



COLLEGIATE HALL CHARTER SCHOOL

BOARD MEETING | MARSHALL ELEMENTARY 1142 EAST 56TH STREET, TULSA, OK 74105

APRIL 16, 2019 | 5:00 PM – 6:30 PM

AGENDA

	Time	Item	Lead	Materials/Topics
I	2 min.	Welcome	Sarah Jane Gillett	
II	2 min.	Approval of Agenda	Sarah Jane Gillett	Agenda
III	2 min.	Public Comments Comments on Items on the agenda Comments on items not on the agenda	Sarah Jane Gillett	
IV	4 min.	Consent Agenda	Sarah Jane Gillett	*March Meeting Minutes *March Encumbrance Register *Purchase Orders to Open
V	5 min.	Board Chair Report	Sarah Jane Gillett	
VI	5 min.	Presentation of Monthly Financials	CB Rowan Nikhil Kawlra	March Financial Report
	VOTE	Form 990	Sarah Jane	Form 990
VII	15 min.	Academic Performance Report	Amber Masters	Dashboard Academic Calendar
	VOTE	2019-2020 Academic Calendar	Amber Masters	Academic Calendar
VIII	18 min.	Governance Report	Justin/Sarah Jane	Updated Board Responsibility Agreement
	VOTE	Updated Bylaws	Sarah Jane Gillett	Updated Bylaws
	VOTE	Updated Board Assessment Tool	Annabel Jones	Updated Board Assessment Tool
IX	5 min.	Development Committee	David Poarch	Development Report
X	8 min.	TLI Update	Nikhil Kawlra	TLI Board Report
	15 min.	Facilitated Conversation	Sarah Jane Gillett	TLI Board Report
	VOTE	Facilitated Conversation	Sarah Jane Gillett	TLI Board Report
XI	8 min.	Head of School Report	Nikhil Kawlra	HR Update
XI	2 min.	New Business	Sarah Jane Gillett	<i>Note: This business is, in accordance with Oklahoma Statutes Title 5 § 311 (A) (9), limited to any matter not known about or which could not have been reasonably</i>



				<i>foreseen prior to the time of posting this agenda.</i>
XII	2 min.	Adjournment	Sarah Jane Gillett	Adjournment



ATTENDEE SIGNATURES

<u>Name</u>	<u>Signature</u>
Justin Harlan	
Sarah Jane Gillett	
Rick Huck	
David Poarch	
Carlo Agapito	
Lyn Entzeroth	
Nicole Morgan	
CB Rowan	
Michael DuPont	
Lindsay Bennefield	
Annabel Jones	
Amber Masters	



COLLEGIATE HALL CHARTER SCHOOL

MARCH 26, 2019 | MEETING MINUTES

ATTENDEES: LINDSAY BENNEFIELD, DAVID POARCH, RICK HUCK, CB ROWAN, ANNABEL JONES, AMBER MASTERS, SARAH JANE GILLETT, MICHAEL DUPONT, NIKHIL KAWLRA

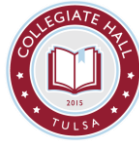
OTHERS: MATT CHASE

AGENDA

	Time	Item	Notes	Votes
I	2 min.	Welcome	<p>Welcome to Matt Chase, our board intern through Leadership Tulsa! Excited to have him aboard.</p> <p>Matt gave a brief introduction to himself and shared his excitement about joining as a board intern.</p>	
II	2 min.	Approval of Agenda		<p>1st: AJ 2nd: DP Aye: LB, DP, RH, CB, AJ, AM, SJG Nay: None Abstain: None</p>
III	2 min.	<p>Public Comments</p> <p>Comments on Items on the agenda Comments on items not on the agenda</p>	No public comments.	
IV	4 min.	Consent Agenda	<p>Duplicates on PO from last month. Will need to approve the 990, which Jay will send Nikhil. We are staying with Sanders, Bledsoe and Hewett for the 2019-2020 school year.</p>	<p>1st: DP 2nd: LB Aye: LB, DP, RH, CB, AJ, AM, SJG, MD Nay: None Abstain: None</p>
V	5 min.	Board Chair Report	<p>Thank you to everyone who came to the TLI conference, was a great event.</p> <p>June 3 is graduation, David has convened a committee to help. Still looking for a speaker.</p> <p>Tour next Thursday 4/4. Please help us make connections to potential board candidates!</p>	



VI	5 min.	Presentation of Monthly Financials	<p>CB has been working on creating a budget that will work for us to better understand our financial position. Financial position looks strong, will do an analysis of projected EOY cash.</p>	
VII	5 min.	Presentation of 2019-2020 Budget	<p>Nikhil provided an overview of changes he would advocate for in the budget relative to this year:</p> <ul style="list-style-type: none"> - Teachers in Residence - SEL Coordinator (shared with elementary school) - Development Director (part time) - Front Desk Person - More money into marketing <p>Will bring what the extra spending would be and a combined PreK-8 budget to an upcoming board meeting for final approval.</p>	
VIII	5 min.	Academic Performance Report	<p>Amber walked the team through mid-year MAP growth. NT mentioned that growth typically follows an exponential curve, not a linear one, so we should see more students meet growth goals at the end of the year.</p>	
IX	20 min.	Governance Report	<p>Sarah Jane walked everyone through the changes to the board bylaws, which will be voted on at the next meeting. Changes are based on us reaching full growth and making the bylaws more specific to our state (as opposed to original BES language).</p> <p>Some changes:</p> <ul style="list-style-type: none"> - Changed Treasurer to VP of Finance/Finance Chair - Make sure language reflects us being subject 	



			<p>to open meetings and open records act.</p> <ul style="list-style-type: none"> - Changed the terminology of elected/voted/advisory directors. - Will clean up typos/font changes. <p>Will review policies next, likely next year.</p>	
X	8 min.	Charter Expansion Update	<p>Still looking at facilities options, but looking like we'll do a double co-location. Will be meeting with the facilities task force in the first week of April.</p> <p>Other priorities are hiring a new task force and applying for grants.</p>	
XI	10 min.	Head of School Report	<p>Starting a few task forces at the school, working on enrollment and hiring. Have recently revamped the RTI process to better support students.</p>	
XII	2 min.	New Business	No new business.	
XIII	2 min.	Adjournment		<p>1st: AM 2nd: DP Aye: LB, DP, RH, CB, AJ, AM, SJG, MD Nay: None Abstain: None</p>



Purchase Orders to Open 2018-2019 (April 2019)

Company	Amount	Description
Southwest	\$3000	Trip to Nashville for SEL Work
Air BnB	\$2000	Trip to Nashville for SEL Work
Nathalia Takabatake	\$500	Reimbursement for Nashville Trip

TLI PO Requests

QuikPrint	400	
USPS	100	
Mongo's Consulting	2500	
Amazon	400	



FINANCE COMMITTEE REPORT

Finance Committee Meeting Minutes: April 9, 2019

Attendees: CB Rowan, Nikhil Kawlra

CB had last minute change to scheduling, which led to Annabel, Rick and Sarah Jane being unable to attend.

The Committee discussed following items:

- 2019-2020 Budgeting
 - a. Will Provide Separate Budgets as follows:
 - i. Current School
 - ii. Expansion / New School Start Up
 - iii. Consolidated
 - b. Due to large amount of work to be done and status of TLI, we deferred completion and presentation to the May meeting
- Two Additional Expense for approval
 - a. Sending of 4 Teachers to Nashville for 3 days for training – Approx \$3K
 - b. Increase of ½ FTE for balance of year due to teacher returning from Part-Time to Full-Time role
- Financials not received as of 4/11/19 – but should be by time of Full Board Meeting on 4/16/19



ACADEMIC PERFORMANCE COMMITTEE REPORT

To be distributed at the meeting.



GOVERNANCE COMMITTEE REPORT

We reviewed the draft bylaws and Lyn and Annabel all gave some great suggestions for edits and cleaning up the drafting. I'll make the changes we discussed and circulate another draft to include in the board packet for April.

We also reviewed the board assessment tool prepared by Annabel. We added a couple of things and decided that it's in great shape. Annabel will edit and then send Nikhil the revised draft for the board packet. In terms of process, after the Board approves the assessment tool, Nikhil will convert to Google Docs and send out the tool to the Board for anonymous feedback that same week. We'll have a relatively short turnaround time. Nikhil will set it up so that feedback comes to Annabel and Annabel agreed to compile the feedback which will be a subject of review and discussion for Governance during the May meeting. In turn we'll plan to share feedback, reflections and any recommendations during a board discussion in May.

We briefly reviewed the Board Member Agreement that I drafted. I've made a few edits and attached a revised version. Please take a look and let me know if you have any changes before we present to the Board in the April meeting packet.

The Committee discussed a replacement Board Secretary and listed a couple of options. Lindsay has agreed to be our new Board Secretary!

We also visited briefly about our board prospects/candidates for next year and the status. A few additional names/ideas were discussed. Lyn is reaching out to one or two people; Nikhil is identifying a parent of a graduating 8th grader; and I am reaching out to Leadership Tulsa and/or TAUW to ask about the programs one or both have implemented to assist nonprofits in identifying board candidates who may bring additional diversity to the board table. Along with needing expertise in early education and development, the diversity we have discussed is a priority as we think about a new class of directors.

We started thinking about officer candidates for next year and agreed that the Vice-Chair position should be placed first.



COLLEGIATE HALL CHARTER SCHOOL
BOARD OF DIRECTORS
Director's Agreement
July 1, 2019 – June 30, 2020

As a member of the Board of Directors of Collegiate Hall Charter School (Collegiate Hall), I will support Collegiate Hall's mission to educate students in grades pre-Kindergarten to 8th grade for acceptance to, persistence in, and graduation from college. I understand that my duties and responsibilities include the following:

- (1) I will actively promote Collegiate Hall and support its staff.
- (2) I know and understand my legal responsibilities as a board member of Collegiate Hall, and I will become familiar with, accept, and abide by the Bylaws of Collegiate Hall.
- (3) I will serve as an informed Director by preparing for, attending and participating in all Board meetings and retreats. If I am unable to attend a meeting, I will inform the Board Chair or Head of School in advance of the meeting.
- (4) I will actively participate as a member of at least one Collegiate Hall standing committee by regularly attending committee meetings and devoting up to 3 hours per month to committee work as necessary.
- (5) Within the bounds of the Oklahoma Open Records Act and the Oklahoma Open Meeting Act, I will maintain the confidentiality of all Board matters by treating all oral and written communications as a trust not to be discussed outside of the Board.
- (6) I will support all decisions of the Board so long as they do not violate applicable law or the Bylaws.
- (7) I understand my fiscal responsibility for Collegiate Hall. I will give a personal unrestricted donation annually in an amount that is meaningful to me. I will also participate in Collegiate Hall's annual fundraising event. I will be knowledgeable about Collegiate Hall's budget and actively review, approve and monitor the budget and fundraising goals.
- (8) I will actively support the financial future of Collegiate Hall, including cultivating new donors and stewarding current donors. I will take responsibility for identifying and inviting guests to at least one monthly tour on an annual basis and I will commit to host and attend the tour as well.

In signing this document, I agree to carry out the above responsibilities. If, at any time after signing this agreement, it becomes clear to me that I am unable to meet my obligations as a Board member, then I will offer my resignation.

Director (please print)

Director's signature

Date



DEVELOPMENT COMMITTEE REPORT

Minutes for Development Committee Meeting April 9, 2019

1. Graduation Event June 3, 2019 at **OU-Tulsa**.
 - a. Time – 5:30 to 7:00
 - b. Budget- TBA, may include Caps and Gowns
 - c. Catering -soft drinks, appetizers, sweets – Staff and board set up, purchase as Costco or Sams, and donuts.
 - d. Awards – Valedictorian and Core Values Award
 - e. Speaker –John Schumann – President of OU Tulsa
 - f. Publicity – Handout with graduate information, sponsors (need graduate pictures) – Earned media – Nicole and Lindsay – billboards, local news, NPR?
 - g. Decorations – Party city – staff responsibility
 - h. Sponsorships – for scholarships, high school progress dean, programs – David will produce draft and send to Nicole and Lindsay for polish.
 - i. Slideshow – Alvin and video update with interviews
2. Graduation dinner – week before graduation
 - a. Catered
 - b. Held in Gym or nearby location that can accommodate 50
 - c. Students and staff
3. Awards Assembly – week before graduation
 - a. Held in gym in afternoon
 - b. All classes
 - c. Comments on each graduate

Next Fundraising Event

- a. November – first half of November, prefer 11/11/19.
 - i. Dates already booked: November 1, 8,9,14,21 per Tulsa People
- b. Theme -
- c. Location – TCC first choice, Oklahoma Aquarium second choice – David will call for available dates
- d. Chair – Tom McKeon first ask,
- e. Goal - \$150,000

Development Committee Board Proposal – Hire part time development staff person to build community relations and donor network. Authorize Nikhil to post position.



TLI REPORT

This document is meant to serve as a report to the Collegiate Hall Board of Education on the progress of the Teaching & Leading Initiative (TLI), a program of Collegiate Hall.

Table of Contents:

Intention vs. Reality
Research Findings
Making TLI Viable
Certification
Outstanding Questions
Final Recommendation

Intention vs. Reality

The Collegiate Hall Board launched TLI with the understanding that the project would do the following to further the mission of the organization:

- *Revenue:* The original thinking was that TLI would provide a financial benefit to the school. At present, the only benefit to Collegiate Hall is the offsetting of the Head of School's salary. Collegiate Hall's model for instructional support is resource (staff) intensive to provide substantial individualized coaching for teachers. While this model is effective, as we have seen at Collegiate Hall, it makes it extremely difficult for partner districts to afford; it makes it even more difficult for TLI to charge enough to provide additional revenue for Collegiate Hall.
- *Opportunity for Teachers:* TLI was meant to serve as a pathway to retain Collegiate Hall teachers, especially TFA corps members after their two-year TFA commitment. However, TLI has opted to seek staff who already have coaching experience based on our initial findings of the competencies required of coaches to support teachers to be successful. At present, TLI staff does not have the capacity to train novice coaches while executing on partner-district contracts. In order to provide quality services to our partner districts, and in order to ensure the organization is focused on the long-term success of the organization, TLI is prioritizing the hiring of experienced coaches. For example, coaches will be required to not only provide intense coaching to teachers, but also be required to interface directly with principals and district leadership; it is critical, then, for quality control and as we establish our brand, that coaches are able to step in and execute immediately.
- *Public Relations Benefit for Collegiate Hall:* TLI aimed to expose new audiences to Collegiate Hall. Over the past six months, TLI has brought visitors from approximately 10 districts into the school. TLI regularly introduces workshop participants and partner districts to Collegiate Hall's work. Unfortunately, due to some of the anti-charter sentiment statewide, TLI staff has been unable to promote the school as much as previously anticipated. Further, recruiting TLI Fellows or aspiring school leaders to Collegiate Hall would damage relationships with local districts, especially at this early stage.



Summary: TLI's support of Collegiate Hall has primarily come in the form of a public relations benefit to the school. It has not served to benefit the school financially or in the retention of teachers.

Research Findings

Over the last nine months, TLI and the Mine Fellows have researched methods to create a sustainable and impactful organization. Our findings are listed below:

Revenue Matters

Several organizations described their revenue models, including any revisions to the models they have or will make based on dwindling resources.

- Arkansas Teacher Corps: The Arkansas Teacher Corps spends approximately \$66,000 per teacher over a three-year experience. They currently do not charge districts for services, but are rethinking the organizational mission and how to sustain an approach that would retain staff, expand impact, and ultimately reduce costs. Their current primary source of revenue comes from the Walton Foundation and additional fundraising.
- Arkansas Leadership Academy: Arkansas Leadership Academy is also moving towards fee-for-service structure. For many years, the Arkansas Leadership Academy received a large sum of state dollars. As revenue shifted in the state budget, the Arkansas Leadership Academy was forced to look elsewhere. In their role out of a fee-for-service model, they are struggling with pushback from districts, affecting their partnerships with school districts and, ultimately, their impact.
- Teaching Excellence (Texas): Teaching Excellence's revenue comes from a combination of teacher wage garnishment (for tuition) and school-based fees. This revenue model relies on higher teacher pay and greater state funding.
- RELAY (New York): Relay Graduate School of Education is funded through district fees (for pipeline access) and tuition from teacher/leader candidates. For example, they charge up to \$20,000 per school leader trained. They require little to no fundraising due to these funding sources.
- New Leaders (national): New Leaders is also starting to raise prices as funding sources have begun drying up. This has affected their partnerships with school districts who can no longer afford services. Claudia Alfaro, the Executive Director of New Site Development, said, "I wish we really understood what it actually cost to do the work when we first started and communicated this more clearly with stakeholders."

Organizational Interdependence



Although there aren't many examples of organizational partnerships like Collegiate Hall/TLI, several organizations suggested they (and TLI) would benefit from a separation.

- Arkansas Teacher Corps: For each donation to the Arkansas Teacher Corps, 45% goes to the University of Arkansas, their organizational partner. This poses problems for fundraising and flexibility as they rethink organizational mission.
- Teaching Excellence: Teaching Excellence (TE) is currently part of YES Prep. TE expressed that being a separate entity would simplify processes, especially resource sharing and navigating relationships with traditional systems. Calvin Stocker, the Director of Partnerships, said, "I wish we would have split in the early days. Now it is almost too late." Because YES Prep does not pay Teaching Excellence for their own teacher candidates, Teaching Excellence must fundraise the difference. TE noted that being part of a school limits their grant options, as they are not their own separate 501(c)3.
- RELAY: Relay Graduate School of Education started under the umbrella of Uncommon Schools. When asked about their governance structure and whether they wished they were still part of Uncommon Schools, Professor Yashama Batts said, "RELAY is better as a separate organization. We have the ability to just think about our teachers and our workstream without worrying about school expansion or school performance. We get to really focus on making our teachers effective."

Decrease Expenses

- Mine Fellows: One primary recommendation of the Mine Fellows is to consider models for teacher support that would allow our staff to increase the ratio of teachers, and ultimately move to a less expensive model. We are currently implementing a virtual pilot to determine the efficacy of this approach. Several other organizations we researched include an element of virtual coaching. Even if TLI is to shift to this model, this would still not allow us to secure funds for Collegiate Hall. Although this could make up for the difference in cost between what the districts are paying and what it costs to do the work, it only makes a small dent in the differences.

Making TLI Viable

There are two ways to make TLI a financially viable organization: Increase revenue or decrease expenses.

Increasing Revenue

- Increase philanthropic dollars: While donors have expressed excitement about TLI's work overall, TLI does not yet have data measuring its impact. This may limit TLI's ability to garner funds. It is unclear what affect being under the same 501(c)3 would have on increased philanthropic funding from Collegiate Hall's existing donor base.



- Increase district price: Four districts have chosen not to partner to TLI because “it’s too expensive.” TLI currently asks for approximately $\frac{1}{4}$ to $\frac{1}{3}$ of the overall cost of the work. Increasing the price would limit TLI’s ability to partner with districts, resulting in more one-off professional developments (which, while lucrative, is not an effective structure to improve teacher effectiveness and student outcomes).
- Add certification: Several organizations have explained they can financially sustain the work because they are able to charge teacher candidates for the certification support, which adds an additional revenue source. A discussion of certification can be found below.

Decrease Expenses

Both of the solutions to decrease expenses ultimately diminishes quality. According to Bain (2015), an appropriate coach ratio should range from 5 to 15 teachers, which is the current model that both Collegiate Hall and TLI are using.

- Change the model to include virtual coaching: Per the Mine Fellow recommendations, virtual coaching would impact more teachers, especially in rural communities that may not have the same kind of access to coaching supports. By moving to a virtual model, TLI would reduce expenses by decreasing travel and in-person observation time, enabling a coach to increase the ratio of teachers.
- Increase staff to teacher ratio: TLI could increase the staff to teacher ratio, reducing the number of in-person coaching minutes. Our current model is 3-4 sessions per month with a ratio of 1 coach to 15 teachers (maximum). This ratio allows for coaches to also perform related duties, such as summer preparation, one-off trainings, tool design, and leader coaching within partner schools. If TLI increased the coach/teacher ratio to 1 to 20, then TLI would garner more income from districts while reducing the overall cost.

Certification

The Collegiate Hall Board concluded that TLI should not pursue certification, and instead, continue to partner with local universities. TLI currently has a loose partnership with OU-Tulsa, but it has yet to materialize into a viable solution for teachers to pursue their certification. As we have learned more throughout the course of the year, it has become apparent to us that asking teachers to participate in the TLI Fellowship in addition to the time and cost of certification makes it incredibly difficult for teachers to prioritize the professional development we are asking of them. A mutually beneficial solution, then, would be to be able to count TLI’s professional development toward teachers’ certification.

The OPRSC has introduced TLI to a potential university partner that would allow TLI to do just that in exchange for a portion of the revenue we could ask of teachers (i.e. teachers’ tuition would be split between TLI and the university partner).

There are two major hurdles toward securing any such partnership, however:



1. Collegiate Hall would be opening itself up to the higher education lobby, which is not in favor of expanded opportunities for teachers to earn certification. Tulsa Public Schools is currently sponsoring a bill to open up certification (HB 1944) to open up the definition of alternative teacher education programs (which could include TLI). This bill is unpopular with state colleges and universities because it could ultimately mean fewer alternatively certified teachers entering their universities.
2. If TLI is offering the coursework in partnership with a university, Collegiate Hall inherently becomes an organization that helps certify teachers. It's unclear that a stand-alone charter school can/should be in the certifying business; currently

There are a few other bills in the legislature that could help TLI:

- HB 1944: [Opens up the definitions of alternative teacher education programs \(would allow TLI to petition to become an alternative teacher education program\)](#)
- HB 1316: [Required professional development for emergency certified teachers](#)
- SB 776: [Eliminates certain certification tests](#)
- SB 217: [State Department certification pilot](#) + HB 1990: [Certification pilot providers](#)
- SB 63: [Helps with potential retention agreements](#)

Outstanding Questions

There are three main outstanding questions if TLI and Collegiate Hall continue as the same organizational entity:

- Overlap of philanthropic dollars: Both TLI and Collegiate Hall will likely be pursuing philanthropic funding from the same local/national entities (WFF, CLSFF, GKFF, as well as other smaller local foundations).
- Politics: In the current legislative session and statewide landscape, charter schools are increasingly unpopular. Conversely, pursuing certification as an alternative teacher pathway program is also unpopular.
- Finances: The current mixing of finances may put Collegiate Hall at risk due to accounting practices and legal requirements of schools. At minimum, coding practices for purchase orders must be carefully done because of the mixing of public and private dollars.
- Time: As TLI grows in scope and staff, the Head of School and Board of Directors will need to spend additional time to both provide oversight and ensure TLI's success. Collegiate Hall's current mission, as written, does not explicitly include teacher training outside of Collegiate Hall's staff; as such, the Board will need to carefully consider how time is allocated for the Head of School and Board moving forward.



Final Recommendation

Given the challenges laid out in this report, it is our recommendation that TLI and Collegiate Hall consider a split, with either TLI becoming its own 501(c)3 or TLI becoming a project of the Oklahoma Public School Resource Center. This would allow Collegiate Hall to continue to focus on its mission of providing a college preparatory education to its students and allow TLI to move forward with pursuing certification. As a benefit of being the founding organization, and for the resources Collegiate Hall has already provided to TLI, we would propose that TLI continue to offer the following benefits for the next 7 years:

- Financial resources in exchange for the leasing of Collegiate Hall's intellectual property (teacher training scope and sequence, summer professional development scope and sequence, e.g.)
- Novice teacher consultation, up to 52 hours per year (1 hour per week), to support the novice teacher training provided to Collegiate Hall's teachers
- Up to 3 spots annually in TLI's aspiring leaders cohort and in order to help build a leader pipeline within Collegiate Hall