National Charter School Resource Center

How 2017-2019 State Entity Grantees Are Using Technical Assistance Set-Aside Funds

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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Overview and Background

Under the Every Student Succeeds Act (ESSA) of 2015, the Charter School Programs was reauthorized as the Expanding Opportunity Through Quality Charter School Programs (CSP).[1] The collective program, housed within the U.S. Department of Education, includes 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, defined as state educational agencies (SEAs), state charter school boards, state governors, and statewide charter support organizations (CSOs).

Under this program, an SE receiving a grant must use at least 90% of its grant to provide subgrants to charter school developers, which may include charter management organizations (CMOs), in support of opening new charter schools or replicating or expanding existing high-quality charter schools. Grantees may also use up to 3% of funds for administrative costs and must use at least 7% to (1) provide technical assistance (TA) to subgrant 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 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 applicants.

This report explains how the SE grantees are using or proposed 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 SEs that received grants between 2017 and 2019 (see Table 1) by reviewing their approved applications, surveying SE grantees in spring 2020, and conducting a follow-up survey completed in January 2021.

The report begins with a summary of aggregate findings across the grantees, followed by descriptions of how funds are used by each individual SE grantee. This report will be updated when CSP awards new SE grants.

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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 supports to the subgrantees related to serving all students.

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Table 1. List of SE Grantees from 2017, 2018, and 2019 Included in This Report

| 2017 Grantees	2018 Grantees	2019 Grantees[3]
• Indiana Department of Education • Maryland State Department of Education • Minnesota Department of Education • Mississippi Charter School Authorizing 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	• Alabama Coalition for Public Charter Schools • Washington State Charter School Association

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 applicants and 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.

- Lastly, it should be noted that for activities related to the use of TA set-aside funds for TA to applicants and quality authorizing, SE grantees were able to select the activities in which they engaged from a menu of options 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 SE grantees' 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.

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[3] New Hampshire was awarded an SE grant in fiscal year 2019. The state legislature did not accept the grant until fiscal year 2021, which is when implementation began. As a result, New Hampshire was not included in this report.

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Use of TA Set-Aside Funds Across SE Grantees

TA set-aside funds for QUALITY AUTHORIZING

18/19

grantees used a **PORTION**

1

grantee used **ALL**

Average percentage of funds applied:

2.51%

TA set-aside funds for TA TO APPLICANTS

18/19

grantees used a **PORTION**

1

grantee used **ALL**

Average percentage of funds applied:

4.76%

On average, grantees used more funds for TA for applicants than for quality authorizing.

14/19 grantees used TA set-aside funds to support subgrantees in meeting the needs of **students with disabilities.**

13/19 grantees used TA set-aside funds to support subgrantees in meeting the needs of **ELs.**

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

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SE TA Activities for Quality Authorizing

Among the 18 grantees using TA set-aside funds for improving the quality of authorizing, 12 common TA activities were identified. Figure 1 presents a summary of these activities, followed by a more detailed description of each one.

Figure 1. Grantee Activities in Support of Quality Authorizing

Activity	Count
Contract provider to support quality authorizing	16
Evaluate/analyze current authorizing practices	15
Provide individualized TA for authorizers	13
Provide professional development for authorizers	13
Share promising practices via meetings	11
Fund authorizers to attend trainings	10
Share promising practices electronically	10
Develop/implement authorizer improvement plans	7
Identify and/or recruit potential authorizers	6
Training to reach the educationally disadvantaged	5
Purchase software to support authorizing	4
Create an authorizer evaluation system	3
Develop an authorizer renewal process	1

Contract with a provider to support quality authorizing. Sixteen 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 include developing resources on authorizer best practices, providing trainings for authorizers, and offering support directly to authorizers.

Evaluate/analyze current authorizing practices. Fifteen 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 and what improvements were needed.

Provide individualized TA for authorizers. Thirteen grantees reported offering direct TA to authorizers in their state. This was classified as on-demand TA in which authorizers could contract the SE grantee for answers to questions and other needed supports.

Provide professional development for authorizers. Thirteen grantees reported providing professional development for authorizers, with trainings conducted by internal staff and/or external partners. Professional development offerings include boot camps for new authorizers, ongoing series covering multiple topics, virtual workshops, and a training academy.

Share promising practices via meetings. Eleven grantees reported they used or intended to use grant funds to host meetings and conferences to share best practices and other

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information. Given the COVID-19 pandemic, some grantees are postponing planned meetings or identifying alternative platforms to host virtual convenings.

Fund authorizers to attend trainings. Ten grantees reported using TA set-aside funds to support authorizer attendance at trainings. Grantees provided funds to support travel and registration expenses so authorizers could attend national and regional conferences.

Share promising practices electronically. Ten grantees reported using TA set-aside funds to disseminate best practices, resources, tools, and other information through electronic communications, such as their agency website, e-newsletters, emails, and listservs.

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

Identify and/or recruit potential authorizers. Six grantees reported using TA set-aside funds to identify and/or recruit potential authorizers. State laws vary regarding the types of entities that can serve as authorizers. To expand the number of charter schools, some states needed to increase the number of authorizers in the state through activities such as working with institutes of higher education or local education agencies (LEAs) to become authorizers.

Train authorizers to reach the educationally disadvantaged. Five grantees reported using TA set-aside funds to train authorizers to better support schools to recruit and serve educationally disadvantaged students.

Purchase software to support authorizing. Four grantees reported using funds to purchase software, such as Epicenter, that supports authorizing by providing a single repository and 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*.[4]

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

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SE Activities for TA to Applicants

Among the 18 grantees using TA set-aside funds for technical assistance to charter school applicants, 11 common activities were identified. Figure 2 presents a summary of these activities, followed by a more detailed description of each one.

Figure 2. Grantee Activities within Technical Assistance to Applicants

Activity	Count
Provide pre-award workshops/webinars	17
Share resources on grants management	15
Share resources for grant applicants	15
Provide post-award grants management training	15
Share resources on operating/opening a school	14
Provide TA for the application process	14
Contract with a vendor to work with subgrantees	13
Host a subgrantees learning community	11
Provide governing board training	10
Identify/recruit potential applicants	9
Contract with a vendor to work with applicants	8

Provide pre-award workshops/webinars. Seventeen grantees reported holding pre-award workshops and webinars for potential applicants to support them through the application process. The two grantees who did not report using TA set-aside funds for this activity noted they used other funds, such as the 3% administrative funds or state funds, to support grant administration activities such as this.

Share resources on grants management. Fifteen grantees reported using a portion of TA set-aside funds to develop and disseminate resources related to grants management. This included creating and distributing grants management handbooks, posting information on the agency website, and sharing documents via electronic communications such as emails, newsletters, and listservs.

Share resources for grant applicants. Fifteen grantees reported using TA set-aside funds to develop and disseminate tools and resources for applicants. Grantees disseminated these resources through workshops and webinars, as well as through electronic communications. Topics included how to apply for a subgrant, required application materials, application checklists, scoring rubrics, and other examples and resources.

Provide post-award grants management training. Fifteen grantees reported using 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,

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grant expectations, and fiscal obligations, such as what expenditures were allowable, allocable, and reasonable under the subgrant.

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

Provide TA for the application process. Fourteen grantees used TA set-aside funds to offer individualized assistance to applicants. Grantees provided technical assistance using both staff and contractors. In some cases, this one-on-one assistance included reviewing applications and a pre-review process to ensure applications were complete.

Contract with a vendor to work with subgrantees. Thirteen grantees reported contracting with external vendors whose level of involvement varied. In some cases, contractors were responsible for activities such as developing the request for subgrant applications and providing TA for subgrantees. For other grantees, the contractors' role was more specific, such as supporting subgrantees with school openings.

Host a subgrantee learning community. Eleven 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.

Provide governing board training. Ten grantees reported using TA set-aside funds for governing board training. Some grantees conducted the training themselves, whereas others contracted for this service. Grantees also reported developing learning modules and a video series related to governing board training and effective governance.

Identify/recruit potential applicants. Nine grantees reported using the 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 CMOs to bring them into the state.

Contract with a vendor to work with applicants. Eight 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 application assistance. In some cases, these contractors also helped with the recruitment of potential applicants.

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SE Activities to Support Subgrantees to Meet the Needs of Students with Disabilities and English Learners

All 19 SE grantees completed a follow-up survey asking about the funds they used and the specific activities they engaged in to ensure subgrantees were equipped to meet the needs of students with disabilities and ELs. SE grantees used a variety of funding sources to ensure this. Of the 19 SE grantees included in this report, 14 used CSP TA set-aside funds on activities related to students with disabilities and 13 used these funds on activities related to ELs. Six grantees used a portion of their 3% administrative funds for these purposes. Additional sources of funding included other federal funds, state funds, and other grant funds (Figure 3).

Figure 3. Grantee Funding Sources to Ensure Subgrantees are Equipped to Meet the Needs of Students with Disabilities and ELs
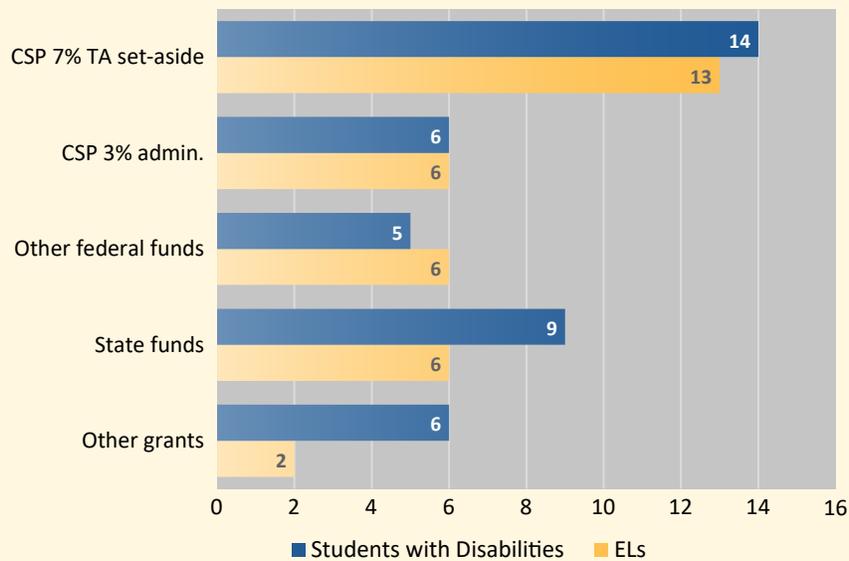
The grantees responded to an open-ended item asking them to describe the specific activities they engaged in to help subgrantees meet the needs of students with disabilities and ELs. Their responses were tallied based on the activities described. This survey was not limited to activities funded through CSP grant funds, but all funding sources as described above. As seen in Figure 4, common ways in which the SE grantees were ensuring subgrantees were able to meet 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 the topics changing; as such, activities are reported in the aggregate across both of these student populations.

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Figure 4. Grantee Activities to Ensure Subgrantees Are Equipped to Meet the Needs of All Students[5]

Activity	Value
TA	11
Work with SEA	9
Monitoring/Audits	9
Training	8
Required in App	8
Contracted	4
Dissemination	3
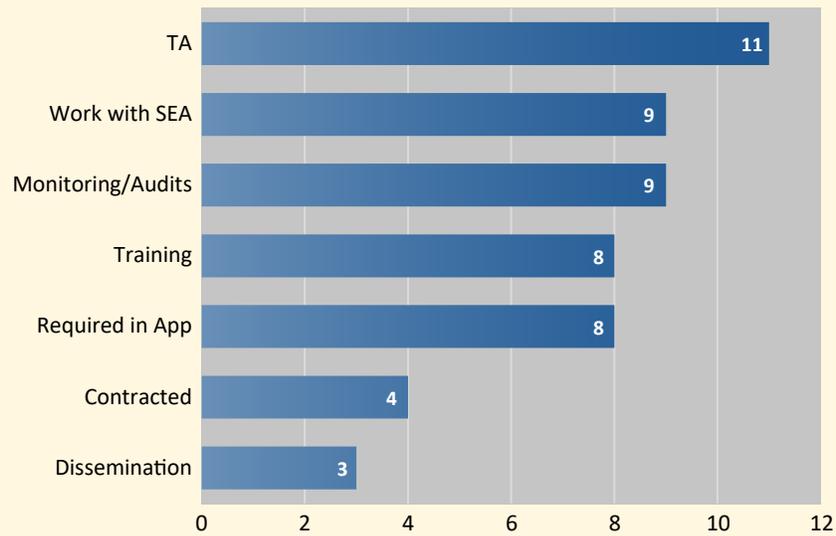
Technical Assistance. Eleven of 19 SE grantees reported providing TA to the subgrantees. Depending on the state, TA was offered by in-house experts, other divisions/departments within the SEA, or externally contracted experts. Some grantees provided targeted TA in specific areas based on findings from 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 programs (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 Education Agency. Nine of 19 SE grantees reported collaborating with the SEA to ensure subgrantees were equipped to meet the needs of all students. Of these nine, seven were SEA grantees and two were CSO grantees. The grantees noted partnering with the division/department at the SEA overseeing services for students with disabilities and ELs to provide training, review materials, monitor subgrantees in their specialty area, and provide TA to subgrantees in need of additional assistance.

Ongoing Monitoring/Audits. Nine of the SE grantees ensured subgrantees were meeting the needs of all students through ongoing monitoring and/or audits. This monitoring included a review of reports submitted by the subgrantee, onsite monitoring with classroom observations, compliance monitoring, and audits. Some grantees reported reviewing 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.

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[5] These numbers were derived from an analysis of responses to an open-ended item, so it is possible this is an under-representation of the SE grantees engaged in each activity.

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Training. Eight grantees provided training to subgrantees related to serving all students, including students with disabilities and ELs. Some grantees had in-house experts who provided the training, 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 inclusion, transitions, identification and referral, reporting requirements, effective instructional and support strategies, and data validation.

Required in the Application. Eight SE grantees stated that providing information about meeting the needs of students with disabilities and ELs was an application requirement. Some grantees mentioned this information was required in the charter school application, and the authorizers used rubrics and made determinations about the adequacy of the approaches prior to granting a charter. Several grantees also mentioned this information was a requirement in the subgrant application, allowing them to assess the adequacy of planned services for students with disabilities and ELs before awarding a subgrant.

Contracted Services. Four grantees reported contracting for services to assist subgrantees in meeting the needs of students with disabilities and ELs. Three of these were CSOs, and one was an SEA that used CSP grant funds 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. Three 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 was available. Grantees indicated their dissemination efforts included providing information related to best and helpful practices, meeting the needs of educationally disadvantaged students, and calendars with upcoming trainings and other events.

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Use of TA Set-Aside Funds by State Entity

Alabama Coalition for Public Charter Schools (ACPCS)[6]

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 growth of charter schools in the state. SchoolWorks is capturing the training electronically, and ALSDE and ACPCS will make the sessions available remotely. 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.

Arizona Department of Education (ADE)

Quality Authorizing. Arizona has one major authorizer, the Arizona State Board for Charter Schools, and one minor authorizer, 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.

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

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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, Inc. 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)
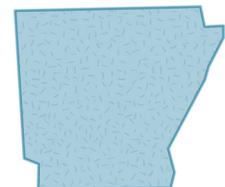
Quality Authorizing. Arkansas has one statewide authorizer, the Charter Authorizing Panel. As such, APSRC dedicated less than 1% of the TA set-aside funds for quality authorizing. APSRC is contracting with NACSA to provide annual training to the authorizer, which will be important as new members join 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 grant 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.

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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 with disabilities, 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 grant 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)

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

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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.

Colorado Department of Education (CDE)

Quality Authorizing. In Colorado, the Colorado Charter School Institute (CSI) serves as the state authorizer, although LEAs may serve as authorizers, as well. CDE 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 will also be used to provide direct support to additional authorizers through consultations with CSI staff. In addition, CDE 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. CDE 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, CDE 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. CDE supports authorizers by providing professional development related to charter applications, annual reviews of charter performance, and charter renewal processes, which includes training to help authorizers ensure quality service provision for students with disabilities and ELs in charter schools. CDE 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

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their applications, subgrantees must describe their plans for meeting the requirements of the Individuals with Disabilities Education Act (IDEA) Part B and how they will serve ELs.

In addition, CDE 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. CDE uses CSP TA set-aside funds, CSP 3% administrative funds, state funds, and in-kind supports for these activities.

Delaware Department of Education (DDOE)

Quality Authorizing. DDOE is planning to use TA set-aside funds toward several initiatives related to supporting 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.

Indiana Department of Education (IDOE)

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.

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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' evidence of services for students with disabilities and EL plans. 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)
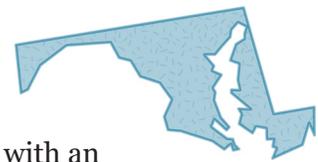
Quality Authorizing. MSDE is using TA set-aside funds to support quality authorizing by funding authorizers to attend national conferences such as NACSA's annual conference. MSDE also contracted with an external provider to analyze LEA authorizing policies and processes and develop a five-session workshop 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

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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)
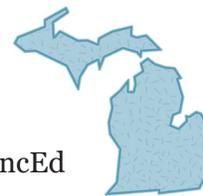
Quality Authorizing. MIDE is using TA set-aside funds to work with a council of authorizers to rewrite the state authorizer standards, which are being incorporated into the assurance and verification visit and authorizer AdvancEd accreditation processes. MIDE hosted roundtables connecting large and small 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)

Quality Authorizing. MNDE is using approximately half of the TA set-aside funds on quality authorizing, focused 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 Process (MAPES) with the intent of analyzing current practices and identifying new ones. 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.

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Technical Assistance for Applicants. MNDE allocated 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 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 identification of 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 Authorizing Board (MCSAB)

Quality Authorizing. MCSAB is the sole authorizer in the state, and thus used 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) on-going 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 of 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 applicants TA prior to their submission of the CSP subgrant application, which 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.

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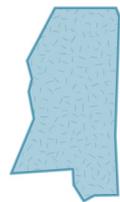
Supporting Students with Disabilities and English Learners. MCSAB provides TA to new charter schools related to recruiting students with disabilities and tracks enrollment compared to other schools. The Mississippi Department of Education also provides training to new school leaders on meeting the needs 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 was not using CSP funds to support subgrantees to meet the needs of ELs because subgrantees were not serving this population of students.

New Mexico Public Education Department (NMPED)

Quality Authorizing. NMPED originally proposed to contract with NACSA to develop authorizer evaluation tools and 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)

Quality Authorizing. NYSED is using most of the TA set-aside funds to support quality authorizing. A portion of the funds allow 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

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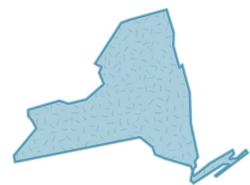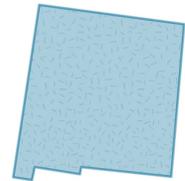
electronic media, conferences, and meetings and to support authorizers' participation in professional development opportunities.

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 training, 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 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 they are connected with state resources. NYSED has a Special Education Quality Assurance team and 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 educators, 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.

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North Carolina Department of Public Instruction (NCDPI)
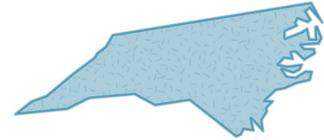
Quality Authorizing. With a single statewide authorizer, NCDPI is using less than 1% of the TA set-aside funds toward quality authorizing to focus more on TA to applicants. The funds for quality authorizing are being used to contract with an external evaluator to review the current authorizing practices across the state and to identify best and promising practices. Funds may also be potentially 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, which 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. 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 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.

Oklahoma Public School Resource Center (OPSRC)

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

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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 monitors its subgrantees and provides professional development regarding supporting students with disabilities and ELs.

Rhode Island Department of Education (RIDE)

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.

Texas Education Agency (TEA)

Quality Authorizing. TEA applied TA set-aside funds to support quality authorizing, with a focus on engaging more school districts in the charter authorizing process via the Texas Authorizing Leadership Academy (TALA). TALA was designed to help improve district authorizing practices and orient district

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leaders to replication and expansion strategies. TALA training is based on the NACSA principles and standards, performance, and accountability frameworks and addresses the requisite elements of effective performance contracts. Funds were also used to support school district authorizers to develop and apply performance frameworks over the course of their participation in the System of Great Schools (SGS) and TALA networks, through which they received (1) TA and executive coaching; (2) an authorizer handbook composed of model policies, application procedures, and performance contracts; (3) parent and community engagement tools; and (4) a quality-authorizing self-assessment. TEA provided targeted TA through the networks and differentiated TA to authorizers in districts where a significant number of schools had been identified as needing support and improvement. In addition, TEA used funds to offer professional development for authorizers and to disseminate information regarding promising practices through conferences and meetings, for which TEA provided funding for authorizers to attend.

Technical Assistance for Applicants. TEA did not use TA set-aside funds for TA to applicants but provided webinars and individualized TA during the application process through other funds.

Supporting Students with Disabilities and English Learners. The TEA Department of Review and Support ensures school compliance with state and federal requirements through monitoring, targeted TA, and supports to special populations, which includes areas of bilingual education/English as a second language, special education program areas, and other special populations, such as students 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 but is using other federal and state funds.

Washington State Charter School Association (WSCSA)
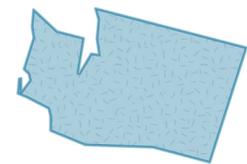
Quality Authorizing. Washington currently has two authorizers in the state, although all districts are eligible to serve as authorizers. With only two authorizers, WSCSA reported using a small portion of TA set-aside funds to support quality authorizing, noting funds will be used to contract with a consultant 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 to improve the process.

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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 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 provided 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)
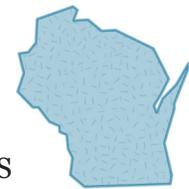
Quality Authorizing. DPI used a portion of funds to create and support the Wisconsin Resource Center for Charter Schools (WRCCS), a statewide center housed within the state's Cooperative Educational Service Agency (CESA). WRCCS leads the development and dissemination of resources for charter schools 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 WRCCSS conduct outreach to non-active 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 funded 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.

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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. Subgrantees go through a rigorous monitoring process during the grant period, 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.

How 2017-2019 State Entity Grantees Are Using Technical Assistance Set-Aside Funds
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