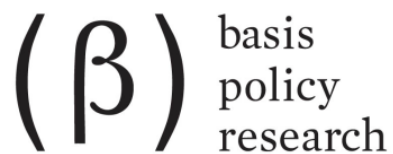


National Charter School Institute
Advancing Great Authorizing and Modeling Excellence (A-GAME)

Interim Report

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Executive Summary

The National Charter School Institute (NCSI), in partnership with Momentum Strategy & Research (Momentum), is leading a national initiative called *Advancing Great Authorizing and Modeling Excellence (A-GAME)* to **identify, develop, and disseminate best practice resources focused on authorizers with alternative education campus (AEC) charter schools**. Across a three-year span, the A-GAME project team intends to reach 95 percent of authorizers with AEC charter schools to support changes in policies, practices, and procedures from compliance-based, one-size fits-all approaches to more rigorous and personalized approaches.

As of June 2020, the A-GAME project has **disseminated best practice resources to 93 percent of authorizers with AEC charter schools** (174 out of 188). The figure below shows the number of authorizers (with and without AEC charter schools) that have accessed project resources by the type of dissemination strategy.

A-GAME Dissemination Activities



The goal of A-GAME dissemination efforts is to enable and encourage authorizers to utilize best practices for AEC charter schools to change policies, practices, and procedures. There is emerging evidence that authorizers working with the A-GAME project team are implementing best practices for AEC charter schools.

In a survey of authorizers about A-GAME resources, **97.5 percent of authorizers agreed that the materials are relevant to issues they deal with in their organizations.** Overall, **87 percent of authorizers that responded to the survey have implemented an A-GAME resource and 89 percent of authorizers plan to implement an A-GAME resource soon.**

This interim program evaluation report reviews the work NCSI and Momentum have completed to date for the A-GAME project. The focus of this report is to document the team's accomplishments in a user-friendly format aligned to the goals of the A-GAME project.

The A-GAME Project

Overview

In October 2018, the National Charter School Institute (NCSI), in partnership with Momentum Strategy & Research (Momentum), was awarded a National Dissemination Grant from the U.S. Department of Education's Charter Schools Program. The three-year project – *Advancing Great Authorizing and Modeling Excellence (A-GAME)* – is centered on a theory of action which posits that the development, dissemination, and implementation of authorizer practices focused on alternative education campuses (AECs) will lead to higher quality charter schools. The A-GAME project focuses on four objectives:

1. Support authorizers of AECs with identifying, developing, and disseminating mission-critical performance measures that are credible, relevant, and rigorous.
2. Encourage and assist authorizers in transforming their work from compliance-based, one-size fits-all approaches to more rigorous and personalized approaches that harness the power of technology and focus on ensuring all students are ultimately prepared for success in college, work, and life.
3. Disseminate and encourage strategies and practices that support the art and science of authorizing AECs, facilitating the replication and expansion of high-quality AECs, improving the performance measures found in charter contracts, and sharing models of excellence with new and small authorizers.
4. Provide authorizers with better compliance and alternative school performance data that they can use to monitor and evaluate the academic, financial, and operational performance of AECs and strengthen their decision making related to alternative charter renewals, expansions, and closures.

Table 1 describes the overarching activities of the A-GAME project. The activities were organized such that the A-GAME project team used the first year of the grant to work with a group of select authorizers to develop best practice resources for authorizers with AEC charter schools, attend national and state conferences to reach out to authorizers with AEC charter schools, and build the infrastructure for widespread dissemination. The A-GAME project team is using the second year of the grant to work intensely with a network of authorizers willing to change their approach to measuring school quality, refine and add to the project resources, and disseminate the project materials through national and state conferences. In the third year of the grant, the A-GAME project team will disseminate

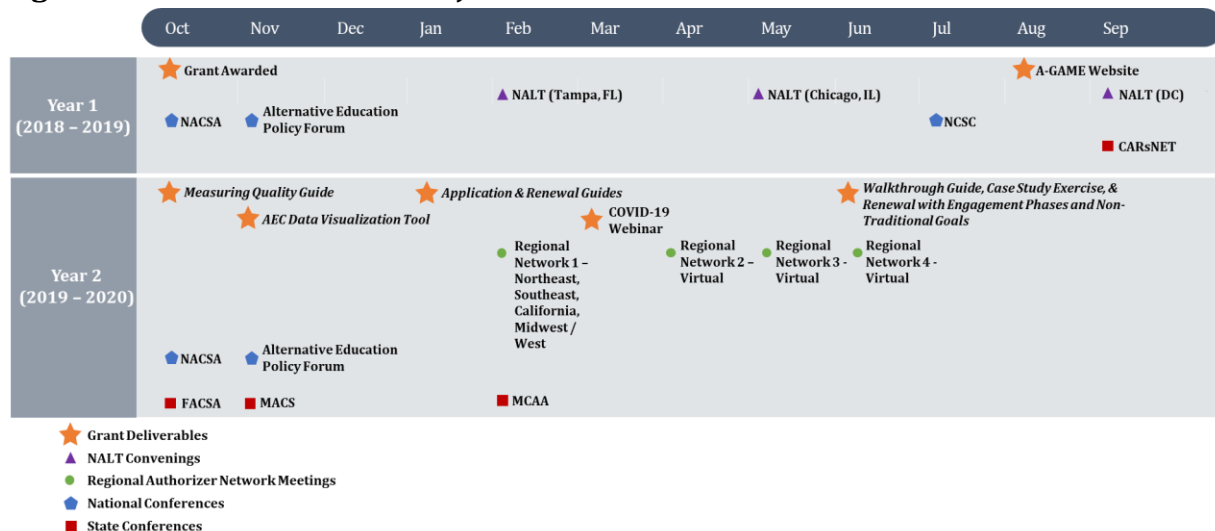
resources and tools to 95 percent of authorizers with AEC charter schools and develop strategies to increase the sustainability of A-GAME resources.

Table 1. Summary of A-GAME Project Activities, by Grant Year

| Year 1 | Year 2 | Year 3 |
|--|---|--|
| <ul style="list-style-type: none"> • Convene a National Authorizer Leadership Team (NALT) to collect sample AEC documents, policies, and practices • Attend national and state conferences to network with authorizers of AEC charter schools • Develop AEC best practice resources • Develop A-GAME website to disseminate resources • Develop AEC data visualization tool | <ul style="list-style-type: none"> • Convene Regional Authorizer Network to provide networking opportunities and facilitate learning on how to use A-GAME resources and tools • Work one-on-one with select Regional Authorizer Network authorizers to develop AEC goals • Present A-GAME best practices at national and state conferences • Disseminate A-GAME resources through webinars • Collect AEC school data through Epicenter • Update AEC data visualization tool | <ul style="list-style-type: none"> • Disseminate A-GAME resources widely to 95% of authorizers with AEC charter schools • Work to achieve sustainability and ongoing dissemination of A-GAME resources |

Figure 1 provides a visual of the timing of specific grant activities during the first two years of the A-GAME grant.

Figure 1. Detailed A-GAME Project Activities



National Authorizer Leadership Team (NALT)

In the project proposal, the A-GAME project team secured the participation of a diverse group of authorizers with AEC charter schools to serve as a National Authorizer Leadership Team (NALT). The purpose of NALT was to bring together respected authorizers as thought leaders, pathfinders, resource builders, and dissemination agents for the A-GAME project. In the first year of the project, the NALT members helped the A-GAME project team to develop A-GAME resources and supported buy-in for the project by presenting on the A-GAME project at national and state conferences and meetings. In the second year of the project, the majority of the NALT members joined the Regional Authorizer Network to engage in the work of putting the A-GAME resources into practice. Table 2 provides information about the NALT members.

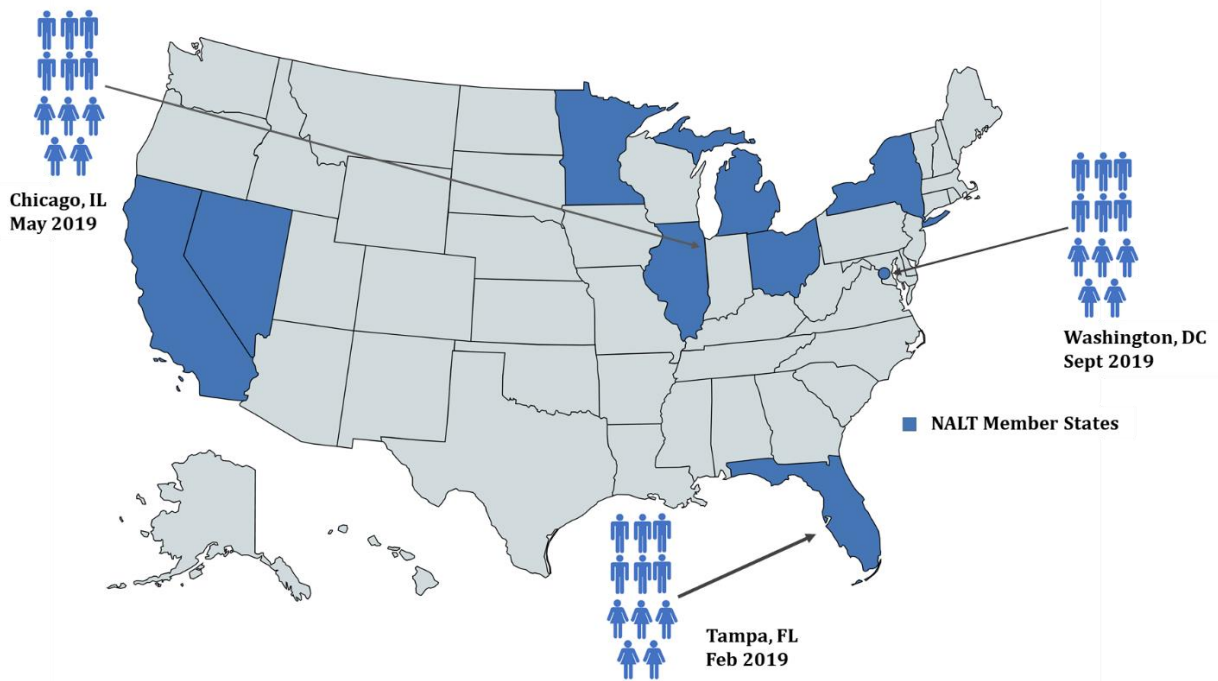
Table 2. NALT Members

| State | Authorizer | Type | # of AEC Charter Schools (2018-19) |
|-------|--|------|------------------------------------|
| CA | Alameda County Office of Education | LEA | 1 |
| DC | DC Public Charter School Board | ICB | 8 |
| FL | Hillsborough County Schools | LEA | 2 |
| IL | Chicago Public Schools | LEA | 16 |
| MI | Central Michigan University | HEI | 6 |
| MI | Ferris State University | HEI | 7 |
| MN | Audubon Center of the North Woods | NFP | 6 |
| NV | Nevada State Public Charter School Authority | ICB | 1 |
| NY | New York State Education Department | SEA | 6 |
| NY | SUNY Charter Schools Institute | HEI | 3 |
| OH | Buckeye Community Hope Foundation | NFP | 7 |

Authorizer Type: HEI – Higher Education Institution; ICB – Independent Chartering Board; LEA – Local Education Agency; NFP – Nonprofit Organization; SEA – State Education Agency

The A-GAME project team convened NALT three times in the first year, with each event being hosted by a participating NALT member. Time at each meeting was spent sharing best practices, policies and materials, and providing feedback on draft documents and tools being created for purposes of dissemination. Figure 2 indicates the state in which a NALT member is from, in addition to the location of the three NALT convenings.

Figure 2. NALT Member States and Locations of Convenings



Develop AEC Best Practice Resources and Tools

The A-GAME project team turned best practices and recommendations from its work with the NALT members into the following resources:

- *Measuring Quality: A Resource Guide for Authorizers and Alternative Schools*
- *Guide to Evaluating Alternative Education Campus Application to Operate a New School*
- *High-Stakes Rubric for Assessing Alternative Education Campus for Charter Renewal*
- *AEC Data Visualization Tool*

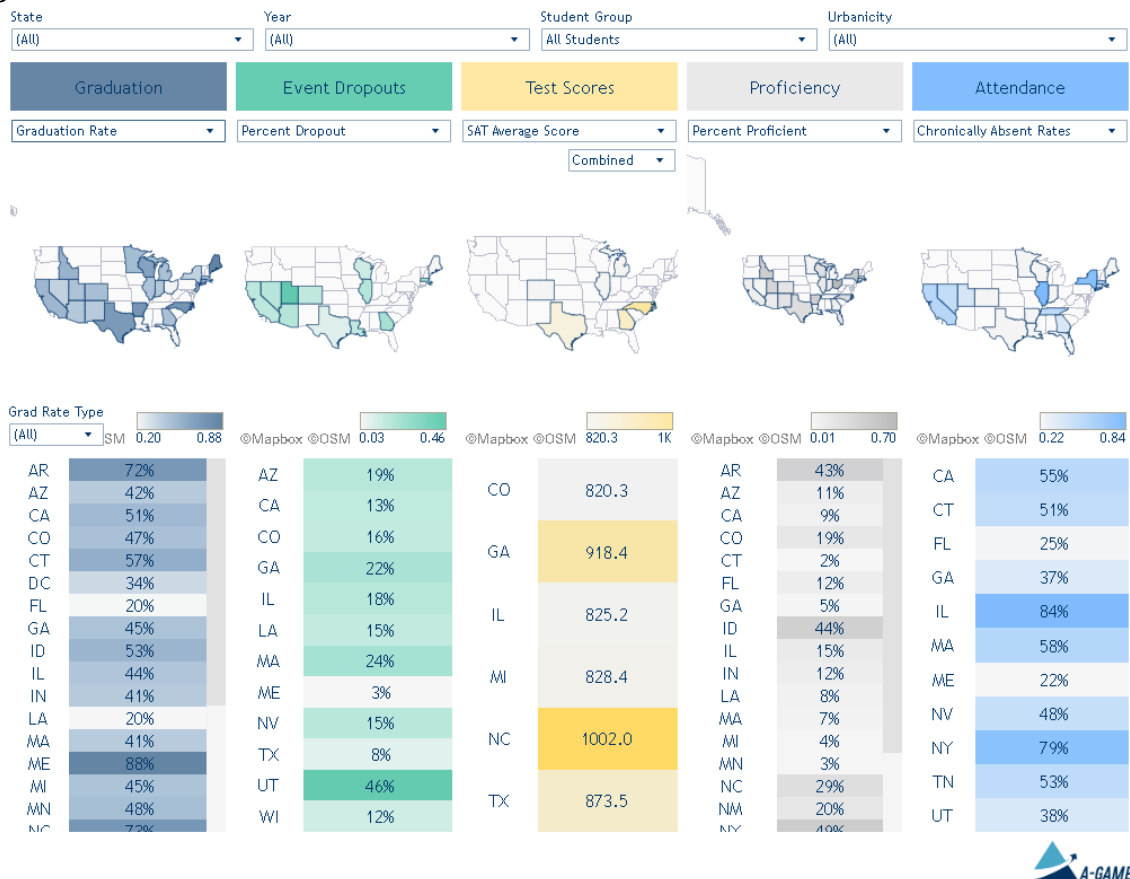
The *Measuring Quality: A Resource Guide for Authorizers and Alternative Schools* report provides concrete recommendations for measuring outcomes for AEC charter schools. It includes data standards in the form of business rules and minimum sample sizes to consider when measuring AEC school quality. The guides for evaluating AEC charter school applications and assessing AEC charter schools for renewal followed guidance from the *Measuring Quality* report.

For the AEC data visualization tool, the A-GAME project team collected and analyzed publicly available performance data for AECs and developed an online data visualization

tool that can be found here: <https://nationalcharterschools.org/a-game-grant/data-visualizations/>.

The tool can be filtered, and the data are intended to provide authorizers with typical results for students attending AECs. Currently, the tool includes graduation rates, proficiency rates, dropout rates, attendance rates, ACT scores, SAT scores, and AP exam counts. Figure 3 shows a screenshot of the data visualization tool.

Figure 3. A-GAME AEC Data Visualization Tool



Outreach to Authorizers with AEC Charter Schools

The A-GAME project team engaged in a variety of activities in the first two years of the grant to reach out to authorizers with AEC charter schools to provide information about A-GAME resources and encourage them to join the Regional Authorizer Network.

The A-GAME project team and NALT members presented at the following national and state conferences:

- NACSA Annual Leadership Conference, October 2018

- Alternative Accountability Policy Forum, November 2018
- EdChoice National Alternative Measures of Success Conference, 2018 (SUNY)
- CACS Performance Assessment Webinar, April 2019 (Audubon)
- National Charter Schools Conference, July 2019
- Florida Association of Charter School Authorizers Board Retreat, July 2019 (Hillsborough County)
- National Campaign for High Needs Students Index meeting at NYC Teacher Central, 2019 (SUNY)
- Alternative Accountability “Town Hall” with NYS Board of Regents authorized charter schools, 2019 (NYSED)
- Alternative school leader meeting to discuss A-GAME draft recommendations, August 2019 (DCPCSB)
- Ohio Association of Charter School Authorizers meeting, 2019 (Buckeye)
- Buckeye Community Hope Foundation Dropout Recovery and Prevention Network meeting, 2019 (Buckeye)
- NACSA Annual Leadership Conference, October 2019
- Alternative Accountability Policy Forum, November 2019
- CARsNet Annual Charter School Authorizers Conference, September 2019 (Alameda)
- Florida Association of Charter School Authorizers, October 2019 (Hillsborough County)
- Minnesota Association of Charter Schools, November 2019 (Audubon)
- Michigan Charter Authorizer Association, February 2020

The A-GAME project team also reached out to its own professional networks and the networks of NALT members and used the A-GAME website as a tool to provide information about what participation in the Regional Authorizer Network would entail.

Regional Authorizer Network

The Regional Authorizer Network was designed to create networking and learning opportunities for authorizers willing to change their approach to measuring school quality. The A-GAME project team facilitated the Regional Authorizer Network meetings with deep dives into the A-GAME resources and tools, case study exercises, and opportunities to work with colleagues in the network to learn about and adopt best practices in the authorizing of AEC charter schools.

The criteria for participation in the Regional Authorizer Network included:

- Demonstrate organizational commitment to the A-GAME mission of increasing the number of quality AEC charter schools available to students across the country;
- Demonstrate capacity to implement new policies and/or practices within organization; and
- Participate in three regional networking meetings in 2020.

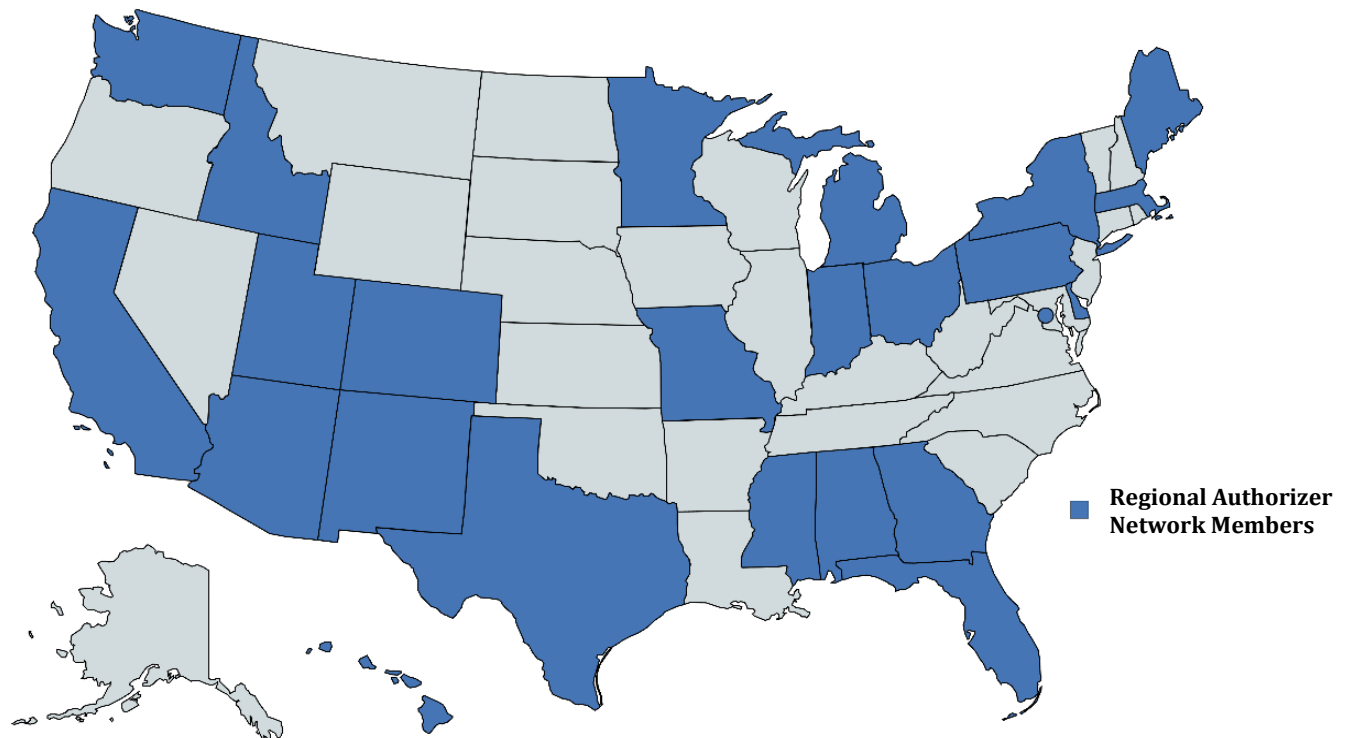
It was not a requirement for authorizers to currently have operating AEC charter schools and authorizers without officially designated AECs joined the Regional Authorizer Network, partly because they wanted to learn how to create a viable definition of AECs and build accountability support structures.

The A-GAME project team hosted the first set of in-person Regional Authorizer Network meetings in February 2020 in three locations: Columbus, Ohio; Atlanta, Georgia; and two in Alameda, California. Representatives from 41 authorizers attended the first in-person Regional Authorizer Network meetings. Two state and one national authorizer associations also participated.

Due to COVID-19, the second, third, and fourth Regional Authorizer Network meetings were held virtually. The first virtual Regional Authorizer Network meeting was held on April 30, 2020 with representatives from 37 authorizers, two state authorizer associations, and one national authorizer association. The second virtual meeting was held on May 21, 2020 with representatives from 32 authorizers and three state authorizer associations. Finally, the third virtual meeting was held on June 11, 2020 with representatives from 31 authorizers, three state authorizer associations, and one national authorizer association.

In total, 47 authorizers, three state authorizer associations, and one national authorizer association participated in at least one of the Regional Authorizer Network meetings (see Appendix A for a list of participating authorizers). Figure 4 shows the breadth of geographic diversity of the Regional Authorizer Network members.

Figure 4. Regional Authorizer Network Member States



Disseminate A-GAME Resources and Tools

The goal of A-GAME dissemination efforts is that authorizers will change policies, procedures, and practices by implementing the resources and tools developed through the project. In order to achieve these changes, the A-GAME dissemination strategy was designed as a multi-tiered approach that included the following elements:

1. Invite influential authorizers to actively participate in the project, working on content creation, strategies for implementation, and acting as agents of further dissemination (NALT members).
2. Work with receptive authorizers through personal engagements, collaboration, and in-depth modeling to show how the resources and tools can be put into practice (Regional Authorizer Network).
3. Use existing and new platforms to deliver information, resources, and tools (A-GAME website, NCSI's Epicenter, conferences, and media).

4. Target dissemination of resources and tools to a wider audience of authorizers (webinars, email blasts, and social media).

Because the first two dissemination efforts entail significant hands-on engagement and investment from both the A-GAME project team and the participating authorizers, the use of these strategies make it more likely that the A-GAME resources and tools will be implemented by authorizers across the country. Furthermore, the A-GAME project team plans to use what they learn about implementation successes and barriers through their work with the NALT and Regional Authorizer Network authorizers to refine and target dissemination strategies for a wider audience of authorizers with AEC charter schools.

Sustainability

Sustainability efforts will be multi-dimensional. The networked approach the A-GAME project employs, involving teams of networks at the national and regional level, creates a groundswell of support driving demand for high quality resources and support for authorizers of AECs. By creating capacity for authorizers within these networks, the A-GAME project team can in turn provide in-depth engagement for implementation of new policies and practices for AECs. These efforts have created momentum from year one and are compelling the A-GAME project team to develop a plan to sustain their dissemination practices beyond the three years of the grant. The plan includes maintaining and updating A-GAME resources and tools on the NCSI website and through Epicenter, as well as seeking out additional funding to support in-depth engagement with authorizers to implement the A-GAME best practices.

A-GAME Reach

The A-GAME project plans to disseminate best practice resources to 95 percent of authorizers with AEC charter schools. In the 2018-19 school year there were 188 authorizers with AEC charter schools and the A-GAME project plans to disseminate resources to a minimum of 177 by the end of the third year of the grant.

Between October 2018 and June 2020, the A-GAME project team disseminated best practice AEC resources to:

- **93 percent of authorizers with AEC charter schools (174 out of 188)**
- **Authorizers in 29 out of 30 states where authorizers have AEC charter schools**
- **Authorizers responsible for 96 percent of all AEC charter schools (591 out of 616)**

Figure 5 captures the number of authorizers (with and without AEC charter schools) that have accessed A-GAME resources by the type of dissemination strategy. The number of authorizers accessing materials by strategy type may include duplicates because some authorizers have accessed materials in multiple ways. Additionally, the number of authorizers that attended national conferences, state conferences and meetings, and accessed online articles are likely an undercount because of the difficulty of tracking all authorizers that participated in these activities.

Figure 5. A-GAME Dissemination Activities



A-GAME Impact

The goal of A-GAME dissemination efforts is for authorizers to utilize best practices for AEC charter schools to change policies, practices, and procedures. There is emerging evidence that authorizers working with the A-GAME project team are putting the best practices for AEC charter schools into practice.

The evaluation team surveyed NALT and Regional Authorizer Network members in May and June of 2020. Individuals from 40 out of the 47 participating authorizers responded to the survey (85 percent response rate).

Of the authorizers that responded to the survey, **97.5 percent agreed that the A-GAME project materials are relevant to issues they are dealing with in their organizations:** 30 (75 percent) reported that they strongly agree, nine (22.5 percent) reported that they somewhat agree, and one (2.5 percent) reported that they somewhat disagree.

Table 3 provides information about the specific A-GAME resources NALT and Regional Authorizer Network members have implemented (HI) and plan to implement (PTI). Overall, **87 percent of authorizers have implemented an A-GAME resource and 89 percent of authorizers plan to implement an A-GAME resource soon.**

Overall, **18 authorizers, responsible for 35 percent of AEC charter schools, have implemented the A-GAME Measuring Quality guide.** Additionally, **17 authorizers, responsible for 22 percent of AEC charter schools, have implemented strategies for developing goals, measures, metrics, and targets (e.g., engagement phases, student-centered accountability, and/or a continuum approach).** While fewer authorizers have implemented the guides for evaluating AEC applications and AEC renewals and the data visualization tool, the majority of authorizers surveyed plan to use these resources in the future.

The survey data suggests that the A-GAME project team created opportunities for authorizers to collaborate and learn from colleagues. Specifically, **22 authorizers have implemented strategies from their A-GAME colleagues and 20 plan to implement these strategies.**

With school closures and disruptions in testing and other education practices in early 2020 due to COVID-19, the A-GAME project team used the Regional Authorizer Network to compile and develop resources to help authorizers respond. To date, 18 authorizers have implemented COVID-19 resources through the A-GAME project and 15 authorizers plan to implement them.

Table 3. Authorizer Implementation of A-GAME Resources

| State | Authorizer | AEC | # of AECs | Measuring Quality: A Resource Guide | | Guide to Evaluating AEC Applications | | Rubric for Assessing AEC Renewal | | AEC Data Visualization Tool | | Strategies for Defining AECs | | Strategies for Developing Goals, Measures, Etc. | | Strategies from Regional Network Colleagues | | COVID-19 Resources | |
|-------|---|-----|-----------|-------------------------------------|-----|--------------------------------------|-----|----------------------------------|-----|-----------------------------|-----|------------------------------|-----|---|-----|---|-----|--------------------|-----|
| | | | | HI | PTI | HI | PTI | HI | PTI | HI | PTI | HI | PTI | HI | PTI | HI | PTI | HI | PTI |
| AZ | Arizona State Board for Charter Schools | Y | 92 | | | | ● | | ● | | ● | | | ● | | ● | | ● | |
| CA | Alameda County Office of Education | Y | 1 | ● | ● | | | | | | | | | | | ● | | | |
| CA | California Department of Education | Y | 2 | | | | | | | | | | | ● | ● | ● | ● | ● | ● |
| CA | East Side Union High School District | Y | 2 | | ● | | | | ● | | ● | | ● | ● | ● | | ● | ● | ● |
| CA | El Dorado County Office of Education | Y | 2 | | | | ● | | | | | | | ● | | | ● | ● | ● |
| CA | Fresno Unified School District | Y | 2 | | ● | | | | | | | ● | | | | ● | | | |
| CA | Inyo County Office of Education | Y | 3 | ● | | | ● | | ● | | ● | | ● | ● | ● | ● | | ● | |
| CA | Los Angeles County Office of Education | Y | 2 | ● | ● | | ● | | ● | | ● | | ● | ● | | | ● | | ● |
| CA | Placer County Office of Education | Y | 1 | | | | | | | | | | | | | | | | ● |
| CA | Riverside County Office of Education | Y | 3 | | ● | | ● | | ● | | ● | ● | ● | ● | ● | | ● | ● | ● |
| CO | Colorado Charter School Institute | Y | 3 | | | | | | ● | | | | | | | | | | ● |
| DC | DC Public Charter School Board | Y | 8 | ● | | | ● | | | | | | | ● | ● | | | ● | ● |
| DE | Delaware State Board of Education | Y | 1 | ● | ● | | | | | ● | | | ● | ● | ● | ● | ● | ● | ● |
| FL | Hillsborough County Schools | Y | 2 | ● | ● | | | | ● | | | | | | ● | | | | ● |
| GA | Atlanta Public Schools | N | 0 | | | ● | | | | | | ● | | ● | | ● | | ● | |
| GA | Dekalb County School District | N | 0 | | ● | | ● | | ● | | | | ● | | | ● | ● | ● | |
| IL | Chicago Public Schools | Y | 16 | ● | | | | | | | | | | | | | | | |
| IN | Ball State University Office of Charter Schools | Y | 3 | | ● | | ● | | ● | | | | | | | | | | |
| IN | Indianapolis Office of Education Innovation | Y | 1 | | | | | | | | | | | ● | | ● | | | |
| MA | Massachusetts Department of Education | Y | 7 | ● | ● | | | | ● | | ● | | | | ● | | ● | | ● |
| ME | Maine Charter School Commission | Y | 1 | ● | | | | | | | | | | ● | | ● | | ● | |
| MI | Central Michigan University | Y | 6 | ● | | | ● | | ● | | ● | | | | ● | | ● | | |
| MI | Detroit Public Schools Community District | Y | 4 | | | | | | | | | | | | ● | | ● | | |
| MI | Ferris State University | Y | 7 | ● | | | | ● | | | | | | ● | | | ● | | |
| MI | Grand Valley State University | Y | 6 | ● | ● | | | | | ● | ● | | ● | ● | ● | | | | ● |
| MN | Audubon Center of the North Woods | Y | 6 | ● | ● | | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| MN | Pillsbury United Communities | Y | 1 | | ● | | ● | | ● | | ● | ● | ● | ● | | ● | | ● | |
| MO | Missouri Charter Public School Commission | Y | 1 | | ● | | ● | | | | | | | | ● | | ● | | |
| MO | University of Missouri – Columbia | Y | 2 | | | | | | | | | ● | | ● | | ● | | ● | |
| NM | Albuquerque Public Schools | Y | 6 | ● | ● | | | | ● | | ● | | | | | ● | | ● | |

Note: "HI" Has Implemented; "PTI" Plans to Implement

Table 3. Authorizer Implementation of A-GAME Resources, cont.

| State | Authorizer | AEC | # of AECs | Measuring Quality: A Resource Guide | | Guide to Evaluating AEC Applications | | Rubric for Assessing AEC Renewal | | AEC Data Visualization Tool | | Strategies for Defining AECs | | Strategies for Developing Goals, Measures, Etc. | | Strategies from Regional Network Colleagues | | Covid-19 Resources | |
|-------|---|-----|-----------|-------------------------------------|-----|--------------------------------------|-----|----------------------------------|-----|-----------------------------|-----|------------------------------|-----|---|-----|---|-----|--------------------|-----|
| | | | | HI | PTI | HI | PTI | HI | PTI | HI | PTI | HI | PTI | HI | PTI | HI | PTI | HI | PTI |
| NY | New York State Education Department | Y | 6 | ● | ● | | | ● | | ● | | ● | ● | | | ● | ● | | |
| NY | SUNY Charter Schools Institute | Y | 3 | | | | | | | | | ● | ● | | ● | ● | ● | | |
| OH | Buckeye Community Hope Foundation | Y | 7 | ● | | | ● | | | | | | | | ● | | | ● | |
| OH | Ohio Council of Community Schools | Y | 4 | | | | | | | | | | | | | | | | |
| OH | Thomas B. Fordham Foundation | N | 0 | ● | ● | | | ● | ● | ● | | | | ● | ● | ● | ● | ● | ● |
| PA | Philadelphia School District | Y | 3 | | | | | | | | | | | ● | | ● | | ● | |
| SC | South Carolina Public Charter School District | Y | 3 | | ● | | ● | | ● | | ● | | | ● | ● | ● | ● | | |
| TX | Texas Education Agency | Y | 131 | ● | ● | | | ● | ● | | | ● | ● | | ● | ● | ● | | |
| UT | Utah State Charter School Board | Y | 2 | | | | | | | | | | | | ● | ● | ● | ● | ● |
| WA | Washington State Charter School Commission | N | 0 | | | | | | | | | | | ● | | ● | ● | ● | ● |

Note: "HI" Has Implemented; "PTI" Plans to Implement

Discussion

The A-GAME project is an ambitious initiative designed to identify, develop, and disseminate best practice resources focused on authorizers with AEC charter schools. The primary goal of the project is for authorizers to change policies, practices, and procedures based on the best practices for AEC charter schools.

The structure of the A-GAME project, where influential authorizers were first invited to work on content creation and strategies for implementation, and then the project team worked with a network of receptive authorizers through deep engagement, collaboration, and modeling, has **allowed the A-GAME project team to make solid progress towards dissemination and implementation goals**. The next phase of the A-GAME project will be to disseminate resources to a broader audience of authorizers with AECs.

The following questions may help to guide the A-GAME project team as they shift to the next phase of developing a targeted dissemination plan for 95 percent of authorizers with AECs:

- How will the A-GAME project team package resources so that authorizers with AEC charter schools that were unable to participate in high-touch leadership or network activities are able to access and are prepared to implement the recommended best practices?
- What message will the A-GAME project team use to demonstrate the significance of A-GAME resources to authorizers with AECs that did not opt to participate in leadership or network activities?
- What are the lessons that the A-GAME project team learned regarding the barriers to implementation of A-GAME resources that will help support the broader audience of authorizers with AEC charter schools access and implement best practices?
- What types of sustainability efforts can support the A-GAME project beyond the life of the grant?

Appendix A – Regional Authorizer Network Members

| State | Authorizer | Type | # of AEC Charter Schools (2018-19) | Regional Authorizer Network Meetings | | | |
|-------|--|------|--|---|----|----|----|
| | | | | #1 | #2 | #3 | #4 |
| AL | Alabama State Department of Education | ICB | 0 | | ● | | |
| AZ | Arizona State Board for Charter Schools | ICB | 92 | ● | ● | | ● |
| CA | Acton Agua Dulce Unified | LEA | 3 | ● | | | |
| CA | Alameda County Office of Education | LEA | 1 | ● | ● | | |
| CA | California Department of Education | SEA | 2 | ● | ● | ● | ● |
| CA | Chino Valley Unified School District | LEA | 1 | ● | | | |
| CA | Contra Costa County Office of Education | LEA | 1 | ● | | | |
| CA | East Side Union High School District | LEA | 2 | ● | ● | ● | ● |
| CA | El Dorado County Office of Education | LEA | 2 | ● | | | ● |
| CA | Fresno Unified School District | LEA | 2 | ● | ● | ● | ● |
| CA | Inyo County Office of Education | LEA | 3 | ● | ● | | ● |
| CA | Los Angeles County Office of Education | LEA | 2 | ● | ● | ● | ● |
| CA | Placer County Office of Education | LEA | 1 | ● | ● | ● | ● |
| CA | Riverside County Office of Education | LEA | 3 | ● | ● | ● | ● |
| CO | Colorado Charter School Institute | ICB | 3 | ● | ● | ● | ● |
| DC | DC Public Charter School Board | ICB | 8 | ● | ● | ● | ● |
| DE | Delaware State Board of Education | SEA | 1 | ● | ● | ● | ● |
| FL | Broward County Public Schools | LEA | 5 | ● | | ● | ● |
| FL | Hillsborough County Schools | LEA | 2 | ● | ● | ● | |
| FL | Pinellas County Schools | LEA | 2 | | | ● | ● |
| GA | Atlanta Public Schools | LEA | 0 | ● | | ● | ● |
| GA | Dekalb County School District | LEA | 0 | | ● | ● | ● |
| HI | Hawaii State Public Charter School Commission | ICB | 0 | ● | | | |
| ID | Idaho Public Charter School Commission | ICB | 4 | ● | ● | ● | |
| IN | Ball State University Office of Charter Schools | HEI | 3 | ● | ● | | ● |
| IN | Indianapolis Office of Education Innovation | NEG | 1 | ● | ● | ● | ● |
| MA | Massachusetts Department of Education | SEA | 7 | ● | ● | ● | ● |
| ME | Maine Charter School Commission | ICB | 1 | ● | ● | ● | ● |
| MI | Central Michigan University | HEI | 6 | | ● | ● | |
| MI | Detroit Public Schools Community District | LEA | 4 | | ● | ● | ● |
| MI | Ferris State University | HEI | 7 | | ● | ● | |
| MI | Grand Valley State University | HEI | 6 | ● | ● | ● | ● |
| MN | Audubon Center of the North Woods | NFP | 6 | ● | ● | ● | ● |
| MN | Pillsbury United Communities | NFP | 1 | ● | ● | ● | ● |
| MO | Missouri Charter Public School Commission | ICB | 1 | ● | ● | ● | ● |
| MO | University of Missouri - Columbia | HEI | 2 | ● | ● | ● | ● |
| NM | Albuquerque Public Schools | LEA | 6 | ● | ● | ● | ● |

| State | Authorizer | Type | # of AEC Charter Schools (2018-19) | Regional Authorizer Network Meetings | | | |
|--------------------------------|--|------|--|---|----|----|----|
| | | | | #1 | #2 | #3 | #4 |
| NY | New York State Education Department | SEA | 6 | ● | ● | ● | ● |
| NY | SUNY Charter Schools Institute | HEI | 3 | ● | | | |
| OH | Buckeye Community Hope Foundation | NFP | 7 | ● | ● | | |
| OH | Ohio Council of Community Schools | HEI | 4 | ● | | | |
| OH | Thomas B. Fordham Foundation | NFP | 0 | ● | ● | ● | ● |
| PA | Philadelphia School District | LEA | 3 | ● | ● | | |
| SC | South Carolina Public Charter School District | ICB | 3 | ● | ● | ● | |
| TX | Texas Education Agency | SEA | 131 | ● | ● | ● | ● |
| UT | Utah State Charter School Board | ICB | 2 | ● | ● | | |
| WA | Washington State Charter School Commission | ICB | 0 | ● | ● | ● | ● |
| Authorizer Associations | | | | | | | |
| CA | California Charter Authorizing Professionals | | | | | ● | ● |
| CO | Colorado Association of Charter School Authorizers | | | ● | ● | ● | ● |
| FL | Florida Association of Charter School Authorizers | | | ● | ● | ● | ● |
| Nat'l | National Association of Charter School Authorizers | | | ● | ● | | ● |

Authorizer Type: HEI – Higher Education Institution; ICB – Independent Chartering Board; LEA – Local Education Agency; NEG – Non-Educational Government Entity; NFP – Nonprofit Organization; SEA – State Education Agency