



MN ASSOCIATION OF
CHARTER SCHOOLS

MINNESOTA CHARTER SCHOOL DEVELOPMENT INSTITUTE

*Exploring Starting a Charter
School in Minnesota*

REVISED 2017



MN ASSOCIATION OF
CHARTER SCHOOLS

Created by the MN Association of Charter Schools (MACS), 2007

Excerpted from the "Charter School Development In Minnesota: A Social Entrepreneurial Activity" Guide, a publication of the MN Association of Charter Schools—developed with permission of Jeffrey Cornwall, author of From the Ground Up: Entrepreneurial School Leadership (© 2003, Scarecrow Press, Inc.), which serves as the basis for much of the content of this guide and workbook. Permission has been granted by Jeffrey Cornwall for the development and publication of this workbook.

All rights reserved. No part of this publication may be reproduced or transmitted in any forms or by any means, without the written consent of the MN Association of Charter Schools and Jeffrey Cornwall. When permission is granted, full acknowledgement must be given to these sources.

Requests for permission to make copies of any part of this work should be made to the following:

MN Association of Charter Schools
Attn: Eugene Piccolo, Executive Director
161 St. Anthony Avenue, Suite 1000
St. Paul, MN 55103
Phone: 651-789-3090
Fax (651) 789-3093
<http://www.mncharterschools.org>.

Content by Eugene Piccolo, with source material from Jeffrey Cornwall. Publication design by Margaret Uttke
Printed by the Minnesota Association of Charter Schools

Acknowledgements

First, I want to express thanks to Dr. Robert Brown, from the University of St. Thomas, who was the inspiration for exploring the feasibility of developing a guide and workbook based on the work of his colleague and collaborator Dr. Jeffrey Cornwall.

Second and most especially, I want to thank Dr. Jeffrey Cornwall, from Belmont University, for granting the Minnesota Association of Charter Schools permission to develop the guide workbook based on his book, From the Ground Up: Entrepreneurial School Leadership (© 2003, Scarecrow Press, Inc.), to assist charter developers in Minnesota. Dr. Cornwall's input and comments throughout the production of the overall workbook were invaluable.

Finally, thanks to Margaret Uttke, our Membership & Communications Associate, for the production, design and publication of the workbook.

Eugene Piccolo
Executive Director

March 2007

EXPLORING THE FEASIBILITY OF STARTING A CHARTER SCHOOL IN MINNESOTA

In 1991, Minnesota launched a bold experiment to unleash public education from convention, in order to:

- increase pupil learning and student achievement,
- increase learning opportunities for pupils,
- encourage the use of different and innovative teaching methods,
- measure learning outcomes and create different and innovative forms of measuring outcomes,
- establish new forms of accountability for schools, and
- create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Today, twenty–six years later, forty-four states and the District of Columbia have enacted charter school laws. The concept which has its birthplace in Minnesota is also being studied and adopted in countries across the globe in Europe, Asia, Africa, and South America.

Since Minnesota’s charter school law was enacted, hundreds of “social entrepreneurs” have come forward with ideas for charter schools in Minnesota. *Social entrepreneurs* (individuals or groups of individuals) are change agents who take direct action to launch, nurture and grow innovative, effective and sustainable approaches to benefit humanity. Social entrepreneurs in education take direct action to transform the educational system and the opportunities that are available to young people – especially those who are underserved, neglected, or disadvantaged. The bottom line is that social entrepreneurs seek to create a new and sustainable equilibrium in the educational enterprise.

The history of success and failure among those charter school entrepreneurs has made it clear that there are things that these “social entrepreneurs” can and need to do in order to have a higher probability of success in creating and sustaining a charter school.

The first thing is to recognize that, in social entrepreneurial activity, there are phases in the process. In terms of charter schools, there are four phases: **exploration; development; start-up; and sustained operation.**

Often, people are so passionate and committed to their idea that they believe they cannot fail; thus, they skip a lot of the critical steps in the process—especially the beginning or exploration phase. The result frequently is that their idea fails because there was never any honest assessment or any groundwork done to build the foundation of the enterprise.

The First Phase – Exploration:

The first phase in the process of creating a charter school is to explore your idea for a school by defining the vision, conducting initial market research, forming a school development team, and researching a potential authorizer.

The purpose of the exploration phase is to determine:

- whether the school is feasible,
- whether there is a potential market that meets a need, and
- whether the people involved have the capacity not only to make it happen, but also to be successful.

The goal of the exploration phase is to see if the proposed school fails or succeeds on paper. It is far better for everyone involved in the entire charter school movement that, if a school is going to fail, it fails on drafting paper and not in the newspaper, or before public and private financial resources are committed, people hired, and students enrolled.

Minnesota's charter school movement is harmed when "social entrepreneurs" skip the process required for determining the feasibility of a charter school.

We cannot afford the attitude that some people have—that if you build it, people will come. This may work with a baseball field on a fictional movie set in Iowa; the reality, however, is that creating a charter school is not about playing school – it is serious business. It is about the business of providing young people academic opportunities to achieve their potential in an environment that values innovation and an active partnership between professional educators and parents.

The **MN Charter School Development Institute** has been developed to assist those who are serious about exploring the idea of starting a charter school in Minnesota.

For more information, please contact:

MN Association of Charter Schools
161 St. Anthony Avenue, Suite 1000
St. Paul, MN 55103

www.mncharterschools.org

(651) 789-3090 – Phone
(651) 789-3093 – Fax



TIMELINE FOR EXPLORATION PHASE

Timeline Overview:

Defining Vision, Values, & Mission

Conducting Market Research

Developing School Development Team

Researching & Contacting Authorizer

School Developers often ask how long the Exploration Phase will take. The answer depends on you and the development team you put together, as well as the amount of time the school development team devotes on a weekly basis to doing the exploration phase activities.

Remember that you are exploring the development of starting a small non-profit business that would operate a public institution called a public school, whose purpose is to educate young people in Minnesota.

It is better that you take whatever time you need to do the tasks at hand well. Authorizers expect it, and Minnesota's young people deserve it.

PRODUCT: What is the academic year you anticipate wanting to open your charter school if it proves to be feasible? (You should plan that it will take between 9-15 months from charter approval until the doors of the school will open.)

Year 20__ -- 20__

PRODUCT: Conceptual Timeline for your Exploration Phase Activities.
(Establish a date and identify what you think the activities are that you need to complete)

“Exploration Phase”:

Projected Date for Completion

Defining Vision, Values, & Mission - _____(Date)

Activities:

-
-
-
-

Projected Date for Completion

Conducting Market Research - _____(Date)

Activities:

-
-
-
-

Projected Date for Completion

Developing School Development Team - _____(Date)

Identify:

-
-
-
-
-
-

Projected Date for Completion

Researching & Contacting Authorizer - _____(Date)

Activities:

-
-
-
-
-
-
-

We strongly encourage you to revise your timeline once you read through and think about the amount of time that you can actually commit on a weekly basis to the process and tasks outlined in this guide/workbook.

PRODUCT: Work Plan for your Exploration Phase Activity.

Exploration Phase:

Projected Date for Completion

Defining Vision, Values, & Mission - _____ (Date)

Activities:

-
-
-
-

Projected Date for Completion

Conducting Market Research - _____ (Date)

Activities:

-
-
-
-

Projected Date for Completion

Developing School Development Team - _____ (Date)

Identify:

-
-
-
-
-
-

Projected Date for Completion

Researching & Contacting Authorizer - _____ (Date)

Activities:

-
-
-
-
-
-
-

EXPLORATION PHASE ACTIVITY: IDENTIFYING & FORMING THE SCHOOL DEVELOPMENT TEAM

Successful social entrepreneurs recognize that they cannot succeed by acting alone. No one individual possesses the expertise, talents, knowledge, or skills that are required to begin or operate a school or any other social enterprise.

A basic element of the exploration phase is to identify the necessary talent and experience that will be needed to develop a business plan/charter application. In other words, one of the primary tasks of the exploration phase is the formation of the school development team. Having a solid development team is a requirement of charter application process, as it is one of the factors in determining whether a school should be authorized.

One of the basic questions that authorizers will be evaluating in their deliberations whether to authorize a school and grant a charter is whether the school developers have the skills and knowledge. One of the challenges in forming a school development team is that founders often have too much in common.

Examples of Founders who might have too much in common (Cornwall 84):

- *Classmates from a university who have shared a common course of study*
- *Coworkers who come from the same department in the business in which they all work*
- *Friends who come together to pursue a common dream*
- *A group of parents wishing to create a school with a different culture or specialized focus*
- *A group of teachers who want to serve a particular population of students*

The challenge of having too much in common is “leadership inbreeding,” or people with a single set of skills, a limited range of ideas, or a myopic approach to making decisions. If the leadership development team shares common experiences and backgrounds, it may lack the diversity of thought for creative problem solving.

In the exploration phase, the formation of a school development team should be a high priority. The team should be composed of non-related individuals—teachers, parents, and community leaders who have a diversity of skills, experiences, and talents.

When composing the school development team (which may eventually become the founding board), it is also important to identify and recruit people who will not be a part of the founding team, but are willing to serve as advisors at no cost to the development team.

PRODUCT: List the members of the school development team, their role and function in the exploration & development process, and what their role is anticipated to be once the school has opened.

<u>NAME</u>	<u>ROLE</u>

PRODUCT: List the types of advisors & potential names of individuals the development team anticipates needing in the business plan / charter application process.

<u>TYPE OF ADVISORS</u>	<u>POTENTIAL ADVISORS</u>



EXPLORATION PHASE ACTIVITY: RESEARCHING AUTHORIZERS

The final step of the exploration phase is to begin identifying potential authorizers for the school you envision.

In Minnesota, authorizers may be traditional school districts, colleges or universities, non-profit organizations and single purpose authorizer organizations.

There are currently fourteen (14) organizations that authorize charter schools in Minnesota. A list of current authorizers can be found in the Authorizer Directory on the MACS website: <http://www.mncharterschools.org>.

Over time, a number of these authorizers have carved out niches in the types of schools, locations and/or number of schools they will authorize. Thus, it is important for school developers to find an authorizer who will be willing to serve as your school's authorizer, who will be a good fit in terms of philosophy and approach, and who has the capacity to serve as an authorizer.

As authorizer organizations takes on authorizing voluntarily, it is important that school developers have done the required exploration work before approach authorizers. When a school developer approaches a potential authorizer, the initial exploration work should have been completed and considered thoroughly.

The school developer/development team should be able to:

- articulate the vision and mission of the proposed school,
- present documentation of the initial market research that shows the potential market and need for the school, and
- document the members of the school development team and their skills, experience, and role in the development process.

The purpose of having accomplished the exploration phase activities is to demonstrate to potential authorizer that you are serious and that there is a framework for beginning a relationship.

TASK: Identify what would be the potential benefits & challenges of being authorized by each of the potential authorizers

BENEFITS

CHALLENGES

NOTES



MN ASSOCIATION OF
CHARTER SCHOOLS

Unleashing education from convention

FOR FURTHER ASSISTANCE, PLEASE CONTACT US AT:

Phone: (651) 789-3090

Fax: (651) 789-3093

Email: info@mncharterschools.org

Website: www.mncharterschools.org