Diverse Charter Schools Coalition Membership Approval Process

The Diverse Charter Schools Coalition’s [DCSC] approval process is designed to find member schools and networks that are committed to recruiting, enrolling, and serving a diverse and integrated student body reflective of their broader community with respect to characteristics such as race/ethnicity, socioeconomic status, English language learner status, and disability. We are looking for schools that demonstrate thoughtful work to promote high academic outcomes for students of all backgrounds; hire and train a diverse group of teachers and leaders; create a school culture in which all students and families feel welcomed, respected, and included; and confront institutional racism.

We see school integration as ongoing work. Our member schools don’t have all the answers; rather, we seek members that are reflective about their own strengths and weaknesses in the areas outlined above and are committed to constant striving to improve their efforts and outcomes with respect to diversity and integration.

The membership approval process is designed to collect information from schools about their overall approach to diversity and integration, current demographics and strategies being used, and goals for the future. We do not have demographic thresholds, academic benchmarks, or programmatic requirements for membership but rather use the information provided and any follow-up conversations with applicants to identify schools that are thoughtfully engaged in work on equity, access, and integration.

The Coalition is being built by and for our members. In addition to the programming and supports provided by the Coalition, all members are expected to lean in and take ownership of the DCSC in what we can offer each other. We ask members to reflect on the supports, from programmatic to financial, that will ensure we build a more sustainable and effective organization.
# 2017-2018 Membership Approval Timeline

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Activity</th>
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<tbody>
<tr>
<td>on-going</td>
<td></td>
<td>Prospective members submit applications</td>
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<tr>
<td>early October</td>
<td>early April</td>
<td>Membership committee reviews applications twice a year</td>
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<tr>
<td>mid-October</td>
<td>mid-April</td>
<td>Membership committee sends follow-up questions, if any</td>
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<tr>
<td>two weeks</td>
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<td>Full membership provides comments and feedback on promising applicants</td>
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<tr>
<td>mid November</td>
<td>mid May</td>
<td>Membership committee and Executive Director review and discuss applications again</td>
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<td></td>
<td>Membership committee and Executive present recommendations to board</td>
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<tr>
<td>two weeks</td>
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<td>Full DCSC Board reviews and considers recommendations</td>
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<tr>
<td>mid December</td>
<td>mid June</td>
<td>Board votes on applications under consideration. Membership is approved by a majority of votes cast</td>
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<tr>
<td>early January</td>
<td>early July</td>
<td>Executive Director notifies schools of their outcome</td>
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<tr>
<td>on-going</td>
<td></td>
<td>Staff and/or board members conduct school site visit within 1-3 years of becoming a member</td>
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Application to Join the Diverse Charter Schools Coalition
(to be completed via online survey)

Basic Information
- School/CMO name: (Check one: individual school/network)
- Address
- Telephone
- Head of school/CMO (name, title)
- Head of school/CMO email
- Key contact/person filling out form (name, title)
- Key contact mail address
- Key contact phone

Number of schools
- What year was our school/network founded? (first students enrolled)
- Where is your school/network located? (list all locations)
- How would you describe your location? (Urban, Suburban, rural, regional [serving multiple communities], other)

Student enrollment and diversity of the student body (for networks, please provide information for each school)
- Total number of students enrolled
- Racial/ethnic demographics
- Students receiving free or reduced-price lunch (if not available, include other indicator of low-income students)
- Students receiving special education services
- English language learners
- Any other information/data about the diversity of the student body that you wish to include.

Diversity of the community served
- Please provide data on the diversity of the broader community that you serve (data for school district enrollment, census data, or data across multiple districts, for example).

Diversity of teachers, leadership team, and board.
- Please provide data on the diversity of your teachers, leadership team, and board. (For CMOs, please include information on CMO/Network leadership as well as individual school leadership.)
Diversity goals and strategies

- Please discuss your school’s diversity goals and strategies, and how those fit into the local context.
  - For example, how are you enrolling a diverse population? And in what ways are you moving beyond getting diverse students in the building and trying to create a more integrated environment where all children learn at high levels, feel included, appreciate their own and other cultures, understand racism, and work to dismantle it.

Student achievement data

- Please provide student achievement data by subgroup.
- Please provide student achievement data for the sending district (or other relevant comparison) by subgroup.
- Please discuss any achievement gaps within the school or between the school and sending district.

Educational approach

- What is your school’s mission statement?
- Briefly describe your school’s educational philosophy or pedagogy.
- Please list any awards or distinctions that your school has earned.

Affirming Belief Statements

We ask schools to affirm their agreement with our “We Believe” statements:

- Diverse schools provide greater opportunities for students to learn from one another.
- Diversity is an effective method of boosting student achievement.
- Diverse schools promote the celebration and understanding of other cultures and viewpoints.
- Diverse schools invigorate and strengthen urban neighborhoods by bringing community members together.
- Charter schools can and should contribute to solving the historic challenge of integrating our public school system.
- Achieving diversity often requires deliberate efforts through recruitment, admissions policies and school design.
- Diverse charter schools promote equality by ensuring that students from different backgrounds have the same high quality educational opportunities.

(Signature)