

## **BACKGROUND AND INTRODUCTION**

### ***Charter Schools in the District of Columbia***

On April 26, 1996, the United States Congress enacted the District of Columbia School Reform Act of 1995. Part two of the act established a public charter school law for DC. The law enables the District of Columbia Public Schools' Board of Education and the independent DC Public Charter School Board to each authorize up to 20 new schools per academic year. In its first six years, DC charter schools have witnessed satisfactory growth in student enrollment. The quality of DC's charter school law has been recognized as the third strongest charter school law in the country by the Center for Education Reform (Washington, DC).

DC's first four charter schools were authorized in 1996, and the first two schools opened in 1997 with slightly more than 100 students. Since then, DC's charter school community has grown to 36 schools on 47 different campuses. Approximately 12,000 students are currently enrolled in the city's charter schools, representing more than 17 percent of students attending public schools in the District of Columbia.<sup>1</sup> According to school census data, 79 percent of the students enrolled in charter schools qualify for free or reduced lunch. Eighty-two percent of students enrolled in charter schools are African American, 15 percent are Hispanic and 9 percent participate in special education programs. Comparably, *(include public school figures for 2002-03)*.

*(Include graphic of charter school enrollment growth 1997-98 to 2002-03)*

Despite enrolling a significant number of students, DC charter schools have raised a number of concerns at the local level that have yet to be sufficiently address. Due to challenges charter schools face with securing facilities financing combined with the high costs of real estate in the District, many charter schools continue to operate in facilities not suitable for expansion or providing a comprehensive education program for children. As a result, many schools have long waiting lists of students.

More specifically, charter school leaders have expressed additional concerns about (a) insufficient financial resources for starting new schools and expanding existing ones; (b) the high cost of specialized services such as health insurance, human resource and accounting functions, legal representation and public relations; (c) insufficient resources for special education programs; (d) competition with public and private schools for quality teachers and principals; (e) lack of public awareness about what charter schools provide and (f) the competition for limited resources between local charter school advocacy and service organizations.

Education and business leaders, public officials and city residents have also expressed concerns about the mixed quality of education being provided in charter schools. And while the public and private schools each have clearly identifiable leaders that represent their interests locally (Superintendent of Public Schools, Superintendent of the Archdiocese of Washington and the Association of Independent Schools of Greater Washington), DC public charter schools do not have a person empowered with the authority to represent their interests.

Each of these issues must be addressed carefully and collaboratively in order for charter school education in DC to remain a viable option for children and their families. To ensure this occurs, local charter school leaders have come together to submit this strategic plan to the Walton Family Foundation to establish a charter school association for the District of Columbia. This plan is being submitted in hopes of securing financial support to assist local organizations with re-aligning existing services, and establishing new support structures and services to effectively meet the growing needs of the city's charter schools. Moreover, this plan will serve as a guide for advancing the cause of charter school education in DC for the next three years.

### ***Preparation of DC Charter School Strategic Plan***

To prepare this plan, Fight for Children's staff and staff from other local organizations engaged in a number of activities to build a common vision for DC's charter schools, and to determine key issues and challenges facing the schools and the organizations that support them.

In October 2002, Fight for Children retained the services of Kaleem Caire, project director with the American Education Reform Council and former president and chief executive officer of the Black Alliance for Educational Options, to identify key issues and opportunities among DC's charter schools, and to assist the organization with the development of this strategic plan. Between October 15 and December 31, 2002, Kaleem conducted 18 interviews of local leaders of charter schools, service organizations and key supporters. His findings helped determine areas of agreement and disagreement among local leadership, as well as strengths, weaknesses, opportunities and threats presently facing DC's charter schools and the organizations that support them. (see attachment – ADD to Appendix).

On December 12, Fight for Children met with Cathy Lund of the Walton Family Foundation (WFF) in Washington, DC to discuss the preparation of this plan and the expectations of WFF. Immediately following Ms. Lund's visit, FFC hosted a dinner meeting with 18 charter school leaders on December 16<sup>th</sup>. The focus of this meeting was to introduce the Walton Family Foundation strategic planning opportunity to key stakeholders and to answer initial questions and obtain early feedback to support the planning process.

On January 8, 2003, Kaleem met with Terry Eakin, Chair of the Board of the DC Charter School Resource Center and Mike Peabody, Chair of the Board of Friends of Choice in Urban Schools (FOCUS) to discuss any ideas and concerns they might have leading into the planning process. Several issues were discussed, including the possibility of the two organizations consolidating services, merging efforts, and developing a unified service delivery model for charter schools in DC. Following that meeting, Fight for Children held a full day meeting on January 21, 2003 with 22 charter school administrators and board leaders of local charter schools to (1) identify and prioritize key issues and challenges impacting charter schools in DC and (2) obtain recommendations about specific ways in which DC's charter school community can address these issues over the next five years. It was at this meeting that charter school leaders decided to pursue the formation of an association of charter schools in the District of Columbia.

Fight for Children held a second meeting with 20 charter school leaders on January 29 to (1) evaluate three different models of state charter school associations; (2) to discuss key issues the charter school association would address; and (3) to establish a workgroup that will continue to work toward putting together the plan for the Association. On February 5, the Charter School Association Workgroup spent a full day drafting the framework of the organization, including the vision statement, mission statement, goals and related strategies. Terry Golden, chair of the Federal City Council, which consists of chief executive officers of the largest corporations in the DC area, (ADD)

Jeanne Allen and Anna Varghese of the Center for Education Reform in Washington, DC attended each meeting and provided expert feedback and support during the planning process. Immediately following each meeting, detailed notes were shared with every charter school leader and key supporter in the District of Columbia via the DC Charter School Coalition email list maintained by Friends of Choice in Urban Education (FOCUS), and via direct email from Kaleem.

## CURRENT STATE ANALYSIS

### *Phase I: Accomplishments of Charter Schools in DC*

DC witnessed its largest increase in charter schools in 1998-99 when 15 schools opened that September. In 1999-00, 11 new schools opened but the number of new schools being authorized has since tapered off each year. In September 2000, six new charter schools opened in DC followed by five in 2001 and two in 2002.<sup>2</sup> While there are reasonable explanations for the decline in the development of new charter schools, this phenomenon has raised significant concerns among advocates of charter schools in the city.

According to local charter school supporters, reasons for the decline in new charter schools include:<sup>3</sup>

- (1) Reticence on the part of the two local charter school authorizers—the DCPS Board of Education and the DC Public Charter School Board—to actively seek applications or approve new charter schools;
- (2) A limited talent pool demonstrating interest in starting new charters and poorly written charter applications;
- (3) Difficulty for DC charter school operators to secure and finance suitable facilities;
- (4) Lack of coordinated community leadership to motivate further expansion of the program, and
- (5) Concerns about the ability of charter schools to provide a better service than the traditional public schools.

Despite these obstacles, DC's charter school program has produced several accomplishments worthy of mention:

- DC charter schools are predominantly serving “at risk” student populations.
- DC charter schools are popular with parents (most have waiting lists).
- DC charter schools are popular with local community leaders, including the Mayor, the head of the City Council's education committee, the heads of the Federal City Council and Board of Trade, etc.
- Community leaders have stepped forward and initiated the majority of the city's charter schools.
- Thus far, there has been no concerted effort to restrain or eliminate the charter school program in DC (which is not true, for instance, in Ohio and other states).
- The DC charter school program reflects great variation among individual schools. Most local charter schools are considered adequate to very good. Many offer traditional academic programs, while others are quite innovative – focusing on public policy, hospitality, multiculturalism, bilingual education, the arts and special needs students from preK – adults.
- DC's charter school law is considered one of the best in the nation in terms of making a thriving charter school program possible.

## ***Key Areas of Concern Impacting Charter School Education in DC***

Charter school leaders in the District of Columbia have expressed several concerns related to starting and operating high quality charter schools in the city. These areas include:

**Facilities Acquisition and Finance.** Arguably, the biggest challenge facing new and existing charter schools in the District of Columbia is finding and financing suitable school facilities. According to a local nonprofit organization, *Friends of Choice in Urban Schools (FOCUS)*, 17 of [39] charter schools need new space within the next two years in order to adequately serve their burgeoning student populations. Several charters schools have been forced to delay opening their doors for a year or more due to the inability to secure a facility appropriate for educating children. Many others have been forced to locate themselves in substandard facilities. Lack of credit history has also hampered the ability of schools to secure financing for leasing, purchasing and renovating facilities. This has resulted in many schools having to dip into their operating reserves to finance facilities costs and thus, stripping resources away from the educational program they provide children.<sup>4</sup>

**Student Support Services.** DC charter schools have received six federal grants to support students in a variety of areas (mental health services, after school programs, etc.), but these grants have only helped a small numbers of school at a time and offer no guarantee of sustained funding. There remains a reservoir of experience and talent in the area of students support services in DC charter schools. However, very little funding is available to continue quality programs, and provide constancy of services and staffing in this area. The *Center for Student Support Services* in DC has estimated that approximately three-fourths of all local charter schools are unable to offer the array of services necessary to support children and their families (guidance counseling, mental health services, education enrichment programs, parent and parent involvement activities, and athletic programs). There is approximately one counselor per 1,000 students in DC charters schools, well above the national norm of 1:400 for traditional public schools, and even farther from the goal of 1:150 desired by charter schools in DC. Unlike children enrolled in DC Public Schools, Medicare payments are not made available for students attending DC charter schools. Likewise, additional resources and greater coordination of efforts locally are necessary to assist charter schools with pooling their resources to support special education and providing counseling and other important services.

**Mixed Quality Among Existing Schools.** Local education leaders realize that more support is needed to assist schools with meeting the benchmarks outlined in their charters. Furthermore, schools that have latent capacity, but are struggling, are not receiving sufficient assistance from local charter school service organizations. Similarly, there are limited training opportunities and no comprehensive school incubation program in DC to assist new school developers with acquiring the necessary skills and knowledge to start and manage a good school.

**Staid Authorizing Boards.** Both charter authorizers (the DC Board of Education and the DC Public Charter School Board) now appear to be more concerned with maintaining or increasing the quality of the current supply of charter schools than with providing entryway to new school developers. Neither authorizer is actively encouraging new applications (although, this year, the DC Board of Education did solicit applications for charter schools to serve special education students). The independent Public Charter School Board has indicated concern about insufficient quality of applications they have received and have expressed their desire to authorize schools that have talented leadership and the potential to be successful. On the other hand, the DC Board of Education continues to have difficulty maintaining leadership of its charter school office and appears to lack a clear mission and goals for its involvement in charter school education. In addition, charter school leaders have increasingly raised concerns about the excessive intrusion via consistent evaluation by the chartering authorities into the management and operations of their schools.

**School Leadership and Staffing.** As with the traditional public schools, charter schools suffer from a limited pool of talented professionals willing and capable of starting and operating excellent urban schools. Turnover among principals and teaching faculty in DC charter schools is high. Each year, approximately one-fourth to one-third of teachers and principals change jobs every two or three years. Contiguous public school systems (Montgomery County, Maryland; Prince Georges County, Maryland; and Fairfax County, Virginia) have for years raided the best teachers and administrators from DC – almost treating the system as a training ground for their schools. They tend to pay higher salaries and offer more competitive benefits packages than traditional public and charter schools in DC. In order for schools to realize their potential and accomplish their educational goals, they have to be able to recruit, support and maintain high quality school leaders, teachers and support staff.

**School Governance.** Many charter school operators are unfamiliar with board protocol and governance issues, and therefore do not tend to develop their schools with strong governance structures. Likewise, many individuals serving on the boards of local charter schools are unfamiliar with their roles as governing directors. Poor governance leaves schools open to financial malfeasance, poor planning, poor management, and the inability to secure necessary resources and support to establish and grow their educational programs. These issues are often cited as the major reasons why schools have or are at-risk of closing.

**Lack of Clear, Consistent Public Information.** User-friendly information about charter schools and about the performance of individual charter schools is not readily available to DC parents or the general public. Currently, the DC Charter School Resource Center and FOCUS provide only brief summaries of area charter schools and only as an online resource (and many low-income parents do not have access to the internet). In addition, there is presently no legitimate vehicle for communicating and marketing DC's charter schools to the media, public officials, potential educators and school leaders, prospective donors or the general public. As a result, public opinion about DC charter schools has been shaped by sporadic news stories in the Washington Post or other local press, and by publicity over closures of a few charter schools. There is also a need for ongoing research on local charter schools. Presently, there is no clear consensus among the different charter school support organizations as to how many students are enrolled in DC charter schools at any given time, nor readily available information on how well students and schools are performing.

**Lack of Presence in Neediest Areas.** DC charter schools do not “cream the crop” of public school students as some critics suggest. To the contrary, they predominantly serve at-risk, low-income, minority children. However, there are relatively few charter schools physically located in Wards 7 and 8, areas with the highest concentrations of poverty—and many of the worst public schools—in the city. And presently, there is not a single charter school located in Wards 2 and 3 (the wealthier wards in the city), where a high percentage of families send their children to private schools. Expansion of charter schools in these areas would bring greater racial and ethnic diversity into charter schools and potentially enhance the commitment to charter schools among the council members and the 34 neighborhood advisory commissioners representing these areas.<sup>5</sup>

**A Subtle Race Issue.** “Connected” school leaders draw in ample private support for their schools, while other school leaders—who do not have existing ties to the business/philanthropic community or fundraising savvy—seem more likely to be overlooked by the philanthropic community. Most of the school leaders in the latter group are African-American. Serious strategies must be implemented to ensure fair representation and support is made available to all schools and their leadership.

### ***Existing Service Delivery Model***

(Review descriptions with different organizations)  
(Include Graphic)

Just six years after the first charter school opened in the District, D.C.'s 36 charter schools enroll 15% of all public school students in the District, a greater percentage than in any other city in the country. This tremendous growth has been spurred by widespread dissatisfaction with the public school system, general satisfaction with the quality of the new charter schools, and aggressive advocacy and strong infrastructure support for the charter schools provided by a number of non-profit charter school support groups.

In the last two years, however, the growth of the charter school movement has slowed considerably and intractable problems such as the lack of facilities have become more burdensome to the schools. At the same time, the leaders of a number of charter schools have expressed a desire to more closely coordinate the activities of the various non-profit organizations serving them and to ensure that those advocating on their behalf can speak with the full authority of the charter schools behind them. Additionally, these charter school leaders feel the need for a more extensive set of services than are currently being offered by these groups, and feel a strong need to build and maintain a more unified voice and support network among the city's charter schools. Meanwhile, the state of the economy has made it impossible for the non-profit charter school service organizations to raise the funds necessary to maintain existing services, and expand their services into additional needed areas. Service providers and school leaders alike have recognized the need for a greater unification of efforts in the future.

Currently, there are two entities empowered by Congress with authorizing charter schools in DC. There are also three service organizations, a cooperative and a loose coalition of charter school leaders that have worked to support charter schools in the District of Columbia since their inception.

#### **District of Columbia Public Charter School Board.**

The District of Columbia Public Charter School Board (PCSB) was authorized under the school Reform Act of 1996. Under this Act the seven original members of the Board were appointed by the Mayor from a list of fifteen persons recommended by the Secretary of Education. The Board is charged with receiving and approving applications and has developed a well-defined set of criteria to support this process. The PCSB provides oversight and monitors the progress of each school in meeting student academic achievement goals as expressed in its charter. The twenty-one schools on twenty-four campuses approved by the Board serve approximately 8,800 students and provide a variety of academic programs. The Act gives charter schools autonomy and in return they are held accountable for student achievement.



### **District of Columbia Board of Education.**

(Cannot get an answer – someone to pick up the phone – from DCPS Charter Schools Office)

### **Center for Student Support Services.**

The Center for Student Support Services (CSSS) is a non-profit 501(c)(3) organization established in 1999 to help charter schools build funding and partnerships to integrate a range of health, mental health services, education enrichment programs and parent and community involvement activities. The Center has leveraged over \$12 million in services and supports in its three years of operation. The Center does this through: (1) raising funds for multi-school efforts; (2) providing advocacy for a fair share of city funding and services; (3) building collaborative relationships between charter schools, city government agencies and local social service providers and (4) providing direct services. CSSS grew out of the coalition of charter schools. It incorporated to provide administrative oversight and management to the \$7.6 million Safe School/Healthy Students Grant (SS/HS). It has since secured numerous grants and services for charter schools. Currently its budget of \$1 million, and supports a 13-member staff; including an Executive Director, a Teacher/Educator, and 10 mental health professionals. Currently, a lack of funding significantly limits the capacity of CSSS to engage in policy advocacy and provide direct services to schools.

### **DC Public Charter School Resource Center.**

The D.C. Public Charter School Resource Center (PCSRC) is a technical assistance organization providing critical support to charter schools since 1997. Services provided include: applicant and school start-up training, pro bono business and professional support, public relations and community outreach activities, an annual Job Fair and MAC Awards Dinner (to recognize schools and students for outstanding achievement). The PCSRC sponsored the creation of the nation's first charter school cooperative for special education, the DC Public Charter School Cooperative. Additionally, the PCSRC offers workshops and on site school support in the area of school governance, specifically through consulting services and identifying potential charter school board members through their partnership with the Federal City Council.

### **DC Public Charter School Coalition.**

The D.C. Public Charter School Coalition brings together the District's 36 public charter schools and several support groups for planning, capacity-building, mutual support, and political action. FOCUS and two other non-profit groups established the Coalition, which operates as an informal association, in 1997. Since then it has met weekly or biweekly and has served as a forum for the discussion of issues affecting the charter schools, as a networking opportunity for charter school leaders, and as the architect of the annual advocacy agenda that guides FOCUS's efforts to gain legislative and policy changes for the schools. Dozens of government officials, vendors of important services, and community groups with services to offer charter schools have presented at Coalition meetings. The Coalition also incubated as a Coalition committee what is now the non-profit Charter School Center for Student Support Services.

### **DC Public Charter School Cooperative.**

The mission of the DC Public Charter School Cooperative is to provide member schools with a support system for their students' learning and development, with a particular emphasis on serving students with disabilities. The Cooperative provides technical assistance, professional development opportunities and direct services to charter schools in the area of special education. The Cooperative has also worked to establish charter schools eligibility to receive Medicaid reimbursements for special needs students and has worked to foster a supportive relationship between the charter schools, the District of Columbia Public Schools and DC State Improvement Panel.

### **Friends of Choice in Urban Schools (FOCUS).**

A non-profit 501(c)(3) organization, Friends of Choice in Urban Schools (FOCUS) was founded in 1996 to promote school choice in the District of Columbia. Since its founding, FOCUS has been the principal advocate for the District's charter schools, which it represents through the DC Public Charter School Coalition that it co-founded, chairs, and staffs. FOCUS helped get D.C.'s strong charter school law passed and later wrote and successfully lobbied for many critically needed amendments. One of these amendments, the per-pupil facilities allowance, has brought tens of millions of dollars in facilities funding to D.C.'s charter schools. FOCUS also led the successful fight to get equitable per-pupil operating funding for charter schools and overcame the school system's attempt to block the conversion of a system school to a charter school, among many other advocacy efforts. In addition, FOCUS also has taken the lead in helping charter schools acquire surplus school properties and employs a real estate consultant to find and help schools acquire suitable commercial space. FOCUS also does internal and external communications for the District's charter school movement. Internally, FOCUS keeps the charter schools informed through Coalition meetings, an email list-serve, and an electronic

newsletter, the *FOCUS D.C. Public Charter School Bulletin*. FOCUS communicates with the public on behalf of the charter schools through frequent testimony at hearings, media interviews, and a comprehensive web site.

**The DC Appleseed Center.**

The Appleseed Center is not generally considered part of the charter school service community in DC. However, they have conducted research on charter schools. In 1999, they formed the DC Charter Schools Project Team to evaluate the law governing charter schools, as well as the procedures that approve, monitor and fund charter schools. A resulting report was released by Appleseed in April 2002 titled, "Charter Schools in the District of Columbia: Improving Systems for Accountability, Autonomy and Competition." To date, this study has been the only comprehensive analysis of charter schools in DC.

***Phase II: Taking Charter School Education in DC to the Next Level***

To be completed.

(Insert Graphic: Photo)

# THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL ASSOCIATION

## VISION

*The District of Columbia Public Charter School Association is committed to ensuring that all families and children in the District have access to high quality public education options.*

## MISSION

*To sustain and promote the development of high quality public charter schools in the District of Columbia.*

## GOALS AND OBJECTIVES FOR FIRST THREE YEARS

**Goal 1:** To establish the District of Columbia Public Charter School Association (DCPCSA) as the representative voice of public charter schools in Washington, DC.

### **Strategies:**

- A. Establish the organization as a 501(c)(3) nonprofit corporation with a governing board and well-qualified Executive Director.
- B. Secure and maintain a membership of at least 75 percent of charter schools operating within the District of Columbia on an annual basis.
- C. Develop a set of Guiding Principles for the Association and its members.
- D. Produce an annual **Action Agenda** that supports the interests of DC public charter schools and the children and families they serve.

**DCPCSA** will be established as a nonprofit corporation in the District of Columbia. An interim board of directors will be appointed by the charter school workgroup to serve a 12 month term, until which time a sufficient membership of charter schools can be developed and an inaugural board of directors can be voted on by the membership. The interim board will establish bylaws, financial policies and procedures, personnel policies, conduct a national search, and hire a well-qualified Executive Director to lead the organization. DCPCSA will work with member schools to develop an action agenda for addressing the needs and interests of the city's public charter schools, and the families and children they serve. Fight For Children ([www.fightforchildren.org](http://www.fightforchildren.org)) has offered to cover the costs of board development training and Reed Smith LLP law firm ([www.reedsmith.com](http://www.reedsmith.com)) has offered to provide pro bono assistance with completing the 501(c)(3) application and bylaws.

**Goal 2:** To develop and strengthen the public's understanding of and support for public charter schools in the District of Columbia.

**Strategies:**

- A. Commission, coordinate and disseminate quality research and information relevant to public charter school education in the District of Columbia.
- B. Establish a communications and public relations vehicle that educates and builds support for public charter schools among families, policy makers, opinion leaders, donors and the general public.
- C. Develop and disseminate an annual guide on DC public charter schools.
- D. Host an annual conference and other activities that provide the Association's members and the general public with opportunities to network and learn more about the city's charter schools.

**DCPCSA** will work stridently to raise the profile of public charter schools in the District of Columbia. The organization will commission, coordinate and disseminate research on a regular basis that examines the impact of charter schools on participants (children, teachers), systems of K-12 education in DC (DCPS, private schools, other charter schools), and the DC community. The organization will also publish an annual guide to charter schools in DC, develop and maintain a user-friendly website, and provide accurate information on DC public charter schools and the progress of the charter school movement in the city in general. In addition, the organization will host an annual meeting of its members, an annual school fair and other such activities as it sees fit.

**DCPCSA** will also utilize this information, conduct school tours and collaborate with other organizations to educate policy makers, opinion leaders and local and national donors about the needs, benefits and opportunities available in the city's public charter schools.

**Goal 3:** To promote the health of the District of Columbia charter school movement by ensuring the availability of needed services and resources for schools, and by eliminating their barriers to achieving success.

**Strategies:**

- A. Conduct an annual assessment of the needs, interests and concerns of DC public charter schools.
- B. Identify and secure large, multi-school financial investments and in-kind contributions to support new and existing charter schools in the District.
- C. Facilitate the provision of technical assistance and support for DC charter schools in the areas of faculty recruitment and retention, facilities, management and governance, teaching and learning, special education, student services and technology.
- D. Provide back office services and coordinated purchasing opportunities for local charter schools.

**DCPCSA** will annually conduct a needs assessment of member and non-member schools to determine their service and support needs, and to obtain feedback and ideas for improving services provided by the Association. The Association will also focus its attention on educating and building strong relationships with local and national foundations, individual donors, city agencies and the federal government to secure large grants and in-kind contributions to support strengthening education in the city's charter schools. Additionally, the Association will partner with local and national organizations, high education institutions and businesses to ensure DC's public charter schools have access to high quality technical assistance and back office support (health insurance, payroll services, discounts on textbooks and supplies, etc.).



**Goal 4:** To adequately support the development and expansion of new and existing public charter schools in the District of Columbia.

**Strategies:**

- A. Facilitate the provision of technical assistance for individuals and organizations wishing to replicate or expand existing public charter schools, or establish new schools in DC.
- B. Facilitate the establishment of and support for a charter school incubator and fellowship program for charter school operators in DC.
- C. Assist member schools with recruiting and retaining qualified administrative and teaching faculty.

**DCPCSA** recognizes the demand parents have for enrolling their children in charter schools in the District of Columbia. As a result, DCPCSA will work with local and national businesses, nonprofit organizations, government officials and others to assist local charter schools with securing and financing suitable educational facilities; recruiting and retaining qualified administrators and teaching faculty; and building positive relationships with city agencies, local banks and other important institutions. DCPCSA will also work in partnership with other local colleges and universities, the private sector and other nonprofit agencies to establish an incubator for new charter schools and a one-year fellowship program for qualified individuals who are interested in taking a full-year to plan new schools.

## **IMPLEMENTATION PLAN**

To be completed.

## **FUNDRAISING PLAN** (To be determined; 2 pages max)

To be completed.

# **BUDGET EXPLANATION**

To be completed after first review.

## APPENDIX

To be added later.

- a) Budget Worksheet
- b) List of Charter School Workgroup Members
- c) Summary of Depth Interviews with DC Charter School Leadership (Author: K. Caire)
- d) An Update on Charter Schools in Washington DC for VPP (Author: K. Amis)
- e) DC Public Charter School Rankings (Source: DC Charter School Resource Center)
- f) ???DCCSRC and FOCUS documents (survey's, etc.)

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<sup>1</sup> Enrollment percentage estimated based on student enrollment information made available by the District of Columbia State Education Office at [http://seo.dc.gov/information/school\\_enrollment/audit\\_attachments\\_1.shtml](http://seo.dc.gov/information/school_enrollment/audit_attachments_1.shtml)

<sup>2</sup> Two schools have been closed since 1998 bringing the total to 36.

<sup>3</sup> From **Updated on Charter Schools in Washington, DC** report prepared by Kelly Amis for Venture Philanthropy Partners (2002)

<sup>4</sup> Source: Friends of Choice in Urban Education Website - <http://www.focus-docharter.org/>

<sup>5</sup> The **Advisory Neighborhood Commissions** consider a wide range of policies and programs affecting their neighborhoods, including traffic, parking, recreation, street improvements, liquor licenses, zoning, economic development, police protection, sanitation and trash collection, and the District's annual budget. In each of these areas, the intent of the ANC legislation is to ensure input from an advisory board that is made up of the residents of the neighborhoods that are directly affected by government action. The ANCs are the body of government with the closest official ties to the people in a neighborhood. The ANCs present their positions and recommendations on issues to various District government agencies, the Executive Branch, and the Council. They also present testimony to independent agencies, boards and commissions, usually under rules of procedure specific to those entities.