

Supporting a
New Generation of
Student Advocates:

THE RISING LEADERS INITIATIVE



Celebrating Our First Class of Rising Leaders



The Rising Leaders Initiative (RLI) by the National Alliance for Public Charter Schools is a one-year advocacy training program for high school students who attend charter schools. It was designed to inspire student engagement in education advocacy and cultivate the next generation of young leaders who will actively shape education policies in their local communities and states. By providing students with the tools and resources they need to become effective advocates for choices in public education, we can create a brighter future for all students.



There are millions of students like me in charter schools and it's time we had a say. After all, we're the ones served by public education.

Dylan Park, Senior at Washington Latin Public Charter School in Washington, D.C.

Launched in 2022, the RLI completed its first year in 2023 with an inaugural cohort that defied the odds to imagine a world where student voices create impact, and their actions inspire other students, educators, and communities to fight for and demand high-quality public education options.

- More than **100** accomplished, talented, and passionate students applied. **Ten** were selected.
- **Monthly 1:1 training sessions** hosted by experts in the field, including former Members of Congress, helped participants develop their advocacy, leadership, and communication skills.
- Participants **strengthened their leadership skills** and **engaged hundreds of fellow students** by creating advocacy clubs focused on the big issues impacting today's youth, from increasing political and civic engagement to amplifying mental health awareness, and from diversifying the STEM fields to supporting immigrant students and students from low-income communities.
- Cohort experiences **provided a platform for emerging advocates** and set the stage for a lifetime of education and charter school advocacy.

Students made their voices heard. And real change happened. Participants:

- Fostered civic engagement by hosting voter registration drives and leading letter-writing campaigns to congress.
- Worked with the media to help the public better understand their generation's education experiences—and the big issues shaping them.
- Shared their stories at national and regional conferences, directly reaching education leaders and decision makers.
- Engaged directly with school boards and legislators on education policies affecting their charter schools, gun safety, funding International Baccalaureate testing, and more.



When I applied for the Rising Leaders Initiative, I was interested in being more involved in advocacy, and I wanted that platform for student voices. And that's exactly what the National Alliance has given me.

Isabella Paez, Junior at Mater Academy Charter Middle and High School in Hialeah Gardens, Florida



DYLAN CONARD

Graduate of Valor College Prep in Nashville, Tennessee

- Majoring in math and computer science at Princeton University.
- Passionate about mental health and climate advocacy.
- “As someone who has organized protests and engaged with Members of Congress, I was struck by how much I still had to learn about advocacy. The Rising Leaders Initiative helped me better manage the delicate details of these interactions in order to achieve maximum impact.”

DYLAN JOINED THE RLI as a high school senior. Described by his teachers as “beyond exceptional” and “a hard worker who doesn’t settle for anything less,” Dylan had already spent hundreds of hours as a tutor, participated in his school’s Asian American Student Union and UNICEF clubs, and attended multiple YMCA Youth in Government conferences. His strong belief in pushing for a better sense of community translated into significant action as a RLI participant.

As a Rising Leader, Dylan boldly spoke in favor of gun safety legislation at the Tennessee State Capitol Building following a shooting in his community. “For me, the importance of the tools I was equipped with from these [RLI] lessons became apparent

following the shooting at the Covenant School, a local elementary school near where I live. Devastated and outraged, I saw students and the greater Nashville community around me mobilize to respond to these horrors, but many were lost on what to actually do. As a gathering was organized at our state capitol, I used the tools I learned from the Rising Leaders Initiative to find my voice and speak to a crowd of hundreds of Nashvillians that day.”

Dylan’s determination didn’t stop there. He also lobbied the Tennessee State Legislature to pass a bill protecting victims of sexual assault. In addition, he organized a school-wide rally to advocate for transparency in policies and decisions.

While Dylan had previous experience with public speaking, he found the RLI’s media training particularly valuable. “Our sessions on media training taught me how to tread carefully in order to make the biggest impact. It was also incredible to hear how massive nonprofits train for media appearances. Without this program, it would’ve never crossed my mind how important it is to know all of the delicate details about these press interactions.”

Now a freshman at Princeton University in New Jersey, Dylan plans to continue his advocacy work on campus and in local communities. And he will continue his Rising Leader experience as a mentor for future cohorts.



For the five Seniors—Stephanie, Lauren, Alayna, Dayanna, and I, this program has cemented our aspirations for advocacy and prepared us as we are released into the real world. From learning about the history of the power of youth advocacy to preparing for media interactions, I was amazed by the sessions organized to prepare us for the world around us.



ALAYNA CRAFTON

Graduate of Palmetto Scholars Academy in North Charleston, South Carolina

- Pursuing community and justice and Spanish language at Guilford College.
- Passionate about gender equality, prison reform, and fighting antisemitism.
- “The Rising Leaders Initiative has allowed me to expand not only my knowledge but my confidence as well. It pushed me out of my comfort zone and allowed me to learn what I am capable of.”

GOING INTO HER SENIOR YEAR of high school, Alayna’s rigorous activity list included participation in

Beta Club, Charleston Jewish Federation, and National Honor Society. She had also interned for Joe Cunningham, a former United States Representative, and served as a research assistant and analyst for his office. A zeal for law and civic engagement fueled Alayna’s impact as a Rising Leader.

At her school, Alayna established the Association of Civic Advocacy, which describes itself as “a safe, nonpartisan place to encourage students to take action and become involved and aware of politics.” The group brought in speakers from the Charleston Area League of Women Voters to help students advance their knowledge of civics.

Impressively, the Association of Civic Advocacy hosted both a voter registration training (teaching students and peers how to register individuals to vote) and a voter registration drive. More than 20 new students registered to vote thanks to the association.

Alayna points to meetings with former Members of Congress and monthly advocacy workshops as program highlights. “We learned from many professionals in the field, such as former Congressman Carlos Curbelo...He talked to us about his experience in congress and how to move forward in the advocacy world.”

“Along with meeting various esteemed professionals, we were given multiple resources to advance our knowledge of charter schools and advocacy through monthly workshops. One of my favorite workshops was a media training in which I learned how to address the media properly. The training pushed me out of my comfort zone.”

Currently in her freshman year at Guilford College in North Carolina, Alayna has plans to join the Pre-Law and Democracy Matters clubs. She has identified a student leader to continue the Association of Civic Advocacy club at her high school, helping to create a stronger future for civic engagement at Palmetto Scholars Academy. Alayna will continue as a mentor for future Rising Leaders.



The Rising Leaders Initiative helped me establish strong connections with passionate students, mentors and leaders. I would strongly recommend the program; it grew me into the advocate and person I am today.



NAIMISHA CHAKRAVADHANULA

Senior at BASIS Scottsdale in Scottsdale, Arizona

- Holds an unwavering eagerness to help others, particularly through law.
- Leading efforts to strengthen Indian and Asian American Pacific Islander representation at school.
- “Ignorance isn’t a crime; willfully doing nothing about it is.”

DESCRIBED BY TEACHERS as an open-minded leader, Naimisha already boasted an impressive resume when she joined the RLI as a high school junior. Naimisha has served as the public relations officer for her school’s UNICEF club and works with Project Citizen, a program that provides a practical firsthand approach to learning about our complex system of government. Naimisha’s participation in Model United Nations has pushed her to be the creative and driven leader she is today.

As a Rising Leader, Naimisha started The Civic Leaders Club, a student advocacy club focused on educational equity. Through hands-on activities, including mock city councils, seminars, and drives, The Civic Leaders Club helped students “learn how to properly communicate with our state and country’s representatives for a greater allocation of funding and resources to schools like ours.” The group also

collaborated with the nonprofit Civication to further its mission.

The Civic Leaders Club hosted a letter writing event in which students wrote more than 30 letters to some of Arizona’s top officials, including Senator Mark Kelly and Governor Doug Ducey, about the areas of education about which they felt most passionate. The group also hosted an Education Awareness Week and a humanities career seminar, and they collaborated with National School Choice Week on their social media amplification for the Phoenix School Fair.

As a Rising Leader, Naimisha also shared her experiences as an Indian-American student. “Growing up as an Indian-American, I never experienced meaningful representation,” she wrote for a National Alliance blog. BASIS Scottsdale supported Naimisha and her peers in honoring their full selves. “Our school provided a supportive environment, and now, in celebrating various festivals, Indian-American students wear traditional clothing, representing multiple parts of India, in the hallways, celebrating our own cultures and sharing them with others.”

As a high school senior, Naimisha plans to continue running The Civic Leaders Club and hosting more events, and staying active with the Rising Leaders Initiative as a mentor.



The Rising Leaders Initiative helped me find my footing in advocacy. The mentorship and community opportunities this program provided really broadened my perspective and gave me a greater understanding of communities across the nation.



DANIYAL HUSSAIN

Senior at Cottonwood Classical Preparatory School in Albuquerque, New Mexico

- A lack of quality resources in elementary school opened his eyes to issues of educational equity.
- Active in track and swimming.
- “I had the opportunity to intern for New Mexico’s Legislative Education Study Committee focused on high school start times. This is just one of the many opportunities that the Rising Leaders Initiative has opened up for me.”

DANIYAL KNOWS FIRSTHAND what it means to attend a school that did not meet his needs. Before moving to Cottonwood Classical Preparatory School, Daniyal lacked the quality resources and knowledge that many of his peers were getting in other elementary schools. His transition to high school came with struggle but ultimately led Daniyal to become an exceptional student.

When applying to the RLI as a rising junior, Daniyal served as a member of the Make-A-Wish committee; volunteered at his local library, hospital, and food bank; and was an active athlete in his track and swim teams.

During his year with the RLI, Daniyal founded a school advocacy club aimed at advocating for bills in the state legislature. He personally advocated for HB52, a bill that would fund International Baccalaureate testing in New Mexico. Thanks to the testimony of Daniyal and others, the bill passed out of committee.

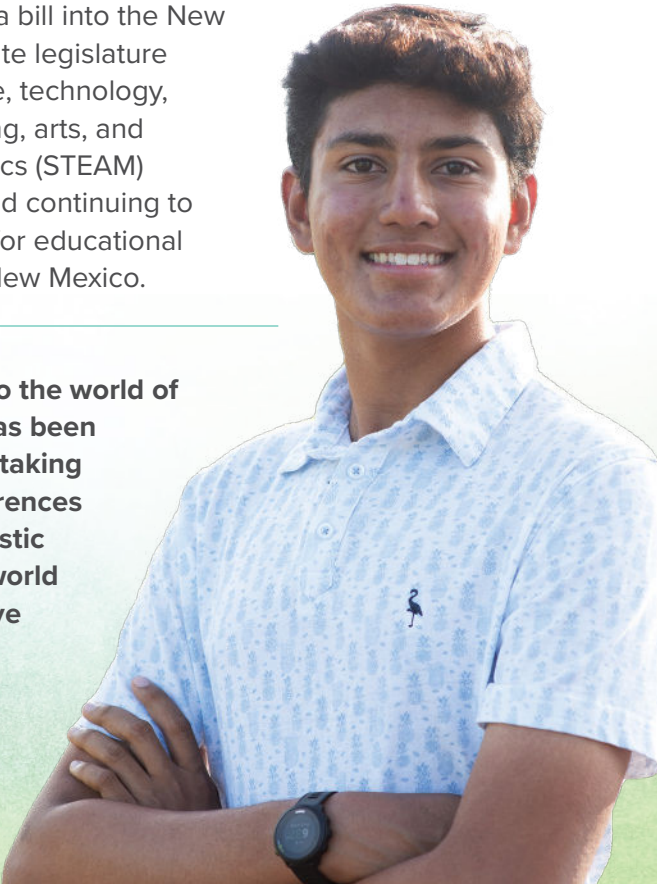
Daniyal additionally gained significant public speaking experience. He spoke in front of the New Mexico Legislature’s Legislative Education Study Committee about current educational issues within the state and spoke on a panel at 50CAN New Mexico, an educational advocacy organization.

Daniyal plans to keep advocating for bills he feels passionate about in the legislature, and to become a legislator himself one day. To help achieve that dream, he intends to study political science and public policy in college.

As for Daniyal’s advocacy club, they hold big plans to draft and introduce a bill into the New Mexico state legislature for science, technology, engineering, arts, and mathematics (STEAM) funding and continuing to advocate for educational equity in New Mexico.



The Rising Leaders Initiative gave me insight into the world of policy and taught me that my voice matters. It has been an inspiring journey to see how much change is taking place behind the scenes at charter school conferences and at a legislative level. This program is a fantastic way to show young leaders how to change the world and make a difference. Thank you for all you have done for me and all charter school students.



JAH'MERE JACKSON

Senior at Riverhead Charter School in Calverton, New York

- Motivated to provide his peers with programs and activities to build their confidence
- Hosted Riverhead Charter School's inaugural Juneteenth celebration, multiple Black History Month celebrations, and more
- "I never feel like my words are too small to communicate and I see my actions can hold a greater weight than I may understand. [My charter school] taught me these lessons in and out of the classroom."

JAH'MERE JACKSON JOINED the RLI as a focused and driven student entering his junior year. In addition to being captain of the volleyball team and assistant director for Riverhead's elementary theater program, Jah'mere worked extensively in his community, organizing toy drives with the nonprofit Birthday Wishes and gathering resources for families facing food insecurity.

"I thank the National Alliance for creating such an amazing program for students to come together, interact and bounce ideas off each other, and to let the children know that the impossible is very much

possible," says Jah'mere, who found the program's cohort and comradery particularly valuable. "The opportunity to interact with other students around my age range and with similar interests of public service and civil advocacy is such an opportunity I did not know that I needed."

Jah'mere founded the Student Translation Unit—a group aiming to make important information more accessible and easier to understand for school families who primarily speak Spanish. And he began developing a mentoring program to foster planning skills among underclassmen.

As a senior, Jah'mere plans on expanding the Student Translation Unit to include translation of weekly homework assignments. He will continue leading the club, serve as a mentor for the RLI, and apply to college—with a dream of becoming a Howard University Bison.



I look back on that shy awkward kid that I once was and what I see is little Jah'mere, smiling ear to ear, telling me how proud he is. How proud he is of who he has become.



STEPHANIE ROBINSON

Graduate of Coral Academy of Science Las Vegas in Henderson, Nevada

- Enlisted in the U.S. Air Force.
- A committed advocate for the Latino community, including the children of immigrants.
- “Why are we the future of education? We are growing. We are progressing. From Romualdo Pacheco, the first Hispanic American U.S. California Representative (1877-1879), to Katya Echazarreta, the first Mexican-born American woman in space (June 28, 2022), the Latino community has been paving the way for future generations to thrive.”

DESCRIBED BY HER TEACHERS as a “natural-born leader,” Stephanie was involved in numerous school activities when applying to the RLI. In addition to serving as vice president of her school’s Key Club (an organization dedicated to group community service), Stephanie was involved in Genius Camp, a program designed to prepare future leaders. Stephanie also founded the Falcon Compass club, which provides resources such as scholarships and workshops for her peers.

Stephanie proudly shares how her heritage has influenced her as a student and leader. “My parents

are from northern Mexico, Guaymas, Sonora. Their experiences in life shaped the way I was raised. This survival instinct is what pushes many students from Spanish-speaking countries to work hard. They know that once they graduate, there will be nobody to hold their hands or support them in the real world.”

As part of the RLI, Stephanie established a student-led help desk to guide peers throughout many different fields of life. The help desk’s wide range of resources not only made education opportunities more accessible and equitable to charter school students but also supported the development of student leadership and advocacy skills. Such skills were reinforced through the help desk’s programming, which included sessions with community leaders.

Stephanie also worked in partnership with the University of Nevada, Las Vegas, to hold a college and career fair at her school. She helped promote National School Choice Week and raised funds for other student groups, including the FIRST Robotics Competition and Tech Challenge clubs, the Women in STEM Club, the Latino Student Unión, and the Asian Pacific Student Union.

Now enlisted in the U.S. Air Force, Stephanie hopes to one day double major in cybersecurity and tech forensics. In addition to continuing as a mentor with the Rising Leaders Initiative, Stephanie will continue her work fundraising for the Falcon Compass club she founded.



The Rising Leaders Initiative has been an amazing opportunity to learn more about being a leader and use that knowledge to create an outlet for expansion of young minds’ horizons. By allowing me to create such a difference in the future of my community, the National Alliance for Public Charter Schools has played a huge role in providing resources to inform youth and parents about what they can do for their community and selves, changing many lives in the process.



LAUREN EJIAGA

Graduate of Benjamin Franklin High School in New Orleans, Louisiana

- Double majoring in neuroscience and environmental studies at Louisiana State University
- Winner of the prestigious Department of Defense STEM Talent Award for researching how chlorofluorocarbons and other pollutants deplete protective natural gas particles in the atmosphere.
- “I couldn’t have better enjoyed my year with the Rising Leaders Initiative. Interacting with the inaugural cohort of incredibly passionate, ethnically and culturally diverse individuals validated my struggles and helped me realize that I was not alone.”

LAUREN WAS A high school senior passionate about environmental justice and educational equality when she applied for the RLI. Described by her teachers as “remarkable, determined, successful, and compassionate,” Lauren was committed to advocating for the presence of Black women in science, technology, engineering, and math (STEM).

As a Rising Leader, Lauren created an advocacy club to address the lack of diversity in STEM problem that stems from inadequate education opportunities and exposure for students of low-income communities.

The club led after-school workshops for elementary and middle school girls to inspire them to find a STEM career that interests them. Workshops focused on environmental science, neuroscience, robotic engineering, computer science, music, digital art, and microbiology. The club helped participants see themselves as STEM professionals and widened their notions of what is possible for their futures.

Lauren employed further tactics to address the STEM diversity challenge. “People of Color have expressed that not seeing enough high-achieving representatives in STEM makes it challenging to envision goals and opportunities for success,” she explains. To address this challenge, Lauren helped create a new section in her school’s newspaper dedicated to celebrating student STEM success. “I’ve noticed that when it was implemented, I saw a lot more participation and effort from the students to do well because they gained motivation.”

Lauren also communicated with school leaders, the city council, and the school board about increasing the availability of local advanced STEM courses and research opportunities. And she expanded an existing podcast club to include on- and off-air discussions about mental health awareness.

Lauren is currently studying neuroscience and environmental studies at Louisiana State University, where she plans to support coastal communities and expedite climate justice.



[Through the Rising Leaders Initiative] I found a sense of community and belonging that had been quite scarce from my extracurricular exposure for a while. I hope that more aspiring students of color will have the opportunity to benefit from this initiative as I have no doubt that the next cohort will.



ISABELLA PAEZ

Junior at Mater Academy Charter Middle and High School in Hialeah Gardens, Florida

- A proud first-generation Cuban American.
- Favorite Book: “The Hate You Give.”
- “My objective through all platforms is to expand information for students that will help increase their chances to get accepted into their dream school, be able to attend a college that can allow them to work and support their families or enter career fields that will help them fuel their passions and allow them to live a comfortable life.”

APPLYING AS A high school sophomore, Isabella was the youngest member of the inaugural RLI cohort. She served as a competing member of Future Business Leaders of America (FBLA), as an officer at her school’s social justice club, and as a member of Student Government and Model United Nations. Notably, Isabella had been accepted into Brown University’s prestigious Pre-College Program.

Isabella’s commitment to expanding academic resources for immigrant students and students from low-income communities stems from personal experience. “For immigrant students and those who come from low-income communities, it is challenging to be part of higher education and access the

opportunities to help you be part of it, whether that be in terms of awareness, financial support, or from a cultural perspective. As a student who faces these challenges, I wanted to be a part of the solution.”

As a Rising Leader, Isabella created the advocacy club Mater Rise Up, which focuses on expanding academic resources for immigrant students and students from low-income communities to help in their paths after high school—whether that be college or career. The student members of Mater Rise Up are advocating for and supporting better education opportunities for their charter school peers—an experience that is shaping members’ approach to school and community leadership.

The club is expanding its website to include a blog and YouTube channel informing students about community service opportunities. Mater Rise Up also conducts outreach programs and connects students with local community leaders through a mentorship program.

As a high school junior, Isabella is now researching colleges and hopes to become a lawyer. She is continuing to lead Mater Rise Up (and exploring expansion opportunities) and serving as president of both her school’s FBLA chapter and FBLA District 25.



The opportunities that the National Alliance has given me have been incredible. Because of the work and skillset I was able to obtain, and the community and connections, I have been a part of so many other incredible programs.



DAYANNA VANN

Graduate of Canton Preparatory High School in Canton, Michigan

- Majoring in psychology at Howard University.
- Former editor of Key Club, an international service organization.
- “The Rising Leaders Initiative has helped me with my passions and interests, as well as opened my eyes to many more. The workshops helped me become a better advocate, student, and leader.”

PASSIONATE ABOUT mental health and education policy, Dayanna joined the RLI as a high school senior. A member of the National Honor Society, Dayanna was fighting for greater mental health awareness among charter schools. As her teachers described her, Dayanna never fails to put forth a strong effort in helping others succeed.

Dayanna credits the RLI with developing her skills as an advocate and leader. “I learned about advocacy, public speaking, school boards, and media. I have

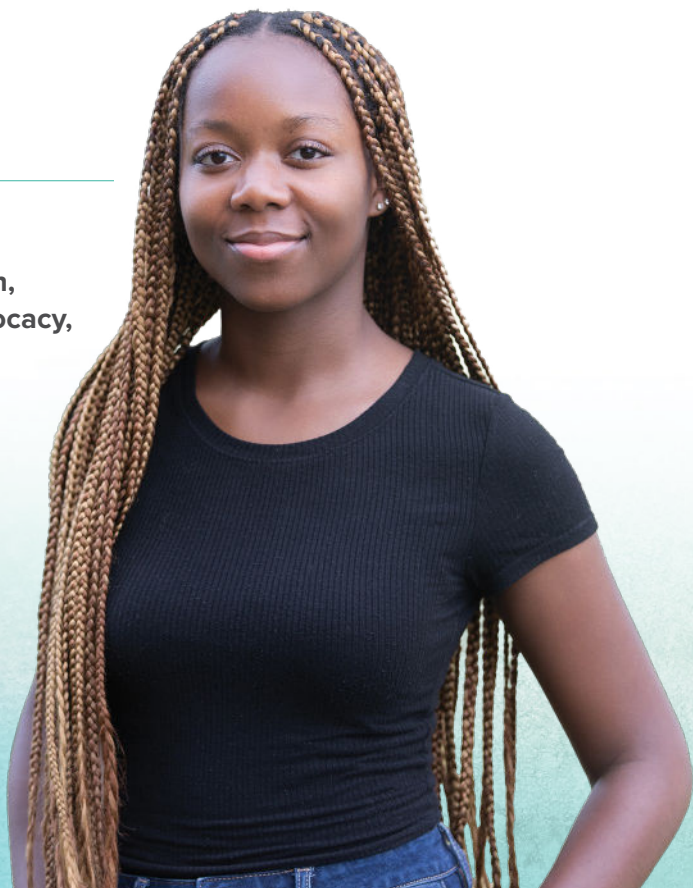
been given many opportunities and gained a lot of new experiences,” says Dayanna. “The monthly sessions taught me ways to grow academically, in the work environment, and as a person in general.”

Her advocacy for mental health also took center stage at a number of speaking opportunities. Dayanna spoke at the Grand Valley State University Grosse Pointe War Memorial Reception, sharing her personal story and passions. She also spoke in front of the school board about her accomplishments and the RLI.

Dayanna is currently attending Howard University in Washington, D.C., as a psychology major, with plans to obtain a Ph.D. in clinical psychology and practice as a child psychologist. In addition to advocating on campus and in local communities, Dayanna will be spreading awareness of the RLI at her high school “so that more students can have the chance to participate...as the club has opened up a lot of doors and helped me tremendously.”



[The Rising Leaders Initiative] taught me skills such as persistence, strength, communication, public speaking, advocacy, and much more that I’m able to use in my everyday life to become better all around. I am so grateful for the Rising Leaders Initiative: the experiences, training, growth, and memories that I have gotten from this program.



DYLAN PARK

Senior at Washington Latin Public Charter School in Washington, D.C.

- An aspiring composer who loves piano, musicals, and choir.
- Serves on the D.C. Youth Advisory Committee.
- “Throughout my year with the Rising Leaders Initiative, they have provided a platform to amplify the perspectives of students like me about what’s working, what’s not, and what must be done to create an education system today that prepares all students for success tomorrow in college, career, and life.”

DYLAN WAS ALREADY a passionate mental health and education advocate when he applied for the RLI as a rising junior. His ability to communicate and connect with diverse groups of people led his teachers to highlight Dylan’s skills as a natural leader. Dylan has long been involved with Washingtutors, a virtual tutoring company where he continues to serve as an outreach officer.

“My parents instilled in me from an early age that equitable education should be a right, not a privilege,” explains Dylan. “At Washingtutors, I remember helping a student who was struggling to get ahead in math and English, and how much getting an A on her test meant to her and her family.”

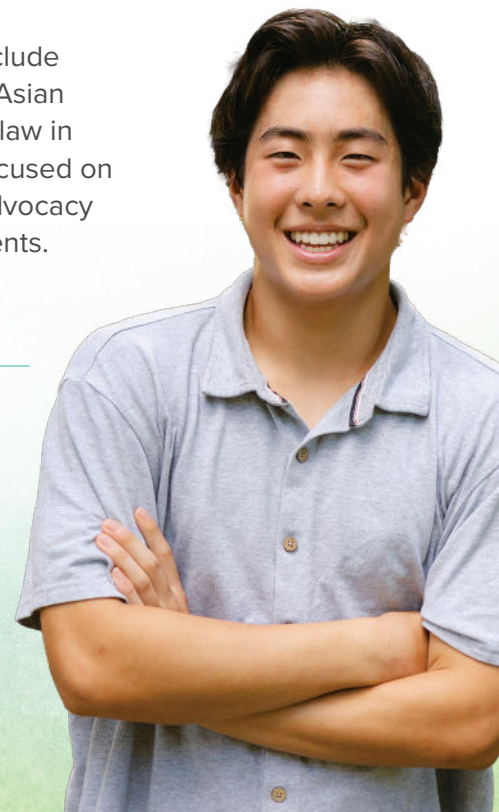


The Rising Leaders Initiative has helped me realize my potential to advocate for issues I care about. It has helped me understand how many other kids are doing great work and the possibility that I also have to do so. It showed me the power of setting goals and seeing them through. It has also given me the opportunity to speak in front of thousands, an experience I would not have otherwise had.

As a Rising Leader, Dylan led multiple clubs pushing for education and AAPI representation and empowerment. Many of the students participating in these clubs engaged in education advocacy for the first time. For Dylan, overseeing the clubs helped create a strong foundation for future education leadership. He now leads his school’s National Chinese Honor Society and the Asian American club. Dylan hopes to partner with outside organizations to increase visibility of AAPI culture and heritage and further empower historically underserved students.

Dylan also spoke in front of 3,500 charter school educators, school leaders, and advocates at the 2022 National Charter Schools Conference, where he helped launch the RLI to the public. “I’m excited to stand alongside my fellow leaders this year and build my school as a charter school advocate and leader. But we all stand on the shoulders of you, the charter school teachers, principals, founders, and advocates who have encouraged, empowered, and educated us every step of the way. Thank you for your commitment to our success. You all are why I’m a proud charter school student.”

Dylan’s future plans include exploring psychology, Asian American studies, and law in college. He remains focused on actively engaging in advocacy and empowering students.



RISING LEADERS IMPACT

THE RISING LEADERS INITIATIVE has significantly empowered young leaders to engage in advocacy and civic participation. With more than 400 students participating in student-led advocacy clubs started by Rising Leaders nationally, this initiative is cultivating a growing network of passionate young leaders. The clubs that Rising Leaders started in the first year are still thriving, thanks to the new student leaders who have taken the reins and continue educating and advocating for their school communities. These students have also been actively involved in the political process, as evidenced by more than 150 letters they sent to members of the U.S. Congress. This direct communication with elected officials is a powerful way to voice concerns and advocate for change.

Furthermore, the Rising Leaders Initiative inspired young advocates and nurtured their policy-making skills to transform their ideas into concrete proposals for change. They helped draft legislation to support funding International Baccalaureate testing in New Mexico and lobbied the Tennessee State Legislature

to pass a bill protecting victims of sexual assault. Additionally, the initiative's impact extends beyond the classroom, with Rising Leaders making a notable presence at national and state-wide events, including the 50CAN New Mexico summit and the 2022 National Charter Schools Conference, where they had the opportunity to share their perspectives and influence public discourse.

The program also enabled two Rising Leaders to secure internship opportunities. One was with the New Mexico Legislative Education Committee and the other was with Academica. But perhaps one of the most vital contributions of the Rising Leaders Initiative is the engagement of more than 100 individuals in the democratic process through voter registration. This commitment to increasing civic participation among young people showcases the program's success in fostering an informed and active citizenry dedicated to improving their schools and communities and shaping the nation's future.

First Year Impact by the Numbers

- **400** students participated in education advocacy clubs nationally
- **150** letters sent to members of the U.S. Congress
- **100** people registered to vote by Rising Leaders
- **8** appearances by Rising Leaders at national and state events
- **2** internship opportunities
- **1** piece of legislation drafted by Rising Leaders



SUPPORT THE RISING LEADERS INITIATIVE

The Rising Leaders Initiative provides training and mentorship to passionate and diverse charter high school students in education advocacy, leadership, and civic engagement from experts in the field. The program:

RECRUITS

a diverse and passionate group of charter high school students who want to advocate for choices in public education and positively impact their communities.

TRAINS

students to become effective advocates by providing extensive training and programming to deepen their knowledge of the functions of civic engagement, advocacy, and coalition building and to develop critical skills in leadership and public speaking.

EMPOWERS

students to create and lead advocacy clubs at their schools to educate and raise awareness and understanding of the value of charter schools and work towards developing impactful policy initiatives that address urgent public education issues affecting their school or community.

For more information about the Rising Leaders Initiative visit www.publiccharters.org/risingleaders.

To support the Rising Leaders Initiative, contact kyle@publiccharters.org.

Program Costs and Investment: The program's cost per student stands at \$12,000, which covers technology expenditures, opportunities for students outside the classroom, workshops, a student stipend, and other direct costs.

Investing in Students' Futures: Recognizing the significant value that students bring throughout the year-long program and in the years to come is crucial for the future of charter schools. Students' dedication and time commitment to this initiative should be a mutual investment in their future, empowering them to pursue their personal and professional aspirations.

Beyond the Year as Rising Leaders: The year spent as a Rising Leader is the initial chapter in their journey. Graduates of the program are well-prepared and equipped to drive change in their local communities and empowered to become lifelong advocates for education. The National Alliance for Public Charter Schools takes pride in being a small but impactful part of these exceptional students' journeys.

"It's been an honor and a privilege to have been a part of the inaugural cohort of the Rising Leaders Initiative, surrounded by such incredibly talented and motivated people. We've been empowered to make change in our communities, find our true calling, and explore what it really means to be an advocate."

Dylan Conard, Graduate of Valor College Prep in Nashville, Tennessee



“These young leaders are the reason we do this work. In less than 20 years of life, they’ve already made waves through their community. We are incredibly excited to connect with them, teach them, and learn from them. We can’t wait to see the change they will create in the decades to come.”

NINA REES

President and CEO

NATIONAL ALLIANCE FOR PUBLIC CHARTER SCHOOLS



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CHARTER
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