How 2017-2020 State Entity Grantees Are Using Technical Assistance Set-Aside Funds

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NATIONAL CHARTER SCHOOL RESOURCE CENTER

The National Charter School Resource Center (NCSRC) provides technical assistance to federal grantees and resources supporting charter sector stakeholders working across the charter school life cycle. NCSRC is funded by the U.S. Department of Education and managed by Manhattan Strategy Group in partnership with WestEd.

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Table of Contents

Overview and Background 1

Considerations 4

Use of TA Set-Aside Funds Across SE Grantees 5

SE TA Activities for Quality Authorizing 6

SE Activities for TA to Applicants 8

SE Activities for Ensuring Subgrantees Are Equipped to Meet the Needs of Students with Disabilities and ELs 11

Use of TA Set-Aside Funds by State Entity Grantee 14

Alabama Coalition for Public Charter Schools (ACPCS) – 2019 Grantee 14

Arizona Department of Education (ADE) – 2018 Grantee 15

Arkansas Public School Resource Center (APSRC) – 2018 Grantee 15

Bluum, Inc. (Idaho) – 2018 Grantee 16

California Department of Education (CADE) – 2020 Grantee 17

Colorado Department of Education (CODE) – 2018 Grantee 18

Delaware Department of Education (DDOE) – 2018 Grantee 19

Florida Department of Education (FDE) – 2020 Grantee 19

Indiana Department of Education (IDOE) – 2017 Grantee 20

Maryland State Department of Education (MSDE) – 2017 Grantee 21

Michigan Department of Education (MIDE) – 2018 Grantee 21

Minnesota Department of Education (MNDE) – 2017 Grantee 22

Mississippi Charter School Authorizer Board (MCSAB) – 2017 Grantee 23

New Hampshire Department of Education (NHDOE) – 2019 Grantee 23

New Jersey Public Charter Schools Association (NJPCSA) – 2020 Grantee 24

New Mexico Public Education Department (NMPED) – 2017 Grantee 25

New York State Education Department (NYSED) – 2018 Grantee 25

North Carolina Department of Public Instruction (NCDPI) – 2018 Grantee 26

Office of the State Superintendent of Schools (OSSE) (District of Columbia) – 2020 Grantee 27

Oklahoma Public School Resource Center (OPSRC) – 2017 Grantee 28

Opportunity 180 (Nevada) – 2020 Grantee 29

Pennsylvania Coalition of Public Charter Schools (PCPCS) – 2020 Grantee 29

Rhode Island Department of Education (RIDE) – 2017 Grantee 30
South Carolina Department of Education (SCDE) – 2020 Grantee 31
Texas Education Agency (TEA) – 2020 Grantee 31
Washington State Charter School Association (WSCSA) – 2019 Grantee 32
Wisconsin Department of Public Instruction (DPI) – 2017 Grantee 33

Overview and Background

Under the Every Student Succeeds Act (ESSA), the Charter School Program was reauthorized as the Expanding Opportunity Through Quality Charter Schools Program (CSP).[1] The collective program, housed within the U.S. Department of Education, includes six distinct grant programs, each with different purposes and target grantees. One of those grant programs is the State Entity (SE) program, which provides grants to state entities (SEs), defined as state educational agencies (SEAs), state charter school boards, state governors, and statewide charter school support organizations (CSOs).

Under the SE program, an SE receiving a grant must use at least 90% of its grant to provide subgrants to eligible applicants, which are developers that have applied to an authorizer for a charter and provided adequate and timely notice to that authorizer, in support of opening new charter schools or replicating or expanding high-quality charter schools. Grantees may also use up to 3% of funds for administrative costs and must use at least 7% of the grant funds to (1) provide technical assistance (TA) to eligible applicants and (2) provide TA to charter school authorizers and carry out other activities to improve authorizer quality, including developing capacity for, and conducting fiscal oversight and auditing of, charter schools. For this report, the 7% minimum funds are referred to as TA set-aside funds because the funds must be expended on TA to eligible applicants and TA to support quality authorizing. SE grantees can determine how to allocate their TA set-aside funds between support for quality authorizing and TA to eligible applicants.

This report explains how the SE grantees are using or propose to use the TA set-aside portion of their CSP funds for these activities. This report also describes SE activities to ensure subgrantees are equipped to meet the needs of all students and specifically students with disabilities and English learners (ELs).[2] Researchers gathered data for this report from all SE grants awarded between 2017 and 2020 (Table 1). The process began by reviewing the approved applications, surveying the SE grantees in fall 2020, and conducting a follow-up survey completed in January 2021. This process was repeated for the FY 2020 SE grantees and the New Hampshire Department of Education, an FY 2019 SE grantee, in summer 2021, although the two surveys were combined into one survey for these grantees.[3]

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[1] The CSP SE program replaced the CSP Grants to State Educational Agencies program that was authorized under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB).

[2] Under ESSA, SEs are responsible for ensuring charter schools receiving subgrants meet the educational needs of their students, including those with disabilities. TA set-aside funds may be used to provide post-award TA to subgrantees, which could include offering training and resources to the subgrantees related to serving all students.

[3] The New Hampshire Department of Education was awarded its CSP grant in 2019, but the state legislature did not accept the grant until 2021, which is when implementation began. As such, New Hampshire is treated like a FY 2020 grantee for the purposes of this report.

This report serves as a second edition to the initial report, *How 2017–2019 State Entities Are Using Technical Assistance Set-Aside Funds*, that was published in early 2022 by the National Charter School Resource Center. This report represents data from SE grants that were awarded between 2017 and 2020. Throughout this second edition, tables and accompanying text were updated to reflect the inclusion of the FY 2020 grantees, and state profiles for the FY 2020 grantees were also added. The report begins with a summary of aggregate findings across all the grantees, followed by descriptions of how funds are used by each individual SE grantee. This report will be updated periodically as needed and/or as requested by Congress.

Table 1. List of SE Grantees from FY 2017-2020 Included in this Report

FY 2017 Grantees	FY 2018 Grantees
• Indiana Department of Education • Maryland State Department of Education • Minnesota Department of Education • Mississippi Charter School Authorizer Board • New Mexico Public Education Department • Oklahoma Public School Resource Center • Rhode Island Department of Education • Texas Education Agency • Wisconsin Department of Public Instruction	• Arizona Department of Education • Arkansas Public School Resource Center • Bluum, Inc. (Idaho) • Colorado Department of Education • Delaware Department of Education • Michigan Department of Education • New York State Education Department North Carolina Department of Public Instruction
FY 2019 Grantees	**FY 2020 Grantees**
• Alabama Coalition for Public Charter Schools • New Hampshire Department of Education • Washington State Charter School Association	• California Department of Education • Florida Department of Education • New Jersey Public Charter Schools Association • Office of the State Superintendent of Schools (District of Columbia) • Opportunity 180 (Nevada) • Pennsylvania Coalition of Public Charter Schools • South Carolina Department of Education • Texas Education Agency[4]

[4] The Texas Education Agency was awarded a three-year grant in FY 2017 and a five-year grant in FY 2020. Rather than include both grants and count Texas twice in the findings, and because the FY 2017 grant was in the process of being closed out, data only from the FY 2020 grant were included in this report.

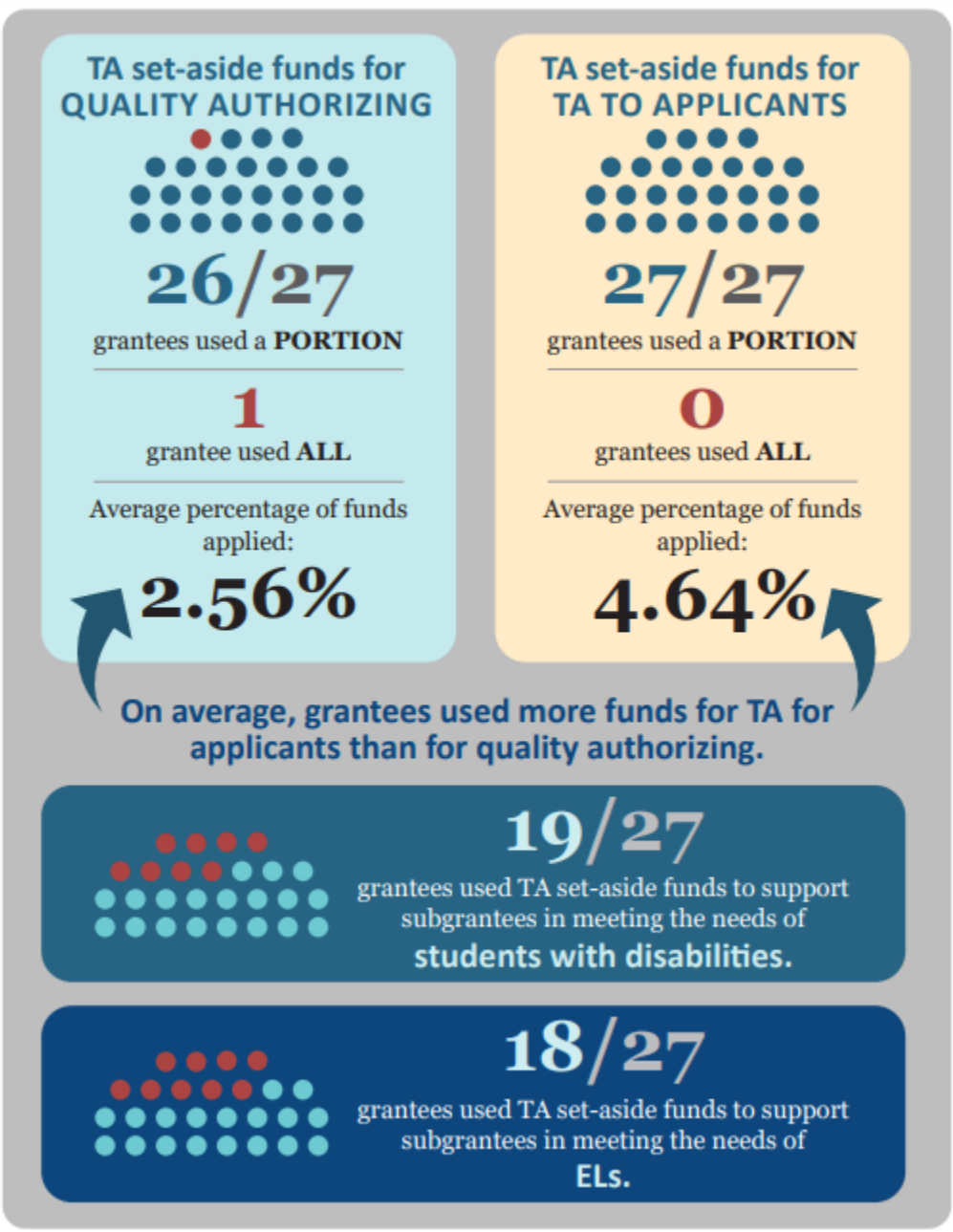
Considerations

While reading this report, it is important to keep in mind several factors.

- First, grantees are in different stages of grant implementation. As such, the activities listed may be completed, in progress, or planned for future years. The data represent grantees' best estimates based on their approved applications and planned activities.
- Second, some grantees represent states with a single authorizer, so their use of funds to support quality authorizing was appropriately limited.
- Third, in relation to TA to eligible applicants and for quality authorizing, this report represents solely how grantees reported using their TA set-aside funds for these activities. In several cases, grantees were engaging in activities presented in this report but were using funds from their 3% administrative allocation, other federal (non-CSP) funds, or state funds to engage in such activities.
- Fourth, data for all FYs 2017, 2018, and 2019 grantees (except New Hampshire) were collected in fall 2020 and January 2021. Data for the FY 2020 grantees and New Hampshire were collected in summer 2021.
- Lastly, it should be noted that for activities related to the use of TA set-aside funds for TA to eligible applicants and quality authorizing, SE grantees were able to select the activities in which they engaged from a menu of options provided during NCSRC's data collection process. In contrast, activities related to ensuring subgrantees were equipped to meet the needs of all students, and specifically students with disabilities and ELs, were derived from grantee responses to open-ended questions. As such, data related to meeting the needs of all students may be an under-representation of the activities in which SE grantees are engaged. In addition, many SE grantees used other federal, state, and grant funding to engage in activities related to ensuring subgrantees were prepared to meet the needs of all students.

Use of TA Set-Aside Funds Across SE Grantees

The following infographic presents a high-level summary of how the SE grantees used their TA set-aside funds. The graphic is followed by a more detailed description of the specific activities for which funds were used.



Summaries of SE activities related to quality authorizing, TA for eligible applicants, and TA related to meeting the needs of students with disabilities and ELs are provided in the following sections.

SE TA Activities for Quality Authorizing

Twenty-six of the 27 grantees reported using a portion of their TA set-aside funds to support quality authorizing. All 26 of the SE grantees using funds for this purpose engaged in multiple activities aimed at improving authorizing quality. Across these 26 grantees, 12 common TA activities were identified. Figure 1 presents a summary of these activities, followed by a more detailed description of each activity.

Figure 1. Grantee Activities in Support of Quality Authorizing

Contract with a provider to support quality authorizing practices. Twenty-two grantees reported contracting (or planning to contract) with the National Association of Charter School Authorizers (NACSA), SchoolWorks, the National Charter Schools Institute, or similar organizations to support quality authorizing practices. Contractor activities included developing resources based on authorizer best practices, providing trainings for authorizers, and offering support directly to authorizers.

Evaluate/analyze current authorizing practices. Twenty-one grantees reported using TA set-aside funds to assess current authorizing practices in their state. Both internal and external evaluators were used to review current authorizing practices to identify what was working, what improvements were needed, and how efforts could be more streamlined.

Provide professional development for authorizers. Twenty grantees reported providing professional development for authorizers, with trainings conducted by internal staff and/or external partners. Professional development offerings included boot camps for new authorizers, ongoing series covering multiple topics, virtual workshops, and a training academy. Topics of training included quality authorizing standards, the charter application and renewal process, school monitoring and oversight, legislative updates, and best practices in authorizing.

Provide individualized TA for authorizers. Nineteen grantees reported offering direct TA to authorizers in their state. This was classified as on-demand TA in which authorizers could contact the SE grantee for answers to questions and other needed supports that arose among new and existing charter schools. In many cases, TA was provided by the SE grantees by answering questions and providing resources, although some SE grantees contracted with an external provider to offer more extensive TA activities and develop communities of practice among subgrantees.

Share promising practices via meetings. Sixteen grantees reported they used or intended to use grant funds to host meetings and conferences to share best practices and other information. The type and frequency of meetings planned or proposed was often dependent on the size of the state and the number of authorizers. Some SE grantees reported offering quarterly meetings, whereas others preferred annual conferences. Given the COVID-19 pandemic, some grantees identified alternative platforms to host virtual convenings.

Share promising practices electronically. Fifteen grantees reported using TA set-aside funds to electronically disseminate information, resources, and tools related to promising authorizer practices. Dissemination activities included posting resources and best-practice documentation on their websites, as well as distributing such information via email, electronic newsletters, and other forms of electronic communications.

Fund authorizers to attend trainings. Fourteen SE grantees reported using a portion of their TA set-aside funds to support authorizer attendance at trainings and professional development events. Support for trainings included providing funds to support travel and registration expenses so authorizers could attend national and regional conferences.

Identify and/or recruit potential authorizers. Ten grantees reported using TA set-aside funds to recruit and identify potential authorizers. State laws vary regarding the types of entities that can serve as authorizers. For example, some states have a single statewide authorizer, whereas in other states, any public school district may become an authorizer. To expand the number of charter schools, some grantees must increase the number of authorizers in the state through activities such as working with institutions of higher education or local educational agencies (LEAs) to assist them in becoming authorizers.

Develop/implement authorizer improvement plans. Eight grantees reported using TA set-aside funds to develop and/or implement authorizer improvement plans. Several grantees used the earlier years of their grant to develop an evaluation system and improvement plan process and then began implementing the plan in later years.

Train authorizers to reach educationally disadvantaged students. Eight grantees reported using TA set-aside funds to train authorizers to better support schools to recruit and serve educationally disadvantaged students. Such trainings occurred via face-to-face interactions as well as virtually and through electronic communications, such as distributing new tools and resources to authorizers throughout the state. Additional information about

reaching educationally disadvantaged students is provided in the section of this report on meeting the needs of all students, including students with disabilities and ELs.

Purchase software to support authorizing. Four grantees reported using funds to purchase software that supports authorizing by providing a single repository for grant-related documents and a system to improve communications and streamline the charter school application and review process.

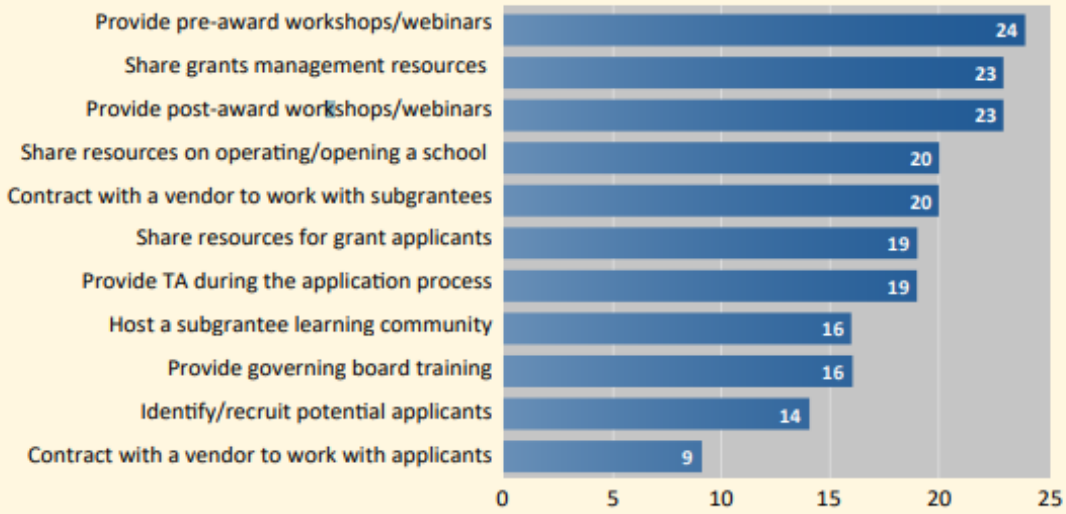
Create an authorizer evaluation system. Three states reported using funds to develop an authorizer evaluation system, including developing a performance framework and designing an evaluation system based on the NACSA Core Performance Framework and Guidance.[5] Two of these grantees were using the evaluation system in conjunction with developing and implementing authorizer improvement plans.

[5] https://www.qualitycharters.org/wp-content/uploads/2020/04/CorePerformanceFrameworkAndGuidance.pdf

SE Activities for TA to Applicants

All 27 SE grantees reported using TA set-aside funds to support subgrant applicants and subgrantees.[6] As with supports for quality authorizing, each SE grantee engaged in multiple activities related to TA for eligible applicants, although some overlap may have occurred with certain activities (e.g., providing post-award workshops may include sharing resources on operating/opening a school). Across the 27 SE grantees, 11 common activities emerged aimed at supporting applicants and subgrantees. Figure 2 presents a summary of these activities, followed by a more detailed description of each.

Figure 2. Grantees Activities for Technical Assistance to Applicants



Note. N = 27

Provide pre-award workshops/webinars. Twenty-four grantees reported using TA set-aside funds to hold pre-award workshops and webinars for potential applicants to support them through the application process. This included presenting the subgrant opportunity, describing the application process, detailing allowable costs under the subgrant, and providing information to assist potential applicants in determining if they were eligible to apply. The three grantees that did not report using the TA set-aside funds for this purpose noted they used other funds (e.g., CSP 3% administrative funds, state funds) to support grant administration activities such as pre-award workshops and webinars.

Share grants management resources. Twenty-three grantees reported using a portion of their TA set-aside funds to develop and disseminate resources related to grants management. This included creating and distributing grants management handbooks, posting information on

[6] The term *applicant* is used to refer to any charter school developer considering or in the process of applying for a CSP subgrant whereas the term *subgrantee* is used to refer to charter school developers who submitted a successful application and were awarded a CSP subgrant from the SE.

the agency website, and sharing documents via electronic communications, such as emails, newsletters, and listservs.

Provide post-award workshops/webinars. Twenty-three grantees reported using their TA set-aside funds to provide post-award trainings to new subgrantees. These were typically done via webinars for all new subgrantees, although some grantees conducted one-on-one trainings. These meetings covered topics such as record retention, general grants management, grant expectations, reporting requirements, and fiscal obligations, such as what expenditures were allowable, allocable, and reasonable under the subgrant. Several SE grantees also discussed conducting a needs assessment to identify subgrantee challenges and providing training and resources to meet those needs.

Share resources on operating/opening a school. Twenty grantees described developing and disseminating resources specifically related to opening and operating a charter school. These resources included guides outlining the steps for school opening, checklists for opening a new school, and information for continued operations related to governance, educational models, and fiscal management.

Contract with a vendor to work with subgrantees. Twenty grantees reported contracting with an external vendor to support subgrantees, although the vendor's level of involvement varied. In some cases, contractors were responsible for a broad range of activities, such as developing the request for subgrant applications, coordinating peer reviewers, and providing TA to subgrantees related to subgrant administration. For other grantees, the contractor role was more specific, such as supporting subgrantees with school opening.

Share resources with subgrant applicants. Nineteen grantees reported using TA set-aside funds to develop and disseminate tools and resources for applicants. SE grantees disseminated these resources through pre-award workshops and webinars, as well as through electronic communications, such as emails and the agency website. Topics included how to apply for a subgrant, required application materials, application checklists, scoring rubrics, and other examples and resources.

Provide TA during the application process. Nineteen grantees used TA set-aside funds to offer individualized assistance to applicants. SE grantees provided TA using both internal agency staff and external contractors. Although this assistance typically entailed answering applicant questions, in some cases this one-on-one assistance included reviewing applications and a pre-review process to ensure applications were complete.

Host a subgrantee learning community. Sixteen grantees used funds to host a subgrantee learning community. These learning communities provided the opportunity for SE grantees to present information and for the subgrantees to learn from each other. For example, one grantee reported pairing new subgrantees with those who were more experienced, and another grantee described hosting regional summits where local subgrantee cohorts were brought together both in-person and virtually to learn from each other and share information.

Provide governing board training. Sixteen grantees reported using TA set-aside funds for governing board training. Some grantees conducted the training themselves, whereas others contracted for this service. Several grantees also reported developing learning modules, and one grantee developed a governing board training and effective governance video series that is publicly available on the SE website.

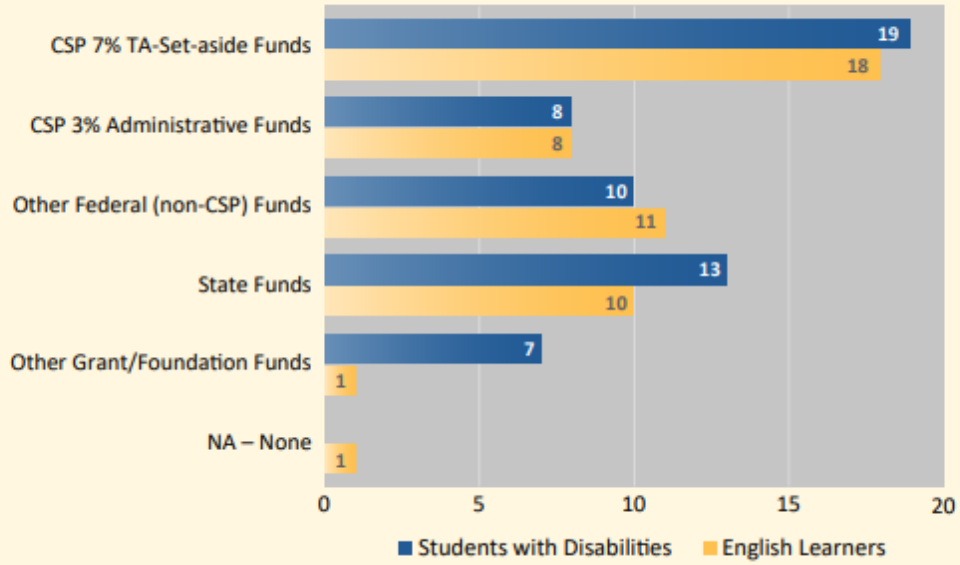
Identify/recruit potential applicants. Fourteen grantees reported using a portion of their TA set-aside funds to help identify and recruit potential applicants. Recruitment activities included developing materials and conducting outreach to potential developers in the state, as well as reaching out to known charter management organizations (CMOs) to bring them into the state.

Contract with a vendor to work with applicants. Nine grantees reported contracting with a vendor to work with applicants. Typically, this was the same contractor engaged to work with the subgrantees, but the focus was on providing pre-award application assistance. In some cases, these contractors also helped with the recruitment of potential applicants.

SE Activities for Ensuring Subgrantees Are Equipped to Meet the Needs of Students with Disabilities and ELs

All 27 grantees were engaged in efforts related to students with disabilities, and 26 engaged in efforts related to ELs.[7] The SE grantees used a variety of funding sources to support schools in meeting the needs of students with disabilities and ELs. Of the 27 grantees included in this report, 19 used CSP TA set-aside funds on activities related to students with disabilities, and 18 used their funds for activities related to ELs. Eight grantees also reported using a portion of their CSP 3% administrative funds for these purposes. Additional sources of funding included other federal funds, state funds, and other grant or foundation funds (Figure 3).

Figure 3. Grantee Funding Sources to Ensure Subgrantees Are Equipped to Meet the Needs of Students with Disabilities and ELs



Note. N = 27

Figure 3 identifies grantee responses to an open-ended item asking them to describe the specific activities they engaged in to help subgrantees meet the needs of students with disabilities and ELs. Themes were identified and tallied from their responses. This survey was not limited to activities funded through CSP grant funds but included all funding sources as described above. As can be seen in Figure 4, common ways in which the SE grantees supported subgrantees in meeting the needs of all students included offering TA to subgrantees, working in partnership with the SEA, conducting ongoing monitoring and audits, providing training and professional development, and requiring information during the application process. In nearly all cases, SE grantees were engaged in similar activities for both students with disabilities and ELs, with only

[7] One SE grantee is a CSO in a state with a small number of ELs and therefore focused efforts on students with disabilities, relying on the SEA to assist schools with ELs.

the topics changing; as such, activities are reported in the aggregate across both these student populations.

Figure 4. SE Grantee Activities to Ensure Subgrantees Are Equipped to Meet the Needs of All Students

Note. N = 27

Technical assistance. Fifteen of 27 SE grantees reported providing TA to the subgrantees. Depending on the SE, TA was offered by in-house experts, other divisions/departments within an SEA, or externally contracted experts. Some grantees provided targeted TA in specific areas based on findings from submitted reports or subgrantee monitoring. SE grantees reported providing TA on topics such as transition planning for students with disabilities, LEA obligations related to educating special populations, reviewing individualized education plans (IEPs), bilingual education, high-quality programming for students with disabilities and ELs, and meeting the needs of all students.

Work in partnership with the state educational agency. Fourteen of 27 SE grantees reported collaborating with the SEA to ensure subgrantees were equipped to meet the needs of all students. Of these 14, 12 were SEA grantees, and 2 were CSO grantees, indicating SEA grantees were likely to be collaborating with other divisions within their organization. Specifically, the grantees noted partnering with the division(s)/department(s) at the SEA overseeing services for students with disabilities and ELs to provide training, review materials, share instructional materials and strategies, monitor subgrantees in their specialty area, and provide direct TA to subgrantees in need of additional assistance.

Ongoing monitoring and compliance audits. Fourteen SE grantees ensured subgrantees were meeting the needs of all students through ongoing monitoring and/or compliance audits. This monitoring included a review of reports submitted by the subgrantee, onsite monitoring with classroom observations, formal compliance monitoring based on federal and state laws, and audits. Some grantees reported reviewing school data to ensure students with disabilities and ELs were making satisfactory educational progress. Grantees reviewed these data within

their departments or partnered with or reviewed data compiled by another division within the SEA. In addition, some grantees noted deficiencies in meeting the needs of all students could result in the provision of targeted TA, development of corrective action plans, and even revocation of the school's charter.

Training. Fourteen SE grantees provided training to subgrantees related to serving all students, including students with disabilities and ELs. Some grantees had in-house experts who provided training via meetings, conferences, and webinars, whereas others relied on special education or English language development specialists from the SEA or contracted with external providers. Topics of trainings and professional development offerings included student transitions, inclusion, identification and referral, reporting requirements, effective instructional and support strategies, and data validation.

Required in the application. Ten of 27 SE grantees stated that information about meeting the needs of students with disabilities and ELs was a charter application requirement and/or a required element in their CSP subgrant application. Some grantees explained this information was required in the charter application and the authorizers used rubrics and made determinations about the adequacy of the proposed approaches prior to granting a charter. Several grantees also mentioned this information was a requirement in their CSP subgrant application, allowing them to assess the adequacy of planned services for students with disabilities and ELs before awarding a subgrant.

Contracted services. Seven SE grantees reported contracting for services to assist subgrantees in meeting the needs of students with disabilities and ELs. Vendors brought additional expertise to better support subgrantees, and in one case, CSP grant funds were used to establish a state resource center to provide the services. Responsibilities of the contracted service providers included providing training and professional development to the subgrantees, offering targeted TA on an as-needed basis, and reviewing and disseminating resources to the subgrantees.

Dissemination of resources and tools. Five SE grantees specifically mentioned disseminating information to subgrantees related to serving students with disabilities and ELs. These activities included posting information on agency websites, sending biweekly or monthly newsletters, and notifying subgrantees when new information became available. Grantees indicated their dissemination efforts included information related to best and helpful practices, meeting the needs of educationally disadvantaged students, and calendars with upcoming trainings and other events.

Needs assessment. Five SE grantees indicated they used a portion of their TA set-aside funds to conduct a needs assessment of their subgrantees. The intent of the needs assessments was to better understand gaps in services and where the subgrantees needed additional support. Addressing the needs of all students was one aspect of the needs assessment. Based on the findings of the needs assessment, the grantees indicated they would provide additional training and/or TA to the subgrantees tailored to their specific needs.

Use of TA Set-Aside Funds by State Entity Grantee

Alabama Coalition for Public Charter Schools (ACPCS)[8] – 2019 Grantee

Quality Authorizing. ACPCS is using a portion of the TA set-aside funds to develop common rubrics to capture research-based factors of success aimed at better predicting high-quality charter schools and determining critical tracking measures of success. ACPCS and the Alabama State Department of Education (ALSDE) are contracting with SchoolWorks to (1) evaluate authorizing practices using the NACSA framework, (2) provide training and TA for improved oversight of charter schools, and (3) build authorizers' capacity to expand the growth of charter schools in the state. SchoolWorks is capturing the training electronically, and ALSDE and ACPCS will make the sessions available remotely. The ACPCS staff partner with authorizers to provide individualized coaching to authorizers, develop solutions for determining quality, and help schools support at-risk youth. ACPCS disseminates information via its website, annual conference, and other media, as well. Lastly, ACPCS is using funds to recruit additional local school boards to become authorizers.

Technical Assistance for Applicants. ACPCS provides TA to charter school developers from the planning stages to school opening and contracted with an external vendor to facilitate the administration of the subgranting process. TA includes supporting applicants through training webinars and individualized assistance. ACPCS also provides new subgrantees with TA regarding financial supports to ensure grantees are using funds on expenditures that are allowable, allocable, and reasonable. ACPCS uses data from subgrantee monitoring and other data sources to inform the design of individualized and group workshops.

Supporting Students with Disabilities and English Learners. To ensure subgrantees are equipped to support all students, ACPCS requires in the application phase a detailed description of their plans to serve students with disabilities and ELs. ACPCS then analyzes those plans against a rubric aligned with state and national standards. ACPCS also engages in subgrantee monitoring activities and audits to assess the alignment of subgrantee practices with the content of their applications. In addition, ACPCS offers technical assistance, makes recommendations, and provides resources to support subgrantees in correcting deficiencies in their services for students with disabilities and ELs. ACPCS uses a portion of the TA set-aside funds and foundation funding to provide these services to subgrantees.

[8] The CSP SE grant was awarded to the Alabama Coalition for Public Charter Schools, which has since changed its name to New Schools for Alabama.

Arizona Department of Education (ADE) – 2018 Grantee

Quality Authorizing. Arizona has one major authorizer that authorizes the majority of charter schools in the state, the Arizona State Board for Charter Schools, and one minor authorizer with a smaller portfolio of charter schools, the Arizona State University Office of Educational Outreach. Both are state agencies separate from ADE and are held accountable by the Arizona Auditor General and the Arizona state legislature. As such, ADE is using all TA set-aside funds for TA for applicants.

Technical Assistance for Applicants. ADE is using TA set-aside funds primarily for (1) helping subgrantee school leaders understand the instructional practices taking place in their schools using the Harvard Instructional Rounds format and (2) building a culture of continuous instructional improvement across all classrooms using the Learning Sciences formative assessment training and monitoring software. In addition, a portion of the TA set-aside funds is used to provide pre-award webinars and TA to applicants, post-award workshops on grants management, and school board training. ADE also hosts a learning community for its subgrantees.

Supporting Students with Disabilities and English Learners. ADE does not use CSP funds to ensure subgrantees are equipped to meet the needs of students with disabilities and ELs. Rather, state funds are used for students with disabilities, and other, non-CSP funds are used for ELs. For both these student populations, ADE provides training to the subgrantees and monitors their capacity to meet the needs of students with disabilities and ELs.

Arkansas Public School Resource Center (APSRC) – 2018 Grantee

Quality Authorizing. Arkansas has one statewide authorizer, the Charter Authorizing Panel. As such, APSRC dedicated less than 1% of the TA set-aside funds for quality authorizing. APSRC is contracting with NACSA to provide annual training to the authorizer, which will be important as new members join the Charter Authorizing Panel. In addition, APSRC is working with the authorizer to plan biannual work sessions facilitated by the Arkansas Department of Education Charter Unit. These sessions will focus on high-quality authorizer practices, reflection, and strategic planning based on (1) feedback from previous training sessions and (2) the need to improve or update application documents and other procedures related to charter school authorizing. APSRC also leverages these annual meetings through reflective planning sessions to expand on what is working. APSRC also plans to support the participation of two individuals from the Charter Authorizing Panel per year to attend the annual NACSA conference.

Technical Assistance for Applicants. APSRC reported contracting with national and regional consultants to provide training based on the APSRC personalized model of charter TA—which involves the overall charter community—to increase publicity, awareness, and outcomes focused on the dissemination of best practices. The Coaching Cadre and APSRC's Department of Teaching and Learning provide onsite and regional coaching services. With TA set-aside funds, APSRC created a services menu that allows schools to select the TA most aligned with their goals

and objectives. This menu was offered to all subgrantees to develop a comprehensive TA plan to meet their respective needs. APSRC contracted with two consultants who assist subgrantees in completing a personalized plan for subgrant implementation and offer personalized TA to each subgrantee on (1) subgrantee support, (2) governing board support, (3) academic and administrator support, (4) business office support, and (5) legal support. In addition, APSRC uses the TA set-aside funds to host an annual conference for charter school leaders, which includes sessions for subgrantees to disseminate best practices, opportunities for charter school leader collaboration, and sessions to support the recruitment of high-quality charter schools and leaders.

Supporting Students with Disabilities and English Learners. To ensure all charter schools are equipped to meet the needs of students with disabilities, APSRC assigns a special education expert who works with the schools. The APSRC special education director provides services to charter school administrators; special education coordinators, teachers, and support staff; 504 coordinators/designees; and other interventionists and specialists. The special education director also provides technical assistance related to topics such as state monitoring, referrals for services, special education finance and budgeting, identification of students, development of IEPs and behavior plans, state program standards, alternate assessments, curricular design and development, and reporting. In addition to the above services, CSP subgrantees also receive onsite coaching with hands-on support and technical assistance based on their personalized plan and subgrant goals. As of the time of the survey, APSRC had a coach prepared to work with grantees on serving ELs but had yet to receive any requests for assistance. APSRC also directs grantees to participate in EL professional development offered by the Arkansas Division of Elementary and Secondary Education. For both students with disabilities and ELs, CSP subgrantees must submit quarterly updates and annual reports related to special education and EL students, and onsite subgrantee monitoring includes specific indicators addressing special education and ELs. Referral services related to EL students are funded by the CSP TA set-aside funds, whereas services for students with disabilities are funded by the TA set-aside funds, state funds, and other grant funds.

Bluum, Inc. (Idaho) – 2018 Grantee

Quality Authorizing. Bluum is using a portion of the TA set-aside funds to support quality authorizing, including producing a video series on effective charter school governance. Bluum is coordinating with partner school districts that are new to authorizing efforts. In addition to electronic efforts to disseminate promising practices, Bluum will also use some of the TA set-aside funds to host an event in collaboration with the Idaho State Board of Education on district authorizing. Bluum also plans to contract with a charter school expert to evaluate and generate research and commentary on effective authorizing practices within the state. Lastly, Bluum is using funds to identify and recruit new authorizers and to conduct authorizer outreach on reaching educationally disadvantaged students.

Technical Assistance for Applicants. Bluum is using TA set-aside funds to provide a wide array of supports for applicants and subgrantees, including activities to help subgrantees

achieve their academic, operational, and financial targets. To that end, Bluum contracted with Uncommon Schools, Relay Graduate School, and the Together Group to provide academic and leadership trainings to subgrantee schools. Bluum is also using TA set-aside funds to provide applicant workshops, individualized TA, and post-award workshops on grants management to subgrantees. Other activities include developing and disseminating information for applicants and subgrantees and providing information on opening and operating a charter school. Bluum is also using funds to identify and recruit applicants, host a learning community for subgrantees, and conduct subgrantee monitoring.

Supporting Students with Disabilities and English Learners. To support subgrantees in meeting the needs of students with disabilities, Bluum has an experienced special education coordinator on staff to work directly with charter schools. With CSP TA set-aside funds, Bluum is in the process of contracting for TA services that will provide additional supports to subgrantees. To meet the needs of ELs, Bluum has contracted with a veteran charter administrator to provide direct support to partner schools and has contracted with Achievement First, Relay Graduate School, and Teach Like a Champion to provide TA to subgrantee schools related to ELs. These services are funded through the CSP TA set-aside funds.

California Department of Education (CADE) – 2020 Grantee

Quality Authorizing. CADE will use its TA set-aside funds to contract with up to two external vendors to work with authorizers across the state regarding best practices in authorizing. Topics for TA include reviewing charter petitions, processing renewal requests, revoking charters for low-performing schools, and monitoring charter school performance. The external vendors will also develop and facilitate the Rural Charter School Authorizer Network. The CADE charter school staff will also help to support the vendors in the provision of TA.

Technical Assistance for Applicants. The CADE charter school staff use TA set-aside funds to host pre-award webinars and support applicants throughout the process. In addition, funds are used to provide post-award webinars, individualized TA support, and resources to subgrantees. CADE will also use TA set-aside funds to contract with up to six external vendors to be trained as CADE's Critical Friends Group Coaches to provide TA aimed at increasing the number of high-quality charter schools. CADE will also use funds to contract with up to six external vendors to provide best practices workshops focused on specific topics related to improving academic achievement for all students. Other divisions within CADE may also provide TA to subgrantees, including divisions for special education, nutrition services, fiscal and administrative services, and educational data management.

Supporting Students with Disabilities and English Learners. CADE ensures subgrantees comply with federal requirements regarding students with special needs and ELs through a desktop and on-site monitoring process. CADE may provide TA on serving students with special needs and ELs through the vendor contracts described above. In California, charter schools are required to share detailed descriptions of services, policies, and budgets related to students with disabilities. Special Education Local Plan Areas (SELPAs) offer multiple services,

including TA, capacity building, and training regarding students with disabilities. CADE also monitors charter school goals and progress for ELs.

Colorado Department of Education (CODE) – 2018 Grantee

Quality Authorizing. In Colorado, the Colorado Charter School Institute (CSI) serves as the state authorizer, although LEAs may serve as authorizers, as well. CODE annually dedicates $50,000 of the TA set-aside funds to disseminate information and resources related to quality authorizing activities in collaboration with CSI. Specifically, the TA set-aside funds are being used to disseminate CSI best practices and increase accessibility of these resources for other authorizers in the state. The funds are also being used to provide direct support to additional authorizers through consultations with CSI staff. In addition, CODE uses TA set-aside funds to support quality authorizing through staffing a senior field consultant position who prepares quarterly meetings in collaboration with the Colorado Association of Charter School Authorizers; maintaining, keeping-up, and using an authorizer distribution list to disseminate recent news, updates, and opportunities; and offering one-on-one support to authorizers. Lastly, TA set-aside funds are used to share information with charter authorizers related to expanding access to high-quality TA for charter schools and to improve charter oversight activities, which includes authorizer training and support through state equity convening activities.

Technical Assistance for Applicants. A large portion of the TA set-aside funds is dedicated to TA for applicants. Some funds are used toward administering a training program that supports professional learning for subgrantee school leaders. The program includes trainings for charter school administrators and school business and finance managers, as well as governance training for charter school boards. In addition to the training program, TA set-aside funds are used to contract with an external provider to offer workshops, webinars, and individualized TA to potential applicants during the application process and to subgrantees post-award. CODE is also developing and disseminating tools and resources for applicants, grants management guides for subgrantees, and resources related to opening and operating a charter school. Lastly, CODE is using TA set-aside funds to identify and recruit potential applicants.

Supporting Students with Disabilities and English Learners. To apply for a subgrant, applicants must be approved for a charter school, and charter authorizers are required to evaluate whether school plans will meet the educational needs of students with disabilities and ELs. CODE supports authorizers by providing professional development related to charter applications, annual reviews of charter performance, and the charter renewal processes; these supports include training to help authorizers ensure the provision of quality services for students with disabilities and ELs in charter schools. CODE provides CSP applicants and subgrantees training on meeting the educational needs of students with disabilities and ELs; this training is targeted specifically to charter board members, principals/administrators, and business managers. In their applications, subgrantees must describe their plans for meeting the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) and how they will serve ELs.

In addition, CODE is also disseminating information related to general best practices and helpful practices responsive to the needs of students with disabilities during the COVID-19 pandemic. Targeted TA activities for this work are the state equity convenings. Equity convenings are organized to identify potential barriers in choice systems contributing to inequity and lack of access to high-quality schools for educationally disadvantaged students. The convenings focus on analyzing data and findings contributing to inequity and highlighting promising practices to ensure greater equity in the system. These events bring together school leaders, charter authorizers, policymakers, and state education stakeholders to learn and facilitate inquiry to find better solutions. CODE uses CSP TA set-aside funds, CSP 3% administrative funds, state funds, and in-kind supports for these activities.

Delaware Department of Education (DDOE) – 2018 Grantee

Quality Authorizing. DDOE is planning to use TA set-aside funds toward several initiatives to support quality authorizing. DDOE plans to purchase software, such as Epicenter, to develop a charter school web portal to facilitate authorizing. DDOE is also planning to develop an authorizer's report card, which it will then use to guide training and TA activities. Lastly, DDOE is contracting with NACSA to support quality authorizing practices.

Technical Assistance for Applicants. Although DDOE has started using some TA set-aside funds to provide TA to applicants, additional supports are also planned. DDOE is using funds to host applicant workshops to guide them through the process and provide post-award workshops for subgrantees related to grants management. DDOE anticipates contracting with an external partner to work with schools on grant activities and to develop and disseminate tools and resources for grants management and opening and operating a school.

Supporting Students with Disabilities and English Learners. Within DDOE, the Exceptional Children Resources Workgroup supports charter schools in meeting the needs of students with disabilities, and the Curriculum, Instruction, and Professional Development Workgroup supports charter schools in meeting the needs of ELs. The DDOE Charter School Office collaborates with both these groups to provide targeted supports to subgrantees. DDOE uses CSP TA set-aside and 3% administrative funds, other federal funds, and state funds in its efforts to support students with disabilities and ELs.

Florida Department of Education (FDE) – 2020 Grantee

Quality Authorizing. FDE provides support on quality authorizing primarily by offering sponsored training opportunities. There is currently an effort to build staff member capacity for those new to the authorizing process. In addition, Florida is working with NACSA to offer professional development to the decision-makers in districts that serve as authorizers. FDE also sponsors an annual charter school conference with a specific strand for authorizers. All trainings sponsored by FDE are aligned with the Florida Principles and Standards for Quality Charter School Authorizing.

Technical Assistance for Applicants. The majority of FDE's TA for applicants is conducted in partnership with Building Hope, a nonprofit, charter school support organization offering services related to facilities, finances, and operations. In addition, FDE special education specialists provide support and TA to new charter schools. New charter schools are offered fellowship opportunities, and TA funds will be used to allow subgrantees to attend the annual Florida Charter School Conference.

Supporting Students with Disabilities and English Learners. FDE is working with the Center for Learner Equity (formerly the National Center for Special Education in Charter Schools) to support specialized training regarding the delivery of special education. Special education is a designated strand at the annual Florida Charter School Conference. Florida aligns its professional development opportunities with the Florida Principles and Standards for Quality Charter School Authorizing, which require authorizers to ensure charter schools are meeting the needs of all students, including students with disabilities and ELs.

Indiana Department of Education (IDOE) – 2017 Grantee

Quality Authorizing. IDOE is using funds to contract with SchoolWorks to create authorizer tools and trainings, including identifying best practices and providing special education training. IDOE developed an authorizer boot camp for new authorizer staff and provides funds to authorizers as innovation grants; innovation grants can be used for attending the NACSA conference, providing charter school board training, and improving data analysis. IDOE also supports quality authorizing by disseminating promising practices via electronic communications and through conferences and meetings.

Technical Assistance for Applicants. IDOE is dedicating a portion of the TA set-aside funds to create equitable school marketing supports and trainings and to develop a toolkit for charter schools on community, family, and parent engagement. Funds were also used to provide innovation grants addressing charter schools' immediate needs and for evaluation services to help guide grant implementation. IDOE offers pre- and post-award workshops to applicants, as well as individual coaching during the application process. Funds are also being used to (1) contract with an external provider to work with subgrantees, (2) disseminate tools and resources on grants management and opening and operating a charter school, and (3) host a learning community for subgrantees.

Supporting Students with Disabilities and English Learners. IDOE ensures subgrantees are equipped to meet the educational needs of students with disabilities and ELs by including these areas in their subgrantee monitoring process. The monitoring process reviews subgrantees' EL plans and evidence of services for students with disabilities. In addition, the IDOE Charter School Office collaborates with colleagues from the Office of Special Education and the Office of English Learners and Migrant Education to ensure subgrantees comply with service requirements. Collaborative services from these offices are funded through other federal funds, and activities related to monitoring are funded by CSP 3% administrative funds.

Maryland State Department of Education (MSDE) – 2017 Grantee

Quality Authorizing. MSDE is using TA set-aside funds to support quality authorizing by funding authorizers to attend national conferences, such as NACSA's annual conference. MSDE also contracted with an external provider to analyze LEA authorizing policies and processes and develop a five-session workshop series. MSDE and SchoolWorks led workshops on the application process, renewal process, and Authorizer 101 for new or interested authorizers. MSDE also facilitates regular authorizer meetings using a community-of-practice model to support authorizer collaboration and resolve issues collectively.

Technical Assistance for Applicants. MSDE is using TA set-aside funds to support applicants through workshops and individualized coaching. MSDE supports subgrantees through coaching sessions with cohorts and small groups based on need. These supports are provided through a contract with the state charter support organization, the Maryland Alliance of Public Charter Schools. MSDE is also using the TA set-aside funds to (1) develop and disseminate materials for applicants and subgrantees, (2) support school opening and operations, and (3) host a learning community for subgrantees.

Supporting Students with Disabilities and English Learners. MSDE provides TA to subgrantees related to working with all students and specifically students with disabilities and ELs. Under state law, charter school staff must attend training related to special education in the local school system, and charter schools work closely with the local school system to obtain needed services. For ELs, state law requires EL teachers to meet certification and training standards. The Maryland Alliance of Public Charter Schools is also contracted to make learning opportunities available to all charter schools, and topics have included diversity and equity in the classroom. MSDE uses a portion of the TA set-aside funds and state funds to provide TA to subgrantees related to meeting the needs of students with disabilities and ELs.

Michigan Department of Education (MIDE) – 2018 Grantee

Quality Authorizing. MIDE is using TA set-aside funds to work with a council of authorizers to rewrite the state authorizer standards, which are being incorporated into the assurance and verification visit and authorizer Cognia (formerly AdvancED) accreditation processes. MIDE hosted roundtables connecting large and small authorizers to share authorizing practices and learn from each other. MIDE also reported contracting with a provider to support quality authorizing practices, disseminating promising practices through conferences and meetings, and using funds to support authorizer professional development.

Technical Assistance for Applicants. MIDE is using TA set-aside funds to provide workshops and webinars to applicants and to conduct pre-reviews of applications to support school developers' success. Once subgrants were awarded, MIDE engaged in one-on-one meetings with each subgrantee to align budgets and explain expectations related to grants management. MIDE also reported using funds to develop and disseminate tools and resources for applicants, including those related to operating and opening a charter school. To further

support subgrantees, MIDE offers (1) charter school board training videos to strengthen the governance of new schools and (2) online learning modules for the teaching staff. These governing board training videos and instructional modules can be used by both charter schools and traditional school districts. MIDE also reported using TA set-aside funds to develop and implement an at-risk-for-success rubric for the subgrantees, contract with an external provider to work with subgrantees, and host a learning community for subgrantees with multiple levels of TA for the school, subgrantee, and the school board.

Supporting Students with Disabilities and English Learners. MIDE does not use CSP funds toward ensuring subgrantees are equipped to meet the educational needs of students with disabilities or ELs, but relies on other federal funds, state funds, and other grant funds. Subgrantees are required to detail their plan to serve students with disabilities and how they will meet IDEA regulations in their application. For ELs, MIDE has a division for special populations that provides TA to subgrantees.

Minnesota Department of Education (MNDE) – 2017 Grantee

Quality Authorizing. MNDE is using approximately half of the TA set-aside funds for quality authorizing on three main activities. First, each authorizer is eligible for $2,500 in reimbursements annually for approved professional development opportunities. Second, MNDE is contracting an external evaluator to implement the Minnesota Authorizer Performance Evaluation System (MAPES) with the intent of analyzing current practices. Third, MNDE hosts an annual authorizer conference to provide an opportunity for authorizers to collaborate, discuss, and share topic-specific best practices, such as the authorizers' Ready to Open Standards.

Technical Assistance for Applicants. MNDE allocates half of the TA set-aside funds to TA for applicants, which includes recruitment efforts for potential applicants, webinars, and one-on-one TA for applicants. MNDE also offers post-award assistance for grants management and disseminates tools and resources related to grants management and opening and operating a charter school. MNDE also reported using funds to support the development of a school board training project designed to assist applicants with providing appropriate training for board members. Similarly, MNDE is implementing an educational leadership project to engage charter school leaders in ongoing learning opportunities.

Supporting Students with Disabilities and English Learners. MNDE hosts a Charter School Boot Camp that offers technical assistance related to meeting the needs of students with disabilities and ELs. The portion on special education includes transition programming and special education programming for new charter schools, and the EL training includes identifying and serving ELs. MNDE collaborates with the Special Education Division and the English Learner Division on these trainings, and both these divisions provide resources on their respective webpages for charter schools. Information about upcoming trainings and new resources is disseminated to charter school leaders and authorizers via a monthly newsletter. The coordination and dissemination activities are paid for with CSP TA set-aside funds.

Mississippi Charter School Authorizer Board (MCSAB) – 2017 Grantee

Quality Authorizing. MCSAB is the sole authorizer in the state, and thus uses a small portion of TA set-aside funds to support quality authorizing. MCSAB contracted with NACSA to conduct an evaluation of its authorizing practices and develop an improvement plan aligned with the areas for growth identified in the evaluation. In addition, MCSAB contracts with TA providers to survey parents and community members to assess their awareness, general sentiment, satisfaction levels, and concerns about charter schools in the state. The survey results are published online and can be used as a resource for aspiring charter school developers and members of the public. The contracted TA providers support MCSAB's authorizing practices related to policy and procedure development and support charter schools through (1) ongoing check-ins, pre-opening assistance, and training and (2) providing materials and toolkits to aspiring, approved, and operating charter schools. Finally, MCSAB will contract with a consultant to help recruit high-quality charter school applicants, both within and outside the state. The consultant will create a marketing pamphlet, meet with potential applicants, and generate interest and awareness for opening charter schools.

Technical Assistance for Applicants. MCSAB is using TA set-aside funds to provide TA to applicants prior to their submission of the CSP subgrant application; this TA includes workshops and webinars in which the application materials are reviewed, and one-on-one assistance is provided. MCSAB also uses funds to develop and disseminate resources to support new schools, such as pre-opening training, materials, checklists, and a toolkit. MCSAB provides TA through regular check-ins with applicants and subgrantees, as well. MCSAB also hosts a charter community of practice in which new subgrantees learn from current and more experienced subgrantees. In addition, MCSAB provides ongoing TA to subgrantees on claims and reimbursement, monitoring, and accountability procedures and processes.

Supporting Students with Disabilities and English Learners. MCSAB provides TA to new charter schools related to recruiting students with disabilities and tracks enrollment compared to other schools. The Mississippi Department of Education also provides training to new school leaders on meeting the needs of students with disabilities. The subgrantee monitoring process also includes indicators on educating students with disabilities. MCSAB is using part of the TA set-aside funds as well as state funds for these efforts. MCSAB is not using CSP funds to support subgrantees to meet the needs of ELs, because no EL students were enrolled in the subgrantee charter schools.

New Hampshire Department of Education (NHDOE) – 2019 Grantee

Quality Authorizing. NHDOE is using a portion of its CSP TA set-aside funds to support several initiatives for quality authorizing, including evaluating current authorizing practices, identifying ways to improve or streamline current practices, improving communication across the state regarding best practices, and supporting local charter authorizers. Although NHDOE is a 2019 grantee, the CSP grant was not officially accepted until 2021; as such, NHDOE is still in the beginning phases of utilizing their TA set-aside funds for quality authorizing.

Technical Assistance for Applicants. NHDOE is using TA set-aside funds to support CSP applicants and subgrantees in multiple ways, including providing TA throughout the application, implementation, and monitoring phases of the subgrant. Currently, NHDOE is engaging in several TA activities, including providing pre- and post-award workshops for applicants, providing individual coaching during the application process, and contracting with an external provider to work directly with subgrantees. In addition, NHDOE is developing and disseminating tools and resources for subgrantees regarding grants management and opening and operating a charter school. NHDOE also provides school board training and facilitates a learning community for subgrantees.

Supporting Students with Disabilities and English Learners. NHDOE will leverage TA set-aside funds to organize a charter school Center of Excellence where best practices and innovative educational solutions are developed, shared, and disseminated to all public schools. The goal of the Center of Excellence is to serve as an online reservoir of ideas for helping all students succeed, especially those considered at-risk. As noted above, NHDOE's CSP grant was not officially accepted until 2021; as such, NHDOE is still in the beginning phases of utilizing their TA set-aside funds.

New Jersey Public Charter Schools Association (NJPCSA) – 2020 Grantee

Quality Authorizing. NJPCSA is using TA set-aside funds to work with the state's authorizer, the New Jersey Department of Education (NJDOE), to create a better definition of high-quality authorizing through the development of a new performance framework. In the future, NJPCSA plans to offer trainings on quality authorizing to the NJDOE. In addition, NJPCSA is working to identify ways in which NJDOE can provide better support and oversight regarding special education and plans to offer authorizer TA in this area, as well.

Technical Assistance for Applicants. TA set-aside funds are being used to provide assistance regarding special education support, human capital training, and board governance training. In future years, NJPCSA will identify additional areas of TA based on the needs of individual subgrantee schools.

Supporting Students with Disabilities and English Learners. Supports for students with disabilities and ELs are incorporated in the subgrant application process by requiring applicants to describe how they will address the needs of students with disabilities and ELs. Compliance is confirmed through subgrantee monitoring. NJPCSA also contracts with the Center for Learner Equity to serve as a resource for subgrantees needing assistance in supporting students with disabilities.

New Mexico Public Education Department (NMPED) – 2017 Grantee

Quality Authorizing. NMPED originally proposed to contract with NACSA to develop authorizer evaluation tools and to support quality authorizing practices in the state. However, due to various issues, the contract could not be issued. As a result, NMPED will be contracting with one of the largest authorizers in the state to strengthen quality authorizing practices for other authorizers in New Mexico. NMPED will also use funds to develop and implement authorizer improvement plans. NMPED also disseminates information related to quality authorizing practices, identifies and recruits additional authorizers, and provides professional development and TA to authorizers.

Technical Assistance for Applicants. NMPED is using some of the TA set-aside funds to contract with the Public Charter Schools of New Mexico (PCSNM), a charter school support organization that conducts needs assessments and provides TA based on subgrantees' needs. In addition, NMPED reported using the funds for a staff member to (1) provide training and support to applicants and (2) develop and disseminate tools and resources for grants management.

Supporting Students with Disabilities and English Learners. NMPED uses a portion of the TA set-aside funds to conduct a needs assessment and provide follow-up TA to subgrantee schools. The needs assessment includes sections on students with disabilities and ELs. Subgrantees facing challenges meeting the needs of students with disabilities or ELs are eligible to receive TA customized to their specific needs. NMPED uses a portion of TA set-aside funds for the needs-assessment process and follow-up TA.

New York State Education Department (NYSED) – 2018 Grantee

Quality Authorizing. NYSED is using most of the TA set-aside funds to support quality authorizing. A portion of the funds allow the NYSED Charter School Office (NYCSO) staff to (1) increase TA being provided to charter school authorizers, (2) support the approval and opening of high-quality schools, and (3) support efforts to ensure charter schools receive equitable funding. NYCSO staff also review the approaches to recruit new subgrantee applicants and assess the quality of new charter school applications. In addition, NYCSO staff have a relationship with the three authorizers in the state and work with them to ensure consistent and high-quality approaches to the authorizing process. NYSED is also using TA set-aside funds to disseminate promising practices through electronic media, conferences, and meetings and to support authorizers' participation in professional development opportunities.

Technical Assistance for Applicants. NYSED used TA set-aside funds to expand systems and supports to help improve and streamline the ability of NYCSO staff to receive and assess charter school applications. Funds were also used to gather information from existing schools to support effective practice sharing with high-quality schools and others to transform their practices from good to great. TA set-aside funds support a portion of NYCSO staff salaries to assist potential applicants and provide individualized TA during the application process. NYCSO

staff also work with approved schools and use a pre-opening checklist to ensure schools meet all state and local requirements and have a strong start to the academic program. Some TA set-aside funds are also applied to developing and disseminating tools and resources for applicants specifically related to opening and operating a charter school. NYSED reported using TA set-aside funds to support school board trainings and will be awarding a contract for a TA provider to engage in supports for best serving students with disabilities, effective board trainings, financial practices, and other activities.

Supporting Students with Disabilities and English Learners. NYSED ensures subgrantees are equipped to meet the educational needs of students with disabilities and ELs prior to the charter school being authorized. The application for a new charter school requires extensive information regarding educational services to students with disabilities and ELs. New school applicants must demonstrate a detailed understanding of federal and state laws pertaining to IDEA, students with disabilities, and ELs, and map out the supports that will be provided by the school. NYSED collaborates with staff from the Office of Special Education and the Office of Bilingual Education and World Languages to review new school applications. Once a new school is authorized, the school planning team is required to participate in trainings regarding the provision of services for students with disabilities and ELs, and the school planning team is connected with state resources. NYSED has a Special Education Quality Assurance team and a Regional Bilingual Education Resource Network in each geographic region of the state to provide TA and share effective practices. All newly authorized and operating charter schools have access to these supports for implementing high-quality educational programming for students with disabilities and ELs.

Lastly, as part of the pre-opening process, newly authorized charter schools are introduced to successful models that excel at serving students with disabilities and ELs and are encouraged to seek out effective practices that will support the students' academic and social-emotional needs. Once schools are open, they undergo regular monitoring, which includes focus groups of EL and special education teachers, classroom observations, and surveys of parents of ELs and students with disabilities. When evaluating charter schools, NYSED disaggregates data by subgroups, which includes students with disabilities and ELs, and NYSED ensures charter schools are enrolling a comparable number of students with disabilities and ELs as compared to the school's district of location. Charter schools that fail to provide strong academic outcomes for students with disabilities and ELs are put on a corrective action plan and may face adverse charter renewal outcomes up to and including nonrenewal. NYSED efforts related to students with disabilities and ELs from pre-opening through monitoring are funded by CSP TA set-aside and 3% administrative funds, other federal funds, and state funds.

North Carolina Department of Public Instruction (NCDPI) – 2018 Grantee

Quality Authorizing. With a single statewide authorizer, NCDPI is using less than 1% of the TA set-aside funds to support quality authorizing and is focusing more on TA to applicants. The funds for quality authorizing are being used to contract with an external evaluator to review

current authorizing practices across the state and to identify best and promising practices. Funds may also be used for authorizer improvement and development based on the evaluator's findings; for example, NCDPI may implement improvement plans and provide professional development opportunities.

Technical Assistance for Applicants. NCDPI is implementing a leadership development program for subgrantee schools and other charter school leaders across the state; this program includes developing a pipeline and program to support minority school leaders. In addition, the state is providing TA sessions to charter schools and disseminating best practices on its website. Applicants are offered pre-award workshops and webinars and individualized coaching throughout the application process. Some of the CSP grant funds are being used to contract with an external provider to work with subgrantees, as well as applicants. Lastly, funds are being used to (1) develop and disseminate grants management tools and resources and (2) provide tools and resources related to opening and operating a charter school.

Supporting Students with Disabilities and English Learners. During the application process for a CSP subgrant, applicants are required to explain how they will support students with disabilities and ELs. The plan must include transportation and other services. NCDPI also offers professional development and a fellowship program highlighting the needs of and resources to support students with disabilities, ELs, and their families. These activities are funded through a portion of NCDPI's CSP TA set-aside funds.

Office of the State Superintendent of Schools (OSSE) (District of Columbia) – 2020 Grantee

Quality Authorizing. In the District of Columbia, the Public Charter School Board (PCSB) is the only charter school authorizer. OSSE works with PCSB to support quality authorizing efforts and ensure TA is conducted on a variety of topics. OSSE and PCSB will work together to conduct a needs assessment to determine what external partnerships are appropriate to deliver authorizer TA. This may include conference attendance, contracted TA or professional development, or working with a consultant depending on the identified needs. The quality of these opportunities will be monitored by OSSE.

Technical Assistance for Applicants. OSSE will work with PCSB and additional stakeholders to identify areas in need of TA for charter schools that are new, replicating, or expanding. OSSE will lead a training series covering topics such as student recruitment, enrollment strategies, student retention, and inclusion of all students, including students with disabilities. The OSSE charter school staff will partner with My School DC, the Division of Teaching and Learning, and the Division of Systems and Supports to provide technical assistance to CSP applicants and subgrantees. In addition, OSSE will use external partners to provide additional expertise on topics of need. Further, all charter school CSP subgrantees are required to attend at least two TA sessions each year. OSSE will also provide TA through an online webpage dedicated to sharing resources and materials from the TA sessions.

Supporting Students with Disabilities and English Learners. OSSE has prioritized students who have been most impacted by COVID-19, including students with disabilities and ELs. OSSE is helping equip LEAs with the tools needed to meet the educational needs of students with disabilities. OSSE hosts a Special Education Resource Hub that publishes information on students' rights, expectations, supports for serving students with disabilities, transportation information, attendance, discipline, and school records. OSSE also created a toolkit for serving students with disabilities during periods of remote or blended learning and ensuring schools are meeting established policies and procedures aligned with IDEA requirements. OSSE will provide professional development opportunities for subgrantees focused on equitable and inclusive schools and will also offer opportunities for educators to receive micro-credentials focused on serving students with disabilities and implementing trauma-informed supports. OSSE will also launch a parent resource center to support families navigating the special education landscape and virtual learning challenges. OSSE has developed 26 professional learning opportunities regarding ways to best serve ELs, including how to implement the WIDA English language development standards framework and how to effectively identify, record, and manage data for ELs.

Oklahoma Public School Resource Center (OPSRC) – 2017 Grantee

Quality Authorizing. To support quality authorizing, OPSRC is using TA set-aside funds to send authorizers to NACSA's annual conference to learn more about best and promising practices. OPSRC also hosts quarterly meetings with authorizers that allow them time to collaborate on and discuss their respective practices. OPSRC uses these meetings to provide professional development to authorizers on various topics, including meeting the needs of educationally disadvantaged students. OPSRC also disseminates information and resources to authorizers through their website, newsletters, emails, conferences, and the quarterly meetings. In addition, OPSRC has contracted with NACSA, the National Charter Schools Institute, and the Learning Collective to work directly with authorizers, and is using a portion of the funds to recruit new authorizers.

Technical Assistance for Applicants. OPSRC provides TA to developers for the initial planning stages, school opening, and ongoing operations. To this end, OPSRC used TA set-aside funds to create an online course to help new charter schools get started. There is also a dedicated OPSRC staff member who assists schools during their planning and start-up years. Prior to the awarding of funds, workshops and webinars are provided to potential applicants to guide them through the application process; once funds have been awarded, additional grants management workshops and webinars are provided to subgrantees. OPSRC is also developing and sharing tools and resources for new schools opening, in addition to those currently operating. A portion of the TA set-aside funds is used to host a learning community for subgrantees.

Supporting Students with Disabilities and English Learners. OPSRC does not use CSP funds for ensuring subgrantees are equipped to meet the educational needs of students with disabilities and ELs. Rather, other grant funds (i.e., from foundations) are used in these efforts.

OPSRC uses their CSP administrative funds to monitor its subgrant implementation and provides professional development regarding supporting students with disabilities and ELs.

Opportunity 180 (Nevada) – 2020 Grantee

Quality Authorizing. Opportunity 180 engages with the state authorizer to build capacity among its governing body with an emphasis on continuous improvement of quality authorizing. Opportunity 180 hosts quarterly CSP Advisory Committee Meetings, which includes the authorizer, aimed at ensuring alignment across the charter sector and addressing questions, as needed. In future years, Opportunity 180 will use a more formal authorizer evaluation process.

Technical Assistance for Applicants. Opportunity 180 uses a logic model to organize TA activities. Some of these activities include providing TA to charter schools to capture best practices of high-performing schools and supporting performance improvement of low-performing schools. In addition, Opportunity 180 conducts an annual school performance analysis that includes an assessment of the Nevada Charter Schools Program. Best practices are also disseminated across the charter and traditional public school sectors. In the future, there will also be TA opportunities for traditional school districts and charter schools in different regions of the state to share knowledge, collaborate, and build partnerships. Opportunity 180 supports prospective charter schools in their applications to the state authorizer through an annual Future School Summit. Opportunity 180 meets with authorized schools monthly to address concerns, share practices, and help ensure equity and inclusion within schools.

Supporting Students with Disabilities and English Learners. Opportunity 180 will use its monitoring activities, including desktop and on-site monitoring, to ensure subgrantees support all students, including those with disabilities and EL students; the development of these plans will continue over the course of the grant.

Pennsylvania Coalition of Public Charter Schools (PCPCS) – 2020 Grantee

Quality Authorizing. PCPCS will use TA set-aside funds to provide TA to district authorizers whose portfolios include PCPCS subgrantees. Topics will be aligned with the overarching objectives and goals of the PCPCS grant. PCPCS will collaborate with authorizers to assess their areas of need, identify beneficial services and products, determine their preferred manner of receiving support, and deliver TA that enhances their ability to cultivate high-quality charter growth within their respective jurisdictions.

Technical Assistance for Applicants. A portion of TA set-aside funds will help PCPCS provide support based on the state's standards for school quality. Support will also be customized to the subgrantee based on their needs and plans for reaching at-risk students. The TA will consist of professional development and leadership coaching, which will be delivered during regional summits three times a year and online work sessions at least twice a year. Regional summits will include time for site-based planning and opportunities for subgrantee

leadership to receive individualized support. During the individualized support, the TA lead and content experts will review progress toward the school's specific goals and student support plans. Working with the TA lead, members of the PCPCS team will identify topics and strategies to address with subgrantees during annual site visits. During these visits, the PCPCS team will review interim and summative student data, observe classrooms and systems in operation, and interview instructional staff.

Supporting Students with Disabilities and English Learners. PCPCS will give subgrantees an opportunity to discuss topics and cases relevant to the challenges and opportunities associated with educating students with disabilities. PCPCS will develop a framework and tools to help ensure plans for educating students with disabilities comply with all laws and regulations, address methods of successful implementation of culturally responsive practices, and provide appropriate social-emotional and academic supports. PCPCS will facilitate discussions on equity regarding EL students and provide subgrantees with the legal framework to support compliance with EL mandates.

Rhode Island Department of Education (RIDE) – 2017 Grantee

Quality Authorizing. The Council of Elementary and Secondary Education, located within RIDE, is the statewide charter school authorizer. RIDE reported using a portion of the TA set-aside funds to contract with SchoolWorks to support quality authorizing practices, including analyzing the state's authorizing plan and developing and implementing an authorizer improvement plan based on NACSA's framework.

Technical Assistance for Applicants. RIDE is using TA set-aside funds to engage in a variety of TA activities, including conducting multiple webinars and offering individual TA throughout the year to support developers through the application process. RIDE also provides post-award workshops for subgrantees and disseminates tools and resources related to grants management and opening and operating a charter school. Lastly, the TA set-aside funds are used to recruit applicants.

Supporting Students with Disabilities and English Learners. Ensuring subgrantees are equipped to meet the needs of students with disabilities and ELs begins with the charter school application, in which applicants must describe how they will support these student populations. Each application is independently evaluated by an external partner before a charter is approved. Applications for CSP subgrant funds also require applicants to explicitly state how they will support the goal of increasing the number of high-quality educational opportunities for the state's educationally disadvantaged students. RIDE also provides ongoing subgrantee monitoring to ensure subgrantee activities achieve their intended goals and align with the grant objectives. During the Charter Office's annual evaluation, the team works closely with RIDE's Office of Student, Community and Academic Supports (OSCAS) to review the progress of each charter school specifically on their strategies and progress in supporting students with disabilities and ELs. These activities are funded through CSP TA set-aside and 3% administrative funds.

South Carolina Department of Education (SCDE) – 2020 Grantee

Quality Authorizing. SCDE will use TA set-aside funds to contract with state and national consultants to provide training for charter authorizers to support the implementation of best practices. Resources related to best practices will be disseminated through multiple vehicles, including face-to-face interactions via conferences, workshops, and meetings, as well as utilizing the SCDE website and written correspondence. Members of the SCDE CSP team will also attend national charter school and school board conferences to continue learning best practices for authorizers and then disseminate the information to authorizers across the state during technical assistance trainings.

Technical Assistance for Applicants. SCDE is using TA set-aside funds to support applicants by providing pre-award workshops to interested applicants to enhance their understanding of the application process. Post-award TA is also provided to subgrantees to ensure they understand grant requirements. SCDE will create a Charter School Development Manager role to provide intensive support to both applicants and subgrantees, and the Charter School Program Manager will work with the Office of School Transformation Director to support the SE grant by providing TA to potential applicants and subgrantees during the planning and implementation phases. The Charter School Incubator program will also be available to support subgrantees.

Supporting Students with Disabilities and English Learners. The Charter School Program and the Office of Special Education Services at SCDE work in unison to ensure subgrantees are aware of IDEA regulations for serving students with disabilities. SCDE provides TA services to schools across the state to ensure they are complying with federal and state regulations and are meeting the educational needs of students with disabilities and ELs.

Texas Education Agency (TEA) – 2020 Grantee[9]

Quality Authorizing. TEA is utilizing TA set-aside funds to increase the number of effective authorizers in the state. Texas is home to more than 1,000 public school districts, each of which is permitted by state law to authorize charter schools. TA set-aside funds are being used to develop the Texas Authorizer Leadership Academy (TALA). TALA builds authorizer capacity in participating school districts through summits, refinement of the authorizing handbook and framework, and by offering in-person and online trainings to new authorizers. TEA also provides targeted and differentiated TA to school district authorizers based on individual need.

Technical Assistance for Applicants. TEA provides individualized TA to subgrantees based on the specific needs of the applicant and subsequent school performance. These supports will include development of online governance modules, which will allow the required trainings of

[9] TEA received a 3-year grant in 2017 that ran through 2020 and received a new 5-year grant in 2020. For this report, the activities represented are those funded through the 2020 CSP grant rather than counting both the 2017 and 2020 grants.

board members and school officers to be completed online. TEA also provides TA through the District Charter Support Network with trainings related to academic support, talent pipelines, district-charter engagement, community engagement, charter school board governance, financial best practices, and fiscal sustainability.

Supporting Students with Disabilities and English Learners. The TEA Department of Monitoring, Review, and Support ensures school compliance with state and federal requirements through monitoring, targeted TA, and supports to special populations. Areas of focus include bilingual education/English as a second language, special education program areas, and serving other student populations, such as those in foster care, experiencing homelessness, or connected with the military. All charter schools, including subgrantees, are required to comply with all special education and bilingual education requirements. In addition, as part of the CSP subgrant, applicants were required to detail how the authorizer will monitor the proposed school in terms of recruiting, enrolling, retaining, and meeting the needs of all students, including those with disabilities and ELs. TEA engaged stakeholders across the state in 2018 to develop a Strategic Plan for Special Education in Texas. This plan lays out an ambitious set of activities aimed at dramatically improving special education programs in Texas. For ELs, the English Learner Support Division provides direction and leadership on the implementation of state and federal guidance regarding program services for ELs. TEA is not using CSP funds for these efforts related to students with disabilities and ELs, but is using other federal and state funds.

Washington State Charter School Association (WSCSA) – 2019 Grantee

Quality Authorizing. Washington currently has two authorizers in the state, although all districts are eligible to serve as authorizers. With only two authorizers, WSCSA reported using a small portion of TA set-aside funds to support quality authorizing, noting funds will be used to contract with a consultant to create a charter school renewal playbook for authorizers, as the state will have its first round of renewals in 2021. In addition, WSCSA will contract with a consultant to gather feedback from various stakeholders about the first round of renewals improve the process.

Technical Assistance for Applicants. WSCSA is using most of the TA set-aside funds toward TA for applicants, which includes several activities. First, WSCSA provides pre-award webinars to potential applicants and ongoing TA during both the application process and once a subgrant is awarded. WSCSA also provides training for charter schools on diversity, equity, and inclusion; trauma-informed practices; and inclusion-focused wraparound services.

Supporting Students with Disabilities and English Learners. WSCSA sponsors and operates the True Measure Collaborative (TMC), of which all subgrantees are members. TMC offers professional development and provides TA to subgrantees related to meeting the needs of students with disabilities and ELs, as well as other important topics. Assistance includes helping charter schools review IEPs, ensuring schools comply with regulations, and conducting classroom observations, as needed. In addition, WSCSA, through TMC, subcontracts with

experts in the field of EL education to provide support to subgrantees. These services are funded through WSCSA's CSP TA set-aside funds.

Wisconsin Department of Public Instruction (DPI) – 2017 Grantee

Quality Authorizing. DPI used a portion of funds to create and support the Wisconsin Resource Center for Charter Schools (WRCCS), a statewide center housed within the state's Cooperative Educational Service Agency (CESA). WRCCS leads the development and dissemination of resources for charter schools across the state with the assistance of other partner organizations, including NACSA, SchoolWorks, the National Center for Systemic Improvement, and the Wisconsin Association of School Boards. DPI is also using TA set-aside funds to (1) conduct outreach to potential authorizers, (2) design and implement training for authorizers, and (3) develop tools and resources for authorizers. WRCCS hosts an annual charter school conference with an authorizer-specific track, as well. WRCCS also provides individualized coaching to authorizers based on their needs. With the TA set-aside funds, DPI updated its charter contract benchmarks, which are used to support authorizer development of strong contracts, and developed other model documents, such as a model charter school application. DPI used funds to purchase software to support quality authorizing practices and provides funding for authorizers to attend trainings. Lastly, DPI and WRCCS conduct outreach to nonactive authorizers to explain what authorizing entails and share resources.

Technical Assistance for Applicants. DPI is using funds for TA to applicants in three main areas: (1) governance board development, (2) charter school leadership, and (3) charter school classrooms. Specific activities include evaluating school leadership and staff; providing effective governance, including bylaw and policy development; developing school and classroom culture; handling HR issues; developing school leadership teams; and providing training on personalized learning, virtual/blended learning, and achieving learning targets. DPI provides pre- and post-award workshops for applicants, and WRCCS is contracted to work with applicants. DPI also develops and disseminates tools and resources for applicants on grants management and opening and operating a charter school. In addition, DPI uses funds to identify and recruit potential applicants, provide school board training, and host a learning community for subgrantees. Lastly, DPI auditors also provide TA to subgrantees on the annual audit requirements.

Supporting Students with Disabilities and English Learners. As part of the subgrantee application process, DPI requires applicants to explain how they will serve students with disabilities and ELs and how they will comply with federal, state, and local education laws and ordinances. During the grant period, subgrantees go through a rigorous monitoring process, which includes indicators related to meeting the needs of students with disabilities and ELs. Subgrantees are provided technical assistance by WRCCS in the areas of special education and serving ELs. DPI uses CSP TA set-aside and 3% administrative funds toward these efforts.