



State Support Network
Partnering for School Improvement

Collaborative Technical Assistance Directory

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Contents

	Page
Introduction.....	2
About This Tool.....	2
Methodology.....	2
Summary of SEA Collaborative Technical Assistance Participation.....	4
Appendix A: List of Acronyms.....	21
Appendix B: Details of SEA Collaborative Technical Assistance Participation.....	28

Figures

Figure 1. Collaborative technical assistance participation by state, 2014–2018	4
Figure 2. Number of collaborative technical assistance activities by year and topic area.....	6

Tables

Table 1. Primary topic areas for collaborative technical assistance activities	5
Table 2. SEA participation in collaborative technical assistance by topic area.....	6
Table 3. SEA participation in collaborative technical assistance by topic area and year	23
Table 4. State participation in collaborative technical assistance activities by topic across time	24

Introduction

About This Tool

In 2018, the Building State Capacity and Productivity (BSCP) Center launched the [Comprehensive Center Network \(CCN\) portal](#), which describes all current technical assistance opportunities by topic area and by state. Although state educational agency (SEA) officials may use the CCN portal to learn about current technical assistance opportunities and potential state contacts by topic area, the portal does not capture which states have participated in collaborative technical assistance opportunities for specific topics in the past. This new tool from the State Support Network (Network) supplements the CCN portal by summarizing previous collaborative technical assistance activities, by topic area, conducted by comprehensive centers and the Network from 2014 through 2018 (Years 3–6 of the comprehensive center cooperative agreements). States may use this directory to identify and contact SEA staff from other states to ask questions and learn from their experiences.

The directory includes two sections:

1. A summary of the past participation of SEAs in collaborative technical assistance activities by topic area
2. A more detailed compendium of the past participation of SEAs in collaborative technical assistance activities by topic area, including brief descriptions of the collaborative technical assistance activities

Methodology

The Collaborative Technical Assistance Directory was developed using a three-step process:

1. Information about current and past communities of practice (CoPs) and peer-to-peer (P2P) exchanges were collected from the comprehensive center Year 5 and Year 6 management plans, from centers funded by the Office of Special Education Programs, the Council of Chief State School Officers (CCSSO), and Network work plans.
2. Staff from these centers reviewed the information that was compiled, made corrections or additions as needed, and noted any additional cross-state collaborative technical assistance activities from previous years (through 2014). These staff self-reported activities by topic area.
3. Network staff edited and combined entries as needed to avoid duplication and lightly edited the information for clarity and consistency.

It is important to note that this directory has the following scope limitations:

- SEAs participate in many forms of technical assistance. Although collaborative technical assistance activities such as CoPs and P2P Exchanges typically focus on information or learnings that are relevant to all interested states, direct technical assistance activities may

or may not be relevant to other states interested in similar topics based on the scope and specificity of the work. This directory captures information on which states have engaged in cross-state learning activities on specific topics but does not include information on direct, individualized technical assistance.

- This directory is designed to provide states with potential contacts for cross-state learning based on previous collaborative technical assistance engagement. It does not include information related to outputs or the effectiveness of the collaborations. In addition, this directory does not differentiate between different types of collaborative technical assistance activities.

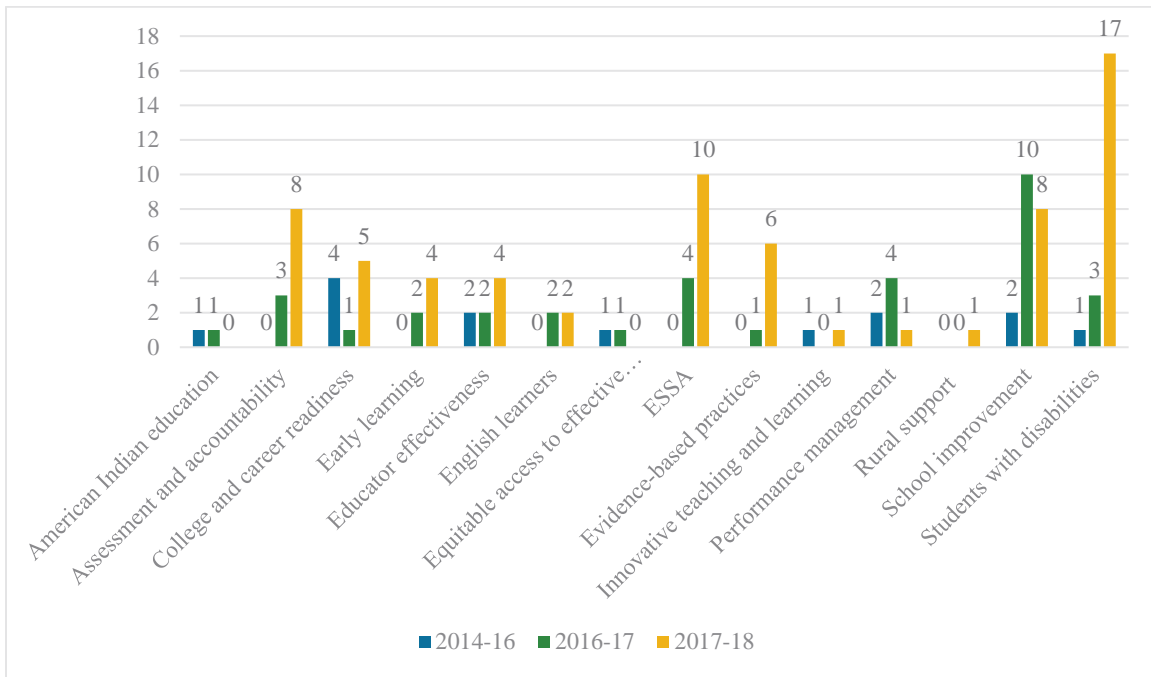
Table 1. Primary topic areas for collaborative technical assistance activities

Topic area	Themes
American Indian education	State and federal Indian education requirements; state policies benefitting Native students and their families, tribes, and communities
Assessment and accountability	Formative assessment, assessments of college and career readiness standards, accountability system design and metrics
College and career readiness	College and career readiness initiatives; career and technical education
Early learning	School readiness, quality improvement systems and policies, family engagement, and dual language
Educator effectiveness	Educator evaluation and development systems; talent management
English learners (ELs)	Assessment and accountability systems for ELs
Equitable access to effective educators	Development and implementation of equitable access to excellent educator plans
Every Student Succeeds Act (ESSA)	Development and implementation of ESSA state plans
Evidence-based practices	Identification and use of evidence-based practices
Innovative teaching and learning	Deeper learning, personalized learning, competency-based education, and education technology
Performance management	Strategic planning, communications, monitoring and performance management systems, and professional development for SEA audience
Rural support	Teacher and leader pipelines in rural communities
School improvement	School turnaround, support for identified schools, comprehensive needs assessment, and school improvement strategies
Students with disabilities	Coordination of services and providers for students with disabilities

Since 2016, most collaborative technical assistance activities focused on school improvement, students with disabilities, and ESSA plans. From 2014 to 2016,¹ most collaborative technical assistance opportunities focused on college and career readiness and educator effectiveness. Figure 2 provides the number of collaborative technical assistance opportunities across these topic areas by year; Table 2 provides the total number of collaborative technical assistance opportunities across time.

¹ The State Support Network launched in 2016–17.

Figure 2. Number of collaborative technical assistance activities by year and topic area



Many SEAs seek to learn how other states have approached similar work or topics before launching their own initiatives or efforts. By learning from other states, SEAs can better understand the considerations related to the work, adopt or adapt other state models, or learn from other states’ successes or challenges. Table 2 provides an overview of state participation from 2014 to 2018 in collaborative technical assistance by topic area, along with contact information for the relevant comprehensive center or Office of State Support (OSS) contact. For more information on state participation in collaborative technical assistance through the Network, please contact the Network at statesupportnetwork@air.org. For state-specific questions, please contact the relevant OSS state mailbox at OSS.state@ed.gov (e.g., OSS.Alabama@ed.gov).

Table 2. SEA participation in collaborative technical assistance by topic area

Primary topic	Number of collaborative technical assistance activities	Number of states and territories	States and territories	Contacts
American Indian education	2	16	AZ	pkoehle@wested.org
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Evidence-based practices	6	25	AK	mike.siebersma@educationnorthwest.org statesupportnetwork@air.org
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Table 3 provides the number of collaborative technical assistance activities and states participating across these activities per year.

Table 3. SEA participation in collaborative technical assistance by topic area and year

Topic	2014–2016		2016–17		2017–18	
	Number of collaborative technical assistance activities	Number of states and territories	Number of collaborative technical assistance activities	Number of states and territories	Number of collaborative technical assistance activities	Number of states and territories
American Indian education	1	3	1	15	0	0
Assessment and accountability	0	0	3	15	8	43
College and career readiness	4	11	1	9	5	42
Early learning	0	0	2	7	4	28
Educator effectiveness	2	7	2	13	4	17
English learners	0	0	2	13	2	39
Equitable access to effective educators	1	6	1	7	0	0
ESSA plans	0	0	5	24	10	55
Evidence-based practices	0	0	1	10	5	19
Innovative teaching and learning	1	4	0	0	2	8
Performance management	2	22	1	16	1	7
Rural support	0	0	0	0	1	6
School improvement	2	16	11	36	7	38
Students with disabilities	1	6	3	10	17	58

Table 4 provides additional details on which states participated in collaborative technical assistance activities per year.

Table 4. State participation in collaborative technical assistance activities by topic across time

Topic	2014–2016		2016–17		2017–18	
	Number of states and territories participating	States and territories	Number of states and territories participating	States and territories	Number of states and territories participating	States and territories
American Indian education	1	IA, OK, and NM	1	AZ, ID, MI, MN, MT, NE, NV, NM, ND, OK, OR, SD, UT, WA, and WI	0	IA, NM, and OK
Assessment and accountability	0	None	15	AL, AZ, AR, CO, GA, KS, LA, MS, MO, NV, NC, NM, OK, SC, and UT	43	AL, AZ, AR, CA, CO, DODEA, DE, FL, GA, ID, IN, IA, IL, KS, LA, ME, MD, MS, MO, MN, NE, NV, NM, NC, OH, OK, SC, TN, UT, WA, WV, and WI
College and career readiness	15	AR, CO, DC, KS, KY, LA, MA, MD, MO, NM, OK, PA, TN, VA, WV	2	GA, MI, MN, MO, NC, OH, TN, UT, and WA	42	AK, AZ, AS, AR, CA, CO, CT, DODEA, DE, FL, GA, HI, ID, IN, IA, KS, KY, LA, ME, MD, MA, MI, MS, MO, NE, NV, NC, NJ, NM, OH, OK, OR, PA, SC, SD, TN, UT, VI, WA, WI, and WY
Early learning	0	None	7	AL, GA, MD, MS, NC, NV, and SC	24	AL, DODEA, GA, IA, IN, IA, KS, LA, ME, MD, MI, MS, MO, NE, NC, ND, OH, OK, OR, SC, TN, UT, WA, and WY

Topic	2014–2016		2016–17		2017–18	
	Number of states and territories participating	States and territories	Number of states and territories participating	States and territories	Number of states and territories participating	States and territories
Educator effectiveness	7	AR, IL, LA, MN, MI, MO, and WI	13	AR, AZ, CO, DE, KS, LA, MA, MO, NV, NM, RI, TN, and UT	17	AL, AZ, AR, CO, DE, DC, GA, IN, KY, LA, MA, MS, MO, NH, OH, RI, and TN
English learners	0	None	13	AR, AZ, DE, IL, KY, MD, MA, MI, NJ, OR, PA, PR, and RI	39	AK, AZ, AR, CA, CO, CT, DODEA, DE, GA, HI, ID, IL, IA, IN, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, NE, NV, NC, NJ, ND, NM, OH, OR, PA, PR, RI, SC, SD, TN, UT, WA, and WI
Equitable access to effective educators	6	AR, KS, LA, MO, NM, and OK	7	CT, ME, MA, NH, NY, RI, and VT	0	None
ESSA plans	0	None	24	AR, BIE, DC, DE, ID, KY, LA, ME, MD, MI, MN, MO, MT, ND, NJ, NM, NV, OK, OH, PA, RI, SC, SD, and VT	55	AL, AK, AS, AZ, AR, CA, CO, CT, DE, DC, FL, GA, GU, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MI, MN, MS, MO, MT, NV, NH, NJ, NM, NC, ND, MP, OH, OK, OR, PW, PA, PR, RI, SC, SD, TN, TX, UT, VT, U.S. VI, VA, WA, WV, and WY
Evidence-based practices	0	None	10	CA, MD, MA, MN, MS, NV, NH, PA, SC, and VT	19	AK, CA, CO, FL, GA, KS, MI, MN, MS, NE, NH, NJ,

	2014–2016		2016–17		2017–18	
Topic	Number of states and territories participating	States and territories	Number of states and territories participating	States and territories	Number of states and territories participating	States and territories
						OH, OK, RI, TN, TX, UT, VT
Innovative teaching and learning	4	AZ, CO, NV, and UT	0	None	8	IL, IA, KY, MI, OH, TN, WA, and WV
Performance management	22	AL, AR, CA, CO, ID, IL, IA, KS, KY, MI, MS, MO, NM, OH, OK, OR, TN, TX, VA, WI, WV, and WY	16	AL, AR, CO, DE, KS, KY, LA, MD, MS, MO, NM, OK, SC, TN, and VI	1	AR, BIE, KS, MS, MO, TX, and VI
Rural support	0	None	0	None	6	IN, MI, MS, OK, TX, and WI
School improvement	16	AL, AK, AR, CO, GA, ID, KS, MS, NV, NH, NM, OK, SD, UT, VA, and WI	36	AL, AK, AS, AZ, AR, CA, CO, DC, DE, GA, GU, ID, IL, IN, KS, KY, LA, ME, MA, MI, MS, MO, MT, MP, NV, NH, NC, ND, NY, OR, PA, RI, SC, SD, TX, UT, VT, VA, VI, WA, and WI	38	AL, AK, AZ, AR, BIE, CA, CO, DE, DC, GA, ID, IL, IN, KS, KY, ME, MA, MD, MI, MS, MO, MT, NV, NC, NH, NJ, NM, OH, OK, OR, PA, RI, SC, SD, UT, VA, VI, and WA
Students with disabilities	6	AZ, FL, GA, MA, OH, and VA	10	AL, AZ, DE, GA, IN, NH, NC, ND, OH, and VA	58	AL, AK, AS, AS, AR, AZ, CA, CO, CT, DODEA, DE, DC, FL, FM, GA, GU, HI, ID, IL, IN, IA, KS, KY, LA, ME, MH, MD, MA, MI, MN, MS, MO, MP, MT, NE, NV, NH, NJ, NY, NC, ND, OH, OK, OR, PA, PW,

	2014–2016		2016–17		2017–18	
Topic	Number of states and territories participating	States and territories	Number of states and territories participating	States and territories	Number of states and territories participating	States and territories
						PR, RI, SC, SD, TX, UT, VI, VA, VT, WA, WI, and WY

Appendix A: List of Abbreviations

Organization or Center	Acronym
Appalachian Regional Comprehensive Center	ARCC
Building State Capacity and Productivity Center	BSCP
California Comprehensive Center	CACC
Central Comprehensive Center	C3
Center on Enhancing Early Learning Outcomes	CEELO
Center on Great Teachers and Leaders	GTL
Center on Innovations in Learning	CIL
Center for IDEA Fiscal Reporting	CIFR
Center on Online Learning and Students with Disabilities	COLSD
Center on School Turnaround	CST
Center on Standards and Assessment Implementation	CSAI
College and Career Readiness and Success Center	CCRS
Communities of Practice	CoP
Comprehensive Center Network	CCN
Council of Chief State School Officers	CCSSO
The Center for IDEA Early Childhood Data Systems	DaSy
English Language Proficiency	ELP
Equitable Access Support Network	EASN
Every Student Succeeds Act	ESSA
Florida and the Islands Comprehensive Center	FLICC
Great Lakes Comprehensive Center	GLCC
IDEA Data Center	IDC
Local Educational Agency	LEA
Mid-Atlantic Comprehensive Center	MACC
Midwest Comprehensive Center	MWCC
National Center on Accessible Educational Materials	AEM
National Center on Educational Outcomes	NCEO
National Center for Systemic Improvement	NCSI
National Center on Intensive Intervention	NCII

National Technical Assistance Center on Transition	NTACT
Next Generation Science Standards	NGSS
North Central Comprehensive Center	NCCC
Northeast Comprehensive Center	NECC
Northwest Comprehensive Center	NWCC
Office of Special Education Programs	OSEP
Pacific Regional Comprehensive Center	PRCC
Procurement Technical Assistance Center	PTAC
Peer to Peer Exchanges	P2P
The Privacy Technical Assistance Center	PTAC
Regional Education Laboratory Central	REL Central
Regional Educational Laboratory Northeast and Islands	REL-NEI
Southeast Comprehensive Center	SECC
South Central Comprehensive Center	SC3
State Educational Agency	SEA
Texas Comprehensive Center	TXCC
U.S. Department of Education	ED
West Comprehensive Center	WCC

Appendix B: Details of SEA Collaborative Technical Assistance Participation

Collaborative Technical Assistance Activities 2014–2016

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
American Indian education	Indian Education Directors' CoP	The collaborative was designed to develop a CoP among SEA Indian education directors who share common issues, challenges, and concerns. The CoP created opportunities for Indian education directors to learn from one another on how best to support American Indian students' academic achievement.	N/A	IA, OK, and NM	<ul style="list-style-type: none"> • SC3 	No
College and career readiness	Beyond College: Enhancing Career Readiness	The College and Career Readiness and Success Center (CCRS) facilitated learning for SEA staff about promising career and technical education strategies employed in other region states and engaged with a network of SEA CTE staff to discuss shared successes, issues, and challenges.	N/A	KY, TN, VA, and WV	<ul style="list-style-type: none"> • ARCC 	Yes; some district/school staff and students presented during web meetings
College and career readiness	Strategic Communications and the Common Core	The Appalachia Regional Comprehensive Center (ARCC) shared strategies and tools with SEAs for communicating clearly and convincingly about the Common Core State Standards to a variety of stakeholders.	N/A	KY, TN, VA, and WV	<ul style="list-style-type: none"> • ARCC 	No
College and career readiness	Bi-Regional Collaborative on College and Career Ready Standards and Assessments	The Center on Standards and Assessment Implementation (CSAI) partnered with the Central Comprehensive Center (C3) and the South Central Comprehensive Center (SC3) to provide support in developing and delivering high-quality resources for college- and career-ready standards and formative assessment implementation. The centers helped these states expand the knowledge of formative assessment to improve instruction statewide, improve statewide plans for standards implementation, and provide technical assistance to increase SEA understanding of the formative assessment process.	N/A	AR, CO, KS, LA, MO, NM, and OK	<ul style="list-style-type: none"> • C3 • SC3 • CSAI 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
College and career readiness	Aligning CCRS Measures to Definitions of College and Career Readiness	The Mid-Atlantic Comprehensive Center (MACC) and CCRS hosted SEA leaders from Mid-Atlantic states in an all-day workshop focused on aligning CCRS measures to definitions of college and career readiness. The workshop included principles for effective measurement strategies, examples from a leading state (Massachusetts) and other states across the country, research from CCRS, and time for each state team to work together.	N/A	MA, MD, PA, and DC	<ul style="list-style-type: none"> • MACC • CCRS 	No
Educator effectiveness	Regional Teacher Licensure Alignment	The Wisconsin Department of Public Instruction requested support with approaching and connecting with other states in the region, particularly Illinois and Minnesota, to streamline the state licensure application and credentialing for educators. This included a crosswalk of available licenses and corresponding requirements for licensure and on developing relationships (including reciprocity agreements) across these states.	Innovations in learning	IL, MN, and WI	<ul style="list-style-type: none"> • GTL • MWCC 	No
Educator effectiveness	Educator Shortage Predictor Model	GTL and CCRS collaborated with several regional comprehensive centers to provide technical assistance and support related to needs sensing and sharing of Missouri's Educator Shortage Predictor Model with interested states. C3 also coordinated and facilitated regular planning calls with SEAs, regional educational laboratories (RELs), and content center partners as needed.	N/A	AR, LA, MO, and MI	<ul style="list-style-type: none"> • GLCC • C3 • GTL • SC3 • WCC • GTL • CCRS • REL Central 	No
Equitable access to effective educators	State Plans to Ensure Equitable Access to Excellent Educators	C3, SC3, GTL, the Center on Enhancing Early Learning Outcomes (CEELO), and the Equitable Access Support Network (EASN) supported states in the development of their state plans and facilitated cross-state learning in the planning process. This included support for states on implementation, monitoring, and revising plans as needed and providing input and facilitation with SEA teams in San Diego	N/A	AR, KS LA, MO, NM, and OK	<ul style="list-style-type: none"> • C3 • SC3 • CEELO • Region VIII Equity Assistance Center 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
		(February 2015) in the development and writing of educator equitable access plans.			<ul style="list-style-type: none"> • GTL • EASN 	
Innovative teaching and learning	Regional College and Career Readiness Collaborative	C3 and WCC collaboratively facilitated a regional collaborative to provide opportunities for SEAs to learn and collaborate with each other about initiatives related to implementing career literacy initiatives, individual learning plans, personalized pathways, and comprehensive school counseling programs at the SEA level.	N/A	AZ, CO, NV, and UT	<ul style="list-style-type: none"> • C3 • WCC 	No
Performance management	Executive Connections	ARCC facilitated discussions between participating SEA and state board of education staff through a regional peer network, in which these staff discussed education leadership issues with their network peers.	N/A	KY, TN, VA, and WV	<ul style="list-style-type: none"> • ARCC 	No
Performance management	SEA Strategic Communications	BSCP established a collaborative of RCCs and hosted a two-day convening to provide professional learning for SEA leaders regarding strategic communication. This led the development of the Strategic Communication KnowledgeBase, an online, organized collection of resources and tools to assist SEAs with developing, refining, and implementing strategic communication plans.	N/A	AL, AR, CA, CO, ID, IL, IA, KS, KY, MI, MS, MO, NM, OH, OK, OR, TX, WI, and WY	<ul style="list-style-type: none"> • C3 • SC3 • MWCC • GLCC • SECC • NCCC • NWCC • TXCC • CSAI • CCRS • GTL • BSCP 	No
School improvement	System of Support	The Center on Innovations in Learning (CIL) provided technical assistance and support to several states, in collaboration with various RCCs, about the Indistar system, a web-based system designed to help school improvement staff at all levels analyze and use data related to improvement activities.	N/A	AL, AK, AR, GA, ID, KS, MS, NH, SD, VA, and WI	<ul style="list-style-type: none"> • C3 • SC3 • CIL 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
School improvement	Regional SW States Turnaround Leadership Consortium	C3, SC3, and WCC collaborated to provide professional learning sessions to state chiefs focused on leadership competencies in the SEA context; internal communication, coordination, collaboration, and coherence; and external communication and coherence with stakeholders. These centers also provided opportunities to dialog on current challenges and address common issues across states.	N/A	CO, NV, NM, OK, and UT	<ul style="list-style-type: none"> • C3 • WCC • SC3 	No
Students with disabilities	Enrollment, Persistence, Progress, and Achievement	The Center on Online Learning and Students with Disabilities (COLSD) convened a group of states to discuss practices, strategies, and challenges in online instruction for students with disabilities.	N/A	AZ, FL, GA, MA, OH, and VA	<ul style="list-style-type: none"> • COLSD 	No

Collaborative Technical Assistance Activities 2016–2017

Primary topic	Title	Description	Theme(s)	Participating states or territories	• Participating centers	District participation
American Indian education	Regional Indian Education—Indian Education Director CoP	Several RCCs formed a multistate collaborative to discuss and explore issues related to American Indian education. The collaborative met every six to eight weeks to discuss topics specified by SEA staff. The collaborative also allowed states to share common concerns, challenges, and successes.	ESSA plans	AZ, ID, MI, MN, MT, NE, NV, NM, ND, OK, OR, SD, UT, WA, and WI	<ul style="list-style-type: none"> • SC3 • GLCC • MWCC • NWCC • NCCC • SECC • WCC 	No
Assessment and accountability	Cross-Regional CCRS Instruction and Formative Assessment CoP	CSAI, C3, and SC3 provided technical assistance to key SEA staff about formative assessment in the context of a comprehensive assessment framework, awareness of resources that can help SEAs support systemic implementation of college- and career-ready instruction and formative assessment in districts, and action plans to build states' capacities for implementing college- and career-ready standards instruction and formative assessment.	College and career readiness	AR, CO, KS, LA, MO, NM, and OK	<ul style="list-style-type: none"> • C3 • SC3 • CSAI 	No
Assessment and accountability	Assessment and Accountability CoP	SECC (SECC) and CSAI provided networking opportunities for SEA staff to share resources, discuss strategies for collecting feedback, and discuss implementation plans related to assessment policies and guidance to districts and schools, with particular emphasis on ESSA implications.	College and career readiness	AL, GA, MS, NC, and SC	<ul style="list-style-type: none"> • SECC • CSAI 	No
Assessment and accountability	Formative Assessment Research Group	WCC and CSAI provided SEAs with opportunities to work together in a CoP to address research and evidence-based practices in effective assessment use. These centers also assisted SEAs in providing training and support to districts to deepen understanding of formative assessment and strengthen instructional practice.	Evidence-based practices	AZ, NV, and UT	<ul style="list-style-type: none"> • WCC • CSAI 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
College and career readiness	Work-Based Learning: State Cohort Working Group	CCRS facilitated working groups of state teams (including career and technical education, comprehensive education, and district and higher education representatives) to plan for work-based learning efforts at the state level (topics included measurement; connections between ESSA, Perkins and WIOA; and engaging employers). This included a multiday in-person workshop for state teams followed by virtual cross-state peer-to-peer sharing sessions.	N/A	GA, MI, MN, MO, NC, OH, TN, UT, and WA	<ul style="list-style-type: none"> • CCRS 	No
Early learning	Preschool Development-Expansion Grantee Peer Exchanges and Communities of Practice	CEELO, in partnership with the National Center for Accessible Education Materials (AEM), provided states with opportunities to come together in-person and online to address common priorities to implement high-quality preschool, such as partnerships and infrastructure, quality improvement systems, finance, monitoring and technical assistance of subgrantees, data, and evaluating effectiveness. The center hosted two in-person peer exchanges on topics of interest along with additional webinars on topics of interest.	N/A	AL, MD, and NV	<ul style="list-style-type: none"> • MACC • SECC • WCC • CEELO • AEM 	No
Early learning	Ensuring School Readiness CoP	SECC facilitated a regional CoP focused on ensuring school readiness and the success of preschool children. The CoP included an online site that served as a virtual workspace for SEA representatives and stakeholders to interact and collaborate with national experts and staff from other SEAs.	N/A	AL, GA, MS, NC, and SC	<ul style="list-style-type: none"> • SECC 	No
Educator effectiveness	State Plans to Ensure Equitable Access to Effective Teachers	GTL collaborated with the Central Comprehensive Center and SC3 to provide technical assistance on using data to inform talent management decisions, analyzing supply, and determining patterns in the educator workforce. This technical assistance also included support for state equity plan implementation and in analyzing current equity plan strategies regarding educator shortages, recruitment, and retention.	Equitable access to effective educators	AR, KS, CO, LA, MO, NM, and OK	<ul style="list-style-type: none"> • C3 • SC3 • GTL 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
Educator effectiveness	Collaborative for the Continuous Improvement of Educator Effectiveness Systems	The seven-state Collaborative for the Continuous Improvement of Educator Effectiveness Systems was cofacilitated by WCC and GTL and focused on supporting the continuous improvement of educator evaluation and support systems, growing educators, and improving practice. Experts and SEAs shared lessons learned and explored strategies about how to continuously improve systems of evaluation and professional support by creating a final work product (e.g., “principles” paper) and developing a set of guiding principles that formed the foundation of the collaborative and provided a cohesive and common set of ideas for our members (as discussed in the “principles” paper).	N/A	AZ, CO, DE, MA, NV, LA, RI, TN, and UT	<ul style="list-style-type: none"> • NECC • WCC • C3 • GTL 	No
English learners	Research and Practices to Support State Efforts to Help Districts Serve English Learners	MACC helped facilitate two interactive webinars on using evidence-based practices to address a specific challenge (e.g., how to help ELs advance toward the Next Generation Science Standards). State teams created a strategy; after eight weeks they reconvened to report on their progress and share challenges and solutions.	Evidence-based practices	DE, MD, and PA	<ul style="list-style-type: none"> • MACC 	No
English learners	English Language Proficiency (ELP) Assessment and Accountability CoP	The State Support Network convened the ELP CoP to provide opportunities for SEAs to discuss specialized technical issues related to EL accountability. SEAs did the following: <ul style="list-style-type: none"> • Self-assessed where they were in the process of incorporating each ESSA assessment and accountability provision related to ELs into their state plans and determined the assistance that would help them prepare their state plans and implement them. • Reviewed research and best practices related to ESSA EL assessment and accountability systems. 	Assessment and accountability	AR, AZ, DE, IL, KY, MA, MI, NJ, OR, RI, and PR	<ul style="list-style-type: none"> • State Support Network 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	• Participating centers	District participation
		<ul style="list-style-type: none"> Received technical assistance in implementing select ESSA assessment and accountability provisions for ELs. Engaged personnel from offices of English learner, assessment and accountability, and special education programs to interact with experts in EL assessment and accountability, experts in general assessment and accountability practices and policy, and psychometricians to develop and implement state plans grounded in extant research, empirical data, and best practice. 				
Equitable access to effective educators	Northeast Regional Equity Collaborative	GTL, the Northeast Comprehensive Center, REL Northeast and Islands, and the CCSO collaborated to support northeast states in developing and implementing their equitable access plans. These centers provided technical assistance on topics that included improving teaching conditions in the highest need districts and unpacking bias and privilege to improve cultural proficiency and responsiveness at the school, district, and state levels.	Educator effectiveness	CT, ME, MA, NH, NY, RI, and VT	<ul style="list-style-type: none"> NECC GTL REL NEI CCSSO 	No
ESSA plans	Data Collection & Reporting Peer Exchange	CSAI facilitated a peer exchange between the Bureau of Indian Education, South Dakota, Kentucky, and Montana to discuss a variety of topics and issues related to data collection and reporting. These states all use Infinite Campus as a student information system (SIS) platform. Participants included SIS managers, EDFacts coordinators, and data coordinators.	N/A	KY, MT, ND, and the Bureau of Indian Education	<ul style="list-style-type: none"> CSAI 	No
ESSA plans	State ESSA Planning	CST (CST) and MACC provided opportunities for state teams to meet in person and by conference call to share dates and suggestions for challenging parts of their ESSA plans.	N/A	DC, DE, MD, NJ, and PA	<ul style="list-style-type: none"> MACC CST 	No
ESSA Plans	ESSA Consolidated State	The ESSA Consolidated State Plan Development CoP helped states craft thoughtful, ambitious, and consolidated state plans with feedback and support from	N/A	MN, MO, OH, and SC	<ul style="list-style-type: none"> State Support Network 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	• Participating centers	District participation
	Plan Development CoP	peer states and national subject matter experts (SMEs) by (1) cultivating a state-to-state peer alliance focused on planning for successful implementation, (2) equipping states with expertise related to their key priority areas, (3) engaging states in consultation with SMEs that results in action plans and relevant next steps to prepare for plan submission, and (4) sharing examples of states approaches to selected sections of consolidated state plans to inform other states in their plan development.				
ESSA plans	ESSA Long-Term Goals	The Network offered a set of virtual P2P Exchange sessions for states that were interested in sharing ideas and/or getting feedback on their current proposed long-term goals within the accountability system section of their ESSA state consolidated plans. Prior to each session, states submitted questions or issues to discuss. States also shared their redacted versions of their final long-term goals, including how these goals are reflected in the accountability system.	N/A	LA, ME, MI, OK, RI, and SD	• State Support Network	No
Evidence-based practices	Evidence-Based Practices CoP	The Evidence-Based Practices CoP helped SEAs craft thoughtful, ambitious ESSA plans that did the following: <ul style="list-style-type: none"> • Defined and explained evidence-based regulations as outlined by ESSA. • Identified and implemented evidence-based interventions as part of a continuous improvement cycle. • Supported districts in their use of the continuous improvement cycle to identify and implement evidence-based interventions. • Refined current or proposed criteria for identifying evidence-based interventions in state ESSA consolidated plans. 	ESSA plans	CA, MD, MA, MN MS, NV, NH, PA, SC, and VT	• State Support Network	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
Performance management	Executive Connections	ARCC collaborated with SEA executives and state board personnel from four states to accomplish the following: <ul style="list-style-type: none"> • Increase opportunities for state executive leaders to communicate with one another (face-to-face or virtually) about current challenges and promising practices. • Improve organizational effectiveness, including increased engagement of personnel, burnout mitigation, succession planning and sustainability, and strategic planning. • Enhance professional efficacy through a participant-driven online personal/professional development learning community. 	N/A	KY, TN, VA, and WV	<ul style="list-style-type: none"> • ARCC 	No
Performance management	KnowledgeBase for Strategic Communication	This KnowledgeBase CoP focused on the development, dissemination, and discussion of strategic communications, which breaks down this complex topic into small manageable pieces. The KnowledgeBase tool is hosted on SC3's website and provides a wide variety of internal and external resources created or selected by SMEs, including SEA communications directors. The CoP discussed problems of practice and used the resources in the KnowledgeBase to consider potential solutions.	N/A	AR, CO, KS, LA, MO, NM, and OK	<ul style="list-style-type: none"> • C3 • SC3 • BSCP 	No
Performance management	Strategic Performance Management Guiding Coalition	CST and BSCP facilitated a cohort of states in discussions about improving performance systems for setting school turnaround priorities and monitoring progress. Specific project activities included the following: <ul style="list-style-type: none"> • Forming a working group of SEAs willing to examine how SEAs strategically organize and operate their systems of support for school turnaround to include performance management methods. 	N/A	AR, CO, DE, KS, KY, MD, SC, TN, and U.S. VI	<ul style="list-style-type: none"> • FLICC • SC3 • C3 • BSCP • CST 	St. Thomas/ St. John and St. Croix Districts (Virgin Islands)

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
		<ul style="list-style-type: none"> Analyzing existing procedures and identifying promising practices for measuring and monitoring school turnaround initiatives. Identifying two or more private, public, or nonprofit organizations with best-in-class performance management systems outside the education sector to host site visits and contribute to working group discussions. Sharing resources, analyzing practices, and providing feedback to the participating states on improvement opportunities in the department’s procedures for monitoring and intervening in schools. 				
Performance management	Alabama-Mississippi CoP	SECC facilitated the Alabama-Mississippi CoP, which focused on sharing knowledge and expertise between SEAs about general topics of interest.	N/A	AL and MS	<ul style="list-style-type: none"> SECC 	No
School improvement	Talent for Turnaround Leadership Academy	<p>GTL and CST supported nine SEA teams to develop and implement strategies to ensure that their lowest performing schools hire, support, and retain effective educators. This included both face-to-face and virtual discussions. These activities focused on building SEA capacity to accomplish the following:</p> <ul style="list-style-type: none"> Establish coherence and alignment of talent management and school improvement policies, systems, and structures. Improve teacher and leader working conditions through data collection, strategy implementation, and ongoing monitoring. Strengthen, implement, and sustain talent management systems in turnaround schools. 	Educator effectiveness	AZ, CO, DC, GA, IL, IN, MS, NH, and RI	<ul style="list-style-type: none"> GTL CST 	No
School improvement	Indistar Technical Assistance	For states using the school improvement platform Indistar, the CIL provided technical assistance to improve and sustain the effective practices being implemented at the SEA level to ensure that schools	Performance management	AL, AK, AR, DC, GA, ID, KS, LA, ME, MS, NH, NC, ND, OR, SD,	<ul style="list-style-type: none"> CIL 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
		and districts are using the practices with fidelity to improve student outcomes.		VT, VA, WA, and WI		
School improvement	Network of State Turnaround and Improvement Leaders—Thought Leadership Forum	CST and GTL led a Thought Leadership Forum designed to highlight the major consideration of ESSA for students in chronically low-performing schools. The forum was designed to explore how turnaround plans can serve as a lever in SEAs’ broader improvement efforts, specifically the implementation of ESSA.	ESSA plans	AL, AR, CO, GA, KY, and MA	<ul style="list-style-type: none"> • CST • GTL 	No
School improvement	State Support Network P2P Exchange Series	The Network convened a peer-to-peer sharing opportunity for the Michigan Department of Education and the Missouri Department of Elementary and Secondary Education to discuss their experiences with attempting to achieve Top 10 state status.	N/A	MO and MI	<ul style="list-style-type: none"> • C3 • GLCC • State Support Network 	No
School improvement	Thought Leadership Forum	The Thought Leadership Forum consisted of 14 states and four RCC participants. The forum was designed to assist SEAs in digging deeper into common problems of practice related to the implementation of ESSA and identify strategies to address common challenges. CST used the forum to develop additional tools and resources for states as they provide guidance and support on ESSA implementation. The forum topics were identified through surveys to the participants, and the following topics were identified: (1) evidence-based interventions/identification of successful supports and interventions; (2) support for districts/schools requiring comprehensive support and improvement; (3) support for districts/schools requiring targeted support and improvement; (4) SEA cross-agency collaboration and integration; and (5) sustainability and feasibility issues.	N/A	AL, AR, CA, CO, GA, IN, KS, KY, MA, MT, NC, OR, SC, and WA	<ul style="list-style-type: none"> • FLICC • GLCC • NECC • TXCC • CST 	St. Thomas/ St. John and St. Croix Districts (Virgin Islands)
School improvement	Consolidated Grant Application	Florida & the Islands Comprehensive Center (FLICC) and the Pacific Regional Comprehensive Center convened staff from American Samoa, Northern Marianas, Guam, and the U.S. Virgin Islands to	Performance management	AS, GU, MP, and U.S. VI	<ul style="list-style-type: none"> • FLICC • PCC 	St. Thomas/ St. John and St. Croix Districts

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
		collaborate and share resources, strategies, and lessons learned about revising consolidated grant applications and activities.				(Virgin Islands)
School improvement	The NW Rural Innovation and Student Engagement (NW RISE) Network	The Northwest Comprehensive Center partnered with Boston College (Professors Andy Hargreaves and Dennis Shirley) and SEAs in the Northwest region to initiate and grow a network of rural schools that share common problems of practice and a desire to significantly improve outcomes for students. Network members participated in a series of face-to-face and virtual meetings to share innovative, research-based, and promising practices derived from purposeful efforts to improve teaching and learning. District members participated in role-alike groups and implemented action inquiry projects.	Evidence-based practices	AK, ID, OR, and WA	<ul style="list-style-type: none"> NWCC 	No
School improvement	Comprehensive Needs Assessment P2P Exchange	The Comprehensive Needs Assessment P2P Exchange focused on state efforts to design comprehensive needs assessments for districts. The exchange included a series of seven events—a kickoff session including all interested SEAs, followed by a series with two tracks, each track with three sessions. Track 1 supported states with a draft comprehensive needs assessment tool already in development. Track 2 supported states just starting the process of developing a comprehensive needs assessment tool. Participating states developed a comprehensive needs assessment tool and process for districts.	N/A	AZ, DE, DC, GA, MD, MI, OR, and PA	<ul style="list-style-type: none"> State Support Network 	No
School improvement	Other Needs Assessment	This CoP continued the work begun in the Needs Assessment P2P Exchange, helping SEAs design comprehensive needs assessments for districts.	N/A	AZ, DE, DC, and GA	<ul style="list-style-type: none"> State Support Network 	No
School improvement	Systems Leadership Academy	CST cohosted a leadership academy designed to facilitate cross-SEA learning between leadership teams grappling with the challenge of a coherent and aligned systemic intervention.	Performance management	CA, CO, IN, MI, TX, UT, and WI	<ul style="list-style-type: none"> TXCC CST 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	• Participating centers	District participation
Students with disabilities	State CoP on District Maintenance of Effort Policies and Procedures	Seven states met eight times in a four-month span for a short-term, intensive CoP to draft written procedures to collect and report valid and accurate district maintenance of effort data.	District MOE policies and procedures	AL, DE, IN, NH, ND, OH, and VA	• Center for IDEA Fiscal Reporting (CIFR)	No
Students with disabilities	Summit on Online Learning	COLSD convened a group of states to discuss practices, strategies, and challenges in online instruction for students with disabilities.	N/A	AZ, GA, OK, and VA	• COLSD	No
Students with disabilities	Universal Design for Learning (UDL) Credentialing Convening	COLSD convened a group of SEA staff to discuss credentialing and certification of educators related to UDL.		IN, NH, and NC	• COLSD	No

Collaborative Technical Assistance Activities 2017–2018

Primary topic	Title	Description	Theme(s)	Participating states or territories	• Participating centers	District participation
Assessment and accountability	Accountability Systems and Reporting Collaborative	The Accountability Systems and Reporting Collaborative worked to identify, develop, and share strategies that improve the effectiveness and technical quality of education accountability systems. This collaborative also worked to develop and disseminate best practices related to data management and reporting and cultivate promising practices to promote innovation.	N/A	AZ, AS, AR, CT, DODEA, DE, HI, IN, KS, KY, LA, ME, MD, MA, MI, MS, MO, NE, NV, NC, OH, OR, PA, SD, TN, UT, WA, WI, and WY	• CCSO	No
Assessment and accountability	English Language Arts (ELA) Collaborative	The ELA collaborative consisted of member states from across the country that came together to leverage their collective expertise to support effective implementation of college- and career-ready ELA/literacy standards. At every meeting, time was carved out for members to share best practices and high-quality tools and resources. In 2013, the group launched the Navigating Text Complexity website, a collection of web resources to help educators everywhere navigate the text complexity demands critical to college- and career-ready standards. During the past two years, the website underwent several upgrades in content and usability and continues to be an area of focus.	N/A	DODEA, HI, ID, IA, IN, KY, ME, MD, MI, MO, NE, NC, OH, OR, SD, TN, U.S. VI, and WA	• CCSO	No
Assessment and accountability	Formative Assessment for Students and Teachers Collaborative	The Formative Assessment for Students and Teachers Collaborative aimed to advance the implementation of formative assessment in each member state through the development of resources, by sharing member states' initiatives related to formative assessment, and by enhancing the expertise of members.	N/A	AZ, AR, HI, ID, IA, KS, KY, MD, MI, MO, NC, OH, OR, SD, WI, and WY	• CCSO	No
Assessment and accountability	Math Collaborative	The Math Collaborative leveraged collective expertise to support the effective implementation of college- and career-ready mathematics standards. It focused	N/A	AZ, DODEA, HI, ID, IA, IN, KS, KY, ME,	• CCSO	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	• Participating centers	District participation
		specifically on the implementation of college- and career-ready standards, mathematics curriculum, standards review, and high-quality assessments.		MD, MI, MO, NE, NC, OH, SD, UT, and WA		
Assessment and accountability	Science Collaborative	The Science Collaborative was dedicated to supporting its members in the successful implementation of college- and career-ready state science standards. It embraced a state-directed and state-led process, building capacity by collaborating in the development of examples of high-quality assessment products aligned to standards informed by the Framework for K–12 Science Education.	N/A	AZ, CA, DODEA, GA, HI, ID, IN, IA, KS, KY, ME, MD, MI, MS, MO, NE, NC, OH, OR, SC, SD, and WA	• CCSO	No
Assessment and accountability	Social Studies Collaborative	The Social Studies Collaborative harnessed the collective wisdom of state leaders and national experts to explore opportunities and address challenges within the field of social studies. It focused on identifying, developing, and sharing high-quality educational resources that support student and professional learning through rigorous standards, an engaging curriculum, balanced assessments, effective professional development, and attention to equity. Collaborative members also received updates on legislative trends and policy issues that likely would impact social studies.	N/A	DC, DODEA, DE, HI, IA, ME, MD, MI, MO, NE, NC, OH, SC, and UT	• CCSO	No
Assessment and accountability	Technical Issues in Large Scale Assessment	The Technical Issues in Large Scale Assessment collaborative consisted primarily of state assessment directors, data analysts, and psychometricians. The group of approximately 32 states and 15 partners worked on a variety of technical topics that states were facing with their summative assessments. Expert speakers were invited to present on current and future topics, such as scoring technology-enhanced items and moving toward automated item generation.	N/A	AK, AR, CA, CO, CT, DODEA, DE, FL, GA, HI, ID, IN, KS, KY, LA, ME, MD, MI, MS, MO, NE, NV, NJ, NC, OH, OK, OR, PA, SC,	• CCSO	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
				SD, TN, WA, WV, and WI		
Assessment and accountability	Formative Assessment Bi-Regional Advisory Board	CCRS provided technical assistance to SEAs during monthly virtual meetings and at a face-to-face summit related to formative assessment and standards implementation. These meetings focused on both SEA and district needs.	N/A	AR, CO, KS, LA, MO, NM, and OK	<ul style="list-style-type: none"> • SC3 • C3 • CSAI 	No
College and career readiness	Beyond College: Enhancing Career Readiness	ARCC and CCRS assisted SEA staff in (1) acquiring new knowledge about strategies—such as apprenticeships, internships, and job shadowing—that support career readiness and (2) developing an expanded network of SEA staff with career and technical expertise across the region. This group also focused on identifying promising state CTE initiatives.	N/A	KY, TN, VA, and WV	<ul style="list-style-type: none"> • ARCC • CCRS 	No
College and career readiness	Education Information Management Advisory Collaborative	The Education Information Management Advisory Collaborative focused on influencing, advancing, and sustaining the innovative use of data and technology to promote college and career readiness for all students.	N/A	AZ, AR, CA, CO, DC, DE, FL, GA, HI, ID, IL, IN, KS, KY, ME, MA, MI, MS, MO, NE, NV, NJ, NM, NC, OK, OR, PA, SC, VA, WA, and WI	<ul style="list-style-type: none"> • CCSO 	No
College and career readiness	Teaching, Leading, & Learning Collaborative	The Teaching, Leading, & Learning Collaborative supported states as they worked to identify and act on policies aimed at comprehensive approaches to improving teachers and leaders' instructional practices, with a focus on the implementation of college- and career-ready standards.	N/A	AR, CT, DC, DODEA, HI, ID, IL, IA, KY, LA, MD, MI, MS, MO, NE, NJ, OH, RI, TN, UT, VA, and WI	<ul style="list-style-type: none"> • CCSO 	No
College and career readiness	Increasing Access to Industry Experts Collaboration: Career and	Advance CTE, GTL, and CCRS collaborated by convening and facilitating two working groups of states and national leaders to explore promising strategies and determine what supports and processes	N/A	HI, ID, IA, MN, NC, and OR	<ul style="list-style-type: none"> • CCRS • GTL 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	• Participating centers	District participation
	Technical Education State Working Group Series	were needed to support state implementation. These workgroups built on the <i>Increasing Access to Industry Experts</i> report by Advance CTE, supporting states to further explore innovative solutions and promoting innovation in the field. The two workgroups (Workgroup 1: Exploring Innovative Roles; and Workgroup 2: Secondary and Postsecondary Collaboration) had five group meetings each between July 2017 and March 2018, with both interim and follow-up calls with each participating state.				
College and career readiness	Support for Implementing College- and Career-Ready Standards and Assessments	SECC facilitated a CoP for assessment implementation plans and activities under ESSA, including the identification of relevant resources and a discussion of state needs.	Assessment and accountability	AL, GA, MS, NC, and SC	<ul style="list-style-type: none"> • CSAI • CCRS 	No
Early learning	Early Childhood Education Collaborative	The Early Childhood Education Collaborative informed SEA early learning directors and specialists about critical education policies and problems of practice for children, birth to age 8. The meetings provided SMEs, exemplary state and local models of practice, and cross-state sharing among the participating state teams.	N/A	DODEA, IA, IN, KS, ME, MD, MI, MS, MO, NE, OH, OR, UT, WA, and WY	<ul style="list-style-type: none"> • CCSO 	No
Early learning	Ensuring School Readiness CoP	CEELO facilitated a CoP on early childhood school readiness to provide a forum and support for dialogue regarding early childhood state policies, procedures, and processes. The CoP also supported states with the most recent research about high-quality access to early childhood and a comprehensive pre-third grade approach to improve the quality and coherence of children's learning opportunities.	N/A	AL, GA, MS, NC, and SC	<ul style="list-style-type: none"> • CEELO • SECC 	No
Early learning	SEA Leadership Professional Learning Community	CEELO facilitated a professional learning community to prepare and support new, top tier state-level administrators in their capacity to provide effective,	N/A	OK, OR, ND, SC, and TN	<ul style="list-style-type: none"> • CEELO • BSCP 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
		informed leadership for P–3 learning within the state agency and across local districts.				
Early learning	CCSSO: State Collaborative on Standards and Assessment	CEELO collaborated with the CCSSO to convene 3 two-day meetings with state leaders from 12 to 14 states from offices of early learning at SEAs or affiliated with SEAs. Members of this collaborative group also collaborated with other SEAs focused on ELA to discuss implementing policies and initiatives to improve early literacy, reading, and mathematics outcomes by third grade for all students.	N/A	IN, IA, KS, LA, ME, MD, MI, MN, MS, MO, NE, OH, UT, WA, WY, and DODEA	<ul style="list-style-type: none"> • CCSSO • CEELO 	No
Educator effectiveness	Regional Educator Effectiveness Collaborative	GTL, RCCs, and SEA teams worked together to move educator effectiveness systems from compliance systems to systems capable of promoting the growth and improvement of educators’ practices. These SEA teams aimed to lead the way in reframing the national dialogue about educator effectiveness systems to focus on providing teachers with opportunities for growth and to gain solutions to specific and current problems of practice.	N/A	AZ, CO, DE, MA, RI, and TN	<ul style="list-style-type: none"> • GTL • WCC • C3 • MACC • NWCC • ARCC 	No
Educator effectiveness	Talent for Turnaround	Through the Talent for Turnaround project, GTL assisted SEAs and districts with identifying, implementing, and measuring the impact of effective talent management strategies in rapid turnaround settings, based on their unique context. GTL worked to strengthen SEA and district teams’ capacities by linking talent development and systemic school improvement efforts; provide support in the development of coherent and aligned talent management and school improvement systems that attract, support, and retain effective educators in high-need schools and districts. GTL also provided SEA and district teams the opportunity to share and learn from one another in a continuous improvement and collaborative structure of support.	School improvement	AZ, CO, GA, IN, MA, MS, NH, RI, and DC	<ul style="list-style-type: none"> • GTL • C3 • GLCC • MACC • NECC • SECC • WCC 	Yes

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
Educator effectiveness	Equitable Access to Effective Educators	GTL used a combination of universal, targeted, and intensive technical assistance support to support SEAs, districts, and regional service agencies to address gaps in equitable access to effective educators by building their capacity to better analyze and report equity data; engage stakeholders and use effective communication; develop, implement, and monitor the progress of high-leverage, feasible, and well-designed strategies or interventions; and embed equitable access work into state and local planning in strategic, coherent ways.	Equitable access to effective educators	AL, AR, DC, GA, KY, MO, MS, and OH	<ul style="list-style-type: none"> • CCSO • GTL • State Support Network 	No
Educator effectiveness	Collaborative for Continuous Improvement of Educator Effectiveness Systems	GTL and WCC convened in 2016–17 the first phase of the Collaborative for the Continuous Improvement of Educator Effectiveness Systems as a network of like-minded states addressing state-specific problems of practice related to improving their feedback/observation and professional growth systems. The collaborative extended into 2017–18 to (1) galvanize and support a community of like-minded SEAs and their district teammates for reframing the national dialogue about educator effectiveness systems to focus on providing educators with opportunities for growth and improvement of practice situated within broader talent management and school improvement efforts; and (2) continue to inform the field with lessons learned and evidence about how to continuously improve systems of evaluation and professional support through the revision and dissemination of a “guiding principles” paper.	N/A	Phase I: AZ, CO, DE, LA, MA, RI, and TN Phase II: AZ, CO, DE, MA, RI, and TN	<ul style="list-style-type: none"> • GTL • NECC • WCC • C3 	No
English learners	English Learners Collaborative	The ELs Collaborative explored issues of policy implementation, particularly focusing on college- and career-ready academic standards and state ELP standards, their aligned assessment and accountability systems, and state policies that affect instruction, curriculum, professional supports and leadership for EL.	N/A	AK, AZ, AR, CA, CO, CT, DODEA, DE, GA, HI, ID, IA, IN, KS, KY, LA, MD, MI, MN, MS, MO, NE, NV, NC,	<ul style="list-style-type: none"> • CCSO 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
				ND, OH, OR, PA, SC, SD, TN, UT, WA, and WI		
English learners	English Language Proficiency CoP 1.0	The ELP CoP helped states determine methods for incorporating ELP progress in state accountability systems and long-term goals and provide support from EL and accountability experts in the development, refinement, and implementation of their state plans.	N/A	AR, AZ, CA, DE, IL, KY, LA, ME, MA, MI, NJ, NM, NC, OR, PR, and RI	<ul style="list-style-type: none"> State Support Network 	No
ESSA plans	ESSA Implementation and Equity	Consultation and information sharing webinars and conference calls with SEA key leadership, Central Comprehensive Center staff members and its partners, and other experts provide SEAs with an opportunity to discuss constraints, share best practices, and problem-solve implementation challenges, leading to changes and improvements in their own plans and practices. The Central Comprehensive Center also provides follow-up specific to each state based on the input and questions that each state individually contributes to the community of learners. Each state will receive differentiated technical assistance according to identified needs.	Equitable access to effective educators	CO, KS, and MO	<ul style="list-style-type: none"> BSCP GTL CIL CST CCRS CSAI CEELO C3 	No
ESSA plans	ESSA Support	ARCC developed and provided peer learning opportunities between SEAs to address ad hoc and emergent regional needs related to ESSA implementation.	N/A	KY, TN, VA, and WV	<ul style="list-style-type: none"> ARCC 	No
ESSA plans	Executive Connections	ARCC collaborated with SEA executives and state board personnel to (1) increase opportunities for SEA and/or state board leaders to communicate with one another (virtually) about current challenges and promising practices; (2) improve organizational effectiveness including strategic planning, ESSA implementation, succession planning and sustainability; and (3) enhance professional efficacy	N/A	KY, TN, VA, and WV	<ul style="list-style-type: none"> ARCC 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	• Participating centers	District participation
		through a participant-driven online personal/professional development learning community.				
ESSA plans	Financial Transparency CoP	This CoP is designed specifically to support rural or sparsely populated states as they work to develop plans to meet the school-level financial transparency requirement in ESSA. Specifically, facilitated by experts at the Edunomics Lab, the CoP will work with states that do not currently have finalized plans in place to collect and report school-level financial data. The CoP will engage SEA teams to develop financial data collection plans, assess early data collections for validity and usefulness, and design financial systems that are effective for all districts.	N/A	AR, ID, MT, ND, NM, NV, OK, VT	• State Support Network	No
ESSA plans	Foster Care P2P exchange series	The Foster Care P2P exchange series supports states in challenges around data systems, collaboration with child welfare agencies, transportation, and supporting LEAs related to ESSA implementation.	N/A	AL, MI, MT, OR, RI, WV	• State Support Network	No
ESSA plans	Leveraging Financial Transparency to Advance System Productivity	BSCP supported states through four group technical assistance webinars to develop a data visualization checklist and incorporate productivity into plans to meet the federal requirement.	N/A	AL, AK, AZ, AR, CA, CO, CT, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI, WY, DC, U.S. VI, GU, PR, AS, MP, and PW	• BSCP	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
ESSA plans	Strengthening the Quality of K–3rd Grade	CEELO and the Education Commission of the States brought early childhood/K–3 education leaders together to interact, collaborate, build on what’s already in place and learn from each other about early childhood policies, regulations, and reporting.	Early learners	AZ, CO, MA, and MS	<ul style="list-style-type: none"> • CEELO 	No
ESSA plans	ESSA Requirements and Opportunities to Support High-Quality Services for Early Learners and Their Families	MACC facilitated a CoP of early learning SEA staff to update each other about parts of ESSA that they are using to support early learning in their states and about approaches to specific challenges. This CoP helped SEAs use the flexibility and opportunities in ESSA to ensure coordinated and high-quality services for early learners. The CoP also included advice from experts regarding adverse childhood experiences and the impact of traumatic stress on children’s learning and development, as well as trauma-sensitive and trauma-informed educational practices for early childhood and elementary school teachers and administrators.	Early learning	DC, DE, MD, NJ, and PA	<ul style="list-style-type: none"> • MACC • CEELO 	No
ESSA plans	ESSA Implementation and Support for Equity and Diversity	SC3 and the Central Comprehensive Center hosted webinars and conference calls with SEA key leadership and experts to provide SEAs with an opportunity to discuss constraints, share best practices, and problem-solve implementation challenges, leading to changes and improvements in their own ESSA plans and implementation practices.	Equitable access to effective educators	AR, CO, KS, LA, MO, NM, and OK	<ul style="list-style-type: none"> • SC3 • C3 	No
ESSA plans	State Report Cards CoP 1.0	The State Report Cards CoP brought SEAs together to discuss how to meet the new report card requirements under ESSA. Participants collaborated on developing different approaches to providing information regarding school quality to parents and families that is accessible and useful.	N/A	AL, Bureau of Indian Education, AR, FL, MS, NE, NH, NM, NV, OK, and SC	<ul style="list-style-type: none"> • State Support Network 	No
ESSA plans	State Report Cards CoP 2.0	The State Report Card CoP 2.0 helped states develop strategies for using the state report card for improvement and communicating complex data to external and internal stakeholders.	N/A	AL, AR, FL, MA, MS, NE, NH, NM, NV, OK, SC, WA	<ul style="list-style-type: none"> • State Support Network 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
Evidence-based practices	Peer Network: Using Geographic Information Systems Mapping to Inform Work-Based Learning Decision Making	This peer network provided a combination of virtual meeting facilitation, fast-response technical assistance, and intensive technical assistance to support states in their work-based learning efforts related to geographic information systems mapping strategies and efforts.	College and career readiness	CO, GA, KS, MN, OH, RI, and TX	<ul style="list-style-type: none"> • C3 • GLCC • SC3 • TXCC • MWCC • SECC 	No
Evidence-based practices	Peer Network: The Role of Intermediaries in Supporting Work-Based Learning	This peer network leveraged SEA expertise and provided opportunities for SEA staff to engage with their peers on similar problems of practice related to intermediaries. This peer network also allowed SEAs to share knowledge about how to best use intermediaries to facilitate work-based learning and connect education and business/industry leaders.	N/A	CO, KS, GA, MN, NE, RI, and TX	<ul style="list-style-type: none"> • C3 • SC3 • NCCC • TXCC 	No
Evidence-based practices	Peer Network: Measuring and Defining High-Quality Work-Based Learning	This peer network sought to address key challenges related to work-based learning (including defining high-quality work-based learning, developing implementation guidance for districts, and measuring work-based learning activities and impact) through a series of virtual meetings that included expert presentations and state consultancy facilitation.	N/A	CO, GA, KS, MN, NE, OK, RI, and TX	<ul style="list-style-type: none"> • C3 • SC3 • WCC 	No
Evidence-based practices	Social and Emotional Learning Project	GTL partnered with the Collaborative for Academic, Social, and Emotional Learning to provide support for social-emotional learning through virtual, regional, affinity groups. These groups learned from experts and their peers how to support social-emotional learning policies and support local implementation.	N/A	MI, MN, TN, NJ, and OH	<ul style="list-style-type: none"> • GLCC • MWCC • ARCC 	No
Evidence-based practices	Evidence-Based Practices CoP 1.0	The Evidence-Based Practices CoP engaged SEAs to discuss how to build capacity for identifying and implementing evidence-based practices at the local level, such as identifying and adapting frameworks for engaging in cycles of continuous improvement, identifying common implementation challenges and developing strategies to improve the likelihood that selected practices improve student outcomes, and	N/A	AK, CA, FL, GA, MS, NH, NJ, UT, and VT	<ul style="list-style-type: none"> • State Support Network 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	• Participating centers	District participation
		supporting districts in establishing or building an evidence base for practices.				
Evidence-based practices	Evidence-Based Practices CoP 2.0	Understand existing continuous improvement frameworks and identify key components of these frameworks. Prepare to engage in cycles of continuous improvement by identifying how continuous improvement frameworks may be adapted to implement EBPs within their state. Develop policies and systems based on continuous improvement framework to support districts in implementing and evaluating EBPs.	N/A	CA MA MN NH SC VT	• State Support Network	No
Innovative teaching and learning	Regional Deeper Learning Cross-State Competency-Based Education CoP	This CoP brought states together regularly to share promising practices and learn about national models of competency-based education. SEAs shared progress with each other, learned about promising practices, shared strategies for overcoming common challenges, and shared approaches to design and implementation.	N/A	IL, IA, MI, and OH	• GLCC • MWCC • CCRS • CIL	No
Innovative teaching and learning	Building SEA Capacity to Support Students with Literacy-Based Disabilities	This CoP provided peer-to-peer learning opportunities and professional development on screening for and understanding dyslexia and other literacy-related disabilities; improving reading achievement for students with dyslexia and other literacy-related disabilities in general education in grades K–3; and the formal identification of dyslexia and other literacy-related disabilities and intensifying interventions to maximize reading success.	N/A	KY, TN, VA, and WV	• ARCC	No
Performance management	Strategic Performance Management	The goals of this technical assistance were fourfold: (1) Convene SEA and RCC personnel interested in strategic performance management to share practices, learn from expert presenters, and develop SEA-specific materials. (2) Provide implementation and	N/A	AR, KS, MS, MO, TX, U.S. VI, and Bureau of Indian Education	• FLICC • SC3 • C3 • CST	St. Thomas/ St. John and St. Croix Districts (Virgin Islands)

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		sustainability support for state leadership teams in the application of BSCP's Strategic Performance Management system. (3) Facilitate commissioner and SEA leadership in implementing BSCP's SPM system. (4) Extend SPM to districts, including school boards.			<ul style="list-style-type: none"> • ARCC • NECC • NWCC • WCC 	
Rural support	Rural District Teacher Recruitment and Retention	Multiple comprehensive centers and states convened to discuss rural teacher recruitment and retention issues. Though not a formal CoP, bringing the states together to problem-solve and network on this issue was the primary focus.	N/A	IN, MI, MS, OK, TX, and WI	<ul style="list-style-type: none"> • TXCC • SC3 • SECC • GLCC • MWCC • GTL • CCRS 	No
School improvement	School and District Improvement (SDI) Collaborative	The SDI Collaborative supported members as they worked with schools and districts to support the lowest performing schools, close achievement gaps for all students, and increase support for specific subgroup populations. With the passage of ESSA, SEAs have an opportunity and responsibility to rethink how they support and intervene in their lowest performing schools, and how their SEAs engage in the work. The role that SEAs play in addressing these challenges continues to increase, along with the responsibility for leading and supporting progress. For many states, this work requires new roles, skill sets, and systems, and for all states, the challenges of figuring out how to help schools and districts advance are complex.	N/A	AK, AZ, DE, IL, IN, KY, ME, MD, MI, MS, MO, NJ, OH, OR, SD, UT, and VA	<ul style="list-style-type: none"> • CCSO 	No
School improvement	Regional Talent for Turnaround Leadership Academy	Supporting the national effort with collaborative partners, the Northwest Comprehensive Center codesigned opportunities for states to learn with and from their colleagues and consultants about evidence-based practices to support their priority strategies. The center worked with partners on an intensive ongoing basis to plan, implement, assess, improve, and deepen the work.	N/A	AZ, CO, GA, IN, IL, MS, NH, RI, and DC	<ul style="list-style-type: none"> • GTL • NWCC 	No

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School improvement	Regional SEA Executive Leadership Consortium	The purpose of this project was to provide regional SEA executive leadership an opportunity to discuss common concerns and issues on problems, practices, policies, and reform in a collaborative environment.	N/A	AZ, CO, NM, NV, and UT	<ul style="list-style-type: none"> • C3 • SC3 • WCC 	No
School improvement	Network of State Turnaround and Improvement Leaders	The purpose of this project was to provide a learning network of engagement, sharing, and facilitated dialogue designed to improve practice across state leaders overseeing turnaround efforts. The approach included practice sharing, as well as a Thought Leadership Forum designed to provide deeper dialogue in topical areas. The learning network focused on knowledge building and included an expert speaker and dialogue among SEA and RCC participants for peer-to-peer learning. After Thought Leadership Forum sessions with expert speakers, CST prepared topical briefs for both network participants and nonparticipating SEAs and centers.	N/A	AL, AK, AZ, CA, CO, GA, KS, KY, MA, MT, NC, OR, and SC	<ul style="list-style-type: none"> • FLICC • NECC • SECC • TXCC • GTL 	No
School improvement	Charters and Choice	MACC hosted a series of convenings of state teams to explore several perspectives; researchers, policymakers, and practitioners from across the country described recent research findings on access to school choice.	N/A	DC, DE, MD, NJ, and PA	<ul style="list-style-type: none"> • MACC 	No
School improvement	NW RISE Network	The Northwest Comprehensive Center served as the backbone organization for convening NW RISE participating districts and a representative design team for two in-person events and multiple virtual collaborative sessions.	N/A	AK, ID, OR, and WA	<ul style="list-style-type: none"> • NWCC 	No
School improvement	State Systems of Support	The technical approach was to provide support to SEAs and RCCs to build the capacity to design and implement a statewide system of support that differentiates efforts and is grounded in state ESSA plans to support the lowest performing districts and schools. The Center of School Turnaround provided support through virtual and face-to-face meetings to targeted SEAs and RCCs, provided on-site intensive	N/A	AL, AR, CA, CO, KY, MD, MS, NH, OK, Bureau of Indian Education, and U.S. VI	<ul style="list-style-type: none"> • SC3 • WCC • CACC • ARCC • SECC • FLICC 	Yes

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		assistance to support individual states, and developed products/tools for universal knowledge-building.				
School Improvement	School Improvement Identification and Support CoP	This CoP is designed to support states' systems for identifying low-performing schools and improving SEA processes for guiding district and school improvement planning. Working with Public Impact and the Center for Assessment, the CoP will help participating states to monitor and evaluate school identification decisions, align accountability-based identification systems and improvement-based support structures within and outside of the SEA, and support local districts to develop strong practices for district and school improvement planning. The CoP will provide opportunities for participating states to identify and address common challenges, highlight effective practices, and prioritize improvements to their systems for identifying schools and supporting improvement planning for districts and schools.	N/A	AL, AR, ID, IL, IN, ME, MD, NV NY, OH, SD	<ul style="list-style-type: none"> State Support Network 	No
Students with disabilities	How States Can Support MTSS For Students with Disabilities	Co-hosted with the National Center on Intensive Intervention (NCII) and the National Center for Systemic Improvement (NCSI), this meeting provided an opportunity for states to discuss lessons learned from MTSS implementation with a focus on improving outcomes for students with disabilities.	N/A	CO, MI, NY, OR, RI, SC, TX UT, VT, WA, WY	<ul style="list-style-type: none"> NCII NCSI 	
Students with disabilities	NCII State Leadership Collaboration Summit: Cohort 1 Planning Meeting	NCII hosted a meeting with Cohort 1 states to discuss common implementation challenges and define opportunities for collaboration. We also left time to plan next steps and the July 2018 meeting in DC with all intensive state partners.	N/A	CO, OR, MI, WA	<ul style="list-style-type: none"> NCII 	
Students with disabilities	NCII State Leadership Collaboration Summit July 2018	NCII will host a meeting with all intensive state partners and discuss collaborations within and across state education agencies, LEAs, and NCII cohorts of intensive state partners. Will also plan next steps for	N/A	CO, MI, OR, RI, SC, TX, WA	<ul style="list-style-type: none"> NCII 	

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		intensive technical assistance and lead a ‘questions from the field’ Q&A and address common implementation challenges and other trending topics.				
Students with disabilities	Joint Task Force for Including Accessibility in the Digital Instructional Materials Acquisition Policies for States Database	Recommendations were given for including accessibility indicators in the digital instructional materials acquisition policies for states’ databases (published by the State Education Technology Directors Association).	N/A	FL, IN, MD MN, OH, and TX	<ul style="list-style-type: none"> AEM 	No
Students with disabilities	Universal Design for Learning in ESSA: Policies and Practices for Every Student	This project reviewed UDL in ESSA and implications for SEAs.	N/A	FL, IN, NH, MI, MS, and VA	<ul style="list-style-type: none"> COLSD The UDL-IRN 	No
Students with disabilities	Assessing Special Education Students (ASES) Collaborative	The ASES Collaborative supported states as they enhanced their assessment, accountability, and curriculum and instruction systems to provide full equity for students with disabilities. ASES was the only national collaborative that brought together experts in the fields of assessment and special education from the SEA, industry sectors, and higher education to identify challenges and find solutions for the inclusion of students with disabilities through policy and practice.	N/A	AZ, AR, CA, CO, DODEA, DE, FL, GA, HI, ID, IA, IN, KS, KY, ME, MD, MI, MS, MO, NE, NC, OH, OR, PA, SC, SD, VA, VT, WA, WI, and WY	<ul style="list-style-type: none"> CCSSO 	No
Students with disabilities	State CoP on IDEA Part B Allocations and Educational Service Agencies	Ten states met five times in two months for this short-term, intensive CoP. The primary purpose for this topic-based CoP was for CIFR to facilitate opportunities for state-to-state discussion on how states allocate IDEA funds to educational service agencies (ESAs) or other intermediary units.	N/A	CA, IL, KS, MO, MI, MN, ND, OK, WA, and WI	<ul style="list-style-type: none"> CIFR NCSI IDC 	No

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Students with disabilities	Annual Meeting of the AEM Best Practices Cohort	Ongoing intensive collaboration with the AEM Center and among participating states.	N/A	AK, FL, IN, IA, MD, MN, OH, and TX	<ul style="list-style-type: none"> AEM 	<ul style="list-style-type: none"> No
Students with disabilities	Results Based Accountability Learning Collaborative	The Results Based Accountability Learning Collaborative builds the capacity of SEAs in the implementation of a comprehensive general supervision system that serves to improve outcomes for students with disabilities while maintaining compliance under the Individuals with Disabilities Education Act (IDEA). This collaborative includes a focus on increasing capacity to effectively monitor for compliance and results and use that information to provide targeted evidence-based technical assistance and professional development. This collaborative works toward achieving alignment of general supervision systems and the vision of Results Driven Accountability, with a focus on Part B programs.	N/A	AZ, CA, CO, CT, DC, ID, IN, KS, ME, MO, MN, MS, MT, NH, NJ, NY, NC, OK, SD, TN, and VT	<ul style="list-style-type: none"> Community Advocates for Disability Rights and Education Center for the Integration of IDEA Data IDC 	No
Students with disabilities	Systems Alignment Learning Collaborative	The Systems Alignment Learning Collaborative is focused on supporting states through systems alignment and implementation to build and sustain district capacity to improve results for students in most need of support. Content in this collaborative includes critical attributes of a system under a framework of continuous improvement, and the focus is on Part B programs.	N/A	AZ, AR, CA, IN, KS, MI, MO, NE, TX, UT, and WI	<ul style="list-style-type: none"> CST SECC TXCC GLCC CACC State Support Network CCSSO NCEO Learning First Alliance 	No
Students with disabilities	Social and Emotional Outcomes Learning Collaborative	The Social and Emotional Outcomes Learning Collaborative is focused on identifying issues and opportunities in improving social and emotional outcomes for infants and toddlers with disabilities. The collaborative will build capacity in states to support	N/A	AK, CA, DE, HI, KS, MD, MI, MO, NC, ND, PA, TX,	<ul style="list-style-type: none"> Early Childhood Technical Assistance (ECTA) Center DataSy 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	Participating centers	District participation
		achievement of state-identified measurable results (SiMRs) for this content area, with a focus on Part C programs.		UT, WV, and WY		
Students with disabilities	Family Outcomes Learning Collaborative	The Family Outcomes Learning Collaborative identifies issues and opportunities for improving family outcomes practices; namely that families understand their child’s strengths, abilities, and special needs, know their rights and advocate effectively for their children, help their children to develop and learn, have sufficient support systems, and successfully access desired services, programs, and activities in their community. The collaborative builds capacity in states to support the achievement of SiMRs for this content area, with a focus on Part C programs.	N/A	AS, AR, CT, LA, NY, PR, MP, TX, VT	<ul style="list-style-type: none"> ECTA PTAC DataSy 	No
Students with disabilities	Language & Literacy Collaborative	The Language & Literacy Learning Collaborative supports states with work related to the State Systemic Improvement Plan (SSIP) to promote increased state capacity in evaluating the efficacy, fidelity of implementation, and impact of evidence-based practices/programs in language and literacy in the early grades. The collaborative builds capacity in states to support the achievement of SiMRs for this content area in Part B programs.	N/A	AS, CO, CT, DE, FM, GU, HI, ID, IL, LA, MI, MO, NV, NY, MP, OH, OK, OR, PW, SC, SD, U.S. VI, WA, and WY	<ul style="list-style-type: none"> NCII 	No
Students with disabilities	Mathematics Learning Collaborative	The Mathematics Learning Collaborative supports states with work related to SSIPs to address improvements in the state infrastructure to support districts in implementing, evaluating, and measuring the impact of evidence-based practices/programs in mathematics. The collaborative builds capacity in states to support the achievement of SiMRs for this content area, with a focus on Part B programs.	N/A	FL, MD, PR, RI, UT, and VT	<ul style="list-style-type: none"> NCII 	No
Students with disabilities	Graduation & Post-School Outcomes Learning Collaborative	The Graduation & Post-School Outcomes Learning Collaborative builds state capacity to develop, implement, and evaluate their SSIPs addressing graduation and postschool outcomes. This	N/A	AL, AK, CO, DC, FL, GA, LA, MH, MN, MO, NJ, NC,	<ul style="list-style-type: none"> PTAC NTACT 	No

Primary topic	Title	Description	Theme(s)	Participating states or territories	• Participating centers	District participation
		collaborative includes a focus on identifying strategies to leverage evidence-based practices for improving graduation rates and postsecondary outcomes for students with disabilities. The collaborative builds capacity in states to support the achievement of SiMRs for this content area, with a target on Part B programs.		PA, VA, and WV		
Students with disabilities	Results-Based Accountability Learning Collaborative	The Results-Based Accountability Learning Collaborative builds capacity of lead agencies in the implementation of a comprehensive general supervision system designed to improve outcomes for infants and toddlers with disabilities while maintaining compliance under the IDEA. This collaborative includes a focus on increasing capacity to effectively monitor for compliance and results and to use that information to provide targeted evidence-based technical assistance and professional development. It works toward achieving alignment of general supervision systems and the vision of Results-Based Accountability, with a focus on Part C programs.	N/A	CA, CO, CT, MT, NV, SD, UT, and WI	<ul style="list-style-type: none"> • ECTA • DataSy • IDC • PTAC 	No
Students with disabilities	Knowledge & Skills Collaborative	The members of the Knowledge & Skills Learning Collaborative work to identify issues and opportunities in improving the acquisition and use of knowledge and skills, including early language and communication, among infants and toddlers with disabilities. The collaborative will build capacity in states to support the achievement of SiMRs for this content area, with a focus on Part C programs.	N/A	GU, IL, MS, OK, PA, and SD	<ul style="list-style-type: none"> • NCII 	No