

## Strategic Planning Notes

The Maine Charter School Commission held a meeting on **Monday, June 8, 2015**, at the Burton M. Cross State Office Building, 111 Sewall Street, Augusta.

The meeting was called to order by Shelley Reed, Chair at 9:30 a.m.

For opening information see attached Agenda and Ground Rules.

### **A. Present a brief summary or snapshot of the 6 items.**

#### **1. Self-evaluation for MCSC**

MCSC Self Evaluation Questions and Results attached.

**2. Executive Director Evaluation** – most stakeholders (Members and School Leaders) responded to the evaluation, as well as, Bob provided his responses. It is interesting to see with the three groups that we all “know” the same Bob.

For information, please contact Shelley Reed, Chair.

Moved by Jana Lapoint; seconded by Mike Wilhelm and voted unanimously to move into executive session for the Executive Director evaluation.

9:55 a.m. Executive Session ended.

**3. Summary of Charter School Information** – Number of Students Enrolled 2014-15; Number of Staff Employed; Mission; Vision. Spreadsheet attached.

Numbers and enrollment will change significantly for some schools next year (2015-2016):

Baxter Academy by 40 students to **270**.

Maine Connections by 60+ students to **360**.

Harpswell Coastal Academy by 55 students to **180**.

MeANS by 44 students to **120**.

Maine Virtual is approaching their enrollment cap of **297**.

### **Side Bar: Education and Cultural Affairs Committee**

Bob Kautz: You will be receiving an invitation from the Education and Cultural Affairs Committee. In Phil McCarthy's letter to Peter Geiger, Maine State Board of Education Chair, regarding the approval of John Bird and Laurie Pendleton, a request to meet with the Commission for discussion on education policy issues relevant to: Maine's

school funding formula – challenges and differences between the programs and performance of virtual charter schools, “brick & mortar” charter schools and Commission work.

June 5, 2015, Letter attached.

#### **4. Draft Calendar**

**Report writing dates for end-of-year reports** – to be approved 7/7/15.

July 30 = Cornville and Fiddlehead.

July 31 = Baxter and Maine Connections (begin after 10 a.m. for Ande).

August 4 = Harpswell (following Business Meeting).

September 1 = MeANS (following Business Meeting).

Maine Virtual

August 11 = Pre-Opening

December 2 = 90-Day Visit

**School visits for school year 2015-16 – discussion for change in procedure/timing of?**

#### **5. MCSC Budget**

March 25 document (attached) shared with the Legislature – Actuals FY 2013, 2014, Actual/Estimated 2015, Estimated 2016 and 2017.

4-3-15 Budget document (attached) with Projections for FY 2016 and 2017.

For Legislature- provided future potential expenditures for the projected revenue MCSC will be receiving for continuing RFP development, application review/approval and the monitoring of 7-10 public charter schools.

State-line positions would be a potential relating to “how do we treat our people?”  
How do you embed charter schools in State Government?

FY 2017 would be the first year this could occur with the MCSC funding; presented to the Legislature that the Commission had not made any decision on it. A reserve fund (*unencumbered balance*) of a year's expenses would also be a component of the 2017 MCSC budget.

Ande Smith: I would never showcase that for them. I do not think we are compelled by law to have State-line positions.

Jana Lapoint: When we talked with Sawin Millett about these becoming State positions, he just laughed. The Governor would never approve. We need to stay away from this politically.

Projected Revenue for FY 16 is 408,000 and for FY 17 is 467,000. With a budget of \$298,000 MCSC will have an excess in revenue, which could lead to MCSC reducing the 3% to a lesser figure to allow more money to stay with the public charter schools.

## **6. Monitoring, Application, Authorizing** Discussion of 5-5-15 Notes (attached).

1. Timing of End-of-Year Visit – Monitoring plan and Contract ***is to be done before the end of the school year.*** End-of-Year Visit amended to a During-the-Year Visit for the classroom pieces and then an End-of-Year Visit when all the information is in from the public charter schools (July or August).

Does experience tell us something different? Is a different time of year more beneficial?

2. Schools writing a summary report with their responses to the Performance Measures illustrating how well they have done with the evidence. Trial this year.

3. Visit to classrooms – suggestion that Review Teams visit the classrooms during the school year.

4. Date of required report – Partial reports in June versus it being after the close of the school year when all information is available.

Some reports are due throughout the year in accordance with the Monitoring Plan and this would remain unchanged –financials, test results, etc.

Schools would prefer to write their reports with all information/data available to them.

### **Process for Two-phase Application.**

For access to Federal Grant Funding and based on other states' experience.

To apply for a Federal Grant, you have to have submitted an application.

Also, would give time to the *Founders* to create a more in depth application.

Some states preliminary application (Rhode Island) is just Maine's Letter of Intent.

Need to determine what qualifies as an application.

Indianapolis – it is a letter of intent, but it requires more information than Maine's, contains some essential information; however, not lengthy either.

Judith: Two-month process from Letter of Intent to the full application:

Two-page Letter of Intent due March 6.

Prospectus was due March 20.

Selected applicants notified by end of April.

Full application due May 15.

Application cycle is twice per year.

No mention to the Federal SEA monies tied to this application process. Would applicants be qualified to apply?

BK: An example of a Prospectus could be – What is the School; addressing Governance – Board Capacity, Who is on the Board; Education Program; Leaders for the school? This could average about 39 pages.

Is this worthy to go to a Full-Application phase?

The full-application would be followed by the Commission granting a charter or not.

Roger/BK - NASCA also recommended Michigan's and Chicago's former two-phase process; they are not recommending the "new" version now being used.

## **B. Small Groups What is working – What needs to improve?**

### **Group One**

#### **What's working?**

- Application process; tech asst.
- Accountability, good criteria process in place
- Schools
  - 6 schools
  - Have wait lists
  - Positive results
  - Differentiated missions
- Calendar improved
- Self- reflection—→ 2 apps, monitoring growth
- Deliberative process
- Finances —→ Started with support. Now using 3%.
- Good stewards of taxpayer dollars
- MCSC authorizer and resource
- Use state attorney for legal assistance
- Relationship with DOE helpful (SpEd, Commish, Deb F.)
- Sorted out our role as authorizer

#### **What needs to improve?**

- Orientation to new MCSC members
  - Binder
  - Laws
  - Process
  - Role
- Monitoring process
  - Timeline
  - Info

- Their own summary
- Need MCSC conversation
- Accumulate info over time
- Getting materials and data on time
- Process not a day
- Who owns what role? (schools vs MCSC)
- What info. do we really need?
- Personnel – Resources
  - state vs contract
  - Job description – ID goals → evaluation
  - Know our needs, match with skill set
- Public Documents
- 2-step process given a fleshing out beyond letter of intent
- Renewal/ closure/ infraction, breach of contract
- Language in contract and monitoring doesn't agree

### **Group Two**

#### **What's working?**

- Evaluations
  - Commission
  - ED
- Commission has a budget
- Cohesion, communication
- Maine Charter School Commission is a role model for other states
- There is greater respect for our work

#### **What needs to improve?**

- Application process
  - Timing
  - Content (fewer pages)
- Re-wicker the monitoring
  - Timing
  - Substance
  - Staffing
- Board involvement in budget
- Maintain knowledgeable, active board
- Review contract
  - Amendment process
  - Changes
  - Enforcement

### **Common Elements between Groups One and Two**

- Budget oversight and knowledge/development
- Re-wicker the monitoring
- Contract (infractions, amendments, changes)
- Application (timing, 2-step)

### **Differing Elements between Groups One and Two**

- Orientation (will be addressed by ED and Chair)
- Personnel management – delivery
- Public Documents - Pull together (Sub-committee: John, Mike, Shelley)
- Maintaining our knowledge and staying active

## Sub-committees

### Monitoring

(sub-committee: John, Laurie, Jana, Gina)

- Schools' self-assessment for review and report
- Timetable
  - When we do what
  - Dissemination of materials (when and who)
- Clarify what we need to know (1<sup>st</sup> year, 2<sup>nd</sup> year, etc.)
- Essential Components
- Prep Materials (last year's report/recommendations; duties of each)
- More budget focus and process of review

### Contract

(sub-committee: Ande, Nichi)

- Review for elements
- Non-compliance
- Material/non-material Amendment
- Process to making changes to contract – implementation.

### Application

(sub-committee: Jana, Mike)

- Consider a 2-phase app. process
- Review for essential components
- Timeline (ours & theirs)

### Budget (MCSC-cash flow, expenditures, income)

(sub-committee: Mike, Ande)

- Process for reviewing budget (including timeline)
- Commission member involvement in developing budget
- Consider future budget in light of Mission and Goals
- Identify needs

### Public Documents

(sub-committee: John, Mike, Shelley)

- Pull together

## Draft Strategic Plan

The 2015-16 Strategic Plan for the MCSC is to enhance and refine its core business processes to better regulate Maine public charter schools and to help assure their educational and operational excellence. Under this plan, the MCSC will address the following lines of effort:

1. Revise the application process to be more effective and manageable;
2. Improve the effectiveness of the school monitoring process;
3. Define and implement a process for development and management of the Commission's budget; and
4. Consider changes to the form of charter school contract to clarify such areas as mechanisms for non-compliance and amendment processes.

## Meetings

### July 7 Meeting – Plan of Action and Milestones.

- **First thing to do:** 6-8-15 DRAFT Strategic Planning Notes – Review, refine-reword and Approval by Commission prior to 7/7/15 Meeting.

### Frame work.

- Business Meetings are kept to three hours; use several hours to do Committee Work.
- July – Frame up our work.  
Teams come with a report-out on their plan of action / milestones.  
Plan of Action is a What, How and When.
- July 7 Meeting each Committee (Monitoring, Contract, Application, Budget) brings their plan of action and the milestones and the resources needed to accomplish the task.

### Scenario of a hypothetical meeting: \*\*\*\*\*

(Ande Smith): "**Budget**" is more project planning to walk through.  
August Meeting – Review the existing budget using basic broad work steps that lead to Output.

- Part of Business Meeting be IPR's – In process Reviews – Under New Business creates a Place holder in meeting.

"Where are we on the budget?"

Each Committee is responsible.

*"Mike and I reviewed the budget and here is an issue we need the Commission to talk about:*

*The Staffing Model –*

*Are we in or out of the government system?*

*Are we going to have Gina X 6 or are we going to have Gina x 1.*

*Are we going to have 12 Administrative Assistants or 2?*

*Are we going to outsource the school budgets, contract review?"*

\*\*\*\*\*

**PLEASE NOTE:** October 21 first scheduled day for In-Person Interviews-Public Hearings; Members returning from Colorado on October 22. Two Meetings per day scheduled, as needed, for Friday, 10/23; Monday, 10/26; Tuesday, 10/27.

"Parking Lot" Items:

- Commission with Legislative Committee – Potential questions and concerns in advance. Maybe not until the Second Session of the 127<sup>th</sup> Legislature.
- Official decision on state/positions
- Review process
- Outsourcing (budget)
- Leg books listing leg.

Adjourn:

Motion by Jana Lapoint; seconded by Nichi Farnham.

## Maine Charter School Commission Strategic Planning

June 8, 2015 Cross State Office Building Rooms 103 A and B

**Central Question for the day: How can MCSC's work better ensure successful charter schools?**

1. What's working?
2. What can we do to improve our current processes, what needs to improve, what new processes need to be developed?

Agenda Morning Session

To develop collective thought we will explore "what is" through the following items:

1. Self-evaluation for MCSC based on the 12 National Principles and Standards
2. Executive Director evaluation including evaluation results from charter school leaders, commission members and the self-evaluation
3. Charter School Information: students served, staff employed, mission/vision
4. Draft Calendar
5. Budget
6. Monitoring, Application, Authorizing

The process we will use is

- A. Present a brief summary or snapshot of the 6 items
- B. Process the "what is" in groups for items 1, 2, 3. Each item will be explored in small group then report out to the larger group. Two questions will be explored:
  1. What's working?
  2. What needs to improve?

Then chart the large group responses

Process: Using small group work brainstorm and chart items. Each small group will identify 3 potential items they have come to consensus on as possible goals. Report to the larger group.

Lunch

Focus: Goal setting for 2015-2016 Based on the identified items of what's working and what needs to improve

List all the potential items. Commission members and staff use dots to identify their top 3 choices to arrive at 3-4 goals.

*Question: How do we achieve identified goal areas?*

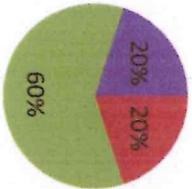
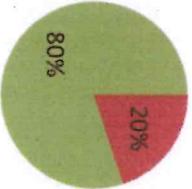
Whole group – Develop Action Plan

What is the impact on the 6 identified areas i.e. evaluation, calendar, budget, monitoring, application? MCSC meetings in July, August, September and October will be used to develop plans to implement the 3-4 goals.

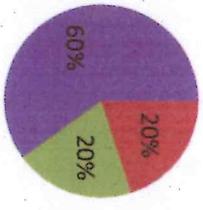
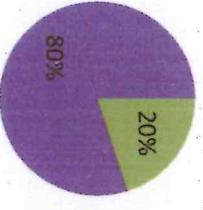
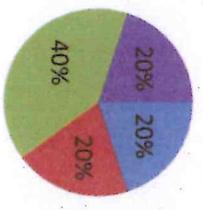
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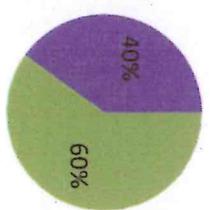
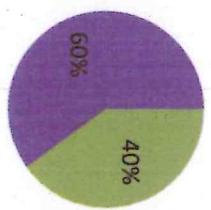
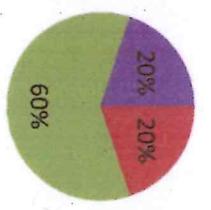
## MCSC Strategic Planning Ground Rules

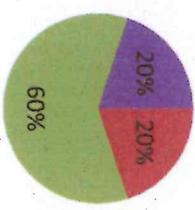
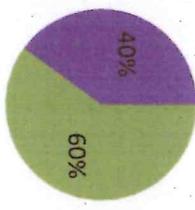
- Everyone helps with timekeeping by keeping discussion focused and relevant
- Use ELMO-or “Enough let’s move on”, address each item but don’t get into the weeds
- Be present, listen actively, ask clarifying questions
- The Rule of 2-after speaking wait for 2 more people to speak before you go again
- Take a stand
- Build Up-say what you like about something or what you would change to make it better
- Look through the windshield not the rear view mirror
- Use the Parking Lot for items you wish to return to at a later time
- eManners-respectfully use cellphones, laptops
- We are all responsible for the outcome of this strategic planning

<p>Timestamp</p>	<p><b>MCSC membership understands their roles and responsibilities and has the expertise in all areas essential to charter school oversight</b></p>	<p><b>MCSC purposefully employs staff sufficient to carry out its duties</b></p>
<p>5/29/2015 14:39</p>	<p>Approaching well-developed</p>	<p>Partially developed</p>
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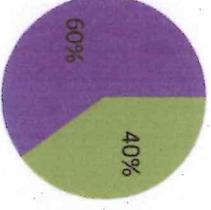
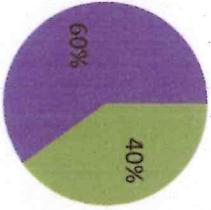
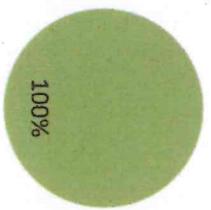
<p>The budget is aligned with the mission and operation of the Commission and is resourced sufficiently to carry out its responsibilities with the public's interest in mind</p>	<p>MCSC implements a charter application process that is open, well-articulated, well publicized, transparent, and has clear timelines</p>	<p>MCSC has thorough requirements and rigorous evaluation criteria for academics, finances, organization and governance in the application</p>
<p>Well-developed</p>	<p>Well-developed</p>	<p>Approaching well-developed</p>
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<p><b>MCSC rigorously evaluates each application through review of the written proposal, public interviews and other due diligence to examine the applicant's capacity to operate a quality charter school</b></p>	<p><b>MCSC executes contracts that state the rights and responsibilities of the charter school and the authorizer including conditions for material and non-material amendments</b></p>	<p><b>Contracts establish the performance standards, targets and sources of data under which the charter schools will be evaluated and act as conditions of renewal</b></p>
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<p>Accountability decisions are based on documented evidence and analysis of performance expectations</p>	<p>MCSC implements a comprehensive performance accountability and compliance monitoring system that is defined by the contract and provides information necessary to make rigorous and standards based renewal, revocation, and intervention decisions while respecting the charter school's autonomy</p>	<p>MCSC provides charter schools with clear technical guidance as needed to ensure timely compliance with applicable rules and regulations</p>
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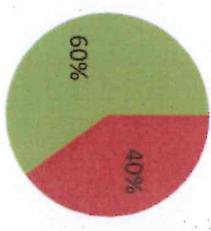
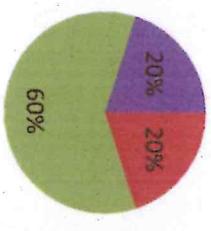
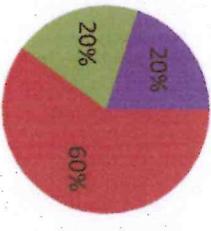
<p><b>MCSC evaluates each school annually on its performance and provides a written report summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement and clearly communicates the analysis to the charter school leadership and governing board</b></p>	<p><b>MCSC ensures that charter schools admit students through a random selection process that is open to all students, is publically verifiable and does not establish undue barriers to application</b></p>	<p><b>MCSC ensures that charter schools provide access an services to students with disabilities, including compliance with student IEP, Section 504 plans, facilities' access and educational opportunities</b></p>
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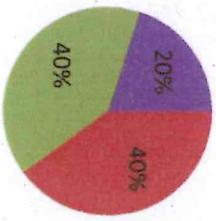
- Minimally developed
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<p><b>MCSC provides an annual written report that provides performance data for the charter schools it oversees</b></p>	<p><b>MCSC has clearly outlined the criteria and process for charter school renewal based on merit and objective evidence of the charter school's performance including a meaningful opportunity for the charter school to provide information</b></p>	<p><b>MCSC has effective policies and practices for school intervention and revocation in response to clearly identified deficiencies in the charter schools' performance</b></p>
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**In the event of a charter school closure MCSC oversees and works with the governing board and school leadership to ensure timely parent notification, orderly transition of students and student records, disposition of funds, property and assets**

- Partially developed
- Partially developed
- Approaching well-developed
- Approaching well-developed
- Well-developed

- Minimally developed
- Partially developed
- Approaching well-developed
- Well-developed



# MCSC self evaluation

Under MRS Title 20-A Maine Charter School Law the MCSC must "develop and maintain policies and practices consistent with nationally recognized principles and professional standards. Please rate our activities according to our paper (or what we have planned to do) and also by application of what actually happens in practice.

Well-developed=meets or exceeds NACSA principles and standards

Approaching well-developed=sound but requires modification

Partially developed=incomplete containing some aspects of practice but is missing key components

Minimally developed=inadequate practice, falls short of NACSA principles and standards

Undeveloped=MCSC has not undertaken the practice at all

\* Required

## **MCSC membership understands their roles and responsibilities and has the expertise in all areas essential to charter school oversight \***

Organizational Capacity and Infrastructure

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

## **MCSC purposefully employs staff sufficient to carry out its duties \***

Organizational Capacity and Infrastructure

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

## **The budget is aligned with the mission and operation of the Commission and is resourced sufficiently to carry out its responsibilities with the public's interest in mind \***

Organizational Capacity and Infrastructure

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC implements a charter application process that is open, well-articulated, well publicized, transparent, and has clear timelines \***

Soliciting and Evaluating Applications

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC has thorough requirements and rigorous evaluation criteria for academics, finances, organization and governance in the application \***

Soliciting and Evaluating Applications

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC rigorously evaluates each application through review of the written proposal, public interviews and other due diligence to examine the applicant's capacity to operate a quality charter school \***

Soliciting and Evaluating Applications

- Well-developed
- Approaching well-developed
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**MCSC executes contracts that state the rights and responsibilities of the charter school and the authorizer including conditions for material and non-material amendments \***

Performance Contracting

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**Contracts establish the performance standards, targets and sources of data under which the charter schools will be evaluated and act as conditions of renewal \***

Performance Contracting

- Well-developed
- Approaching well-developed

- Partially developed
- Minimally developed
- Undeveloped

**Accountability decisions are based on documented evidence and analysis of performance expectations \***

Performance Contracting

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC implements a comprehensive performance accountability and compliance monitoring system that is defined by the contract and provides information necessary to make rigorous and standards based renewal, revocation, and intervention decisions while respecting the charter school's autonomy \***

Ongoing Public Charter School Oversight and Evaluation

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC provides charter schools with clear technical guidance as needed to ensure timely compliance with applicable rules and regulations \***

Ongoing Public Charter School Oversight and Evaluation

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC evaluates each school annually on its performance and provides a written report summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement and clearly communicates the analysis to the charter school leadership and governing board \***

Ongoing Public Charter School Oversight and Evaluation

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC ensures that charter schools admit students through a random selection process that is open to all students, is publically verifiable and does not establish undue barriers to application \***

Ongoing Public Charter School Oversight and Evaluation

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC ensures that charter schools provide access an services to students with disabilities, including compliance with student IEP, Section 504 plans, facilities' access and educational opportunities \***

Ongoing Public Charter School Oversight and Evaluation

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC provides an annual written report that provides performance data for the charter schools it oversees \***

Ongoing Public Charter School Oversight and Evaluation

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC has clearly outlined the criteria and process for charter school renewal based on merit and objective evidence of the charter school's performance including a meaningful opportunity for the charter school to provide information \***

Charter School Renewal Decision Making

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**MCSC has effective policies and practices for school intervention and revocaton in response to clearly identified deficiencies in the charter school's performance \***

Charter School Renewal Decision Making

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

**In the event of a charter school closure MCSC oversees and works with the governing board and school leadership to ensure timely parent notification, orderly transition of students and student records, disposition of funds, property and assets \***

Charter School Renewal Decision Making

- Well-developed
- Approaching well-developed
- Partially developed
- Minimally developed
- Undeveloped

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	Number of Students Enrolled 14-15	Number of Staff Employed	Mission	Vision
Baxter Grades 9-11	230	28	To be a rigorous, college preparatory high school promoting student ownership or learning through curriculum focused specifically on science, technology, engineering, and math.	To use a technology-rich, project-based learning approach to education at the secondary level.
Connections Grades 7-12	297	14	To help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.	To reach students throughout Maine for whom a cutting-edge virtual approach provides the best pathway to school success.
Cornville Grades k-8	121	15	To create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.	To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.
Fiddlehead Prek-3	81	13	To unfold the potential of children, in a respectful, loving culture through authentic and meaningful experiences that sustain a sense of wonder, a love of learning and embrace the interconnectedness of all things.	To provide for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment.
Harpswell Grades 6, 7, 9, 10	125	16	To offer a rigorous, personalized, project-based education to mid-coast Maine students in grades 6-12.	To use Maine's shorelines, working waterfronts, forests, and farms as classrooms. To partner with local organizations and businesses, entrepreneurs, and community members who are committed to our goal of preparing caring, creative, resilient citizen-scholars who will flourish in a rapidly changing economy.
MEANS Grades 9-12	76	17	To provide an inspiring and inclusive learning environment primarily for students who are under-engaged and at risk of dropping out of high school.	To encourage students to re-engage with their education. They will grow as critical thinkers and problem solvers by developing habits of heart and mind that lead them to take responsibility for their own actions, as well as for the welfare of their community.

SENATE

BRIAN D. LANGLEY, DISTRICT 7, CHAIR  
PETER E. EDGECOMB, DISTRICT 1  
REBECCA J. MILLETT, DISTRICT 29

PHILLIP MCCARTHY, LEGISLATIVE ANALYST  
CRAIG NALE, LEGISLATIVE ANALYST  
PLACIDA "AIDA" GAGNON, COMMITTEE CLERK



HOUSE

VICTORIA P. KORNFIELD, BANGOR, CHAIR  
MATTHEA DAUGHTRY, BRUNSWICK  
BRIAN L. HUBBELL, BAR HARBOR  
RICHARD R. FARNSWORTH, PORTLAND  
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TERESA S. PIERCE, FALMOUTH  
JOYCE A. MAKER, CALAIS  
MICHAEL D. MCCLELLAN, RAYMOND  
MATTHEW G. POULIOT, AUGUSTA  
PAUL A. STEARNS, GUILFORD

STATE OF MAINE  
ONE HUNDRED AND TWENTY-SEVENTH LEGISLATURE  
COMMITTEE ON EDUCATION AND CULTURAL AFFAIRS

June 5, 2015

Mr. Peter Geiger, Chair  
Maine State Board of Education  
23 State House Station  
Augusta, Maine 04333

Dear Mr. Geiger:

In accordance with 20-A M.R.S.A., §2405, sub-§8, ¶A, the Joint Standing Committee on Education and Cultural Affairs has met with and interviewed two candidates nominated to the Maine Charter School Commission by the three State Board of Education members that also serve on the Maine Charter School Commission.

The Education Committee has considered the nomination of John A. Bird and Laurie Pendleton. The Education Committee members reviewed the letters of intent, resumes and questionnaire responses submitted by Mr. Bird and Ms. Pendleton as part of their applications for reappointment to the Maine Charter School Commission. The Education Committee's appraisal of these candidates also included an interview conducted during a work session convened on May 26, 2015.

After interviewing the candidates, the Education Committee proceeded to vote on the nomination with the following results:

**Appraisal of Mr. John A. Bird and Ms. Laurie Pendleton**

By unanimous consent, the Education Committee recommends that the State Board of Education reappoint Mr. John A. Bird and Ms. Laurie Pendleton to the Maine Charter School Commission. The 12 Education Committee members present included: Sen. Langley, Sen. Millett, Rep. Kornfield, Rep. Daughtry, Rep. Hubbell, Rep. Farnsworth, Rep. Tipping-Spitz, Rep. Pierce, Rep. Maker, Rep. McClellan, Rep. Pouliot and Rep. Stearns.

The Education Committee acknowledges that both nominees have strong professional education backgrounds, particularly with charter schools, and all members of the Education

Committee agreed that both nominees are qualified to be reappointed to the Maine Charter School Commission.

While the Education Committee appreciates the knowledge and passion the nominees displayed regarding their commitment to improving public education in Maine, some members observed that the nominees lacked awareness of Maine's school funding formula and circumstances challenging traditional public schools and public charter schools in the State. Some members of the Education Committee also noted the nominees did not convey perceptive responses to questions related to the differences between the programs and performance of virtual charter schools and "brick & mortar" charter schools. Members of the Education Committee requested that a meeting be scheduled with all of the members of the Maine Charter School Commission and the Education Committee during the 127<sup>th</sup> Legislature to consider these education policy issues.

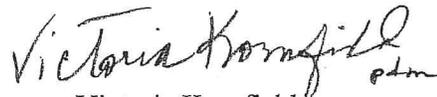
We respectfully request that the State Board of Education accept this letter as our appraisal of Mr. Bird and Ms. Pendleton in fulfillment of the provisions of 20-A, M.R.S.A., §2405, sub-§8, ¶A. Please do not hesitate to contact either one of us should you have any questions regarding this matter.

On behalf of the Education Committee, we wish to thank the State Board of Education members for the time and consideration that you have devoted to the review and nomination of these members for reappointment to the Maine Charter School Commission.

Sincerely,



Brian Langley  
Senate Chair



Victoria Kornfield  
House Chair

cc: Members, Joint Standing Committee on Education and Cultural Affairs

- 7 Business Meeting
- 4 Independence Day
- 22 MeANS Visit
- 30 Report Writing –  
Cornville and Fiddlehead
- 31 Report Writing –  
Baxter and Connections

JULY 2015						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 New Year's Day
- 5 Business Meeting
- 18 M.L. King Day

- 4 Business Meeting and  
Report Writing - Harpswell
- 11 MeVA Pre-opening Visit  
1:00 pm

AUGUST 2015						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

- 2 Business Meeting
- 15 Presidents' Day

- 1 Business Meeting and  
Report Writing – MeANS
- 1 Applications due
- 7 Labor Day
- 28-30 Review Team Interviews

SEPTEMBER 2015						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1 Business Meeting
- 25 Good Friday
- 27 Easter Sunday

- 1-2 Review Team Interviews
- 1 Annual Report due to  
Commissioner
- 13 Business Meeting
- 12 Columbus Day
- 21-27 In-Person Interviews
- 31 Halloween

OCTOBER 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 5 Business Meeting

- 3 Election Day
- 11 Veterans Day
- 17 Business Meeting/  
Vote on applications
- 26 Thanksgiving Day

NOVEMBER 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2016						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 3 Business Meeting
- 30 Memorial Day

- 1 Business Meeting
- 2 MeVa 90-day visit
- 25 Christmas Day

DECEMBER 2015						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2016						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 7 Business Meeting
- End-of-Year Visits?

**OTHER SPECIAL REVENUE 2013 - 2014 Actual FY 2015 Actual/Projected FY 16 - FY 17 BUDGETS by Category -**  
**March 25, 2015**

	Actual 2013	Actual 2014	Actual/Estimated 2015	Estimated FY 2016	Estimated FY 2017		
<b>Maine Charter School Commission</b>	<b>Actual 2013</b>	<b>Actual 2014</b>	<b>Actual/Estimated 2015</b>	<b>Estimated FY 2016</b>	<b>Estimated FY 2017</b>		
	2 Public Charter Schools	5 Public Charter Schools	6 Public Charter Schools	7 Public Charter Schools	Up to 10 Public Charter Schools		
3XXX	State Positions			NA FY 2016	\$298,306	Executive Director Program Director Administrative Assist.	
3890	Per Diem Commission Members	\$7,205	\$8,500	\$12,100	\$12,100		
	<b>Total Personal Services</b>	<b>\$0</b>	<b>\$7,205</b>	<b>\$8,500</b>	<b>\$12,100</b>	<b>\$310,406</b>	
4000's	Professional Services		\$26,589	\$181,683	\$3,300	Readers/Interpreters; FY16 only for Exec. Dir., Prog Dir., Admin Assist.	
4100	Service Center Costs			NA FY 2016	\$1,500	Human Resources/DARs	
4300's /4900's	Travel Including Mileage		\$165	\$10,662	\$28,200	\$31,020	Travel to conferences for Member and Staff Development; mileage reimbursement.
4607/4800's/4900's	General Operations				\$8,547	\$9,402	Rent/Insurance/Postage/Printing/Copying/Dues/ Office Supplies
5600's	Office and Other Supplies			\$18	\$2,950	\$3,245	
5300's	Technology			\$1,900	\$11,683	\$12,851	OLT Costs (phones/computers/network/equipment)
	STA-CAP 6.889% (FY 2015 Rate)			\$3,076	\$16,889	\$25,711	
	<b>Total All Other</b>	<b>\$0</b>	<b>\$165</b>	<b>\$42,245</b>	<b>\$249,952</b>	<b>\$87,029</b>	
	<b>Grand Total</b>	<b>\$0</b>	<b>\$7,370</b>	<b>\$50,745</b>	<b>\$262,052</b>	<b>\$397,435</b>	
	<b>Revenue (3%)</b>	<b>\$12,905</b>	<b>\$109,326</b>	<b>\$217,822</b>	<b>\$407,997</b>	<b>\$466,878</b>	

Notes:

1) Unspent prior year revenue carries forward. Prior year actual/estimated revenue of \$281,938 (FY13-\$12,905; FY14-\$101,956; FY15-est 167,077) will be used as a contingency in the event that future estimated revenue is lower than anticipated or a circumstance where additional revenue may be needed.

2) FY16/17 amounts differ from budget bill. Changes will need to occur in the bill in order for funds to be spent as reflected for FY16/17.

4/3/2015	MCSC	OTHER SPECIAL REVENUE	FY 13	FY 14	FY 15	FY 16	FY 17	
		014--90S-Z137-01	EXPEND	EXPEND	YEARLY	PROJECTED	Projected	
			Gen.Fund	GF / OSR	Approx.	OSR	OSR	
		<b>EXPENDITURES:</b>						
	<b>3800</b>	<b>Per Diem \$55 per meeting</b>				<b>\$12,100.00</b>	<b>\$12,100.00</b>	
		Example: 55 per meeting per member X 7 is 385.	0.00	7,315.00	8,500.00			
		385. x 31.43 meetings: 12,100						
	4005	Reader and Interpreter	0.00	351.00		\$3,000.00	\$ 3,300.00	
							2,000 reader 1,000 interpreter	
	4021	Entertainment and Caterer Services	0.00	0.00	0.00	\$300.00	\$ 300.00	
							Caterer	
	4099	MISC PROF FEES & SPEC SRV	58,488.00	95,396.00	128,273.00	\$65,560.00	\$65,560.00	
			2 pt time	30 hrs / 40 hrs	30 / 40 / Project		Pro. Dir.	
						\$77,123.00	\$77,123.00	
						\$39,000.00	\$39,000.00	
							Ex. Dir.	
							Admin. Assistant	
	<b>4000</b>	<b>Professional Services</b>				<b>\$215,638.00</b>	<b>\$212,168.00</b>	
	4100	Human Resources / DAFS	0.00	0.00	0.00	NA FY 2016	\$1,500.00	
						<b>\$0.00</b>	<b>\$1,500.00</b>	
	4360	AIR FARE OUT-OF-STATE	1,164.00	1,200.00	3,934.00	\$4,500.00	\$5,500.00	
							Members/Ex Dir/Pro Dir	
	4378	Out-of-state Conference Registration	0.00	1,000.00	3,120.00	\$4,500.00	\$5,000.00	
							Members/Ex Dir/Pro Dir	
	4380	AUTO MILEAGE-GEN OUT-OF-STATE	91.00	0.00	100.00	\$100.00	\$120.00	
							ie. NH - MASS	
	4381	OTHER TRANSPORTATION COST	36.00	40.00	1,127.00	\$300.00	\$500.00	
							to / from air shuttles	
	4383	HOTEL ROOM & LODGING	587.00	600.00	4,098.00	\$7,000.00	\$8,100.00	
							Members/Ex Dir/Pro Dir	
	4384	MEALS INCLUDING GRATUITIES	163.00	200.00	1,227.00	\$1,500.00	\$1,500.00	
							Based on Fed. Guide.	
	<b>4300</b>	<b>Travel (Staff Development)</b>				<b>\$17,900.00</b>	<b>\$ 20,720.00</b>	



4/3/2015	MCSC	OTHER SPECIAL REVENUE	FY 13	FY 14	FY 15	FY 16	FY 17
		014--90S-Z137-01	EXPEND	EXPEND	YEARLY	PROJECTED	Projected
			Gen.Fund	GF / OSR	Approx.	OSR	OSR
<b>EXPENDITURES:</b>							
	5301	OIT Fee				\$131.00	\$131.00
	5302	Telephone Landline (26;74) x 3 Plus Maine/US Toll Calls, Plus Conference Call Charges ED/AA/FAX	853.00	1,124.00	321.00 200.00 360.00	\$1,724.00 \$87.00 \$87.00	\$1,724.00 \$87.00 \$87.00
	5304	Cell Phone Standard (70/MTH) ED	735.00	797.00	840.00	\$1,800.00	\$1,800.00
	5331	Network Access (39.27/MTH) ED/AA/OA	730.00	942.00	1,414.00	\$1,981.00	\$1,981.00
	5346	PC & Network Software/License	Included in 5380		NA	NA	NA
	5357	Printers (Purchase of)	478.00	0.00	0.00	\$500.00	\$0.00
	5370	Computer Equipment (Minor)	535.00	0.00	0.00		
	5380	Subscription- PCLaptop/Thin Client (37.51/MTH) ED/AA/OA	525.00	900.00	1,350.00	\$1,675.00	\$1,675.00
	5381	Support - PCLaptop/Thin Client (43.63/MTH) ED/AA/OA	562.00	1,047.00	1,572.00	\$2,334.00	\$2,334.00
	5382	FILE SERVICES (11.41 / MTH) Ext. Dir. / Admin / CSC / Off. Assistant	166.00	319.00	548.00	\$680.00	\$680.00
	5383	E-MAIL SERVICE (6.29/MTH) Ext. Dir. / Admin / CSC / Off. Assistant	146.00	239.00	302.00	\$431.00	\$431.00
		Soft Tokens			250.00		
		150/3 YRS OR 250/5 YRS	TRANSFERABLE				
	5386	Blackberry BES Services (14.19/MTH) ED	182.00	170.00	170.00	\$340.56	\$340.56
	5300	Technology				\$11,771.00	\$11,271.00



## **DISCUSSION 5-5-15 Meeting**

### **A. Monitoring Process Spring 2015.**

How do we get a sense of what the school thinks they are accomplishing?

End-of-year Visit Letter:

- Expectation is a narrative of the raw data.
- Two weeks prior to the meeting – reports should be in for the review team.
- Four Sections: Academic, Organization, Governance and Financial.

Monitoring is a year-long process and with the addition of the Program Manager, will help the schools to be current with the ongoing data needed throughout the year.

With not much time in one day, visits need to be focused and on-task by asking the same questions with their answers to create a standard report for each school. The questions were developed by a committee using the performance measures for each group: governing board, administrators, teachers, parents and students.

Participant Schedule:

- Begins with the Governing Board - with the questions formulated with the performance measures for each group.
- Next the School's Administration Team –with the scripted questions.
- It will be a working lunch to process the information received from the governing board, the administrators and special education. This will give us the school's perspective when we talk with the parents and students in the afternoon.
- The afternoon will be with five simultaneous meetings – Bob will be with the Parents; Gina with the Advisory Council/Community Partners and the Review Team members with Students, Teachers or in a Classroom.
- Review Team Meeting.
- Summary with the School Administrators and Governing Board available.

John Bird: Process is not over with the End-of-Year visit. There will be another visit with the complete data and the school's analysis of their data including any identified improvements needed to fulfil the performance targets for the next school year with the Governing Board and School Administrators. This is similar to an accreditation of the public schools.

Followed by the Team's written report; evaluated by the Governing Board/School for any perceived inaccuracies – then to the final copy.

Laurie Pendleton: The schools will need a lot of hand-holding – they should have been collecting this data, but have they? I think this is a great start that needs more work – will be good to work on it on June 8<sup>th</sup>.

Is it clear that the final report that the school writes is not the MCSC final monitoring report?

John Bird: If they don't analyze their own data, it makes no sense at all. If the schools do not take a look at themselves, they are not going to grow as an institution. The idea is to put

the responsibility on them where it properly belongs and we are assessing their assessment of themselves. It may be an adjustment. We do it this year with patience and understanding, but within another year – they will be better off.

Laurie Pendleton: Schools that have been around for a year or two, need to be aware that even though they might have new performance measures that are based on Smarter Balance, they have prior data that they should be looking at – we have not asked them to do that yet. This is not just a reflection of this year, but a reflection since they started using the historical data. Cornville showed what it looked like in Year 1, Year 2, Year 3.

MeANS does not have as much historical data; they should be reporting on whatever they can. At first, had many students enrolling to finish or to do their senior year only.

Mike Wilhelm: I would think they would want to follow the historical data with a cohort from year-to-year.

Ande Smith: MCA meeting in 13 days; what to tactically expect from them? Previously, we gathered the reports and made comments on each line item (report). The other version used was a descriptive narrative of the school. To get the right content for the final report, you need to ask the right questions. Is the vision to have a report that looks like this **Summary Report Template** or is it a report that looks like Jana's?

Shelley Reed: The Review Team Chair will have the chart we have been using –

- **The Summary Report Template** will be sent out for their initial summary for how well they are doing. And, this is what they will also use as their final one.
- They have the list of documents to prepare.
- Initial letter with some instruction of expectations – previously sent to Connections and Fiddlehead.
- **The Summary Report** template with revised columns for the Review Team to write its report.

Shelley Reed: Cornville's final report from last year -

- Chart for **notes and comments from visit** and **outcomes**.
- Summary Page.
- Commendations.
- Recommendations.
- Closing Summary.

Mike Wilhelm:

- Provide the school's copy of **the Summary Report** to the Team before we arrive. We will have a conversation about the results while there.
- Then a Review Team Conference Call to talk about all of it.
- Then the Chair will put report together.

John Bird: The schools do the best they can do in the time before our visit. The Team concentrates on questions that show how they see their results. Not using reports/data that is not finished yet.

Final report will be written after the school has looked at everything, given their take on it, answered your questions and then you (team) decides with a follow-up meeting at least with the Administrators.

Bob Kautz: Maine Connections has the National Connections doing a lot of the analysis and writing together the reports.

Shelley Reed: Use the questions, focus our conversations; the Review Team is in charge to review – not to be a show and tell. Review Team Chair focusing on what the end-game is – get as much information as you can. With six schools, we need to have a standardized way of doing it.

Bob Kautz: This will be fraught with *interpretation*; a new experience with the same stuff in a different way. There will be issues we cannot anticipate. We are hopeful that this is going to provide more data, especially observational data, by meeting with the governing board and administrators to do in-depth discussion of topics with them; giving more time to those two groups.

**Summary Report Template** last page ... *provide specific evidence of how your school successfully implemented its mission and vision during this school year.*

Shelley Reed: for this first one, we will process as much information as they have and then we will know what we know need to follow up on.

The questions for the Governing Board, Administrators, Teachers, Parents and Students were developed from the performance measures and metrics – *how do we get at this information?*

Bob Kautz: The expectation is to gather as much evidence in regard to the different parts of the performance indicators as to how they, as a governing board, are overseeing it, test how knowledgeable they are of it, how much involvement they have had, their commitment to it. What problems have you been presented? What challenges and how have you addressed it? Are you conducting a formal review of the CEO?

Laurie Pendleton: Star the priority questions for the Review Teams – do others as time allows.

So we all ask the same core questions.

Bob Kautz: The Review Team having a pre-review, end-of-year meeting to discuss – “How are we going to do...?” Who is going to attend each session? For that school, we really need to hone in on this more than that ... This could be a conference call for this year so everyone knows what their assignments are.

Shelley Reed: We have schools coming up on their 4<sup>th</sup> year and this information becomes critical.

## May 5, 2015, Meeting Discussion - Two-phase Charter School Application Process

D. From Roger Brainerd, MACS – a request to consider a two-phase application process to a) satisfy the requirements of the federal charter school grant program, and b) allow founding groups an opportunity to “test their visions” before investing their limited resources in completing a high-stakes full application. A decision to explore the idea and implement it next year, if it proved appropriate, would likely suffice.

Roger Brainerd: We are hoping the Federal Government is going to be announcing a state-level charter school grant; supposed to be done on the 15<sup>th</sup>, but not yet.

If the State should get this grant, the primary use is for start-up planning for founding groups. It would help to support the whole movement to get some planning money.

To be eligible to receive the Federal Government requires that the non-profit has submitted an application. This is a huge and costly step. Looking at the possibility of doing a Phase 1 Application – providing a vision and plan – having submitted this application would make them eligible for the planning grant. If you were to make a decision to do this for the next year, it would help the State application for the Federal Government to see this happening.

Judith Jones: Rhode Island has structured their two-phase application precisely to make it possible for first phase applications to result in a “charter application” and the ones that are approved receive the State Education Agency Money (SEA) from the Feds to finish the application.

***Founders have to put in an application to a chartering authorizer.*** They don’t have to have it approved.

The total amount of the SEA Grants depends on the number of sub-grants the State Department of Education plans to put out. The State Department of Education applies for this not the authorizers.

With only three slots left, how does Maine put in a strong application? We have to work with the school districts to become authorizers. Rhode Island’s process may be more feasible for some of the school districts to be authorizers themselves.

The incentive for the State Department of Education is they will receive 5% of the total money for their own charter school office to hire a charter school coordinator.

Ande: This should be on **our agenda for the June 8<sup>th</sup> meeting** to talk about rule changes.

John: Thinking of applications that have been inadequate and we have to go through it and then give the bad news, this process of approving a vision, based on our own experience, is something worth looking at improving the stewardship of our charge.

Laurie: With some grant money, we could assume the end application will be better.

Jana: We can easily take that application and know what we need to see in the first round. What is the program going to do, what is it going to look like and how do you plan to implement?  
It would be a pleasure to work on it.

P/CSC/6. School Year 2017 RFPs/Two-phase Charter School Application