



HIGHER EDUCATION INSTITUTIONS (HEI) AUTHORIZING

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INTRODUCTION

Authorizers are the entities that decide who can start a new charter school, set academic and operational expectations, and oversee school performance. They also decide whether a charter should remain open or close at the end of its contract. Authorizers should ensure that each school has the autonomy, freedom, and flexibility to innovate and meet student needs, while also holding the school accountable for meeting its goals, succeeding, and being open and accessible to all. If and how authorizers fulfill their responsibilities—approving new schools, monitoring performance, and closing failing schools—determines the overall quality of charter schools in a community.

Authorizing—with its inherent challenges, complexities, and advantages—creates opportunities for students, families, and communities—especially those historically under-resourced. Authorizers expand choices for parents by opening and growing more great schools. They focus on what a charter school achieves, and less on how it does the work. They set clear expectations on the front end and use strong accountability on the back end. If a school isn't serving students and taxpayers, a good authorizer closes that school and works to ensure that students can smoothly transition into better options.

Quality authorizing can exist within many contexts and structures. One of those contexts is within higher education institutions (HEIs). The first HEI to authorize a charter school was Central Michigan University in 1994. Since that time, the number of HEIs authorizing charter schools has grown.

AS OF 2022, THERE WERE 38 HIGHER EDUCATION INSTITUTIONS AUTHORIZING MORE THAN 650 CHARTER SCHOOLS ACROSS 12 STATES

There are numerous reasons for an HEI to take on the challenging work of authorizing. For some, authorizing compliments the historic commitment that each institution has made to improve teaching and learning through teacher and administrator preparation programs. For others, it is a bold way for universities and colleges to reach communities and empower families with educational opportunities. Whatever the reason, each HEI is making an impact and pioneering new strategies that contribute to the improvement of public elementary and secondary schools.

The National Association of Charter School Authorizers (NACSA) examined how and what HEIs contribute to the charter schools' landscape. This includes the policy landscape, unique challenges and tensions faced by HEIs, and the benefits of colleges and universities engaging in authorizing. NACSA conducted focus groups, interviews, and surveys with 19 authorizing professionals to learn about their experiences with and approach to charter school authorizing. The authorizing professionals who participated in this research project oversaw 81% of the charter schools overseen by HEI authorizers nationally. This research is an opportunity to share best practices and possibilities for students, and to inform future policy. These lessons learned can and should encourage other colleges and universities to consider charter school authorizing.



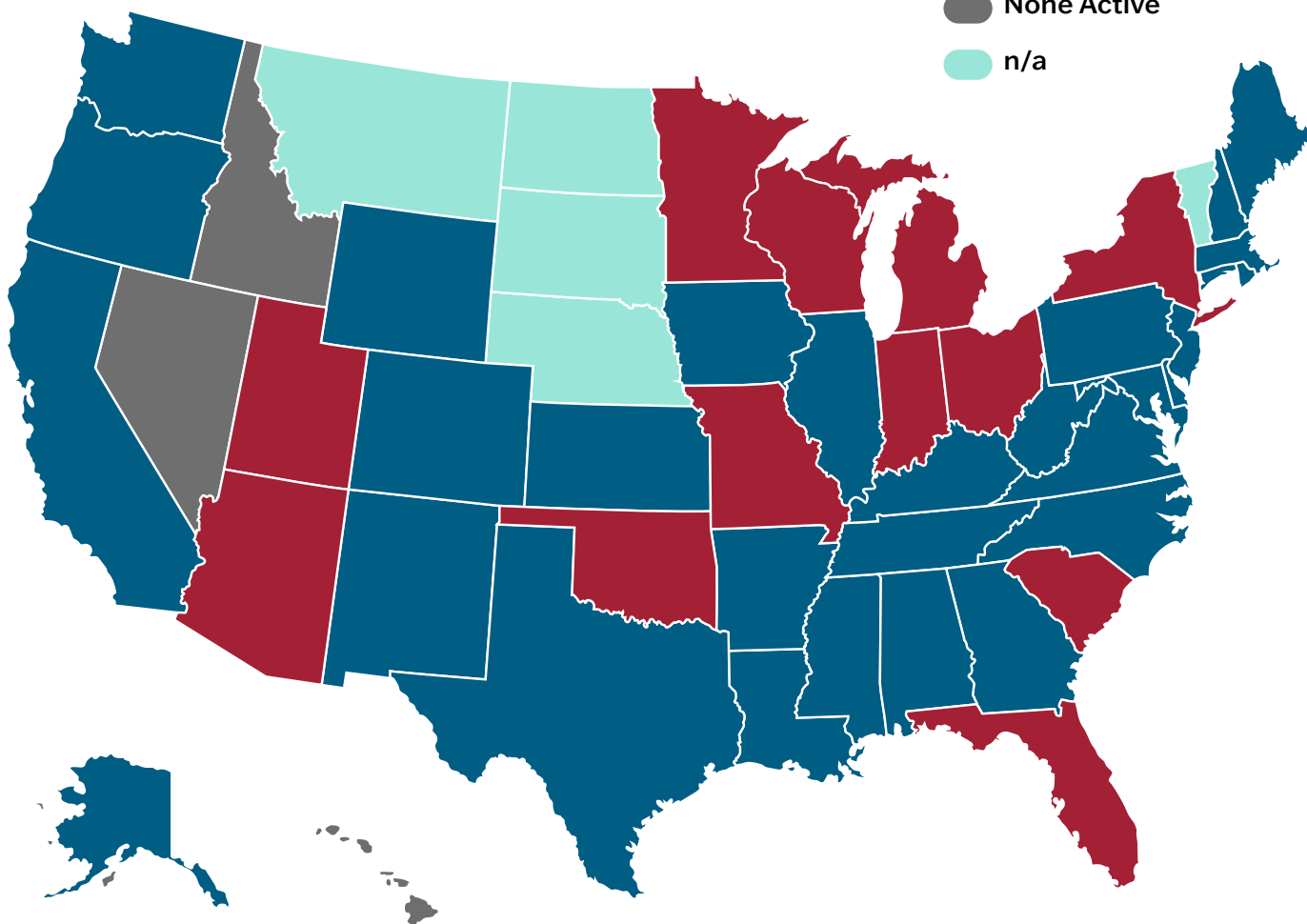
HEI AUTHORIZING POLICY LANDSCAPE

HEI authorizers are a unique authorizing entity. Unlike some other types of authorizers, HEI authorizers differ widely depending on the legal framework, organizational structure, and circumstances of each state.

Charter school laws in 15 states permit HEI authorizers, though in three of these states there are no active HEI authorizers.

HEI AUTHORIZERS BY STATE

- Yes
- No
- None Active
- n/a



States vary widely in what kinds of HEIs are allowed to authorize, how an HEI may begin authorizing, and how they are funded. For example, in New York, only one statutorily specified HEI authorizer is permitted—the State University of New York—but Minnesota broadly permits most private and public colleges and universities. HEI authorizing policies differ on whether the HEI serves as the LEA for charter schools in its portfolio, raising important implications for what responsibilities an HEI has as an authorizer, especially around reporting and special education services. The table below provides a comprehensive state-by-state summary of these policy issues. The appendix describes the relevant statutory provisions in each state where HEI authorizing is permitted. HEIs considering becoming charter school authorizers should consider the policy implications in their states.

STATE	LIMITS ON TYPES OF INSTITUTIONS	REGISTRATION/ APPLICATION	FUNDING MECHANISM	AUTHORIZER IS LEA
AZ	Statute permits “a university under the jurisdiction of the Arizona board of regents, a community college district, or a group of community college districts.”	No Requirements	Application processing fee permitted; additional fees may only be charged that “represent full value” of services provided	No; charter school is own LEA
FL	Statute permits state universities and Florida College System institutions	None for “lab” schools; application to State Education Department required to authorize non-lab schools	Percentage fee: up to 5% for schools up to 250 students, up to 2% above; up to 5% for virtual schools	Yes; authorizer serves as charter school’s LEA
HI	None Active	None Active	None Active	None Active
ID	None Active	None Active	None Active	None Active
IN	Statute permits state universities and an enumerated list of private universities	Institutions must apply to State Education Department	Percentage fee: up to 3%	No; charter school is own LEA
MI	Statute permits state public universities and community colleges	No requirements	Percentage fee: up to 3%	No; charter school is own LEA
MN	Statute permits state colleges and universities and private colleges	Institutions must apply to State Education Department	Percentage fee based on variable fee structure agreed to in charter contract	No; charter school is own LEA

STATE	LIMITS ON TYPES OF INSTITUTIONS	REGISTRATION/ APPLICATION	FUNDING MECHANISM	AUTHORIZER IS LEA
MO	Statute permits public colleges and universities as well as private institutions that meet specific criteria	Institutions must apply to State Education Department	Percentage fee: set at 1.5% by statute	No; charter school is own LEA
NV	None Active	None Active	None Active	None Active
MO	Statute permits public colleges and universities as well as private institutions that meet specific criteria	Institutions must apply to State Education Department	Percentage fee: set at 1.5% by statute	No; charter school is own LEA
NY	Statute only permits the State University of New York Board of Trustees	Specifically empowered by statute	None (regular state budget allocation)	No; charter school is own LEA
OH	Statute permits "board of trustees of any of the thirteen state universities"	Institutions must apply to State Education Department	Percentage fee: up to 3%	No; charter school is own LEA
OK	Statute permits Oklahoma State System of Higher Education institutions	No requirements	Percentage fee: up to 3%	No; charter school is own LEA
SC	Statute permits a public or independent "institution of higher learning"	No requirements	Statute does not specify	Yes; authorizer serves as charter school's LEA
UT	Statute permits technical colleges as well as enumerated public and private universities	State Board must approve institution's application	Percentage fee: may charge up to 3% in first two years of operation, up to 1% thereafter	No; charter school is own LEA
WI	Statute permits University of Wisconsin system institutions, as well as certain enumerated community colleges	No requirements	Statute does not specify	No; charter school is own LEA



HEI authorizers also differ in how they are funded from state to state. In most, HEI authorizers are funded through authorizer fees, with fee schedules varying widely from state to state, and even within the same state. In a few states, authorizing functions are funded through normal HEI operation budgets. **Authorizing fees range from 1% to 5%, with many states requiring HEI authorizers to specify and annually report on the services provided.**



HEI authorizers exist and do the difficult, but rewarding, work of authorizing for a multitude of reasons across the country.

HEI authorizers exist and do the difficult but rewarding work of authorizing for a multitude of reasons across the country. Each one has a unique mission for their work and a connection to their associated university's vision. Each one navigates political and cultural pressures differently, and each HEI commits to, and connects with their communities in ways that are contextually appropriate and landscape dependent. The structure of each authorizing office varies in both staffing and positions, as well as location within the university. These unique structures provide lessons from which new HEI authorizers can learn and establish goals. **Through an analysis of the challenges and tensions, as well as the benefits and possibilities, the field can ascertain new ways of authorizing and, hopefully, expand the roster of those interested in this work.**

WHERE ARE AUTHORIZERS WITHIN THE UNIVERSITY STRUCTURE?

HEI charter authorizing offices are generally located in four different contexts within their universities' organizational structures:

WITHIN SCHOOLS OF EDUCATION:

Authorizing offices within schools of education and teachers' colleges are usually independent entities within colleges, but often report through the university's hierarchical structure (i.e., authorizing executive director to dean of college to president to board of trustees).

INDEPENDENT OFFICES WITHIN UNIVERSITIES:

Independent authorizing offices operate outside of university authorizing hierarchies, and usually report directly to a university president or board of trustees.

WITHIN OTHER UNIVERSITY DEPARTMENTS:

Authorizing offices situated within other university departments may be affiliated with administration, academic affairs, or other departments, but typically function similarly as independent offices, directly reporting to a university president or board of trustees.

WITHIN A STATE'S LARGER UNIVERSITY SYSTEM:


Within a state's larger university system: A small, but impactful, number of authorizing offices are situated within a state's larger university system. Decision-making and authorizing office accountability within the larger systems vary.

WHEREVER THE AUTHORIZING FUNCTION IS LOCATED, THERE MUST BE INSTITUTIONAL BUY-IN TO CHARTER SCHOOL AUTHORIZING.

Authorizers reported that when buy-in was absent, other departments in their universities were sometimes unaware of or even hostile to charter schools. A few also described politicized boards negatively impacting their work. As such, HEIs considering the work of authorizing should be aware of not only the placement of the office, but of the political awareness and understanding of the work to best set up the office for success.

Although, there is not a specific right or wrong place to locate the authorizing function within a university structure, alignment between where the function is situated and the institution's vision for charter school authorizing is essential. HEIs from all four contexts reported benefits from being closer in the organization structure to authorizing decision-makers.

AUTHORIZING OFFICES CLOSE TO DECISION-MAKERS:

- **Characterized university leadership as more knowledgeable and supportive of charter school authorizing.**
 - **Are nimbler, and more able to communicate and act upon school concerns and successes directly with decision-makers.**
 - **Are better situated to respond to the questions and concerns of decision-makers before authorizing decisions are made.**
- 

UNIQUE BENEFITS OF HEI AUTHORIZING

HEI authorizers are committed to their core authorizing responsibilities—approving new schools, monitoring performance, and closing failing schools—within a higher education environment that has many different kinds of relationships with K-12 schools. With that unique setting comes an array of advantages and challenges.

HEI authorizers commonly use their missions to build rapport, understanding, and buy-in from their university communities. For example, charter school authorizing may align with an HEI whose larger mission involves public service and advancing equity. That alignment enables them to build connections between the authorizing entity and the university. Several HEI authorizers reported that their institutions became charter school authorizers solely because of a change in state statute (i.e., They were empowered to authorize, so, they did). Many HEI authorizers now describe the relationship between the authorizing work and their larger university as being mutually beneficial, meeting the needs of both the HEI and the communities they serve.

“THE ONGOING ENROLLMENT CRISIS AT U.S. COLLEGES AND UNIVERSITIES DEEPENED IN SPRING 2022, RAISING CONCERNS THAT A FUNDAMENTAL SHIFT IS TAKING PLACE IN ATTITUDES TOWARD THE VALUE OF A COLLEGE DEGREE.”¹

While the COVID-19 pandemic certainly is influencing these numbers (cited as undergraduate enrollment dropping 9.4% since spring 2020), declining enrollment has been an ongoing challenge prior to COVID-19. Within the decline, there are also troubling data that demonstrates a growing racial disparity, creating additional equity issues.

HEI authorizers play a crucial role in addressing this enrollment trend. Numerous authorizers in our focus groups described part of the authorizing role as building a K-12+ or a K-16 pipeline for students, particularly for students enrolled in their schools. HEIs are creating structures, programs, and offerings to foster connections between traditional K-12 schooling and the possibilities of higher education. This pipeline opportunity creates pathways to college for students, pathways for colleges/universities to plan for future student enrollment, and pathways for institutions to plan for the financial impact. More than 3.4 million students of color were served by charter schools during the 2019–2020 school year (67.9% of all charter students were students of color).² HEI authorizing can also be instrumental in building a stronger school-to-college pipeline.

HEI authorizers have developed creative and innovative ways of getting younger students involved with and exposed to college and university settings. Some simply offer site visits, space and special events, camps specifically for the students within the university’s charter portfolio, dual-enrollment opportunities, and scholarships, while some have university positions dedicated to bridging this gap and building a broader sense of community. The range and creativity of pipeline-building activities seems to be growing, and the benefits of this are tangible for students, families, and communities, changing the trajectory of students within their portfolios.

¹<https://www.nytimes.com/2022/05/26/us/college-enrollment.html>

²<https://data.publiccharters.org/digest/charter-school-data-digest/who-attends-charter-schools/>



STATE UNIVERSITY OF NEW YORK

The importance for HEI authorizers to be close to institutional decision-making is clearly illustrated by how the Charter Schools Institute is situated within the SUNY system. The Institute is not a sub-unit of another department within SUNY, but rather Institute leadership reports directly to the Charter Schools Committee, comprised of university trustees charged with high-stakes decision making. And because the governor appoints SUNY's trustees, the context provides both a layer of electoral accountability as well as some insulation from influences and agendas unrelated to quality authorizing.

In addition to the K-12+ pipeline, HEI authorizers are in a unique position to offer continuing education options for charter school staff and faculty.

Charter schools have historically had a more difficult time recruiting and retaining quality teachers due to several factors, most notably receiving thousands of dollars less per student than district run schools. “Nationwide, charters lose 24 percent of their teachers each year, double the rate of traditional public schools.”³ Despite the reasons, the challenges for all schools, charters included, were amplified during the last few years of the pandemic. While the teacher supply-and-demand issue is not new, it has been exacerbated by many of the stressors on the K-12 sector. As Secretary Cordona has recently stated, “Right now, leaders are struggling to fill vacancies—particularly in the highest need schools and areas—and they’re struggling to increase diversity of our teacher workforce. Our schools and students need qualified teachers, and our teachers deserve livable wages.”⁴

³ <https://www.gse.harvard.edu/news/ed/17/05/battle-over-charter-schools>

⁴ <https://www.usnews.com/news/education-news/articles/2022-06-09/cardona-americans-shouldnt-be-surprised-by-teacher-shortage>

HEI DATA ON TEACHER RECRUITMENT AND RETENTION IS BEING ADDRESSED ACROSS HEI's, AND THEIR WORK CAN BE REPLICATED AND MODELED ACROSS OTHER AUTHORIZING INSTITUTIONS, INCLUDING BY:

- 1. Creating scholarship opportunities for charter school staff to work towards additional degrees and certification**
- 2. Providing professional development opportunities for existing charter school staff and for university students**
- 3. Developing and offering “matchmaking” services between newly graduated and interested students and open positions within portfolio schools**
- 4. Offering credit reimbursement and continuing education**
- 5. Creating a cyclical pipeline that is committed to high-quality educational choices and community impact focus.**

HEI authorizers' creativity around continuing education opportunities is endless.

It looks differently across the country, and some are even responding to teacher shortages, charter school retention challenges, and certification challenges. With every out-of-the-box idea and strategy, HEI authorizers also need to be aware of the tension created between oversight and support. While an HEI authorizer may want to support its schools, students, and communities, it also needs to ensure that its support and desire to fix challenges does not blind it to oversight problems, nor infringe on the schools' autonomy (crossing over into co-managing the school, creating issues when the school is underperforming, or making it more difficult to hold the schools accountable).

LAKE SUPERIOR STATE UNIVERSITY

Lake Superior State University authorizes 21 academies across the state of Michigan. Each year, students are provided multiple opportunities to visit the campus and better understand the college experience. Students can walk the campus, go to the rock wall, use the university pool, and explore the buildings, cafeterias, and classes. Specific camps have been developed and tailored to respond to the needs and aspirations of the students and their communities, including nursing and engineering camps. These opportunities provide access and exposure for the students, and equally benefit Lake Superior State University to build its K-16 pipeline.

GRAND VALLEY STATE UNIVERSITY (GVSU)

GVSU authorizes 79 schools in Michigan. In addition to their decade-long tradition of College Prep Week, which brings more than 100 students to the campus each summer, GVSU recently implemented a scholarship program that is open to every graduate from a charter school within GVSU's portfolio. The scholarship provides \$4,000 to each student to attend the university, and was recently expanded to include currently enrolled GVSU students who graduated from a portfolio high school. This opportunity enhances equitable access and the hope that Michigan students will be able to turn their college exposure into college matriculation. GVSU president Philomena V. Mantella summed it up by saying, **“Each student in each public school that Grand Valley charters is a part of the Laker community, and we are committed to their lifelong education.”**



Numerous HEI authorizers who participated in this study are implementing creative programs to strengthen both training and recruitment and retention in teaching.

St. Thomas University in Minnesota provides access to free courses in the school of education for any charter school teacher or leader within their portfolio. Northern Michigan University created faculty-led workshops and trainings to directly address their learning desires and fulfill required professional development credits. These options for teachers and staff continue to build and strengthen the connection between charter schools and the HEIs. This common thread of a unified mission and a commitment to teaching and learning that provides a continuity, benefitting the students and communities they serve.

For some charter schools, there appears to be a desire and possible advantage to being authorized by an HEI due to either a real or perceived cachet of association with a higher education institution. This positioning may reflect a school's desire to highlight or tote their devotion to academic standards, or it may be a connection to the student or teacher development pipeline. The choice of an HEI authorizer, for some schools, also provides access to resources, possible co-location opportunities, prestige and exposure, relationships between the institution and the community, dual enrollment and early college opportunities, or a variety of other benefits that make the authorizer choice more individualized.

Beyond offering reputational benefits, HEI authorizers are in a position—unlike many other authorizers—to provide supports for the schools within their portfolios. One HEI authorizer shared that a school was in a facility crisis due to a major leak. Because of the timing of the unfortunate disaster, the school was unable to get it quickly mitigated. Upon reaching out to the university's facilities department (on request of the authorizing office), the department's staff was able to swiftly remedy the problem and allow the school to continue operating. While this is a rare circumstance that goes above and beyond the traditional authorizer role, this access to a variety of resources and expertise was found at large.



“While authorizing and the choice to take on this difficult work can be arduous, we also know that as a field, the benefit of meeting students’, families’, and communities’ needs while also helping them reach their aspirations is intangible.”

For many HEI authorizers, school supports emerged through an organizational and structural commitment to a shared belief in quality education for all. HEI authorizers shared many examples of ancillary opportunities (e.g., continuing education, course credits for students and faculty, other university departments, faculty studies, etc.) that don’t currently exist within other authorizing structures. Several HEI authorizers described faculty academic experts as crucial team members within their authorizing context. For example, some HEI authorizers rely on curriculum, special education, or literacy experts to review applications, conduct oversight, participate in site visits, or provide key training and ideas for school leaders and staff. This idea of “support” clearly provides mutual benefits to both the charter portfolio and the HEI, and can be replicated to create efficiencies, opportunities, and advantages.

While authorizing and the choice to take on this difficult work can be arduous, we also know that as a field, the benefit of meeting students’, families’, and communities’ needs while also helping them reach their aspirations is intangible. Several HEI authorizers mentioned that their institutions have been lauded for the work they are doing and have been able to benefit from the positive public relations related to the charter school stories they are seeing, celebrating, and sharing. These stories enable the institutions to become more deeply immersed and connected to the communities they are serving, create space and common language for all who are connected to the institutions to understand and support the work of authorizing, and support the ongoing institutional commitment to this critical work.

CHALLENGES OF HEI AUTHORIZING

HEI authorizers share some of the same challenges faced by other authorizing types, but also face challenges unique to their contexts. The politics behind the “why” remain problematic and can get in the way of the ultimate outcome of creating quality school options for all students.

For some HEI authorizers, there is a divide between the authorizing work and the political positions and beliefs of the institution’s faculty and staff. This partisan divide perpetuates myths about charter schooling and can perpetuate intra-institutional division. HEI authorizers often have to fight against state boards of education who do not believe that HEIs have a role in K-12 education; institutional board members, who are appointed, creating ideology shifts with changing administrations; institutional board members who hold their own independent stances on charter schools; and faculty and staff who seek to understand how they will be impacted by an association with a pro-charter institution.

For a few HEIs, the perceived political leanings of having an association with charter schools proved to be problematic. This created some reputational risk (e.g., faculty departures, enrollment loss, etc.) and has impacted relationships with local districts and other key stakeholders. This push and pull is complex and can take up a lot of time that would be better spent on authorizing work that improves outcomes for kids. However, the challenge is not one that can’t be easily mitigated by the benefits and opportunities that the work offers. Politics are complicated and can be detrimental, but can also be mitigated by awareness, education, institutional commitment, and an unrelenting focus on student success.

For some institutions, their physical location belies the statewide portfolio of schools they serve. This proximity and geographical distance can be challenging for both the HEI authorizer and the schools. The distance becomes an obstacle to truly listening to and understanding the needs and aspirations of the communities they are serving, and can make it tactically and logistically challenging to do the work. Again, this is not unique to HEI authorizers, but is something commonly seen within the HEI sector.

TO COMBAT THE PHYSICAL DISTANCE, MANY OF THE HEI AUTHORIZERS IMPLEMENT STRATEGIES THAT ALLOW THEM TO STILL BE HANDS-ON AND EFFECTIVE, INCLUDING:

- 1. Using field-representatives statewide to conduct site visits, attend board meetings, and work with local stakeholders**
- 2. Building key relationships with local districts and other key stakeholders to navigate local politics and to better understand communities**
- 3. Relying on technology to streamline effective and productive oversight**
- 4. Recruiting and retaining staff who are either willing to travel or who live in localities in which the schools are located**
- 5. Partnering with other authorizers in the state and creating organizations of authorizers who come together to share, discuss, prioritize, and plan for the shared opportunities and responsibilities of authorizing across a state.**

CONCLUSION

HEI authorizing has demonstrated benefits for students, families, and communities. Charter school law in multiple states supports the growth of additional HEI authorizers. Many states allow for multiple authorizers to create an environment that promotes professional authorizing practices and provides checks and balances in charter approval, oversight, and renewal decisions. Creating additional HEI authorizers, coupled with strong accountability that any new authorizer has the capacity to do authorizing well, is one way state policy can improve authorizing and create more great charter schools that serve additional communities. Mission-focused universities can serve their communities in a much larger way— by creating pathways for students beyond K-12. HEI authorizers can listen to the needs and aspirations of their communities and help create schools that meet those needs. They can use their faculty members to conduct research, provide quality teaching and learning, and strengthen public perceptions of charter schools. They can create opportunities that mutually benefit students and universities. The possible benefits are limited only by the creativity that universities bring to the work.

APPENDIX 1: RELEVANT STATUTORY PROVISIONS

ARIZONA

A.R.S. 15-183

(C) The sponsor of a charter school may be...a university under the jurisdiction of the Arizona board of regents, a community college district or a group of community college districts...

FLORIDA

FLA. STAT. 1002.33(5)(a):

(2) A state university may grant a charter to a lab school created under §1002.32 and shall be considered to be the school's sponsor. Such school shall be considered a charter lab school.

(3) Because needs related to educational capacity, workforce qualifications, and career education opportunities are constantly changing and extend beyond school district boundaries:

(a) A state university may, upon approval by the Department of Education, solicit applications and sponsor a charter school to meet workforce demands by serving students from multiple school districts.

(b) A Florida College System institution may, upon approval by the Department of Education, solicit applications and sponsor a charter school in any county within its service area to meet workforce demands and may offer postsecondary programs leading to industry certifications to eligible charter school students. A charter school established under subparagraph (b)(4) may not be sponsored by a Florida College System institution until its existing charter with the school district expires as provided under subsection (7).

(c) Notwithstanding paragraph (b)(6), a state university or Florida College System institution may, at its discretion, deny an application for a charter school.

FLA. STAT. 1002.33(20):

1. A sponsor shall provide certain administrative and educational services to charter schools. These services shall include contract management services; full-time equivalent and data reporting services; exceptional student education administration services; services related to eligibility and reporting duties required to ensure that school lunch services under the National School Lunch Program be paid to the charter school as soon as the charter school begins serving food under the National School Lunch Program, and that the charter school is paid at the same time and in the same manner under the National School Lunch Program as other public schools serviced by the sponsor or the school district; test administration services, including payment of the costs of state-required or district-required student assessments; processing of teacher certificate data services; and information services...

2. A sponsor may withhold an administrative fee for the provision of such services which shall be a percentage of the available funds defined in paragraph (17)(b) calculated based on weighted full-time equivalent students. If the charter school serves 75 percent or more exceptional education students as defined in s. 1003.01(3), the percentage shall be calculated based on unweighted full-time equivalent students. The administrative fee shall be calculated as follows:

a. Up to 5 percent for:

(I) Enrollment of up to and including 250 students in a charter school as defined in this section.

(II) Enrollment of up to and including 500 students within a charter school system which meets all of the following:

(A) Includes conversion charter schools and non-conversion charter schools.

(B) Has all of its schools located in the same county.

(C) Has a total enrollment exceeding the total enrollment of at least one school district in this state.

(D) Has the same governing board for all of its schools.

(E) Does not contract with a for-profit service provider for management of school operations.

(III) Enrollment of up to and including 250 students in a virtual charter school.

b. Up to 2 percent for enrollment of up to and including 250 students in a high-performing charter school as defined in s. 1002.331.

c. Up to 2 percent for enrollment of up to and including 250 students in an exceptional student education center that meets the requirements of the rules adopted by the State Board of Education pursuant to s. 1008.3415(3).

HAWAII

HRS 302D-4:

(b) Governing boards of accredited public and private postsecondary institutions, including community colleges, technical colleges, and four-year universities may apply to the board, pursuant to this section, for statewide, regional, or local chartering authority, in accordance with each institution's regular operating jurisdiction.

HRS 302D-3.2:

(a) In administering its responsibilities, the commission may assess fees on non-state entities and individuals to help offset its operating costs.

(b) Fees collected by the commission shall be deposited into insured checking or savings accounts and shall be expended by the commission.

(c) The commission shall adopt rules pursuant to chapter 91 to implement this section; provided that, notwithstanding this section or any other law to the contrary, the commission may set the initial amount of fees authorized pursuant to this section at any time without regard to chapter 91, if the commission:

- (1) Holds at least one public hearing to take and discuss public testimony on the proposed fee amount; and
- (2) Provides public notice at least thirty days prior to the date of the public hearing.

IDAHO

IDAHO CODE 33-5202A:

(1) An "authorized chartering entity" means any of the following:

- (c) An Idaho public college, university, or community college;
- (d) A private, nonprofit, Idaho-based nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities

IDAHO CODE 33-5208(8):

(8) Each public charter school shall pay an authorizer fee to its authorized chartering entity, to defray the actual documented cost of monitoring, evaluation and oversight, which, in the case of public charter schools authorized by the public charter school commission, shall include each school's proportional fee share of moneys appropriated from the public charter school authorizers fund to the public charter school commission, plus fifteen percent (15%). Provided however, that each public charter school's board of

directors may direct up to ten percent (10%) of the calculated fee to pay membership fees to an organization or association that provides technical assistance, training and advocacy for Idaho public charter schools. Unless the authorized chartering entity declines payment, such fee shall be paid by March 15 of each fiscal year and shall not exceed the greater of:

- (a) All state funds distributed to public schools on a support unit basis for the prior fiscal year, divided by the statewide number of public school students in average daily attendance in the first reporting period in the prior fiscal year; or
- (b) The lesser of:
 - (i) The result of the calculation in paragraph (a) of this subsection, multiplied by four (4); or
 - (ii) One and one-half percent (1.5%) of the result of the calculation in paragraph (a) of this subsection, multiplied by the public charter school's average daily attendance in the first reporting period in the current fiscal year.

IDAHO CODE 33-5214:

There is hereby created in the state treasury a fund to be known as the "Public Charter School Authorizers Fund," hereinafter referred to as "the fund." All authorizer fees paid pursuant to section 33-5208(8), Idaho Code, for public charter schools under the governance of the public charter school commission shall be deposited in the fund. Moneys in the fund shall be appropriated to defray the commission's cost of operations and the state department of education's cost of reviewing, approving and overseeing any charter school authorizers requiring department approval.

INDIANA

IC 20-24-1-2.5:

"Authorizer" means, for a charter school, one (1) of the following:

- (2) A state education institution that offers a four (4) year baccalaureate degree
- (5) Subject to...a governing board of a nonprofit college or university that provides a four (4) year educational program for which it awards a baccalaureate or more advanced degree, including [specific list of Indiana based colleges that can be found in the statute]

IC 20-24-2.2-1.2:

(a) This section applies to an authorizer described in IC 20-24-1-2.5(1), IC 20-24-1-2.5(2), and IC 20-24-1-2.5(5) if the authorizer has not previously issued a charter for any charter school prior to July 1, 2015.

(b) A governing body of a school corporation may register with the state board for charter authority within the attendance area of the school corporation. The state board shall post on the state board's Internet web site an application received from an authorizer to register with the state board under this section within ten (10) days after receipt of the application. The state board may not charge an authorizer a fee to register with the state board under this section.

(c) A governing board of a nonprofit college or university described in IC 20-24-1-2.5(5) may apply to the state board for statewide, regional, or local chartering authority.

(d) The state board shall publicize to all governing bodies the opportunity to register with the state board for chartering authority within their school corporation. Not later than May 1 of each year, the state board shall provide information about the opportunity, including a registration deadline, to all governing bodies. To register as an authorizer, each interested governing body must submit the following information in a format prescribed by the state board:

(1) A written notification of intent to serve as a charter authorizer in accordance with this article.

(2) An explanation of the governing body's strategic vision for chartering.

(3) An explanation of the governing body's budget and personnel capacity and commitment to execute the duties of quality charter authorizing in accordance with this article.

(4) An explanation of how the governing body will solicit charter school applicants in accordance with IC 20-24-3.

(5) A description or outline of the performance framework the governing body will use to guide the establishment of a charter contract and for the oversight and evaluation of charter schools, consistent with this article.

(6) A draft of the governing body's renewal, revocation, and nonrenewal processes, consistent with this article.

(7) A statement of assurance that the governing body commits to serving as a charter authorizer in fulfillment of the expectations, spirit, and intent of this article, and that the governing body will fully adopt standards of quality charter school authorizing in accordance with section 1.5 of this chapter.

(e) Within sixty (60) days of receipt of the information described in subsection (d), the state board shall register the governing body as a charter authorizer within the attendance area of the school corporation and shall provide the governing body a letter confirming the governing body's registration as a charter authorizer. A governing body may not engage in any charter authorizing functions without a current registration as a charter authorizer with the state board.

(f) The state board shall establish an annual application and approval process, including cycles and deadlines during the state fiscal year, for registering an entity described in

IC 20-24-1-2.5(5) for authorizer authority. Not later than May 1 of each year, the state board shall make available information and guidelines for an applicant described in IC 20-24-1-2.5(5) concerning the opportunity to apply for chartering authority under this article. The application process must require each applicant to submit an application that clearly explains or presents the following elements:

- (1) A written notification of intent to serve as a charter authorizer in accordance with this article.
- (2) The applicant's strategic vision for chartering.
- (3) A plan to support the applicant's strategic vision described in subdivision (2), including an explanation and evidence of the applicant's budget and personnel capacity and commitment to execute the duties of quality charter authorizing in accordance with this article.
- (4) A draft or preliminary outline of the request for proposals that the applicant would, if approved by the state board under this section, issue to solicit charter school applicants under IC 20-24-3.
- (5) A draft of the performance framework that the applicant would, if approved by the state board under this section, use to guide the establishment of a charter contract and for ongoing oversight and evaluation of charter schools consistent with this article.
- (6) A draft of the applicant's renewal, revocation, and nonrenewal processes.
- (7) A statement of assurance that the applicant commits to serving as a charter authorizer in fulfillment of the expectations, spirit, and intent of this article, and that the applicant will fully adopt standards of quality charter school authorizing in accordance with section 1.5 of this chapter.

(g) Not later than July 1 of each year, the state board shall grant or deny chartering authority to an applicant under subsection (f). The state board shall make its decision on the merits of each applicant's proposal and plans submitted under subsection (f).

(h) Within thirty (30) days of the state board's decision under subsection (g), the state board shall execute a renewable authorizing contract with an applicant that the state board has approved for chartering authority. The initial term of each authorizing contract is six (6) years. The authorizing contract must specify each approved applicant's agreement to serve as a charter authorizer in accordance with this article and shall specify additional performance terms based on the applicant's proposal and plan for chartering. An approved applicant may not commence charter authorizing without an authorizing contract in effect.

(i) The state board shall maintain on the state board's Internet web site the names of each authorizer approved by the state board under this section.

IC 20-24-7-4:

- (a)** Services that a school corporation provides to a charter school, including transportation, may be provided at not more than one hundred three percent (103%) of the actual cost of the services.
- (b)** This subsection applies to an authorizer that is a state educational institution described in IC 20-24-1-2.5(2). Except as provided in subsection (f), in a state fiscal year, a state educational institution may receive from the organizer of a charter school authorized by the state educational institution an administrative fee equal to not more than three percent (3%) of the total amount the organizer receives during the state fiscal year from basic tuition support (as defined in IC 20-43-1-8).
- (c)** This subsection applies to the executive of a consolidated city that authorizes a charter school. Except as provided in subsection (f), in a state fiscal year, the executive may collect from the organizer of a charter school authorized by the executive an administrative fee equal to not more than three percent (3%) of the total amount the organizer receives during the state fiscal year for basic tuition support.
- (d)** This subsection applies to an authorizer that is a nonprofit college or university that is approved by the state board of education. Except as provided in IC 20-24-2.2-1.5 and subsection (f), in a state fiscal year, a private college or university may collect from the organizer of a charter school authorized by the private college or university an administrative fee equal to not more than three percent (3%) of the total amount the organizer receives during the state fiscal year for basic tuition support.
- (e)** This subsection applies to the charter board. Except as provided in subsection (f), in a state fiscal year, the charter school board may collect from the organizer of a charter school authorized by the charter board an administrative fee equal to not more than three percent (3%) of the total amount the organizer receives during the state fiscal year for basic tuition support.
- (f)** This subsection applies to an adult high school. An authorizer described in subsections (b) through (e) may collect an administrative fee equal to not more than three percent (3%) of the total state appropriation to the adult high school for a state fiscal year under section 13.5 of this chapter.
- (g)** An authorizer's administrative fee may not include any costs incurred in delivering services that a charter school may purchase at its discretion from the authorizer. The authorizer shall use its funding provided under this section exclusively for the purpose of fulfilling authorizing obligations.
- (h)** Except for oversight services, a charter school may not be required to purchase services from its authorizer as a condition of charter approval or of executing a charter contract, nor may any such condition be implied.

(i) A charter school may choose to purchase services from its authorizer. In that event, the charter school and authorizer shall execute an annual service contract, separate from the charter contract, stating the parties' mutual agreement concerning the services to be provided by the authorizer and any service fees to be charged to the charter school. An authorizer may not charge more than market rates for services provided to a charter school.

(j) Not later than ninety (90) days after the end of each fiscal year, each authorizer shall provide to each charter school it authorizes an itemized accounting of the actual costs of services purchased by the charter school from the authorizer. Any difference between the amount initially charged to the charter school and the actual cost shall be reconciled and paid to the owed party. If either party disputes the itemized accounting, any charges included in the accounting, or charges to either party, either party may request a review by the department. The requesting party shall pay the costs of the review.

MICHIGAN

MCL 380.502:

(2) Subject to subsection (9), any of the following may act as an authorizing body to issue a contract to organize and operate one or more public school academies under this part:

(c) The board of a community college...

(d) The governing board of a state public university...

(6) An authorizing body shall not charge a fee, or require reimbursement of expenses, for considering an application for a contract, for issuing a contract, or for providing oversight of a contract for a public school academy in an amount that exceeds a combined total of 3% of the total state school aid received by the public school academy in the school year in which the fees or expenses are charged. An authorizing body may provide other services for a public school academy and charge a fee for those services, but shall not require such an arrangement as a condition to issuing the contract authorizing the public school academy.

MINNESOTA

MINN. STAT. 124E.05:

(1)

(a) The organizations in this subdivision may authorize one or more charter schools.

(d) A Minnesota private college that grants two- or four-year degrees and is

registered with the Minnesota Office of Higher Education

(e) A state college or university governed by the Board of Trustees of the Minnesota State Colleges and Universities

(f) The University of Minnesota

(3)

(a) An eligible authorizer under this section must apply to the commissioner for approval as an authorizer before submitting any affidavit to the commissioner to charter a school. The application for approval as a charter school authorizer must show the applicant's ability to implement the procedures and satisfy the criteria for chartering a school under this chapter. The commissioner must approve or disapprove the application within 45 business days of the deadline for that application period. If the commissioner disapproves the application, the commissioner must notify the applicant of the specific deficiencies in writing and the applicant then has 20 business days to address the deficiencies to the commissioner's satisfaction. After the 20 business days expire, the commissioner has 15 business days to make a final decision to approve or disapprove the application. Failing to address the deficiencies to the commissioner's satisfaction makes an applicant ineligible to be an authorizer. The commissioner, in establishing criteria to approve an authorizer, consistent with subdivision 4, must consider the applicant's:

- (1) infrastructure and capacity to serve as an authorizer;
- (2) application criteria and process;
- (3) contracting process;
- (4) ongoing oversight and evaluation processes; and
- (5) renewal criteria and processes.

(b) A disapproved applicant under this section may resubmit an application during a future application period.

(4)

(a) To be approved as an authorizer, an applicant must include in its application to the commissioner at least the following:

- (1) how the organization carries out its mission by chartering schools;
- (2) a description of the capacity of the organization to serve as an authorizer, including the positions allocated to authorizing duties, the qualifications for those positions, the full-time equivalencies of those positions, and the financial resources available to fund the positions;
- (3) the application and review process the authorizer uses to decide whether to grant charters;
- (4) the type of contract it arranges with the schools it charters to meet the provisions of section 124E.10;
- (5) the process for overseeing the school, consistent with clause (4), to

- ensure that the schools chartered comply with applicable law and rules and the contract;
- (6) the criteria and process the authorizer uses to approve applications adding grades or sites under section 124E.06, subdivision 5;
 - (7) the process for renewing or terminating the school's charter based on evidence showing the academic, organizational, and financial competency of the school, including its success in increasing student achievement and meeting the goals of the charter school agreement; and
 - (8) an assurance specifying that the organization is committed to serving as an authorizer for the full five-year term.

(b) Notwithstanding paragraph (a), an authorizer that is a school district may satisfy the requirements of paragraph (a), clauses (1) and (2), and any requirement governing a conflict of interest between an authorizer and its charter schools or ongoing evaluation or continuing education of an administrator or other professional support staff by submitting to the commissioner a written promise to comply with the requirements.

MINN. STAT. 124E.10:

(b) An authorizer shall monitor and evaluate the academic, financial, operational, and student performance of the school, and may assess a charter school a fee according to paragraph (c). The agreed-upon fee structure must be stated in the charter school contract.

(c) The fee that an authorizer may annually assess is the greater of:

(1) the basic formula allowance for that year; or

(2) the lesser of:

(i) the maximum fee factor times the basic formula allowance for that year; or

(ii) the fee factor times the basic formula allowance for that year times the charter school's adjusted pupil units for that year. The fee factor equals .015.

The maximum fee factor equals 4.0.

(d) An authorizer may not assess a fee for any required services other than as provided in this subdivision.

MISSOURI

MO. REV. STAT. 160.400:

(3): Except as further provided...the following entities are eligible to sponsor charter schools:

- (2) a public four-year college or university with an approved teacher education program that meets regional or national standards of accreditation
- (3) a community college, the service area of which encompasses some part of the district.
- (4) any private four-year college or university with an enrollment of at least 1,000 students, with its primary campus in Missouri, and with an approved teacher preparation program
- (5) any two-year vocational or technical school designated as a 501(c)(3) nonprofit organization...and accredited by the Higher Learning Commission, with its primary campus in Missouri

(11) The expenses associated with sponsorship of charter schools shall be defrayed by the department of elementary and secondary education retaining one and five-tenths percent of the amount of state and local funding allocated to the charter school under section 160.415, not to exceed one hundred twenty-five thousand dollars, adjusted for inflation. The department of elementary and secondary education shall remit the retained funds for each charter school to the school's sponsor, provided the sponsor remains in good standing by fulfilling its sponsorship obligations under sections 160.400 to 160.425 and 167.349 with regard to each charter school it sponsors, including appropriate demonstration of the following:

- (1) Expends no less than ninety percent of its charter school sponsorship funds in support of its charter school sponsorship program, or as a direct investment in the sponsored schools;
- (2) Maintains a comprehensive application process that follows fair procedures and rigorous criteria and grants charters only to those developers who demonstrate strong capacity for establishing and operating a quality charter school;
- (3) Negotiates contracts with charter schools that clearly articulate the rights and responsibilities of each party regarding school autonomy, expected outcomes, measures for evaluating success or failure, performance consequences based on the annual performance report, and other material terms;
- (4) Conducts contract oversight that evaluates performance, monitors compliance, informs intervention and renewal decisions, and ensures autonomy provided under applicable law; and
- (5) Designs and implements a transparent and rigorous process that uses comprehensive data to make merit-based renewal decisions.

MO. REV. STAT. 160.403:

1. The department of elementary and secondary education shall establish an annual application and approval process for all entities eligible to sponsor charters as set forth in section 160.400 which are not sponsoring a charter school as of August 28, 2012, except

that the Missouri charter public school commission shall not be required to undergo the application and approval process. No later than November 1, 2012, the department shall make available information and guidelines for all eligible sponsors concerning the opportunity to apply for sponsoring authority under this section.

2. The application process for sponsorship shall require each interested eligible sponsor, except for the Missouri charter public school commission, to submit an application by February first that includes the following:

- (1) Written notification of intent to serve as a charter school sponsor in accordance with sections 160.400 to 160.425 and section 167.349;
- (2) Evidence of the applicant sponsor's budget and personnel capacity;
- (3) An outline of the request for proposal that the applicant sponsor would, if approved as a charter sponsor, issue to solicit charter school applicants consistent with sections 160.400 to 160.425 and section 167.349;
- (4) The performance contract that the applicant sponsor would, if approved as a charter sponsor, use to evaluate the charter schools it sponsors; and
- (5) The applicant sponsor's renewal, revocation, and nonrenewal processes consistent with section 160.405.

3. By April first of each year, the department shall decide whether to grant or deny a sponsoring authority to a sponsor applicant. This decision shall be made based on the applicant sponsor's compliance with sections 160.400 to 160.425 and section 167.349 and properly promulgated rules of the department.

4. Within thirty days of the department's decision, the department shall execute a renewable sponsoring contract with each entity it has approved as a sponsor. The term of each authorizing contract shall be six years and renewable.

NEVADA

NEV. REV. STAT. 388A.220:

(3) A college or university within the Nevada System of Higher Education may submit an application to the Department to sponsor charter schools in accordance with the regulations adopted by the Department

NEV. REV. STAT. 388A.414:

1. Upon completion of each school quarter, the Superintendent of Public Instruction shall pay to the sponsor of a charter school one-quarter of the yearly sponsorship fee for the administrative costs associated with sponsorship for that school quarter, which must

be deducted from the monthly apportionment to the charter school made pursuant to NRS 387.124 and 387.1241. Except as otherwise provided in subsection 2, the yearly sponsorship fee for the sponsor of a charter school must be in an amount of money not to exceed 2 percent of the total amount of money apportioned to the charter school during the school year pursuant to NRS 387.124 and 387.1241.

2. If the governing body of a charter school satisfies the requirements of this section, the governing body may submit a request to the sponsor of the charter school for approval of a sponsorship fee in an amount that is less than 2 percent but at least 1 percent of the total amount of money apportioned to the charter school during the school year pursuant to NRS 387.124 and 387.1241.

3. The sponsor of the charter school shall approve such a request if the sponsor of the charter school determines that the charter school satisfies the requirements of this subsection. If the sponsor of the charter school approves such a request, the sponsor shall provide notice of the decision to the governing body of the charter school and the Superintendent of Public Instruction. If the sponsor of the charter school denies such a request, the governing body of the charter school may appeal the decision of the sponsor to the Superintendent of Public Instruction.

4. Upon appeal, the sponsor of the charter school and the governing body of the charter school are entitled to present evidence. The decision of the Superintendent of Public Instruction on the appeal is final and is not subject to judicial review.

5. The governing body of a charter school may submit a request for a reduction of the sponsorship fee pursuant to this section if:

- (a) The charter school satisfies the requirements of subsection 1 of NRS 388A.405;
- and
- (b) There has been a decrease in the duties of the sponsor of the charter school that justifies a decrease in the sponsorship fee.

NEW YORK

NY EDUC. LAW 2851(3):

An applicant shall submit an application to a charter entity for approval. For purposes of this article, a charter entity shall be:

- (b) The board of trustees of the state university of New York

OHIO

OHIO CODE 3314.02(C):

(1) The proposal may be made to any of the following entities:

(e) a sponsoring entity designated by the board of trustees of any of the thirteen state universities...or the board of trustees itself so long as a mission of the proposed school to be specified in the contract...and as approved by the department...will be the practical demonstration of teaching methods, educational technology, or other teaching practices that are included in the curriculum of the university's teacher preparation program approved by the state board of education

OHIO CODE 3314.015:

(B)(1) Except as provided in sections 3314.021 and 3314.027 of the Revised Code, no entity shall enter into a preliminary agreement under division (C)(2) of section 3314.02 of the Revised Code or renew an existing contract to sponsor a community school until it has received approval from the department of education to sponsor community schools under this chapter and has entered into a written agreement with the department regarding the manner in which the entity will conduct such sponsorship. On and after July 1, 2017, each entity that sponsors a community school in this state, except for an entity described in sections 3314.021 and 3314.027 of the Revised Code, shall attain approval from the department in order to continue sponsoring schools regardless of whether that entity intends to enter into a preliminary agreement or renew an existing contract.

OHIO CODE 3314.029:

(B) The department and the governing authority of each community school authorized under this section shall enter into a contract under section 3314.03 of the Revised Code. Notwithstanding division (A)(13) of that section, the contract with an existing community school may begin at any time during the academic year. The length of the initial contract of any community school under this section may be for any term up to five years. The contract may be renewed in accordance with division (E) of that section. The contract may provide for the school's governing authority to pay a fee for oversight and monitoring of the school that does not exceed three per cent of the total amount of payments for operating expenses that the school receives from the state.

OKLAHOMA

70 O.S. 3-132:

(A) Charter schools shall be sponsored only as follows:

(4) By an accredited comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education or a community college if the charter school is located in a school district in which all or part of the school district is located in a county having more than 500,000 population

(5) By a comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education if the charter school is located in a school district that has a school site that has been identified as in need of improvement by the State Department of Education... In addition, the institution shall have a teacher education program accredited by the Oklahoma Commission for Teacher Preparation and have a branch campus or constituent agency physically located within the school district in which the charter school is located...

70 O.S. 3-142:

(A) Not more than three percent (3%) of the State Aid allocation may be charged by the sponsor as a fee for administrative services rendered. The State Board of Education shall determine the policy and procedure for making payments to a charter school. The fee for administrative services as authorized in this subsection shall only be assessed on the State Aid allocation amount and shall not be assessed on any other appropriated amounts. A sponsor of a charter school shall not charge any additional State Aid allocation or charge the charter school any additional fee above the amounts allowed by this subsection unless the additional fees are for additional services rendered. The charter school sponsor shall provide to the State Department of Education financial records documenting any state funds charged by the sponsor for administrative services rendered for the previous year.

SOUTH CAROLINA

S.C. CODE 59-40-40:

(4): "Sponsor" means...a public institution of higher learning as defined in 59-103-5, or an independent institution of higher learning as defined in 59-103-50... Only these public or independent institutions of higher learning...who register with the South Carolina Department of Education may serve as charter school sponsors, and the Department shall maintain a directory of those institutions. The sponsor of a charter school is the charter school's local education agency...

S.C. CODE 59-40-55:

(C): The South Carolina Public Charter School District may retain no more than two percent of the total state appropriations for each charter school it authorizes to cover the costs for overseeing its charter schools. The sponsor's administrative fee does not include costs incurred in delivering services that a charter school may purchase at its discretion from the sponsor. The sponsor's fee is not applicable to federal money or grants received by the charter school. The sponsor shall use its funding provided pursuant to this section exclusively for the purpose of fulfilling sponsor obligations in accordance with this chapter.

UTAH

UTAH CODE 53G-5-205:

(1) The following entities are eligible to authorize charter schools:

- (c) a board of trustees of an institution in the state system of higher education as described in 53B-1-102

UTAH CODE 53G-5-306:

(6): In addition to complying with the requirements of this section, a technical college board of trustees...shall obtain the approval of the Utah Board of Higher Education before entering into an agreement to establish and operate a charter school

UTAH CODE 53G-5-306(5):

Establishes fee schedule

(5)

- (a) The school's charter agreement may include a provision that the charter school pay an annual fee for the board of trustees' costs in providing oversight of, and technical support to, the charter school in accordance with Section 53G-5-205.
- (b) In the first two years that a charter school is in operation, an annual fee described in Subsection (5)(a) may not exceed the product of 3% of the revenue the charter school receives from the state in the current fiscal year.
- (c) Beginning with the third year that a charter school is in operation, an annual fee described in Subsection (5)(a) may not exceed the product of 1% of the revenue a charter school receives from the state in the current fiscal year.
- (d) An annual fee described in Subsection (5)(a) shall be:
 - (i) paid to the board of trustees' higher education institution; and
 - (ii) expended as directed by the board of trustees.

WISCONSIN

WIS. STAT. 118.40(2R):

(b)

(1): All of the following entities may contract with a person to operate a charter school:

- (b) The chancellor of the University of Wisconsin-Milwaukee
- (c) The chancellor of the University of Wisconsin-Parkside
- (d) The Milwaukee area technical college district board
- (e) Each technical college district board other than the Milwaukee area
- (eg) The chancellor of any institution in the University of Wisconsin system
- (g) The college of Menominee Nation
- (h) The Lac Courte Orielles Ojibwa community college

WIS. STAT. 118.40(1):

Whenever [a non-LEA authorizer] intends to establish a charter school, it shall notify the state superintendent of its intention by February 1 of the previous school year. A notice under this subsection shall include a description of the proposed school.

APPENDIX 2: CURRENT HEI AUTHORIZERS

STATE	HEI AUTHORIZER
AZ	Arizona State University
FL	Florida State University
FL	Florida Atlantic University College of Education
IN	Ball State University Office of Charter Schools
IN	Trine University
IN	Grace College
IN	Calumet College of St Joseph
MI	Grand Valley State University, Charter Schools Office
MI	The Center for Charter Schools at Central Michigan University
MI	Bay Mills Community College Charter Schools Office
MI	Saginaw Valley State University
MI	Ferris State University
MI	Lake Superior State University Charter Schools Office
MI	Eastern Michigan Charter Schools
MI	Northern Michigan University, Charter Schools Office
MI	Oakland University, Office of Public School Academies
MI	Washtenaw Community College
MI	Jackson Community College
MN	University of St. Thomas

STATE	HEI AUTHORIZER
MO	University of Missouri-Columbia
MO	University of Missouri-St. Louis
MO	Washington University
MO	Southeast Missouri State University
MO	Saint Louis University
NY	State University of New York, Charter Schools Institute
OH	Bowling Green State University
OH	Tri-Rivers Joint Vocational Center
OK	Rose State College
OK	Langston University
OK	Oklahoma State University
OK	University of Oklahoma
SC	Erskine Charter Institute
UT	Davis Applied Technology College
UT	Utah State University
UT	Weber State University
WI	University of Wisconsin- Milwaukee
WI	University of Wisconsin System, Office of Educational Opportunity
WI	University of Wisconsin-Parkside

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