

Applicant Summary

- * Basic information
- * Similar to some information contained in the Intent to Apply Packet

Identifying Information

- * Conversion Schools
- * Online or blended learning
- * CMOs and ESPs

Online and Blended Learning

Primarily On-Site Student Experience

Primarily Online Student Experience

Brick and Mortar School

Blended Learning

Virtual School

Online and Blended Learning Questions

- * Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?
- * Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?
- * Does the proposed school use online learning in any way, either during or after the school day?

CMOs and ESPs Questions

- * Does the applicant currently operate charter schools in Hawaii or any other state?
- * Will there be a third-party that provides a significant amount of assistance with educational services to the proposed school?
- * Will there be a third-party that provides a significant amount of business services (back-office services, school operations, etc.) to the proposed school?

Application Requirements and Criteria

- School Overview
- Academic Plan
- Organizational Plan
- Financial Plan
- Applicant Capacity

School Overview


- * 2 parts – Executive Summary and Enrollment Summary
- * Executive Summary
 - * Mission
 - * Vision
 - * Geographic Location
 - * Anticipated Student Population
 - * Community Engagement
 - * Contribution to Public Education System

Enrollment Summary

- * 5-year enrollment plan with breakdown between brick and mortar students and blended students versus virtual students.
- * Enrollment Plan Rationale
- * Enrollment Plan Justification

Academic Plan

Beth Bulgeron,
Academic Performance Manager



II. Academic Plan

- A. Academic Plan Overview, Academic Philosophy, and Student Population
- B. Curriculum and Instructional Design
- C. Special Populations and At-Risk Students
- D. School Culture
- E. Professional Culture and Staffing
- F. School Calendar and Schedule
- G. Supplemental Programs
- H. Third-Party Service Providers
- I. Conversion Charter School Additional Academic Information

II. Academic Plan

Articulating your vision:
Clear outcomes, focused mission,
evidenced throughout the Academic
Plan

A. Academic Plan Overview, Academic Philosophy, and Student Population

- * Academic philosophy
 - * Primary instructional methods, strategies,
 - * non-negotiable elements of school model

B. Curriculum and Instructional Design

- * What do you want students to know and be able to do?
- * How will you teach it?
- * How will you know when they have learned it?
- * What will you do when they don't?

B. Curriculum and Instructional Design (cont.)

Accountability Drives Academic Performance

- * Understand how your school will be evaluated under Strive HI and the Commission's APF.

C. Special Populations and At-Risk Students

- * Explain how proposed curriculum is developed, modified, and/or responsive to and for students with special needs

D. School Culture

- * Two steps:
 - * Describe the school culture
 - * Explain how you will build and foster that culture

E. Professional Culture and Staffing

1. Professional Culture
2. Professional Development
3. Staff Structure
4. Staffing Plans, Hiring, Management, and Evaluation

E.1. Professional Culture

- * Professional Culture is reflected in everything from interviewing practices to teacher evaluations.
- * Culture development must be planned and deliberate.

E.2. Professional Development

- * A plan for continuous Professional Development
- * Questions related to Title II funds and resources for professional development can be addressed today by Staff

E.3. Staff Structure

- * Charters subject to collective bargaining pursuant to HRS Chapter 89

E.4. Staffing Plans, Hiring, Management, and Evaluation

- * For more on personnel policies, see SPCSC website
- * [8/10/2013 Star-Advertiser](#) on teacher retention challenges ([8/17/2015 follow-up](#) on reforms); [8/26/2013 NY Times](#) or [6/3/2015 Education Week](#) on high charter turnover
- * HQT questions can be addressed today by Staff
- * Charter schools are responsible for implementing principal and teacher evaluation systems pursuant to BOE Policy 2055. A school may elect to develop its own evaluation system as long as it meets the criteria of the BOE.

F. School Calendar and Schedule

* Sample daily and weekly schedule

G. Supplemental Programs

* If applicable

H. Third-Party Service Providers

* Governance structure


* Is your governing board the independent board that is responsible for the financial, organizational, and academic viability of the school?

I. Conversion Charter School
Additional Academic Information

Conversions require additional information

Organizational Plan

Danny Vasconcellos,
Organizational Performance Manager



III. Organizational Plan

- A. Governance
- B. Performance Management
- C. Ongoing Operations
- D. Student Recruitment, Admission, and Enrollment
- E. Parent Involvement and Community Outreach
- F. Nonprofit Involvement
- G. Geographic Location and Facilities
- H. Start-up Period
- I. Conversion Charter School Additional Organizational Information

A. Governance

- * Central relationship is between the authorizer and the charter school's governing board
- * Transition from a founder's board to governing board
- * Under Act 130, governing boards are assigned a much more significant role, one of primary responsibility for the school.

A. Governance

- * Act 130 Governing Boards model is skill sets/background:
In selecting governing board members, consideration shall be given to persons who:
 - (1) Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of the charter school students and the surrounding community;
 - (2) Demonstrate an understanding of best practices of nonprofit governance; and
 - (3) Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.

A. Governance

- * Conflict of interest requirements
 - Current or recent employees or vendors, or their close relatives, not to serve as governing board chair
 - Also not to exceed one third of board membership
 - Subject to the State Ethics Code
- * Note: No requirement of geographical proximity
- * Overall: Shift in emphasis, greater responsibility, opportunity to contribute to great things for kids

A. Governance

- * Potential resources:
 - * [National Charter School Resource Center, "Governing Boards"](#)
 - * [Charter Schools Tools Board Governance Training Manual](#)
 - * [Board Source](#)
 - * [National Resource Center on Charter School Finance and Governance, "Involving Teachers in Charter School Governance"](#)
 - * [National Resource Center on Charter School Finance and Governance, "Creating and Sustaining High-Quality Charter School Governing Boards"](#)
 - * [Robert's Rules of Order \(Constitution.Org\)](#)

B. Performance Management

- * Performance is measured by the three Performance Frameworks: Academics, Financial, and Organizational.
- * Annual Overall Ratings for Financial and Organizational Frameworks
- * Primarily Data-driven

C. Ongoing Operations

- * Transportation-how are your students getting to school
 - Public transportation- Safety?
- * Safety and Security
 - Fire and building regulations
 - Access to campus
 - Natural disasters-safety plan
- * Food service
 - Food service regulations
 - Free and reduced lunch population

D. Student Recruitment, Admission, and Enrollment

- * Public “schools of choice”
- * Admissions policy must be pre-approved by the Commission
- * Enrollment preferences
 - * Current students, siblings of current students
 - * Children of staff, governing board members
 - * Weighted lottery for educationally disadvantaged students
- * Admissions and enrollment are two different processes for charter schools
- * Are your student population targets feasible?

E. Parent Involvement and Community Outreach

- * What need is being fulfilled?
- * Parent involvement can be critical to a school’s success, but it cannot be mandatory.
- * Be a good neighbor!

F. Nonprofit Involvement

- * Role and function of the nonprofit
- * Overlapping memberships of your nonprofit and governing board
- * State Ethics Commission Concerns
 - Advisory Opinion No. 2015-2

G. Geographic Location and Facilities

- * Facilities is one of the biggest challenges
- * Viable facilities plan within specific areas
- * Capable of becoming the school that is envisioned?
- * Variety of resources available, including:
 - * [US Dept of Ed-Resources on Facilities](#)
 - * [Public Impact-Facilities Financing Ideas for Charter Schools](#)
 - * [National Charter School Resource Center: Facilities](#)

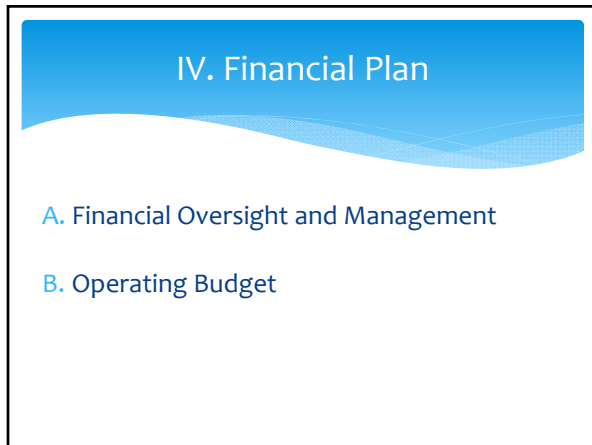
H. Start-up Period

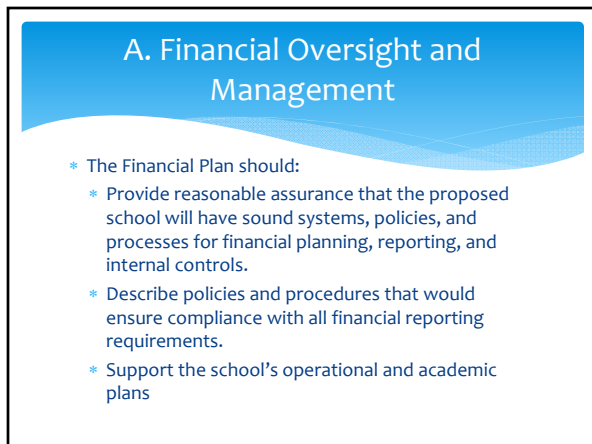
- * Realistic start-up year plan
 - Aligned with a realistic budget
 - Implemented by a dedicated team
- * Viable contingency plan
 - Enrollment variance of 10%? 20%?
 - 200 students= \$1.3 million
 - 180 students= \$1.17 million <\$130,000>
 - 160 students= \$1.04 million <\$260,000>
 - Is this still the school you envision?

I. Conversion Charter School Additional Organizational Information

- * Certification and documentation of approval by the majority of votes from the:
 - Existing administration;
 - Teachers and support staff; and
 - Parents of students







A. Financial Oversight and Management (cont.)

- * The Financial Plan should contain clear descriptions of the roles and responsibilities of proposed school leadership and/or management team and the proposed governing board.
- * Demonstrate a strong understanding of the appropriate delineation of the roles and responsibilities regarding the financial oversight and management of the school.

A. Financial Oversight and Management (cont.)

- * The Financial Plan should provide sound criteria and procedures for selecting vendors and/or contractors for administrative services such as business services, payroll and audit services.
- * Costs for these services should be reasonably reflected in the Financial Plan Workbook.
- * Bottom line: Does the Financial Plan make sense when taking the Academic and Organizational Plans into consideration?

B. Operating Budget

- * Operating budget for Year 0 (start-up year) and Years 1-3 (operating years).
- * Budgets must be sound – operations should end each year at breakeven or with a small profit.
 - * Charter schools are state agencies and may not enter into financing agreements or take out lines of credit without proper approvals from Dept. of Budget & Finance and Dept. of Attorney General.
- * Budgets must be in alignment with the Academic and Organizational Plans.

B. Operating Budget (cont.)


- * Budget Narrative should:
 - * Describe the assumptions used to determine revenue and expense estimates
 - * Specifically address the reliance on variable income, such as grants and donations
 - * Include a description of the amount and sources of funds, property, and other resources from all funding sources
 - * Include a clear and comprehensive description of the necessary costs for delivery of the academic program – virtual or blended programs require technical equipment

B. Operating Budget (cont.)

- * Develop contingency plan(s) to address shortfalls in revenues and/or higher than anticipated expenses.
- * Develop a cash flow plan for year 1 to ensure the school's operations are sustainable through the first year and the first month of the following year.

Applicant Capacity

Yvonne Lau,
Chief Operations Officer



V. Applicant Capacity

- A. Academic Plan Capacity
- B. Organizational Plan Capacity
- C. Financial Management Capacity

Capacity Generally

- * Credentials, experience, and qualifications are important, but not the only capacity measures
- * Individual and collective capacity must be demonstrated through:
 - * Resumes
 - * Application narrative responses
 - * Responses in the capacity interview
- * Strong capacity is evidenced by an understanding of challenges, issues, and requirements associated with running a high-quality charter school

Ensuring Capacity

- * **Having experts on the applicant governing board and part of the applicant team is a must, but it is not enough!**
- * Meaningful contributions from all members
 - * Application should reflect the knowledge and expertise of relevant members
 - * Key people should attend the interview and should understand the entirety of the proposal

Ensuring Capacity

- * Build a strong team based on abilities and experience.
- * Understand your team's limitations and have plans in place to acquire any necessary expertise (e.g., contracting, recruiting, hiring, etc.).
- * Use a rigorous process and criteria to select proposed leadership and management positions.
- * **Prove that your team can implement the proposed plan.**

Questions?

Components of the Application
