reports, and in-person meetings	• FOGAF white paper, framework, and training materials • Charter petition standards for review • Educate authorizers on AAF and FOGAF via training • Online tools and communications materials for authorizers • Open-source academic accountability metrics and training • How-to guides for accountability frameworks • Best Practice papers on FOGAF, high-quality growth efforts, and on the performance of EL, SWD, Indian, and Rural students	Build authorizer capacity for consistent portfolio management with new and existing charters (CPP) Charters with chronic/persistent academic, governance, operational, or fiscal issues have either rectified concerns or are closed Quality charters are accurately authorized/ renewed, and are able to replicate their programs FOGAF Standards, Petition Review & Accelerators produce charters that increase % of URM in top 30% of schools academically	Strengthen charter school authorizing to improve academic & non-academic performance management of charters nationally Increase the number of high-quality charter schools & seats available to students Expand opportunities for traditionally underserved students (URM, ELL) to attend high-quality public charter schools

Logic Model Adapted from the UW-Extension Program Development Model

identify and target specific underserved populations and ensure their educational plans reflect best practices to effectively serve these student groups. For example, CCSA ensures petitioners build in the necessary structures to allow them the autonomy to effectively serve all students with disabilities in their schools and we have documented an increase in the percentage and range of students with disabilities charter schools now serve as a result.[5] CCSA will also work to increase the pipeline of quality charter schools through two growth accelerator projects to expand choice and access to quality education for students who are most in need. Through authorizer education and support, CCSA will ensure more high-quality charter schools with strong petitions are developed and schools' performance with underserved student groups is effectively assessed, such that quality charters are approved and renewed, expanding access for underserved students to more high quality educational options.

This Competitive Preference Priority is also addressed in the Selection Criteria (A), Significance, (iv), "Build local capacity to provide, improve, or expand services" on page 19. Additional information on Accelerator programs is available in the Selection Criteria, Section (B)(iii) on page 33-34.

SELECTION CRITERIA

A. SIGNIFICANCE (35 points)

i. The potential for generalizing from the findings or results of the proposed project.

When we first created our academic accountability framework, we imagined it being used primarily by other states taking the same state assessment as California (e.g. Smarter Balanced). We thought that by doing the technical and methodological work of creating metrics and vetting

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[5] CCSA. *Special Education in California Charter Schools, All Students Welcome* (2015). www.ccsa.org.

them with charter leaders and researchers, other state agencies, authorizers and charter school organizations would easily adopt them. What we have since discovered is that each state context is unique, and that other states appreciated deeper descriptions of "how" we created our model so they could adapt it to their local needs. We will specifically address this need through this grant by creating an open-source version of our accountability framework and metrics. This will allow other states to generate metrics similar to ours, even if they have fewer charter schools or less in-house capacity, and because we will be giving them our equations and code for the analyses they will be able to adapt the metrics - with our support - to fit their local needs.

This project centers on creating, training, and disseminating the fiscal, operational, and governance accountability framework that will give authorizers and charter organizations the tools to utilize the framework via training materials. We will create a how-to guide for both of our frameworks, giving a deep dive into the development, implementation, and maintenance stages of our work. The success of CCSA's proposed project hinges on educating and communicating with authorizers and charter operators both within and outside of California. In order to increase quality authorizing and charter growth, we need to be able to communicate the standards by which quality will be measured, which is described in the section below.

ii. Results of the proposed project are disseminated… enable others to use the information.

As CCSA has a rich history with the development and implementation of an academic accountability framework, we are similarly committed to the increase in quality of charter schools and charter authorizing nationwide and have built robust methods and channels for disseminating knowledge. In addition to publishing our award-winning annual report on the academic performance of charter schools, this project proposes several output deliverables directed specifically towards enabling authorizers, state agencies, and other stakeholders to

understand and use the information and strategies employed by CCSA in the development or implementation of their own accountability frameworks. CCSA publishes other online reports on schools' and authorizers' performance, highlighting general trends as well as trends in performance for underserved students like English learners and Students with Disabilities.

For dissemination, we will target all states with charter laws, regardless of whether they have charter schools open at this point in time (44), all authorizers in the state of California (1,194), and all CA charter schools open at this time (1,275) or in the development stage (187). We will particularly focus on states where many authorizers have few charters in their portfolios, as well as states with larger authorizers that experience low performance or non-compliance with academic, fiscal, operational and governance standards.

Audience	Project Outputs, work products, or other outputs	Dissemination mechanism
States	• FOGAF document and training materials • FOGAF best practices paper • Charter petition standards documentation • High quality growth efforts best-practice paper • Communications toolkit for engaging in the academic accountability Multiple Measure Review process • Authorizer tools & communications materials online • Report on performance of English learners, Students with Disabilities, rural and Indian students and the schools that serve a majority of those populations • Open-source academic metrics and training	• Website, webinars, individual meetings in person or virtual with state organization staff • Presentations at national conferences and NAPCS master classes • Completed reports emailed to states • NAPCS and the National Charter School

	•"How-to" guides for accountability frameworks • CSO Convening	Resource Center support dissemination
Charter Schools	•FOGAF document and training materials •Charter petition standards documentation •Communications toolkit for engaging in the academic accountability Multiple Measure Review process •Self-Assessment Portal	• CCSA Member Council • Regional meetings (2- 3/year/region), virtual meetings, annual CCSA conference • Emails, webinars, newsletters, website, online tools • Presentations at statewide conferences

Authorized
 	
Public
 	
Chartering
 	
Agencies
	•FOGAF document and training materials
	
	•FOGAF best practices paper
	
	•Charter petition standards documentation
	
	•High quality growth efforts best-practice paper
	
	•Communications toolkit for engaging in the academic
	
	  accountability Multiple Measure Review process
	
	•Authorizer tools & communications materials online
	
	•Report on performance of English learners, Students
	
	  with Disabilities, rural and Indian students and the
	
	  schools that serve a majority of those populations
		• Letters, website,
		
		webinars, regional
		
		meetings, individual
		
		meetings in person or
		
		virtual with authorizer
		
		staff, school boards
		
		• Presentations at
		
		statewide conferences

	• Open-source academic metrics and training • "How-to" guides for accountability frameworks • Public Call for Non-Renewal List	• Completed reports emailed and marketed online to authorizers • NAPCS disseminates report on their website

Details on Authorizer Dissemination: For authorizers that are more closely connected to CCSA, dissemination will take place via an in-person meeting between authorizer staff and CCSA's regional advocacy directors. In those districts with fewer schools in their portfolios or where the authorizer is non-communicative with CCSA staff, we will notify the authorizing body via letters in order to improve the capacity of the authorizer to valid and reliable authorizing determinations. There are two emerging authorizer support groups in California (California Charter Authorizers Regional Support Network "CARSNet," and California Charter Authorizing Professionals "CCAP") with which CCSA has engaged and supported their efforts and we will ensure ever-increasing levels of collaboration moving forward to support California authorizers.

Dissemination Beyond California: To disseminate progress and results of this project, CCSA will leverage its partnership with the National Association of Public Charter Schools to disseminate our products and findings via emails, one-on-one consulting, master class presentations, and newsletter communications sent by our partner. The National Association of Charter School Authorizers has previously been a key partner in connecting us to authorizers nationally and we will continue to engage to mutually support these efforts. The National Charter School Resource Center has previously supported our efforts to disseminate CCSA-issued research reports on California charter schools' best practices with English learners and students with disabilities, and we will continue to engage with them in this new effort to find

opportunities to disseminate key resources to authorizers in other states. We will provide these states with individualized technical assistance, building on those that have already reached out for advice. In 2017-18, CCSA has consulted with Pennsylvania, Colorado, Missouri and Nevada. In previous years, we have also consulted with Texas, Ohio, Illinois, Massachusetts, New Jersey and Washington State. CCSA is a respected source of accountability information with a track record of helping other state charter associations, which will continue through this project.

iii. The likelihood that the proposed project will result in system change or improvement.

We anticipate systemic change and improvement in California based on our prior history with the implementation of our academic framework, which spans back to 2009. In 2012-13, analyses of charter school performance showed a one-third reduction in the percentage of charters performing in the bottom tenth percentile, and held nearly constant the large percentage of charters in the top tenth. (Note that more recent analyses are not comparable over time, due to the change to Common Core assessments.) In addition, each year CCSA publishes academic accountability report cards for each school and widely publicizes them to schools on our website, through email blasts, in-person regional meetings, webinars, at our conference, etc. so that schools can clearly see how they stand in relation to our framework. CCSA has provided a variety of resources and supports to help underperforming schools identify areas of need and connect to higher performing schools, consultants, research, and best practices to improve. We have also substantially impacted the way all public schools are assessed in California on academic measures, with the California State Board of Education successfully adopting one of our key measures of a school's performance, which we describe below.

When California adopted the Smarter Balanced Common Core assessments, it developed a new measure to aggregate and report on student performance that was overly blunt and focused

on a school's percent of proficient students. CCSA's highly skilled research team, with funding from our previous National Leadership Activities grant, created an improved measure. This measure, now called "Distance from Level 3" gives schools credit for every student they move closer to proficiency, as well as the continued progress of students who are already proficient. CCSA began reporting schools' performance on this measure in 2015. In 2016, the state of California adopted the methodology from CCSA's measure and it is now the primary academic lens by which the state measures schools' performance.[6] **We firmly believe that due to our prior success with academic accountability measures and frameworks, we can develop and implement a successful FOGAF which will impact charter quality and increase consistency in authorization.**

As evidence of CCSA's national impact, we have consistently garnered national recognition as leaders in charter accountability. In July 2009, after CCSA's initial adoption of the accountability framework, US Education Secretary Duncan saluted CCSA efforts in a national speech, noting: "We should watch this closely and see if it can become a model for other states."[7] In subsequent years, CCSA staff have consulted and/or presented to 23 states, along with the national associations for charter schools and authorizers about our academic accountability advocacy and framework. We have been in recent direct consultation with 5 states in the "research and development" phase of accountability frameworks. These conversations have been facilitated by our long-time partner, the National Alliance for Public Charter Schools (NAPCS). NAPCS recently engaged states to recommit to quality, agreeing to develop an

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[6] CCSA. (2014) *Technical Guide,* pp.5. http://www.ccsa.org/.
[7] Maxwell, L. (2009, June 22). Calif. Charter Group Proposes Renewal Stand. *Education Week*, https://www.edweek.org/ew/articles/2009/06/19/36califcharter.h28.html.

evaluation system and advocate for the closure of chronically underperforming schools.[8] It is with the momentum created by this commitment that CCSA believes we can make a true impact on the development and implementation of accountability for charters and authorizers nationwide. By providing technical assistance to state charter school associations that want to adopt a framework, our accountability frameworks and how-to guides can be used to spread these effective strategies and benefits across the country.

iv. The extent to which the proposed project…addresses the needs of the target population.

For this project, the target audience is authorizers and the charters that they monitor. These efforts are highly likely to build authorizers' oversight capacity and improve the caliber of charter petitions they receive. As detailed in objectives 1, 2 and 5, we will first target low capacity authorizers, or those who have a chronically weak portfolio and serve relatively few charters. We will provide intensive supports and trainings on applying our fiscal, operational, and governance accountability framework as well as our academic accountability framework to each authorizer's unique context. By adapting and using these frameworks and accompanying online tools, authorizers can more carefully monitor the performance of charters within their portfolios. Similarly, charters will be trained and informed about these frameworks so that they can also use them to ensure proper systems are in place to serve students effectively and promote high academic achievement and growth. We will also disseminate our petition review standards and train both charter schools and authorizers on them, with the intent to improve the caliber of submitted petitions and the validity and reliability of authorizers' chartering decisions.

Lastly, we anticipate that the national field has much to learn with many states new to chartering. We anticipate providing one-on-one consulting in addition to several white papers on

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[8] https://www.publiccharters.org/national-public-charter-schools-commitment-quality

the topics of petition standards and accountability. And the support we provide to strengthen California charters and authorizers to effectively assess and support traditionally underserved students will effectively translate nationally. Given that California has substantial populations of historically disadvantaged student groups, it is poised to serve as a national model. For example, in California 1.3 million are English learners (20%), 704,000 are students with disabilities (11%), 340,000 rural students (5%), 32,500 are Indian (0.5%) and 3.8 million are socioeconomically disadvantaged (62%). Thus, the project—and the components related to expanding opportunities for students with disabilities, English learners, students who are Indians, and students in rural communities—will be national in scope.

B. QUALITY OF THE PROJECT DESIGN (30 points)

i. Proposed project demonstrates a rationale. Please see the Logic Model on page 11.

Our strong theory of practice is based on our prior successes and the external evaluation of our academic accountability framework. We have made specific changes to our development, implementation, and dissemination plan for the FOGAF based on the feedback and findings from our external evaluator. This project develops non-academic accountability to further strengthen the accountability work CCSA developed under our first federal grant. In addition, we will advocate for strong chartering policy updates for academic accountability as we further refine our model to align with state and federal guidelines. We will continue encouraging other state charter support organizations (CSOs) to define quality via accountability frameworks that will allow them to advocate for the closure of underperforming charter schools while also identifying high-quality charter schools.

We believe a newly developed strong fiscal, operational, and governance accountability framework, coupled with our academic accountability framework, will allow us to build the

capacity of charters and authorizers statewide and nationwide because we will be able to a) provide in depth knowledge and best practices regarding the development of each framework and b) ensure that our AAF and FOGAF are each used in ways that further increase the number of high-quality charters.

ii. Goals, objectives, and outcomes… are clearly specified and measurable.

The project goals and objectives are listed on page 4 above and are each tied to at least one performance measure described below.

<u>Project Performance Measures by Objective</u>

<u>Objective 1:</u> Develop a fiscal, operational and governance accountability framework, train low capacity authorizers and developers on the use of it and monitor performance of low capacity authorizers with it.

a) At least 6 California authorizers, national and California charter and authorization support organizations, researchers, and charter school leaders contribute feedback into the FOGAF draft in Year 1

b) At least 5 Authorizers and/or CSOs integrate elements into their processes by Year 3

c) Number of schools CCSA takes action to improve or close based on AAF/FOGAF

d) Number of times public testimony was given on charters with chronic & persistent issues

e) Number of news clips advocating for the closure of a school with chronic & persistent issues

<u>Objective 2:</u> Conduct petition reviews using standards that incorporate new fiscal, operational, and governance framework, train developers and charter leaders to build systems supporting proper fiscal, operational, and governance procedures using petition standards, and educate all authorizers on standards.

a) Number of petition reviews completed with embedded FOGAF standards annually

b) Number of charter leader trainings on petition review standards, webinar or live, and number of participants

c) Percent of CCSA-supported independent member school renewal petitions approved statewide

d) Percent of CCSA-supported new independent charter petitions approved statewide

Objective 3: Build and support additional pipelines for high quality charter replications and growth utilizing existing successful pilot cohort programs, self-assessments, and trainings.

a) At least 50% of Accelerator participants are developing schools that focus on a student population of ELs, SWDs, Low-SES, Rural and/or Indian students.

b) At least 2 CSOs use high quality charter growth programs as a model for their states, either DIL or Accelerator model

c) Percent of English Learners enrolled in charters in the top 30% of schools

d) Percent of Students with Disabilities enrolled in charters in the top 30% of schools

e) Percent of Indian students enrolled in charters in the top 30% of schools

f) Percent of Rural students enrolled in charters in the top 30% of schools

g) Percent of replications from high-quality charter operators

Objective 4: By improving communications and understanding of framework by school leaders and authorizers, improve school quality and close underperforming schools.

a) Percent of authorizer decisions aligned with CCSA position on closure

b) At least 2 CSOs use pieces of CCSA's communications toolkit to address charter quality issues in their states (academic and/or non-academic accountability)

c) Disseminate at least one white paper and one report annually regarding the performance of charters and/or frameworks for evaluating charter schools serving high-need populations

d) Percentage of charters in the top 30% of the Similar Students Measure statewide

e) Percentage of charters in the bottom 30% of academic performance statewide

Objective 5: Improve the quality of charter schools and charter school authorization nationally by disseminating best practices and how-to guides on our academic and fiscal, operational, and governance accountability frameworks.

a) Number of existing charter school leaders/representatives trained by CCSA's Knowledge Management team on FOGAF standards/best practices

b) Number of charter stakeholder organizations (authorizers, state boards, CSOs, etc.) engaged in FOGAF dissemination and education activities

c) At least 5 Authorizers and/or CSOs integrate framework elements into their processes

(1) <u>Performance measures</u>. How each…accurately measures the performance of the project and how…consistent with measures established for program funding competition.

Performance Measures for Objective 1 are accurate measures of the proposed project because they directly track involvement in the development of the FOGAF. The model will be developed, implemented, and disseminated per objective 1, which will enable CCSA to publicly discuss low capacity authorizers who continue to authorize schools with evidence of malfeasance and take no corrective action.

Performance Measures for Objective 2 are accurate measures of the proposed project because they reflect the establishment and dissemination of a clear set of standards used for petition review. As our measures also hinge on the tracking of authorizers' decisions that reflect CCSA's positions of support or closure, which is consistent with Absolute Priority 1.

Performance Measures for Objective 3 are accurate measures of the proposed project as they focus on further increasing access to high quality education for all students, with an

emphasis on underserved students. By increasing the pipeline of high quality operators, many of whom will be leaders of color, via programming, self-assessments, and training, these measures directly align to Absolute Priority 1.

Performance Measures for Objective 4 are accurate measures of the proposed project as they not only continue to evaluate and call for the closure of academically underperforming schools, but they also measure improvements in charter schools via systematic early warning processes and the dissemination and use of our online tools by practitioners.

Performance Measures for Objective 5 are accurate measures of the proposed project because they specifically focus on the dissemination and impactful use of the work products from objectives 1-4 by California charter operators and authorizers as well as authorizers and state agencies nationwide.

(2) Baseline data. (i) Why each baseline is valid; or (ii) explanation of why no established baseline and of how and when applicant would establish valid baseline for the measure.

PM	Description	Baseline	Year	i & ii Validity
1a	Organizations contributing to draft FOGAF model	None	N/A	Model to be developed, Baseline in Yr 2*
1b	Authorizers/CSOs integrate FOGAF into processes	None	N/A	Model to be developed, Baseline in Yr 2*
1c	Schools CCSA takes action to improve/close via FOGAF	None	2017-2018	Model to be developed, Baseline in Yr 2*
1d	Public testimony on charters w/chron. & persistent issues	None	2017-18	Model to be developed, Baseline in Yr 2*

1e	News clips advocating for closure via AAF or FOGAF	None	2017-18	Model to be developed, Baseline in Yr 2*
2a	Petition reviews completed	79	2017-18	CCSA internal tracking*
2b	Charter leader trainings & participants	30 1,100	2017-18	CCSA internal tracking*
2c	Authorizers decisions aligned on renewals	91%	2017-18	Public info tracked by CCSA
2d	Authorizers decisions aligned on new petitions	57%	2017-18	Public info tracked by CCSA
3a	Accel. participants develop schools w/focus on high-need	None	N/A	CCSA tracking*, CA Dept of ED
3b	CSOs use growth program resources in their states	None	N/A	CCSA internal tracking*
3c	EL enrolled in charters in top 30% schools	44%	2017-18	Data from CA Dept of ED
3d	SWD enrolled in charters in top 30% schools	38%	2017-18	Data from CA Dept of ED
3e	Indian students enrolled in charters in top 30% schools	39%	2017-18	Data from CA Dept of ED
3f	Rural students enrolled in charters in top 30% schools	17%	2017-18	Data from CA Dept of ED

3g	Replications from high quality operators	62%	2017-18	Data from CA Dept of ED
4a	Authorizers decisions aligned on closures	51%	2017-18	Public info tracked by CCSA
4b	CSOs use communications toolkit	None	N/A	To be developed, Baseline in Yr 2*
4c	Disseminate white paper & reports	2.5	3-year average	CCSA internal tracking*
4d	Charters in top 30% on SSM	38%	2017-18	Data from CA Dept of ED
4e	Charters in bottom 30%	35%	2017-18	Data from CA Dept of ED
5a	Charter reps trained on FOGAF	None	N/A	To be developed, Baseline in Yr 2*
5b	Charter Stakeholder orgs engaged	None	2017-18	To be developed, Baseline in Yr 2*
5c	Authorizers &/or CSOs integrate AAF and/or FOGAF	2	2017-18	CCSA internal tracking*

*Results for these performance measures will be verified independently by our external evaluator and will include supporting documentation and triangulation to justify results.

(3) Performance targets. Why each…is ambitious yet achievable compared baseline for the performance measure and when the applicant would meet the performance target(s).

PM	Description	Yr 1	Yr 2	Yr 3	Ambitious & Achiev.
1a	Organizations contributing to draft model	Sept			6 organizations
1b	Authorizers/CSOs integrate FOGAF into processes			Sept	5 organizations
1c	Schools CCSA takes action to improve/close via FOGAF	June 10	June 12	June 14	Increase annually with new cycle
1d	Public testimony on charters w/chron. & persistent issues	June 4	June 7	June 10	Increase annually with new cycle
1e	News clips advocating for closure via AAF or FOGAF	June 8	June 10	June 12	Increase annually with new cycle
2a	Petition reviews completed	Sept	Sept	Sept	15% increase annually
2b	Charter leader trainings	June	June	June	10% increase annually from baseline of 30 with 1,100 attendees
2c	Authorizers decisions aligned on renewals	June 90%	June 90%	June 90%	Maintain baseline as sign of consistency
2d	Authorizers decisions aligned on new petitions	June 65%	June 65%	June 65%	Maintain baseline as sign of consistency
3a	Accel. participants develop schools w/focus on high-need			Sept 50%	Accel. Starts Year 2
3b	CSOs use growth program resources in their states			Sept	2 committed

3c	EL enrolled in charters in top 30% schools			Oct	Increase from baseline
3d	SWD enrolled in charters in top 30% schools			Oct	Increase from baseline
3e	Indian students enrolled in charters in top 30% schools			Oct	Increase from baseline
3f	Rural students enrolled in charters in top 30% schools			Oct	Increase from baseline
3g	Replications from high quality operators			Sept 70%	Increase from baseline
4a	Authorizers decisions aligned on closures	June	June	June	50% Annual goal
4b	CSOs use communications toolkit			Sept.	2 CSOs
4c	Disseminate white paper & reports		Sept	Sept	At least one white paper and one report annually
4d	Charters in top 30%	38%	39%	40%	Annual goal
4e	Charters in bottom 30%	35%	32%	29%	Decrease from baseline
5a	Charter reps trained on FOGAF		Sept	Sept	15% increase over baseline set year 1

5b	Charter Stakeholder orgs engaged	June 10	June 15	June 25	By end of school year, increase yearly
5c	Authorizers &/or CSOs integrate AAF and/or FOGAF			Oct	5 organizations

(4) Data Collection and Reporting

i. Methods…and why likely to yield reliable, valid, and meaningful performance data.

The data collected for the project's evaluation will provide reliable, valid and meaningful performance data on the outcomes outlined in the project. The quantitative data collected are considered reliable and valid as the source of the data is the California Department of Education in bulk verified data files. These publicly available data files are accessible by the project team as well as our evaluators. The qualitative data collected for formative and summative evaluation purposes will be validated via a triangulation method commonly used with qualitative research, whereby the original data collected is confirmed via other data sources. As this data is both formative and summative, it will be used to inform the project's progress as well as what the project team uses to inform the field about progress forward with the project. The evaluation methods are designed to contribute to the research and knowledge base in not only the charter sector within California, but also for authorizers and agencies in other states.

ii. Capacity to collect & report reliable, valid, & meaningful performance data, evidenced by high-quality data collection, analysis, and reporting in other projects or research.

CCSA has the capacity to collect and report reliable, valid, and meaningful performance data and has done so for many years. CCSA has a research team dedicated to reporting the performance data of California's charter schools in a meaningful way while also ensuring that the data we receive from the state education agency is reliably and validly analyzed. Currently,

CCSA annually publishes reports on the academic performance of schools, such as the "Portrait of the Movement," a report which shows the performance trends within California's charter schools.[9] It has received national recognition, including Award for Excellence in Advancing Knowledge from the National Alliance of Charter School Authorizers. We have similarly published reports focused on the academic performance of specific subgroups such as students with disabilities and English learners and these reports have both been disseminated by the National Charter School Resource Center and presented at conferences such as the California Educational Research Association.

iii. Exceptional approach to the priority or priorities established for the competition.

In California, the state education policy is outdated in reference to how to evaluate charter petitions and renewals. This has created a fragmented, chaotic environment for authorization in California making it nearly impossible to consistently evaluate not only academic performance but fiscal, operational, and governance areas as well. Below, we outline the ways in which CCSA's approach is exceptional for each Absolute Priority 1 area:

(i) Conducting charter application reviews: CCSA is the leading non-authorizing agency in California that conducts reviews of charter school applications and places an endorsement on them prior to their submission to an authorizing agency, as current authorizing support agencies in existence do not perform this function. ***By reviewing and endorsing charters' petitions to improve their quality, in addition to educating authorizers about our standards, we hope to improve the validity and reliability of charter-related decisions made by authorizers.*** In our experience, no authorizer is as well positioned as CCSA to increase the capacity of school developers in the pipeline and increase the quality of authorizers' portfolios across the state.

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[9] http://www.ccsa.org/advocacy/accountability/POM.html

CCSA's school development support process includes ongoing strategic consultation and technical assistance, a detailed project management tool and clear benchmarks. If school developers fail to meet standards or lack capacity, CCSA will intervene and advise them to delay application and will not endorse or publicly support these petitioners until their petitions and capacity are strong. The petition review process ensures that development teams meet authorizer expectations and develop a model that is educationally sound and capable of implementation with fidelity.

(ii) <u>Establishing governance standards and practices for charter schools:</u> CCSA's School Development & Support team currently uses an internal rubric to systematically evaluate and provide feedback to developers on the strengths and needed improvement areas in a given charter application. CCSA continually updates this framework to reflect evolving best practices, and considers composition of the team, ability to meet benchmarks, and whether the proposed school is legally feasible, has the reasonable potential of meeting the authorizer's expectations, and is otherwise likely to succeed. Previously the rubric has only been used by internal staff, but we believe that the climate is ripe for further clarifying the fiscal, operational, and governance aspects of this rubric to align to a new FOGAF framework we will develop, and to disseminate this rubric more proactively to be used by authorizers and charter leaders alike.

We also plan to expand and grow the excellent fiscal, operational, and governance trainings that CCSA's Knowledge Management team currently delivers to charter schools on topics such as financial management, fraud prevention, effective board governance, and how to ensure you are running a charter with due diligence. CCSA will be updating trainings to include education on our new fiscal, operational, and governance accountability framework as well as the petition standards. Historically these types of outputs have been provided to members only,

but we will soon publish more resources via our website to ensure they are publicly available to all charters, authorizers, and other key stakeholders.

(iii) <u>Promoting and monitoring compliance:</u> The fiscal, operational, and governance accountability framework (FOGAF) will focus on the charter schools that are operating without proper oversight under current regulatory guidelines. As described in the FOGAF section of Appendix E, CCSA has previously supported authorizers in monitoring and revoking charters where necessary when fiscal, operational, and governance concerns remained unaddressed. But a relatively new trend in California is the increase in low capacity authorizers allowing the rapid growth and expansion of charter school organizations engaging in questionable and concerning practices without proper oversight or correction of compliance concerns. There is also a potential financial conflict of interest which precludes many small school districts from holding operators appropriately accountable because of the lucrative oversight fees school districts could lose. Taking on the activities proposed in the grant will help us educate and support authorizers to improve and will shine a clear spotlight on low capacity authorizers that are not effectively monitoring their schools' fiscal, operational, or governance compliance. As we promote and impact more effective authorizer oversight, we expect to identify needed regulatory and policy changes to ensure more effective authorizing and we will propose solutions to address systemic problems in partnership with state and national charter and authorizer support organizations.

(iv) <u>Evaluating the performance of charters & authorizers:</u> We have found that a two-pronged approach to evaluating the performance of charter schools is best: 1) evaluate them ourselves and 2) increase authorizers' capacity to evaluate charters. Each of these inputs impact the increase in consistency of evaluation and high-quality educational options for students. Additional information on how we evaluate charters using our current AAF, is available in

Appendix E. To increase authorizers' capacity to evaluate charter school performance, we have provided online tools, had convenings, and met one-to-one to discuss our metrics. These were fairly successful tactics in our previous work. We will modify our techniques and our communications based on our external evaluators' recommendations, however. This includes providing simpler communications about our metrics, having staff reference our accountability frameworks in each interaction with authorizers, integrating our online tools more seamlessly with our main website, and more clearly highlighting the alignment of our framework to education code and state policies.

(v) <u>Facilitating the replication and expansion of high-quality charter schools:</u> Over the past two years have developed several pilot programs to increase the growth of high-quality charter schools. More students, particularly from historically disadvantaged student groups, will be able to access high quality charter school options in California if we a) ensure a pipeline for replicators is strong and b) build cohorts of leaders and build their organizational capacity for high-quality, long-term growth.

To ensure a pipeline for replicators is strong, we will ensure that schools are given access to self-assessment tools and trainings aligned to our fiscal, operational, and governance accountability and academic accountability frameworks. These include trainings, consultations and key resources from CCSA's Knowledge Management team, which – with the support of this grant – we will make more widely available to all schools, authorizers and the public, within and outside California. We will also build on a Self-Assessment Portal (SAP) we have used in collaboration with the Texas Charter Schools Association. This rubric-based online tool allows charter school leaders to reflect on strengths and areas of needed growth. Encouraging more extensive use of this self-assessment will build charters' pathways for success and will

strengthen the pool of high-quality operators ripe for replication.

To build cohorts of leaders and their organizational capacity for growth, CCSA will also work to increase the pipeline of quality charter schools by launching two charter school growth accelerator projects (focused on advancing leaders of color and school growth in historically disadvantaged regions) to expand choice and access to quality education for underserved students in Los Angeles and in the San Francisco Bay Area. Our expertise to lead these accelerators stems from a successful CCSA effort to increase access to high quality charter schools in Central California. This project built high quality charter schools' governance, operational, fiscal and academic capacity to allow these charter schools to expand and replicate to increase options and access for underserved (primarily rural, low income and minority) students. The 2015 pilot program resulted in all five participating charter schools in the first cohort submitting charter petitions to replicate their programs, with two new schools in 2016 and three new schools in 2017. Additional schools from these charter organizations are planned to launch in 2019 and 2020. Through this new grant, CCSA will expand on these learnings by launching two additional Accelerators. These Accelerators will particularly emphasize recruiting and training charter school leaders of color to lead these charter schools. CCSA's Diversity in Leadership team will closely partner with CCSA's School Development team to ensure these accelerators result in high quality new charter schools intentionally locating in areas of high need where they will benefit many traditionally underserved student groups. In addition to implementing these Accelerators, we will also produce a how-to guide so that other charter support organizations and state agencies can create similar high-quality, long-term growth programs. This will not only impact the sustainable expansion of charter schools in California, but nationwide.

(vii) Improving the performance of charters: The petition reviews and support CCSA provides to new and renewing schools results in higher quality schools. In an annual report on charter school performance, CCSA documented that charter schools that worked with CCSA's School Development Team before opening were less likely to underperform and nearly three times as likely to outperform on state test scores, controlling for student demographics. Of the 61 charter schools supported by CCSA's School Development team, 16% performed "far above predicted" (compared to only 6% of schools that did not work with CCSA). Only 7% of charter schools that worked with CCSA were very low performing, compared to nearly 9% of those that didn't work with CCSA.[10]

Also supporting improved charter performance are the early warning supports CCSA provides to schools. Each fall, CCSA produces and publicly distributes on its website Academic Accountability Reports for all schools, shares these resources and educates charter schools on its content. In winter, CCSA provides early warning to schools that are 1-2 years away from renewal, to educate, suggest resources, and identify the data they will need to most authentically and holistically measure their students' performance. We also ask schools to complete the Self-Assessment Portal to reflect on areas of strength and needed growth.

(vii) Closing persistently underperforming charter schools: The evidence was clear from our first Portrait of the Movement report: California authorizers need to take aggressive action to close chronically underperforming charter schools. As such, we developed a framework, worked with authorizers, charter leaders, researchers, and state partners to ensure it was reliable, transparent, and rigorous – our academic accountability framework. It was with this initial

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[10] Source: CCSA. (2014). *Portrait of the Movement, A Five Year Retrospective*, 42-43, http://www.ccsa.org/2014/08/portrait-of-the-movement-2014-report.html.

framework that we began to publicly call for the non-renewal of charter schools in 2011, and we have continued this call each year since. We similarly plan on developing guiding principles for the non-academic accountability framework as the academic accountability framework has directly influenced the positive shift of achievement in California charter schools. We have found that if there is malfeasance with non-academic systems, academic underperformance is likely to follow.

iv. Mechanisms to broadly disseminate info...to support further development or replication.

Information on the project dissemination plan is located in Selection Criteria Section A, Significance, (ii), "Extent to which results are to be disseminated" on page 12.

C. QUALITY OF THE MANAGEMENT PLAN AND ADEQUACY OF RESOURCES

i. Adequacy to achieve the objectives of the proposed project on time and within budget, including responsibilities, timelines, and milestones for accomplishing project tasks

The project leadership team will facilitate day-to-day activities and manage the continuous improvement process. This will allow the project to achieve its objectives on time and within budget. The team will initially meet bi-weekly or more often to review progress towards objectives, coordinate and plan meetings with advisory boards, plan feedback sessions, prepare updates for CCSA's Member Council and Board of Directors, and consult with states on their accountability efforts. The team comprises the necessary personnel to implement the activities associated with our objectives and outputs, and their qualifications are listed below in section (d)(2). Members of the team are:

The project director and Senior Vice President of School Performance, Development and Support (20%) Elizabeth Robitaille, will be responsible for overseeing all fiscal and operational aspects of the project, engaging with the project advisory board and CCSA Member Council,

managing project personnel and consulting with researchers. In her position at CCSA, she oversees the school performance, accountability and research team (i.e. conducting the research, analytical and accountability work), the school development and support team (i.e. providing supports and case management to support growth of new and replicating schools), and the knowledge management team (i.e. providing training, resources, and consulting to charters). She will report to the CCSA executive team in weekly conference-call meetings and written progress summaries plus monthly in-person meetings to review key areas of work, and to the CCSA Board of Directors quarterly regarding the overall progress of the project.

Managing Director of School Performance, Accountability and Research, Erin Abshere (50%), will be responsible for overseeing all of the academic accountability revision, implementation, and dissemination work. In addition, she will be responsible for tracking policy alignment and compliance to federal, state and local accountability frameworks as well as understanding other states' accountability policies and landscapes for charters.

Managing Director of School Development and Support, Willow Harrington (40%) will be the lead architect on the new fiscal, operational, and governance accountability framework. In addition, she will also oversee the team conducting school reviews and developer supports.

Managing Director of Knowledge Management, Alice Miller (20%), will oversee the integration of the fiscal, operational, and governance framework within all of CCSA's trainings on similar topics.

Director, School Quality Supports, Jessica Newburn (40%), will manage the school facing and authorizer facing portions of the academic accountability work. She will also be in charge of all the creation and updating of early warning, self-assessment, and other school quality supports.

Senior Vice President of Regional Advocacy, Gina Plate (5%) manages the regional advocacy work across the state, working with teams in the Bay Area, Capitol Region, Los Angeles, and Southern California to maximize the impact of our policy and advocacy work at the local level. Gina will manage CCSA's regional directors, who will work directly with charter school authorizers to introduce and train them on our new accountability framework as well as to monitor that authorizers are using CCSA's developed petition standards. Gina will also provide key special education content expertise, given her role as Chair of the California Advisory Commission for Special Education.

Chief Operating Officer, Laura McGowan Robinson (5%), oversees the Diversity in Leadership initiative and will manage the quality replication efforts focused on this topic.

The following timeline illustrates the progression of project activities and milestones, who will be responsible, and the timeframe in which they will be accomplished. In the timeline below, ER=Elizabeth Robitaille, WH=Willow Harrington, EA=Erin Abshere, and LR=Laura McGowan Robinson.

Activity (*objective #*)	Lead	Timeline
Annual Activities		
Calculate quantitative performance metrics w/CDE data *(Obj. 4)*	EA	Oct through Dec
Engage schools in Multiple Measure Reviews *(Obj. 4)*	EA	May through Nov
Update academic accountability framework *(Obj. 4)*	EA	Jan through May
Produce an academic performance report *(Obj. 4)*	EA	Jan through June
Call for the closure of underperforming schools *(Obj. 4)*	ER	Nov through Jan
CCSA staff calculates alignment between authorizer decisions and CCSA support positions *(Obj. 1,2)*	WH	Ongoing, final in June

Provide Technical Assistance to CSOs *(Obj. 1,2,3,4,5)*	ER	Sept through June
Non-Annual Activities		
CCSA staff gather data and research on FOGAF *(Obj. 1)*	WH	Year 1, Oct to Dec
Draft FOGAF & inform charter leaders/authorizers *(Obj. 1)*	WH	Year 1, Oct to Mar
Staff develop authorizer FOGAF training materials *(Obj. 1)*	WH	Year 1, Dec to June
Staff analyze the practices of select schools w/FOGAF *(Obj. 1)*	WH	Year 1, Oct to Mar
FOGAF disseminated/reviewed by authorizers & partners *(1)*	WH	Year 1, Jan to June
Update petition review standards to align with FOGAF *(Obj. 2)*	WH	Year 1, Dec to Mar
Staff develop training materials on petition review stds *(Obj. 2)*	WH	Year 1, Jan to June
Staff engage w/auths on accountability frameworks *(Obj. 1)*	ER	Year 1, Nov to June
Update all member supports & trainings with FOGAF *(Obj. 1,2)*	ER	Year 1, Dec to June
Ensure alignment of FOGAF criteria in self-assessment portal and educate charter leaders *(Obj. 2,3)*	EA	Year 1, Mar to Aug
Conduct research on Communications campaigns *(Obj. 4)*	EA	Year 1, Mar to Aug
Analyze performance of ELs, SWDs, Rural and Indian students *(Obj. 4)*	EA	Year 1, Sep to Nov (Year 2)
Create a communications toolkit *(Obj. 4)*	EA	Year 1, May to Sep
Create and modify online tools and communications *(Obj. 4)*	EA	Year 1, May to Sep
Consult with 3 or more charter assns on frameworks *(Obj. 1,4,5)*	ER	Year 1, Dec to Jun
Engage with leaders of color via Diversity in Leadership activities, recruit leaders for Accelerator cohorts *(Obj. 3)*	LR	Year 1, Oct to Sept
FOGAF utilized to publicly ensure schools correct issues found	WH	Year 1 & 2, Nov to

or are closed *(Obj. 1)*		June
Educate authorizers on FOGAF & AAF *(Obj. 1,2,4)*	ER	Yr 1&2, Dec to Jun
FOGAF piloted more widely and refined *(Obj. 1,2)*	WH	Year 2, December
Recruit high-quality operators for growth/replication *(Obj. 3)*	WH	Year 1 & 2
Start 2 new high-quality Accelerator *(Obj. 3)*	ER	Year 2, October
Distribute white paper on performance of ELs, SWDs, Rural and Indian students *(Obj. 4)*	EA	Year 2, July
Develop open-source version of CCSA's AAF *(Obj. 4,5)*	EA	Year 2, Sep
Present our best practices at 3 conferences *(Obj. 4,5)*	ER	Yr 2/3, Sep to Jun
Publish and market open-source acad. account. tools *(Obj. 4,5)*	EA	Year 2, Sep to Jun
Write & distribute FOGAF best practices white paper *(Obj. 4,5)*	WH	Year 3, January
Best practices for developing a FOGAF white paper disseminated to CSOs & Authorizers *(Obj. 4,5)*	WH	Year 3, March
Create best-practice paper documenting high quality growth programs *(Obj. 3,5)*	ER	Year 3, March
Disseminate high quality growth programs best practice paper to state agencies *(Obj. 3,4,5)*	ER	Year 3, May
Analyze/refine AAF & FOGAF w/new state measures *(Obj. 4)*	EA	Year 3, Oct to Dec
Accountability guide books written, AAF & FOGAF *(Obj. 4,5)*	ER	Year 3, March
Accountability guide disseminated to Auths & CSOs *(Obj. 4,5)*	ER	Year 3, May

ii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project *is addressed in the Application Requirements below, Section (A), "Project Plan", on page 50 and in the attached budget narrative.*

iii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Please see Letters of Support from the National Alliance of Public Charter Schools and the Texas Charter Schools Association located in Appendix B.

To assist in developing and disseminating the fiscal, operational, and governance accountability framework, CCSA will assemble a project advisory board comprised of key authorizer and charter school stakeholders in California and nationwide to ensure a variety of perspectives. This will include one officer of CCSA's Member Council and/or Governing Board, CCSA's Senior Vice President of Legal Advocacy (Ricardo Soto, Esq.), and at least one charter school researcher. To ensure the project leverages national expertise and is well poised to disseminate best practices, a representative from the National Alliance for Public Charter Schools will also join the advisory board. Authorizer representatives, including one or more California authorizers, California authorizer support networks, and the National Association for Charter School Authorizers will be invited to join the advisory board. We will also ensure representatives from one or more state charter school associations participate in the advisory board (including the Texas Charter Schools Association) to give feedback on the development of the framework and maximize its utility for dissemination and usage in other states. The advisory board will meet with the project director and members of the project leadership team two times per year via phone to provide guidance on development and dissemination of the model, review progress, assess challenges and advise on solutions and adjustments to the project.

In addition, CCSA's Member Council, which is comprised of school leaders from around the state representing a region/district or a specific type of charter model, will be convened in person once each year to discuss CCSA's accountability frameworks and provide feedback which will foster improvement in both the AAF and the FOGAF.

D. QUALITY OF PROJECT PERSONNEL

1. Encourages applications for employment from members of underrepresented groups

At CCSA, we recognize the importance and strength of a diverse team and movement. We value the growth and development of diversity in culture, gender, race, ethnicity, sexual orientation, religion, age and disability, with an intentional focus on ensuring the full participation of the disadvantaged or historically underserved. In addition to the aforementioned groups, we acknowledge and welcome diversity of thought and perspective as essential to the execution of our organizational goals. To this end, CCSA posts open positions on job boards that allow us to find a diverse applicant pool. These include posting on Diversity in Ed, on Diversity Jobs, and on the Historically Black Colleges and Universities Career Center job board. Employment policies and decisions on employment and promotion are based on merit, qualifications, performance and business needs. Employment decisions are made in a nondiscriminatory manner—without regard to age, race, color, national origin, gender, gender identity or expression, religion, physical or mental disability, medical condition, legally protected genetic information, marital status, veteran status, sexual orientation, or any other factor determined to be an unlawful basis for such decisions by federal, state, or local statutes. Also, CCSA makes reasonable, appropriate accommodations as necessary for individuals with disabilities. The ethnicities of CCSA staff, who live and work statewide, reflect the diversity of the California population: 48% white, 36% Latino, 8% African American, 6% Asian. At CCSA, 40% of staff are male, and 60% are female;

55% of our Executive team are female and 27% are persons of color.

i. The qualifications, including relevant training and experience, of the project director.

The project director is ***Elizabeth Robitaille, Ed.D.,*** Senior Vice President of School Performance, Development and Support, and leads CCSA's accountability and research initiatives to strengthen the California charter school movement. Under her leadership, CCSA produced numerous influential reports detailing charter schools' performance and has become a well-regarded source for information about the California charter school movement. In 2009-2010, the team created a new, first-of-its-kind accountability framework for California charter schools. In addition to the school performance, accountability and research team she also leads CCSA's school development and support and knowledge management team. Before joining CCSA in 2007, Dr. Robitaille was the director of technical operations services for Los Angeles Universal Preschool, where she developed the infrastructure for collecting and assessing preschool coach performance metrics, led a multistate study of universal preschool programs, conducted research on exemplary preschool practices, and led the agency's initiative to distribute $35 million in grants. Prior, she directed the Family Care division of Los Angeles Education Partnership, where she managed initiatives to build stronger community-school linkages to overcome barriers to student learning. She earned a doctorate in education, MBA (Nonprofit Management), MA (Urban Planning and Community Development) and BA (Communications) from the University of California, Los Angeles.

ii. The qualifications, including relevant training and experience, of key project personnel.

Erin Abshere, Ed.D., *Managing Director of School Performance, Accountability, and Research*, joined CCSA in 2016. She oversees the research and analysis for CCSA in conducting major and minor research projects, in addition to supporting the revisions and implementation of CCSA's

Academic Accountability Framework. She also monitors state and federal education policies to ensure charter schools are aware of any changes that would impact their students. Prior to joining CCSA, Erin led a non-profit who worked with a coalition of charter management organizations to improve teaching and principal effectiveness with historically underserved students. She has a Bachelor's from Ithaca College, a Master's in Learning Technologies from Pepperdine University, and a Doctorate in Education from the University of Southern California where she won a Dissertation of Merit award.

Jessica Newburn, *Director, School Quality Supports,* leads school performance improvement efforts (including helping schools at risk of being below CCSA's AAF prepare for Multiple Measure Reviews). She works with CCSA's School Development, Knowledge Management, and Diversity in Leadership Teams. In her prior role as a principal, she transformed and stabilized an underperforming charter school, culminating in the school's successful renewal.

Willow Harrington, *Managing Director of School Development and Support,* leads the School Development and Support Team to help charter developers create strong educational programs resulting in successful petitions, authorizations, and new school openings (with more than 14 years of direct charter school support expertise).

Alice Miller, *Managing Director of Knowledge Management* Alice is a founder of California's first charter school and provided technical information and assistance to charter leaders since 2004. Alice provides trainings and workshops on all charter school issues, including finance, board governance, legal compliance and curriculum.

Gina Plate, *Senior Vice President of Regional Advocacy* oversees CCSA's regional advocacy and authorizer engagement across the state of California. Gina also leads CCSA's Special Education Team that provides information and guidance to charter schools on a variety of issues

affecting the delivery of high quality services to the field. Gina is appointed by the Governor as Chair of the California Statewide Advisory Commission on Special Education and has deep special education expertise as a special education teacher, administrator, and consultant.

Laura McGowan-Robinson, Ed.D. *Chief Operating Officer,* leads CCSA's Diversity in Leadership program. Prior to joining CCSA, Laura was a Building Excellent Schools Fellow, founding and leading a high-quality charter school in Los Angeles. Laura is a board member for the National Charter Collaborative, which supports single-site charter school leaders of color.

Ricardo Soto, Esq. *Senior Vice President, Legal Advocacy, and General Counsel,* oversees CCSA's Legal Team, and has expertise in charter school law regarding governance, fiscal and operational matters. Prior to joining CSCA Ricardo served as Principal Deputy Assistant Secretary in the U.S. Department of Education - Office for Civil Rights. Ricardo also served as Assistant Secretary and Legal Counsel in the Office of the Secretary of Education for California where he advised the Secretary of Education and Governor's Office on legal and policy issues related to elementary, secondary and higher education. Also, for eight years, Ricardo served as in-house counsel for the San Diego Unified School District.

E. QUALITY OF THE PROJECT EVALUATION

i. Objective performance measures related to outcomes; quantitative & qualitative data

The evaluation of CCSA's project objectives and objectives /outcomes will use mixed-methods. Quantitative data will be collected to both understand whether the outcomes are being achieved as expected as well as to understand if the outputs produced by the project are informing practice. Qualitative data will be collected to monitor if the project was carried out as designed and if CCSA was able to meet the needs of the intended audiences – authorizers, charter schools, and charter support organizations. The quantitative and qualitative data

collection will happen as part of both the formative and summative evaluations. The aim of the formative evaluation will be to foster project improvement and tweaks in project design; the summative evaluation, on the other hand, will yield an understanding of which project goals and objectives were achieved and which need additional support or activities to complete. As the proposed grant project will build on lessons identified from the previous CCSA grant program evaluations, the formative components of this evaluation plan will continue to inform CCSA's work in the current grant activities. This broad scope of work, as described below, will achieve a comprehensive program evaluation which will greatly improve the quality of project materials.

At the beginning of the project, data collection will track activities, outputs, and outcomes planned for the project. The project management team will provide evidence to the evaluation team via a shared project management document, providing qualitative data about activity completion and outputs and quantitative evidence of outcomes. The evaluators will then assess the quality and timeliness of the project activities on a yearly basis and produce an annual evaluation report, indicating whether the project is on track to achieve the outcomes anticipated. The report will also answer questions such as: Which activities were executed as planned and which were delayed? What caused the delays and how will the project team address these delays? What lessons learned would be valuable for dissemination to external partners? Such findings from this project evaluation will be used to inform project activities, such as the white papers and how-to guidebooks.

In addition to the document review planned, the evaluation team will conduct interviews and surveys of different stakeholders to capture the context in which the project was completed as well as to identify promising practices which can be incorporated into products for the field. The interview and survey questions will focus on perceived understanding of the frameworks,

their usefulness, and the communication from CCSA staff. The feedback from these formative metrics will help CCSA staff make shifts in output design and delivery, increasing the likelihood of achieving the expected outcomes of the project. In terms of the summative evaluation, this phase of data collection will help the project identify authorizers, charter schools, and CSOs who whose characteristics would be instructive to highlight in subsequent project publications.

To help CCSA develop the fiscal, operational, and governance accountability framework (FOGAF), the evaluators will also examine CCSA's ability to leverage expertise from statewide and national charter support and authorizer partners (including members of the project advisory board), as well as CCSA's progress in disseminating information to key stakeholders about the new framework. The development process will include CCSA's Member Council as well as key authorizing stakeholders and educational organization partners. Evaluators will ask these participants during the development process and implementation phase questions such as: a) How did CCSA conduct outreach and gather information to inform the development of the framework? and b) What factors contributed to your willingness and openness to work with CCSA on developing this framework? After the framework is developed and implemented, the evaluation team will also quantitatively measure CCSA's members and authorizer's perceptions of the model's effectiveness, impact, and ease of understanding. Answers to these formative questions will help inform the project's future iterations and communications.

As the focus of the project is to disseminate knowledge around the new accountability framework as well as to develop a similar accountability framework in new state contexts, the summative evaluation will primarily focus on the project's overall effectiveness and impact in fostering authorizer oversight in all the different dimensions – academic, financial, governance, and operational accountability. The evaluation team will collect data around which states

currently have accountability frameworks, policies focused on closure, or state level policies with automatic closure clauses. At the end of the project, the team will compare the base-level collection of data on these topics to the list of states that have engaged with CCSA's frameworks, staff, or outputs and assess the impact of the project on changing policy and framework adoption. Where needed, the evaluators will conduct interviews with charter support organizations to understand hindrances in adoption of the frameworks or understanding the outputs provided by CCSA. Dissemination of the evaluation results, both qualitative and quantitative, will take place via discussions with other state association groups working on accountability topics and other avenues of national dissemination such as the National Alliance for Public Charter Schools' annual conferences.

Evaluation Methods & Tools

Below are planned methods and tools for the project evaluation, listed by objective.

Evaluation Methods & Tools (Completed Annually)
Objective 1: Develop FOGAF, train authorizers/developers, monitor progress
• Conduct a survey of stakeholders working with CCSA to assess CCSA's reputation, and the quality and satisfaction of its work
• Conduct a survey of a representative sample of CCSA members statewide to assess perceptions of the effectiveness, impact, and usefulness of the new work
• Track progress towards model development and verify that deadlines are met
• Track dissemination of new framework by authorizers and CSOs
Objective 2: Conduct reviews with FOGAF, train & educate developers/leaders/authorizers
• Track achievement of outcomes regarding school renewal petitions and new independent charter petitions approved

Objective 3: Build/support high-quality charter replication pipelines using successful pilots

- Conduct a survey and/or interviews of charter support programs to assess use of high quality growth programs similar to CCSA's

Objective 4: Improve FOGAF understanding & communications, improve charter quality

- Conduct a survey of a representative sample of CCSA members and authorizers statewide to assess perceptions of the effectiveness, impact, and usefulness of extended communication and education efforts

- Track progress towards improved performance distribution in California by providing researcher peer review of CCSA-generated performance reports

Objective 5: Improve school & authorizer quality nationally via dissemination of guides

- Conduct interviews with representatives of the state associations who have begun to implement their own frameworks to discern what has occurred during early implementation and collect their lessons learned. In what ways have the state associations modified CCSA's frameworks? What are the implications for promising practices?

The evaluation team will produce official evaluation reports in all three years of the project.

External Evaluator Qualifications: To conduct the external evaluation, CCSA has contracted with Professor Priscilla Wohlstetter, Ph.D. of Teachers College, Columbia University. Wohlstetter is both uniquely qualified to conduct the external evaluation and has prior experience working with CCSA as well on a previous federal grant. In addition to her qualitative and quantitative expertise—she teaches courses in policy analysis—she also has considerable knowledge and experience in program and policy evaluation, with charter schools in particular.

Wohlstetter (Ph.D., Northwestern University) has served as principal investigator for numerous studies focusing on school governance and federal, state and local policies. She was

the recipient of a field-initiated study grant from the U.S. Department of Education's Public Charter Schools Program; was co-PI on a National Leadership Activities grant to create and administer the National Resource Center on Charter School Finance and Governance; and with WestEd and others, was awarded a contract by the U.S. Department of Education to conduct a five-year evaluation of charter schools and the federal Charter Schools Program. Most recently, she serves as PI on the first-ever national study of diverse-by-design charter schools (qualitative and quantitative. Wohlstetter served as a member of the U.S. Department of Education's Technical Working Group for College and Career Standards. She also serves on the Broad Foundation's Charter Prize Review Panel and has authored many books, articles and guidebooks.

APPLICATION REQUIREMENTS

(a) Provide a project plan, which includes a logic model, that describes the purpose of the project based upon the Absolute Priority.

   The project plan is addressed above in the Selection Criteria, Section B. "Quality of the Project Design" starting on page 20 and in Section C. "Quality of the Management Plan" on page 36. Please see page 11 for the Logic Model

Objective 1: Develop a fiscal, operational and governance accountability framework, train low capacity authorizers and developers on the use of it and monitor performance of low capacity authorizers with it.

Inputs and Resources

Personnel	Benefits	Travel	Contractual	Other	Direct costs (%)
$277,746	$52,772	$40,600	$0	$9,200	$308,318 (19%)

Strategies & Initiatives for Objective 1

- CCSA staff gather data and research, leveraging expertise from national and statewide partners, to draft FOGAF

- CCSA staff develop training materials for authorizers on FOGAF

- CCSA staff analyze the practices of select schools using FOGAF

- Implement FOGAF to publicly highlight chronic and persistent governance, operational, and fiscal issues in CA charter schools

- Write & distribute FOGAF best practices white paper in partnership with state and national partners

Objective 1: Outputs/Deliverables	Objective 1: Project Outcomes
• Authorizers and California Authorizer Support Networks, Charter Leaders, Member Council, State Charter Associations, NAPCS, and NACSA informed about FOGAF development • FOGAF tested, piloted, and refined by the end of Year 2 • FOGAF utilized to publicly highlight chronic and persistent governance, operational, and fiscal issues • Best practices for developing governance and financial management white paper disseminated	• FOGAF created with, disseminated to and used by authorizers and authorizer partners • Low capacity authorizers are no longer able to perpetuate authorizing low-quality charters with impunity, as measured by CCSA publicly highlighting these authorizers' schools and triggering public discussion to improve schools' outcomes • FOGAF best practices paper created, disseminated to and used by authorizers and CSOs

	• Charter schools with chronic and persistent governance, operational, and fiscal issues have either rectified these issues or are closed by end of Year 3.

Objective 2: Conduct petition reviews using standards that incorporate new fiscal, operational, and governance framework, train developers and charter leaders to build systems supporting proper fiscal, operational, and governance procedures using petition standards, and educate all authorizers on standards.

Inputs and Resources for Objective 2

Personnel	Benefits	Travel	Contractual	Other	Direct costs (%)
$357,065	$67,842	$18,600	$0	$7,350	$450,857 (22%)

Strategies & Initiatives for Objective 2

- CCSA updates petition review standards to include FOGAF and to ensure new schools are being built with the structure to serve ELs, SWDs, Rural and Indian students in addition to compliance with our frameworks

- CCSA staff develops training materials for new charter developers, renewing charter petitioners and authorizers on petition review standards

Objective 2: Outputs/Deliverables	Objective 2: Project Outcomes
• CCSA petition review standards are updated to align to FOGAF	• Increase in high quality petitions that CCSA receives for review by Year 2

• Charter leaders are trained on petition review standards in Year 2 • Training materials on FOGAF developed and disseminated for school and authorizer audiences by Year 3 • Implement FOGAF framework in CCSA decisions regarding official support/non-support during charter renewal	• CCSA representatives are consistently engaging with authorizers and discussing charter performance in relation to CCSA's accountability frameworks • In collaboration with state and national partners, CCSA educates authorizers on these academic, governance, operational and fiscal charter petition standards

Objective 3: Build and support additional pipelines for high quality charter replications and growth utilizing existing successful pilot cohort programs, self-assessments, and trainings.

Inputs and Resources for Objective 3

Personnel	Benefits	Travel	Contractual	Other	Direct costs (%)
$297,505	$56,526	$5,700	$30,000	$1,500	$391,231 (19%)

Strategies & Initiatives for Objective 3

- Start 2 new accelerator and Diversity in Leadership cohorts in areas of high need in the state, prioritizing areas with underserved ELs, SWDs, Rural and Native American students

- Update all financial, governance and operations supports and trainings to include training on FOGAF by the end of Year 1

- Ensure alignment of self-assessment portal with FOGAF by end of Year 1

- Create best-practice paper documenting the development and successes of Accelerator and Diversity in Leadership (DIL) work so that other CSOs can replicate them

Objective 3: Outputs/Deliverables	Objective 3: Project Outcomes
• Create Accelerator to build high-quality charters' capacity to expand and/or replicate • Educate schools about self-assessment portal and increase awareness of its availability as a resource • Through the combined petition review supports and accelerator activities, increase the percentage of ELs, SWDs, Rural and Native American students enrolled in charter schools by the end of Year 3 • Disseminate best-practice paper to state agencies and other charter support organizations nationally about high quality growth efforts by end of Year 3	• All charters participating in petition reviews and Accelerators will have a plan to serve EL, SWD, and Low-SES students embedded in their charter petitions. • Increase the pool of qualified high-quality charter operators ready for replication • Increase in use of Diversity in Leadership/Accelerator programs by charter support organizations in other states to catalyze the growth of high quality charters

Objective 4: By improving communications and understanding of framework by school leaders and authorizers, improve school quality and close underperforming schools.

Inputs and Resources

Personnel	Benefits	Travel	Contractual	Other	Direct costs (%)
$262,185	$49,815	$53,050	$0	$9,700	$374,750 (18%)

Strategies and Initiatives for Objective 4:

- Conduct research on communications campaigns to develop a plan to more clearly articulate CCSA's AAF, FOGAF, and Multiple Measure Review process in ways authorizers and school leaders can use

- Analyze performance of how ELs, SWDs, Rural and Native American or schools that serve a majority of those populations perform given state accountability versus CCSA's criteria

- Analyze and refine CCSA's frameworks including state measures like the English Learner Progress Indicator and College and Career Indicator evaluating their utility for inclusion in our AAF

- Analyze the individual charters' performance on our AAF and publicly call for the closure of underperforming schools.

Objective 4: Outputs/Deliverables	Objective 4: Project Outcomes
• Create a communications toolkit to be used when engaging leaders in Multiple Measure Review process, informing them about our metrics, process, and timeline as well as our support resources and tools • Create and modify online tools and communications materials to inform authorizers about the performance of their schools and how they compare to statewide performance on CCSA's AAF and FOGAF by the end of Year 1	• Annually update academic accountability framework and call for the closure of academically underperforming schools • Annually produce a report or communications piece summarizing the performance of charters statewide on CCSA's framework metrics • At least 50% of underperforming schools for which CCSA advocates closure (based on FOGAF and academic performance) are closed by their authorizers

• Create a white paper and disseminate it to authorizers and CSOs on how ELs, SWDs, Rural and Native American or schools that serve a majority of those populations perform given state accountability versus CCSA's criteria, highlighting where low performing charters may get a "pass" by the state.	

Objective 5: Improve the quality of charter schools and charter school authorization nationally by disseminating best practices and how-to guides on our academic and fiscal, operational, and governance accountability frameworks.

Inputs and Resources for Objective 5

Personnel	Benefits	Travel	Contractual	Other	Direct costs (%)
$268,417	$50,999	$42,000	$60,000	$16,700	$ 438,116 (22%)

Strategies and Initiatives for Objective 5

- Develop open-source version of our academic accountability model, offer training to interested CSOs by the end of Year 3

- Train existing charter school leaders on FOGAF standards & best practices

- Present our findings, tools, resources, and white papers at charter operator-focused and authorizer-focused conferences

- Develop a series of white papers or guidebook for principles of academic, governance, and financial accountability for CSOs and authorizers to use when making policy decisions

Objective 5: Outputs/Deliverables	Objective 5: Project Outcomes
• Present our best practices at a minimum of 3 conferences by the end of Year 2 • Publish and market open-source tools to authorizers and CSOs, conduct trainings • Accountability guide disseminated to authorizers and CSOs by end of Year 3 • Provide Technical Assistance to CSOs, including holding a CSO convening in Year 3.	• Existing charter school leaders & representatives are trained by CCSA's Knowledge Management team on FOGAF standards & best practices • Charter stakeholder organizations engage in FOGAF dissemination and education activities • At least 5 authorizers and/or CSOs integrate lessons learned and best practices from CCSA into their own state context by Year 3

(b) Provide a management plan...for achieving project outcomes. *(Please see pg. 36)*

(c) Provide a dissemination plan...for its proposed projects. *(Please see pg. 13)*

(d) Provide an evaluation plan that includes alignment to the intended outcomes of the proposed project. *(Please see pg. 45)*