

CSP SE Subgrant Webinar

CTAE & High-Impact Tutoring Subgrants

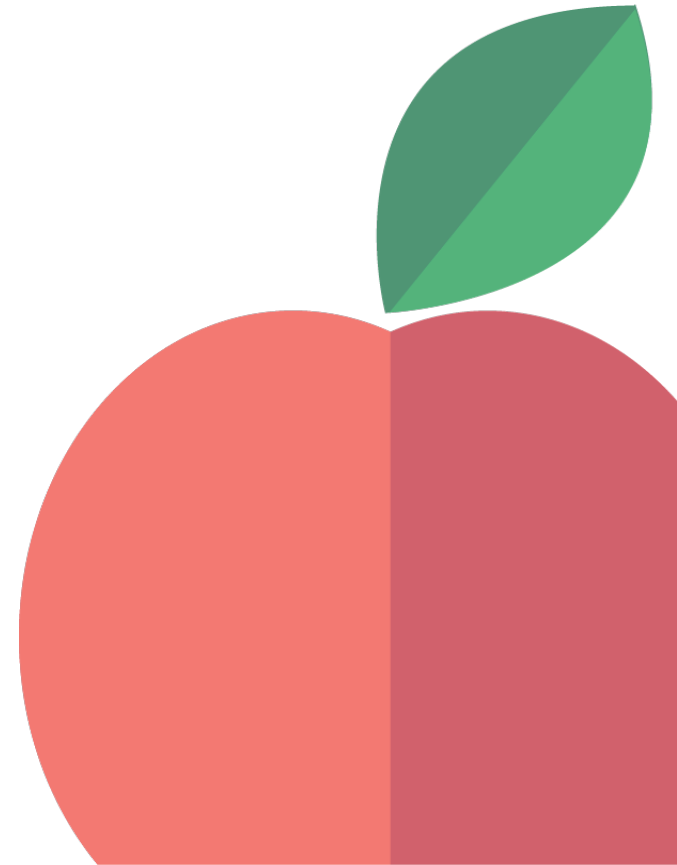
July 27, 2026

Michele Neely, Sr. Director of School Support & Outreach

Molly Gassman, School Support & Outreach Manager

With special presenter: Jennifer Bronson, Accelerate

STATE CHARTER
SCHOOLS COMMISSION
of **GEORGIA**



Agenda

Georgia's CSP SE Grant Overview High-Impact Tutoring Subgrant Overview Career & Technical Education Programs Subgrant Overview	Michele Neely, SCSC
Application Instructions	Molly Gassman, SCSC
Questions	
Building a High-Quality Tutoring Program	Jennifer Bronson, <u>Accelerate</u>
Tutoring Questions	

Georgia CSP SE Grant Overview

Fast Facts

- Total award \$50,833,333
 - Subgrants: \$45,750,000
 - Technical Assistance: \$3,558,333
 - Additional \$12.5 million awarded to SCSC last fall
- 20 current subgrantees awarded over \$27 million
- Anticipate over 13,000 new charter school seats within 5 years
- 80% located in priority areas
- 50% offering high school
- All schools have a free profile on FindaGaCharter.org.
- Five-year grant - currently in Year 4 (Oct. 2025- Sept. 2026)



Grant Changes



Waivers Approved

- Allow all enrollment preferences allowed in Georgia
- Remove management agreement & other requirements
- Create new subgrants for all charter schools for high-impact tutoring & CTAE programs (only SE grantee in U.S.)
- Expand allowability to include sustained costs & direct student services, including transportation & Special Education services (one of first SE grantees)

Subgrant Opportunities

New & Replicating Schools

	Pre-opening Supplement	Implementation Grant Base	Supplement for Rural/Priority Communities	Supplement for High School
Amount	\$100,000	\$1,000,000	\$300,000	\$600,000

Expanding Schools

	Implementation Grant Base	Supplement for Rural/Priority Communities	Supplement for High School
Amount	\$500,000	\$250,000	\$500,000

New Subgrants – All Charter Schools Eligible

	High-Dosage Tutoring	CTAE (high school)
Amount	\$100,000	\$500,000
Number of subgrants	10	5

**Maximum
combination of
awards of \$2 million
(from FY2022 grant)**



CTAE Subgrant

- Up to 5 \$500,000 subgrants
- All operational Georgia charter high schools eligible (at least one high school grade in 2026-27)
- Subgrant term of 24 months
- Examples of allowable expenses:
 - Personnel (should not pay for existing salaried positions)
 - Contractors
 - Facility lease, minor improvements, construction planning
 - Supplies & equipment
 - Devices
 - Curriculum
 - Software



CTAE Subgrant Requirements

- Must include:
 - A focus on preparing students for careers that are high-demand, high-wage, and high-skill, meeting the State of Georgia's and local workforce needs ([Top State for Talent - Georgia's Career Pipeline](#));
 - Alignment and adherence to the Georgia Department of Education's CTAE Career Clusters and
 - Pathways and/or Work-Based Learning initiatives; and
 - A plan for sustainability of the program after the completion of the subgrant.
- Focus on high-demand, high-wage, and high-skill careers based on local and state workforce needs

[Georgia's Career, Technical, and Agricultural Education \(CTAE\) programs](#)



CTAE Subgrant Timeline

Activity	Date
CSP Subgrant Application announced	June 25, 2026
CSP Subgrant Application available	July 22, 2026
REQUIRED CSP Subgrant Webinar for prospective applicants with tutoring best practices	July 27, 2026
Deadline for questions from prospective applicants	July 29, 2026
CSP Subgrant Application deadline	August 19, 2026
SCSC Board of Commissioners Meeting to consider award recommendations	September 30, 2026
CSP Subgrant Awards announced	September 30, 2026



High-Impact Tutoring Subgrant



- Up to 10 \$100,000 subgrants
- All operational Georgia charter schools eligible
- Subgrant term of 24 months
- Examples of allowable expenses:
 - Personnel (should not pay for existing salaried positions)
 - Contractor
 - Supplies
 - Devices
 - Curriculum
 - Software

***Note:** All applicants must attend this entire webinar.*

High-Impact Tutoring Subgrant Requirements

- Must include:
 - A focus on improving reading and/or math proficiency for K-12 students who have been designated a “Beginning Learner” or “Developing Learner” on the 2026 Georgia Milestones Assessment System (GMAS) or are ranked in the bottom 40% of learners through benchmark assessments;
 - Instruction from trained tutors/personnel who work consistently with the same students;
 - No more than four students per tutor at any time;
 - At least three 30-minute periods per student per school week;
 - A dedicated space allocated for tutoring activities without interruption; and
 - Data collection related to student growth and proficiency, utilizing the Data Alignment and Tutoring Assessment Standards (DATAS).



High-Impact Tutoring Subgrant Timeline

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CSP Subgrant Awards announced	September 30, 2026



Application Instructions

- Applications must be submitted through the [Grant Application Portal](#).
- Review the [Application Guide](#).
- Send questions to molly.gassman@scsc.georgia.gov.
- Application deadlines are set to 12:00 noon ET. Please plan accordingly!

Note: The SCSC is using a new grant portal (Epicenter).



Questions

Building a High-Quality Tutoring Program

Accelerate





SCSC TUTORING SUBGRANT · APPLICANT WEBINAR

Setting up a tutoring program that works

Design choices that increase the likelihood of high-dosage tutoring moving outcomes, and how to make \$100,000 go further.

Jen Bronson Managing Director of Learning Programs, Accelerate

July 27, 2026

What “high-dosage” actually means

Done right, tutoring is one of the most effective interventions in education research.* When dosage and implementation are strong, tutoring delivers reliable gains across modalities, grade bands, and subject areas.**

100+ studies

Accelerate's evidence base — roughly 40 randomized trials, including supporting the largest-ever RCT of high-dosage tutoring. .

3+ sessions a week

30–45 min. a session, sustained across the year, or at least a semester. Not ad hoc.

Groups of 4 or fewer

Typically, the more highly-trained the tutor, the larger the group size.

During the school day

Students are more likely to attend when tutoring is part of the academic schedule.

The same tutor

Training and coaching a consistent tutor builds the relationship that helps drive gains.

Strong, aligned curriculum

Structured materials that follow a scope and sequence, not simply homework help.

Progress monitor

Regularly look at input, output, and outcome data (e.g., dosage, attendance, lessons complete, assessment growth).

*Nickow et al. 2020, <https://edworkingpapers.com/sites/default/files/ai20-267.pdf>

**2024–25 Accelerate Synthesis, <https://accelerate.us/research/cea-synthesis/>

The decisions you'll make setting it up

- 1 In-house or a provider?**

Either can work. If you run it in-house, designate a school-site leader, leverage a structured curriculum (*consider using Tier 1), coach tutors, track data.
- 2 Subject & grade band**

Pick one focus area. Trying to serve everyone can dilute the impact.
- 3 Staffing model**

Teachers, paraprofessionals, or vendor tutors can all be effective with the right materials, training, and coaching.
- 4 Scheduling**

Block protected time in the school day before the school year begins. Doing so is critical to ensuring dosage, which is the single largest predictor of impact.
- 5 Curriculum**

Tutoring materials should be structured (i.e., not homework help) and aligned to core instruction and grade level standards.*

*<https://tnscore.org/resources/instructional-coherence-for-literacy-knox-county-study>

Making \$100,000 count

\$100k

per award, **up to 10 schools**

Prioritize maintaining strong dosage for participating students; spread too thin, the risk becomes diluted impact.

- **Boost an existing program** Top up a program that already has scheduled time and a champion (e.g., add a grade level, more students).
- **Concentrate the dose** One subject, fewer grade bands. Better to offer fewer students adequate dosage v. offering many kids inadequate dosage.
- **Small groups over 1:1** The same dollars reach more students at an effective dose.*
- **Set a dosage floor** Protect minimum sessions per week; ~30 total hours should be the minimum (roughly a semester), 50–60 total hours is better (roughly a year).
- **Use existing resources** Leverage Tier 1 curriculum, quiet learning spaces, in-house instructional and small-group management expertise
- **Plan for sustainability** Shape investments around materials, structures, and training that will persist into year two and beyond.

*However, novice tutors should be assigned smaller groups or 1:1 sessions. Emerging evidence suggests tutors require more experience and more training to maintain impact as group sizes grow.

Where programs fall short

The failure points are predictable and avoidable.

No one owns it

Someone has to be explicitly accountable for program execution.

Dose too low

Once a week or ad hoc does not move the needle.

Spread too thin

Serving everyone a little means helping no one enough.

Improvised curriculum

Talented staff without structured materials still underdeliver.

Optional or after-school

Low attendance leads to low dosage.

One-time spend

Money is spent, but with nothing in place to sustain it.



THE BOTTOM LINE

You don't need a perfect program. You need to intentionally schedule tutoring into the school day, a tight scope, a strong curriculum, and someone to own it.

How Accelerate can help

<https://accelerate.us/knowledge-hub/>

Jen Bronson · Accelerate · jennifer.bronson@accelerate.us

Questions?