



Accessing Federal Programs: A Guidebook for Charter School Operators and Developers

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Office of Innovation and Improvement



The National Charter School Resource Center (www.charterschoolcenter.ed.gov) is dedicated to supporting the development of high-quality charter schools. The NCSRC provides technical assistance to sector stakeholders and has a comprehensive collection of online resources addressing the challenges charter schools face. The NCSRC is funded by the U.S. Department of Education and led by education consulting firm Safal Partners.

Prepared By:



Safal Partners (www.safalpartners.com) is a mission-driven strategy consulting firm that supports education reform efforts at the federal, state, district, and school levels.

Author

The National Charter School Resource Center

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Chapter 1 | Introduction

ABOUT THIS GUIDEBOOK

The U.S. Department of Education (ED) funds and administers education programs for a variety of purposes and recognizes and rewards excellence and improvement by students, schools, and communities. As publicly funded schools, charter schools are eligible to apply for federal formula grants as well as discretionary grants administered by various ED program offices. These represent a large and important source of federal support for charter schools. For example, in 2015, ED provided about \$37.115 billion to improve elementary and secondary schools and to meet the needs of students.

This guidebook provides basic information about accessing the range of programs and resources available to charter schools. Its primary purpose is to provide brief and helpful guidance so that charter school operators and developers can identify and access funds available to qualifying public districts and schools. It does not create any new rights or responsibilities.

The programs included in this guidebook, along with many others, can also be found on ED's website.

1. An overview of ED grant programs is available [here](#).
2. A complete list of program summaries is available [here](#).
3. A summary of federal grant making is available [here](#).
4. The National Charter School Resource Center has a newsletter and website that provides updated lists of grant opportunities that may be of interest to charter schools, available [here](#).

Given the legal complexity of many of these programs, readers must consult the full text of statutes, regulations, and nonregulatory guidance for specific requirements. In addition, state departments of education should also be consulted for additional information and assistance concerning state rules and regulations that may apply to the administration of federal funds.

The guidebook is organized as follows:

- **Chapter 1:** Provides a brief overview of ED, the Charter Schools Program (CSP), and the federal funding process;

- **Chapter 2:** Contains a matrix that introduces the 21 selected federal programs, followed by in-depth profiles and contact information for each of these programs;
- **Chapter 3:** Contains contact information for federally funded technical assistance providers and other resources; and
- **Appendix:** Contains information for official state department of education contacts in the 44 states with charter laws, including the District of Columbia.

OTHER SOURCES OF INFORMATION ON FEDERAL PROGRAMS

The information for this guidebook draws from several other more extensive sources of information. For a comprehensive overview of all the programs offered by each of the federal agencies, see *The Catalog of Federal Domestic Assistance* ([CFDA](#)). Upcoming competitions for all federal grant programs, whether in ED or other agencies, are announced through the Federal Register and on the U.S. Department of Education Federal Register Documents [webpage](#). These materials can be viewed directly. ED maintains a website that posts current funding opportunities, which you can view [here](#). The National Charter Schools Resource Center also includes materials on its website, viewable [here](#), and administers an email newsletter that covers many of these announcements. You can subscribe to the funding newsletter via [this link](#).

OVERVIEW OF THE U.S. DEPARTMENT OF EDUCATION

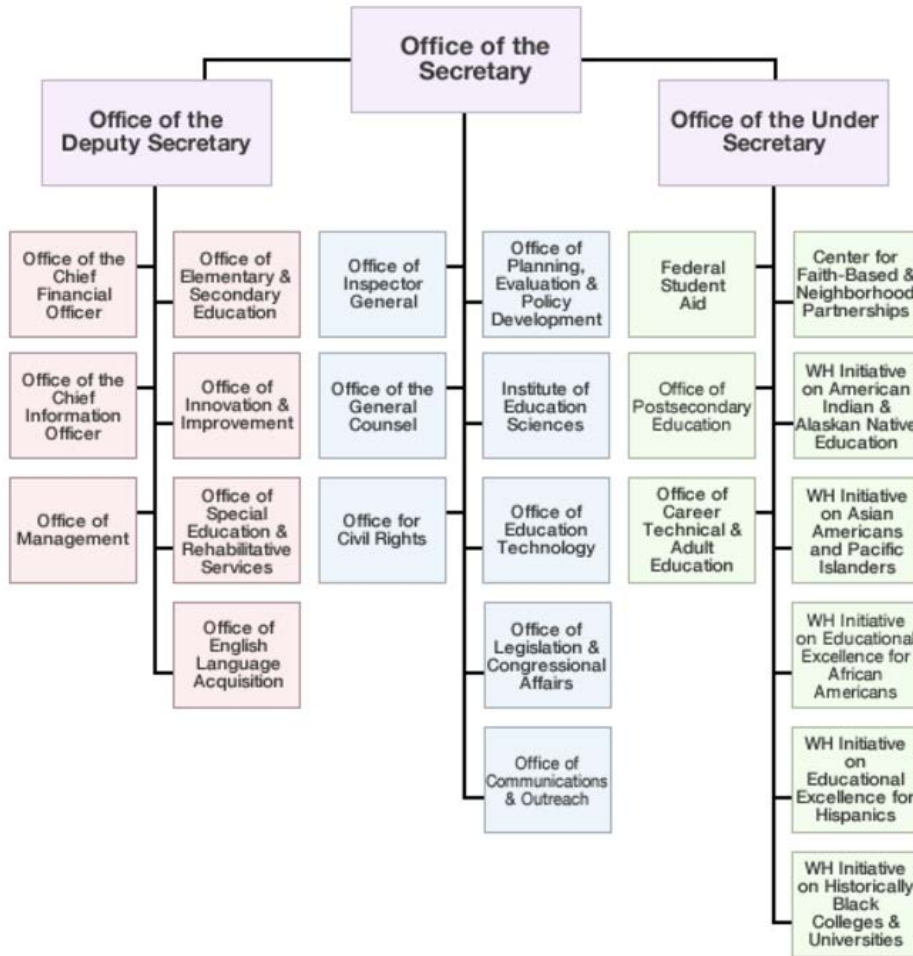
The U.S. Department of Education (ED) establishes policy and administers programs of federal assistance in education. ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. It does this by supplementing and complementing the efforts of states and communities to improve the quality of education; playing a leadership role in the national dialogue over how to improve the results of our education system for all students; and funding a variety of programs that cover many areas of education.

ED is organized into ten broad areas of responsibility for program administration: the Office of Civil Rights (OCR) and the nine program offices, which administer ED's grant programs. Each program office has responsibility for overseeing a portion of the programs established by Congress and administered by ED. For discretionary grant programs, the program office conducts or oversees the review of applications, makes recommendations for funding, and awards the grants. The program offices are:

- Institute of Education Sciences
- Office of Elementary and Secondary Education
- Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students
- Office of Federal Student Aid
- Office of Innovation and Improvement
- Office of Postsecondary Education
- Office of Safe and Drug-Free Schools

- Office of Special Educational and Rehabilitative Services
- Office of Vocational and Adult Education

The Office of Civil Rights (OCR) does not administer any grant programs; however, the office enforces Federal civil rights laws that apply to recipients of Federal financial assistance from ED, including grant and subgrant recipients. The Department’s organizational chart¹ illustrates the relationships between the different ED offices.



THE CHARTER SCHOOLS PROGRAM

In 1994, Congress authorized the creation of the Charter Schools Program (CSP) under Title X of the Elementary and Secondary Education Act of 1965 (ESEA). The authorizing legislation of the program was amended by H.R. 2616 and signed into law by President Clinton through the Charter School Expansion Act of 1998. The program was reauthorized by the No Child Left Behind Act of 2001 as Title V, Part B, Subpart 1 of ESEA. Most recently, the program was reauthorized as Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), Section 4301-4311.

¹ Found at <http://www.ed.gov/print/about/offices/or/index.html>.

Forty-three states and the District of Columbia have passed charter school laws. In the 2016-17 school-year, approximately 6,900 charter schools served roughly 3.1 million students nationwide.

Administered by the Office of Innovation and Improvement (OII), the CSP has eight purposes, as codified in its most recent reauthorization. Under ESSA, the purpose of the CSP is to:

1. Improve the United States education system and education opportunities for all people in the United States by supporting innovation in public education in public school settings that prepare students to compete and contribute to the global economy and a stronger Nation;
2. Provide financial assistance for the planning, program design, and initial implementation of charter schools;
3. Increase the number of high-quality charter schools available to students across the United States;
4. Evaluate the impact of charter schools on student achievement, families, and communities, and share best practices between charter schools and other public schools;
5. Encourage States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount States typically provide for traditional public schools;
6. Expand opportunities for children with disabilities, English learners, and other traditionally underserved students to attend charter schools and meet the challenging State academic standards;
7. Support efforts to strengthen the charter school authorizing process to improve performance management, including transparency, oversight and monitoring (including financial audits), and evaluation of such schools; and
8. Support quality, accountability, and transparency in the operational performance of all authorized public chartering agencies, including State educational agencies (SEAs), local educational agencies, and other authorizing entities.

As the charter school movement has expanded, the CSP budget has grown from \$6 million in fiscal year (FY) 1995 to \$400 million in FY 2018.

In general, the bulk of CSP funds support new charter schools through two programs. The largest is for State Entities Grants (formerly State Education Agency Grants). These grants are awarded competitively to states, which then award subgrants to individual charter schools to meet planning, implementation, or dissemination costs.

If an SEA elects not to participate in the state entity grant program, or is not approved for a grant, ED may award a grant directly to an eligible applicant (i.e., charter school) in that state. These grants are awarded competitively through the Non-SEA grant competition.

The next largest grant program is designed to support new schools created by high-performing Charter Management Organizations (CMOs) via the Replication and Expansion of High Performing Charter School Grants. Based on the national evaluation of the CSP, charter school start-up grants from the SEA Grant Program are the most prevalent source of start-up funding available to charter schools. Nearly two-thirds of CMOs have received federal CSP funds during their start-up phase. Charter schools primarily use CSP funds to purchase technology and curricular and instructional materials as well as to fund professional development activities.

In awarding these grants, under the Every Student Succeeds Act (ESSA), the Secretary gives priority to states to the extent that they meet the following criteria:

- (A) The State entity is located in a State that—
 - (i) allows at least one entity that is not a local educational agency to be an authorized public chartering agency for developers seeking to open a charter school in the State; or
 - (ii) in the case of a State in which local educational agencies are the only authorized public chartering agencies, the State has an appeals process for the denial of an application for a charter school.
- (B) The State entity is located in a State that ensures equitable financing, as compared to traditional public schools, for charter schools and students in a prompt manner.
- (C) The State entity is located in a State that provides charter schools one or more of the following:
 - (i) Funding for facilities.
 - (ii) Assistance with facilities acquisition.
 - (iii) Access to public facilities.
 - (iv) The ability to share in bonds or mill levies
 - (v) The right of first refusal to purchase public school buildings.
 - (vi) Low- or no-cost leasing privileges.
- (D) The State entity is located in a State that uses best practices from charter schools to help improve struggling schools and local educational agencies.
- (E) The State entity supports charter schools that serve at-risk students through activities such as dropout prevention, dropout recovery, or comprehensive career counseling services.
- (F) The State entity has taken steps to ensure that all authorizing public chartering agencies implement best practices for charter school authorizing.

The CSP seeks to enhance the ability of charter schools to obtain facilities financing by administering two programs: the Per-Pupil Facilities Aid Program and the Credit Enhancement for Facilities Financing Grant Program (see below).

In addition to awarding grants directly to state agencies and charter schools to assist in the development of charter schools, ED supports research and technical assistance activities for charter schools. The current National Activities grantees address topics like special education and authorizing. Recipients include national groups like the National Association of Charter School Authorizers (NACSA), as well as state charter support groups like the California Charter School Association and the Illinois Network of Charter Schools. One of the main information dissemination efforts supported by ED is the [National Charter School Resource Center](#).

The State Charter Schools Facilities Incentive Grant was created under section 5205(b) of the Elementary and Secondary Education Act by the No Child Left Behind Act of 2001, to

address inadequate facilities, one of the major obstacles to charter school implementation. The purpose of the State Charter Schools Facilities Incentive Grant is to assist charter schools with school facility costs by providing federal funds to states to establish or enhance and administer per-pupil facilities aid programs. The program is intended to encourage states to develop and expand per-pupil facilities aid programs and to share in the costs associated with charter school facilities funding. The Department awards competitive grants of up to five years to eligible states.

The term “per-pupil facilities aid program” refers to a program in which a state makes payments, on a per-pupil basis, to charter schools to provide them with financing that must include, or be dedicated solely for, the funding of facilities. For a state to be eligible to receive a grant, the state’s program must be specified in state law and provide annual funding on a per-pupil basis for charter school facilities.

The federal share of funds decreases each year (from 90 percent in the first year to 20 percent in the fifth year) and phases out entirely after five years. The priorities under the regular CSP grant program apply to applications for funds under this program.

Funding for this program is made available when the total appropriation for the CSP exceeds \$200 million. When the program receives more than \$200 million but less than \$300 million, all funds over \$200 million support the per-pupil facilities financing program. If funds are appropriated in excess of \$300 million, 50 percent must be used for the State Charter Schools Per-Pupil Facilities Aid Program and 50 percent for other authorized activities.

The Credit Enhancement for Charter School Facilities Grant program provides assistance to help charter schools meet their facility needs. Under this program, funds are provided on a competitive basis to public and nonprofit entities, and consortia of those entities, to leverage other funds and help charter schools obtain school facilities through such means as purchase, lease, and donation. Grantees may also use grants to leverage funds to help charter schools construct and renovate school facilities.

To help leverage funds for charter school facilities, grant recipients may, among other things, guarantee and insure debt to finance charter school facilities; guarantee and insure leases for personal and real property; facilitate a charter school’s facilities financing by identifying potential lending sources, encouraging private lending, and other similar activities; and establish charter school facility “incubator” housing that new charter schools may use until they can acquire a facility on their own.

The Federal Funding Process. The size and scope of federal grant programs are set by legislation from the U.S. Congress and then the programs are adjusted by federal agencies. ED and other branches of the federal government are authorized to award and disburse funds.

ED distributes most federal public education funds directly to state departments of education, which, in turn, disburse the funds to individual districts, schools, and other eligible entities. Under some programs, however, the program statute directs ED to distribute funds to LEAs, by formula. Federal legislation usually defines an eligible recipient of federal funding at the state level as an SEA. An eligible recipient at the district and school level is generally defined as a local educational agency (LEA). Some funds are also available for community-based organizations (CBOs); charter schools may be eligible under this category as well. After funds are distributed to an SEA, they are then allocated through a formula, or on a discretionary (competitive) basis, to LEAs or other eligible applicants. The type of allocation is usually defined in the authorizing

legislation. To find out more about how an SEA distributes funds under a specific program, contact your SEA representative directly. All official state and territorial representatives for charter schools are listed in the Appendix.

To learn more about the requirements that charter schools, LEAs, and state agencies must meet regarding federal grants, see the nonregulatory guidance "[How Does a State or Local Educational Agency Allocate Funds to Charter Schools that are Opening for the First Time or Significantly Expanding their Enrollment.](#)"

Formula Grants. Federal funds provided under a formula grant program are allotted to all eligible applicants according to a prescribed formula generally established by law and ED. Eligibility for such funds is based on a set of criteria such as population, per capita income, specialized clientele, some other measure of need, or a combination of measures specified in the authorizing legislation.²

Discretionary Grants. A discretionary grant, otherwise known as a direct or competitive grant, is one that ED or another branch of the federal government awards through a competitive process. Under such grants, ED is able to exercise a certain amount of discretion, consistent with the authorizing legislation, to determine which applications best address the program requirements and are therefore most worthy of funding. These programs may require the establishment of criteria for eligibility, for program size and growth, and some mechanism for competition among applicants.

Depending on the particular program, SEAs, LEAs, private non-profit organizations, and colleges and universities may be eligible to receive competitive grants.

Each time ED invites applications for a new grant award competition, it publishes a notice in the Federal Register. The general requirements and selection criteria for discretionary grants are available through the various federal program offices or in federal regulations. For some discretionary grant programs, ED publishes specific program regulations in the Federal Register and codifies them annually in the Code of Federal Regulations.³ In cases where specific regulations are not available, applicants should consult the Education Department General Administrative Regulations (EDGAR).⁴ For more information on the application process, please consult the document *What Should I Know About ED Grants*.⁵ This helpful resource contains detailed information on applying for and receiving discretionary grants.

VARIATIONS IN STATE LAWS AND LEGAL STATUS OF CHARTER SCHOOLS

² Among the other criteria there may also be provisions for reallocation of unused funds or restrictions on the rate of program growth or decline. Also specified may be the percentage of program cost that the federal government will share with the recipient population to be served. Depending on the authorizing legislation, the discretion of the federal agency charged with disbursing funds is limited to applying the formula and setting rules for operation of the program within the limits of the formula.

³ (<http://www.gpoaccess.gov/cfr/about.html>)

⁴ (<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>)

⁵ For ordering information, call (202) 708-5126 or (<http://www.ed.gov/fund/grant/about/knowabtgrants/index.html>)

One factor that affects the degree to which charter schools may access federal funds is the nature of the state's rules governing charter schools. State laws and regulations that establish charter schools vary widely among states.⁶ Of particular importance to a charter school in applying for federal funding is the exact legal status of a charter school as defined by the state's authorizing legislation.

In some states, charter schools are established as independent legal entities with a legal status separate from that of the agency that grants the charter. In such cases, when receiving state funding or federal dollars, charter schools are treated as independent LEAs or school districts and receive funding directly through the appropriate SEA. In other states, charter schools are constituted as a legal branch of a local or "parent" school district and, thus, are considered dependent schools and may only receive funding through the parent school district.

The variation in the legal status of a charter school affects the process by which a given charter school participates in a formula grant program or applies for or receives a discretionary grant. For example, if a charter school is considered an independent LEA by state law, the school can apply directly to the SEA (or ED under programs in which funds flow directly to LEAs) for many of the formula-driven grant programs. If a school is not considered an independent LEA, the school most likely will participate in the program through its parent district.

Given these complexities, the particular route federal funding takes before reaching an individual school differs from state to state, and from school to school. For detailed information on the variation of the legal status of charter schools and how it can affect access to federal funding, please see the United States General Accounting Office's Report to Congressional Requesters, *Charter Schools: Federal Funding Available but Barriers Exist*.⁷

RESPONSIBILITIES OF ENTITIES UTILIZING FEDERAL FUNDS

Federal Waivers. Under several education laws, states, school districts, and other educators now have greater flexibility in how they may use federal program funds to support state and local school improvement efforts. ED has several different waiver authorities, but the most relevant for charter schools is the waiver authority granted under Title V, Part B, Subpart 1 of the ESEA. In general, under that authority the Secretary may waive for charter schools any statutory or regulatory requirement over which he exercises administrative authority, except those requirements relating to the elements of a charter school described in section 5210(1) of the ESEA. (Under Section 5210(1), among other things, a charter school must be a nonsectarian public school that does not charge tuition. It must comply with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and the Boy Scouts of America Equal Access Act). In addition, a charter school may not obtain waivers of requirements of the Americans with Disabilities Act. For more information, please see the Flexibility and Waivers home page on the ED Web site.⁸

⁶ *The State of Charter Schools 2000: Fourth-Year Report* is the final installment of a four-year study sponsored by ED. This document provides descriptive information on charter schools that were operating during the 1998-99 school year. It focuses on growth trends of charter schools and their students, reasons for founding, challenges to implementation, and autonomy and accountability. This resource can be found at (<http://www.ed.gov/pubs/charter4thyear/index.html>).

⁷ (<http://www.gao.gov/archive/1998/he98084.pdf>)

⁸ (<http://www.ed.gov/nclb/freedom/local/flexibility/index.html>)

For more information about how to apply for waivers for federal programs, you may call the Waiver Assistance line at ED at (202) 401-7801. To ascertain whether there are waivers for state program rules, contact your state representative.

OVERVIEW OF FEDERAL LEGISLATION

To help charter schools navigate the complex world of federal education programs, we provide in this section a summary of each of the major pieces of federal authorizing legislation for the programs listed in this guide.

Every Student Succeeds Act of 2015. [ESSA was signed into law in December of 2015, reauthorizing the Elementary and Secondary Education Act \(ESEA\).](#) ESSA includes provisions that will help to ensure success for students and schools. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our [Investing in Innovation](#) and [Promise Neighborhoods](#)
- Invests in increasing access to high-quality [preschool](#).
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

No Child Left Behind Act of 2001. The No Child Left Behind Act (NCLB), signed by President Bush on January 8, 2002, reauthorized the ESEA. The NCLB Act amended the ESEA by incorporating increased accountability for states, school districts, and schools; greater choice for parents and students, particularly those attending schools in need of improvement; more flexibility for states and LEAs in the use of federal education dollars; and a stronger emphasis on using educational programs and approaches that have been proven effective. The NCLB Act itself, however, does not authorize programs.

Elementary and Secondary Education Act of 1965. The 1965 Elementary and Secondary Education Act (ESEA) was created as part of President Lyndon Johnson's War on Poverty Program. This massive legislation marked a significant change on the part of the federal government regarding education policy. The law established the process for priority money for the education of specific categories of students, and hence established the use of categorical education programs at a national level. Many programs are currently authorized by ESEA, including:

Individuals with Disabilities Education Act. The Individuals with Disabilities Education Act (IDEA), originally passed in 1975 as the Education for All Handicapped Children Act, ensures that all children with disabilities have available to them a free appropriate public education designed to meet their unique needs and prepare them for employment and independent living. The law also ensures that the rights of children with disabilities and parents of such children are

protected. The IDEA legislation was most recently reauthorized by Public Law 105-17 in June 1997.

Funds under IDEA, Part B are allocated to SEAs, and through them to local educational agencies, to assist in providing special education and related services to children with disabilities residing in the state. Section 611 of Part B of IDEA, the Grants to States Program, provides federal financial assistance to states to provide special education and related services to children with disabilities beginning at age three, and possibly lasting to their 22nd birthday, depending on state law or practice. The Preschool Grants program under Section 619 of Part B of IDEA provides additional federal financial assistance to states for providing special education and related services to children with disabilities aged three through five years, inclusive, and, at a state's discretion, to two-year-old children with disabilities who will turn three during the school year.

The Infants and Toddlers with Disabilities Program under Part C of IDEA provides funds to states for the development and implementation of a statewide system of early intervention programs for infants and toddlers with disabilities in the state, from birth through age two, inclusive, and their families.

McKinney-Vento Homeless Assistance Act. The McKinney-Vento Homeless Assistance Act, formerly known as the Stewart B. McKinney Homeless Assistance Act, was reauthorized in January of 2002 by the NCLB Act.

The intent of the Education for Homeless Children and Youth Program, Title VII-B of the McKinney-Vento Homeless Assistance Act, is to ensure that all homeless children and youth have access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. The Act calls on states to review and revise their laws and policies to eliminate barriers to the enrollment, attendance, and success in school of homeless children and youth and to include homeless students in the mainstream school environment.

National School Lunch Act. The Richard B. Russell National School Lunch Act of 1946 created the modern school lunch program. The National School Lunch Program is a federally assisted meal program operating in more than 99,800 public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to more than 26 million children each school day. In 1998, Congress expanded the National School Lunch Program to include reimbursement for snacks served to children (through 18 years of age) in after-school educational and enrichment programs.

The Food and Nutrition Service at the U.S. Department of Agriculture administers the program at the federal level. At the state level, the National School Lunch Program is usually administered by SEAs, which operate the program through agreements with school food authorities.

Carl D. Perkins Vocational and Technical Education Act. The Office of Vocational and Adult Education (OVAE) at ED administers the Carl D. Perkins Vocational and Technical Education Act. Under the Perkins Act, federal funds are made available to help provide vocational-technical education programs and services to youth and adults. The vast majority of funds appropriated under the Perkins Act are awarded as grants to state eligible agencies (generally LEAs). Congress appropriated more than \$1.342 billion to the Perkins program for FY 2004.

WHO CAN HELP WITH QUESTIONS?

When applying for federal funding, the first contact should be to the state charter school representative. A list of these state representatives can be found in the Appendix. Each of the selected federal program profiles included in Chapter 2 of this guidebook includes the administrative contact information at the federal level to help answer your questions, as well as an overview of the application process.

Other valuable resources are the official state representatives of individual federal programs at the state level. Since many federal programs disburse dollars first to states, the state program representatives can offer the most assistance when applying for specific federal programs. However, since charter schools usually constitute a small minority of the schools eligible for a specific federal program, policies on how charter schools fit into the application process may not always be established. In such cases, the federal program representative will need to work in conjunction with the state's charter school representative and the school to examine particular issues.

Many regions of the country with large numbers of charter schools contain charter school resource centers and/or state charter school associations. These organizations can also provide information on how to apply for and receive federal funding within a particular state. For contact information on these organizations, please consult the State Profiles section of the [NCSRC](#).

OTHER PROGRAM OPPORTUNITIES

USDA COMMUNITY FACILITIES DIRECT LOAN & GRANT

The U.S. Department of Agriculture (USDA) Community Facilities Direct Loan & Grant Program (CFP) provides funding to develop essential community facilities in rural areas. An essential community facility is defined as a facility that provides an essential service to the local community for the orderly development of the community in a primarily rural area, and does not include private, commercial, or business undertakings. USDA funding is available for public entities, community-based nonprofits, and federally-recognized Tribes for projects serving communities with fewer than 20,000 residents, with priority given to smaller communities. Funding can be used for direct loans or grants. The CFP seeks to fund community resources and facilities that generate local development, including educational services such as charter schools.

Charter school leaders within rural areas who seek funding for facilities should determine if their area qualifies under the program. Contact your state [USDA Rural Development office](#) to speak with a federal loan specialist to learn more about the CFP.

Eligibility. CFP provides funds for essential facilities in rural towns, villages, and cities with a population below 20,000. In addition, funds can be used to “purchase, construct, and/or improve essential community facilities, purchase equipment and pay related project expenses.”⁹

Funding. The program can offer communities financial support through direct loans or grants, as well as a combination of the two.

⁹ <https://www.rd.usda.gov/files/fact-sheet/RD-Factsheet-RHS-CFDirect.pdf>

Direct Loan. Loans made by the USDA Rural Development will have fixed interest rates that may change quarterly. Visit the CFP page [here](#) to see current rates.

Grants. Depending on the population and poverty levels within an area, projects are eligible for different levels, or percentages, of grant funding. Visit the CFP website at <https://www.rd.usda.gov/programs-services/community-facilities-direct-loan-grant-program> for grant terms and additional requirements.

OPPORTUNITY ZONES

Created as part of the federal Tax Cuts and Jobs Act, Opportunity Zones incentivize investment in distressed communities. Investors are rewarded with beneficial tax treatments given that their investments are directed to these specified areas. Opportunity Zones create a mechanism for investment in economically struggling communities and can be facilitated by Community Development Financial Institutions (CDFIs). These incentives and the resulting funds could be used to help charter schools access more affordable financing by providing tax incentives to investors. States began the process of nominating localities as Opportunity Zones, many of which have already been certified. The U.S. Department of Treasury may continue to certify additional designees as more States submit nominations.

Eligibility. Charter schools must be located within a certified Opportunity Zone. A current list of certified Zones is available [here](#). To receive tax benefits, investments made to fund development must be made through a Qualified Opportunity Fund. A Qualified Opportunity Fund is “an investment vehicle that is set up as either a partnership or a corporation for investing in eligible property that is located in an Opportunity Zone and that utilizes the investor’s gains from a prior investment for funding the Opportunity Fund.”¹⁰

Although projects must take place in the Opportunity Zone, investors are not required to reside or operate within the Opportunity Zone to receive tax benefits.

SCHOOL SAFETY NATIONAL ACTIVITIES

School Safety National Activities is a broad discretionary authority for activities to improve students’ safety and well-being both during and after the school day. Activities under the program may be carried out through grants, contracts, or cooperative agreements with public and private organizations or individuals, or through agreements with other Federal agencies.

The School Safety National Activities program statute also authorizes the longstanding Project School Emergency Response to Violence (Project SERV) program, which provides education related services—including counseling and referral to mental health services as needed—to LEAs and institutions of higher education (IHEs) in which the learning environment has been disrupted by a violent or traumatic crisis.

In recent years, School Safety National Activities, in addition to Project SERV, have included:

¹⁰ <https://www.irs.gov/newsroom/opportunity-zones-frequently-asked-questions>

Schools Climate Transformation Grants to SEAs and LEAs to develop and adopt, or expand to more schools, a multi-tiered decision-making framework that guides the selection, integration, and implementation of evidence-based behavioral practices for improving school climate and behavioral outcomes for all students.

Project Prevent Grants to LEAs to help schools in communities with pervasive violence break the cycle of violence by offering students: (1) access to school-based counseling services or referrals to community-based counseling services to address trauma or anxiety; (2) social and emotional supports to help address the effects of violence; (3) conflict resolution and other school-based strategies to prevent future violence; and (4) a safer and improved school environment, which may include activities to decrease the incidence of harassment, bullying, violence, and gang involvement.

Promoting Student Resilience Grants to LEAs to build and increase their capacity to address the comprehensive behavioral and mental health needs of students in communities that have experienced significant civil unrest.

Technical assistance to help schools, LEAs, and IHEs to (1) promote safe and supportive learning environments, and (2) develop, implement, and improve their emergency management plans.

PROMISE ZONES

Through the [Promise Zones Initiative](#), the Federal government works strategically with local leaders to boost economic activity and job growth, improve educational opportunities, reduce crime and leverage private investment to improve the quality of life in these high poverty areas in select urban, rural, and tribal communities.

In total, 22 Promise Zones were designated in 2014-2016. The Promise Zone designation partners the Federal government with local leaders who are addressing multiple community revitalization challenges in a collaborative way. Promise Zone Designees will receive:

- An opportunity to engage five AmeriCorps VISTA members in the Promise Zone's work.
- A federal liaison assigned to help designees navigate federal programs.
- Preferences for certain competitive federal grant programs and technical assistance from participating federal agencies.
- Promise Zone tax incentives, if enacted by Congress.

Altogether, this package of assistance will accelerate local efforts. The Promise Zone designation will last for a term of 10 years. During this term, the specific benefits made available to Promise Zones will vary from year to year, and sometimes more often than annually, due to changes in the agency policies and changes in appropriations and authorizations for relevant programs.

The U.S. Department of Housing and Urban Development (HUD) has compiled funding opportunities and program information from the 13 federal partners who are participating in the Promise Zones initiative. View [a list of the federal agencies along with the programs affiliated with the Promise Zones initiative](#).



Chapter 2 | Program Profiles

PROGRAM DESCRIPTION MATRIX

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Program Title	Description	Authorizing Legislation	Funding Process for Schools
1. Alaska Native Education Equity (CFDA No. 84.356A)	Improves education opportunities and addresses culturally related academic needs of Alaska Native children.	ESEA as amended by NCLB – Title VII, Part C	Competitive grants available from ED
2. Improving Basic Programs Operated by Local Educational Agencies (Title 1, Part A) (CFDA No. 84.010)	Provides financial assistance to LEAs and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards.	ESEA as amended by NCLB – Title I, Part A	Formula-based funding from LEA or SEA
3. Education for Homeless Children and Youths – Grants for State and Local Activities (CFDA No. 84.196)	Provides financial assistance to help state education agencies ensure that homeless children, including preschoolers and youths, have equal access to free and appropriate public education.	McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, as amended	Competitive grants available from SEA
4. Migrant Education – Basic State Formula Grants (CFDA No. 84.011)	Supports high quality education programs that address the special needs of migrant children and youth to help ensure students meet challenging state content and student performance standards.	ESEA as amended by NCLB – Title I, Part C	Formula-based funding from SEA
5. Impact Aid Section 7007b, Discretionary	Provides assistance to LEAs that have lost property tax revenues due to the presence of tax-exempt federal	ESEA as amended by	Formula-based funding from ED

Construction Grant Program (CFDA No. 84.041)	property or that have experienced increased expenditures due to the enrollment of federally connected children.	NCLB – Title VIII	
6. Native Hawaiian Education (CFDA No. 84.362A)	Improves education opportunities and addresses culturally related academic needs of Native Hawaiian children.	ESEA as amended by NCLB – Title VII, Part B	Competitive grants available from ED
7. Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk (CFDA No. 84.013)	Provides assistance to LEAs for dropout prevention programs that meet the needs of at-risk children and youth.	ESEA as amended by NCLB – Title I, Part D, Subpart 2	Formula-based funding or competitive grants available from SEA
8. Small, Rural Education Achievement Program (CFDA Nos. 84.358A)	Provides financial assistance to rural districts to assist them in meeting their state’s definition of adequate yearly progress.	ESEA as amended by NCLB – Title VI, Part B	Formula-based funding from ED; formula-based funding or competitive grants available from SEA
9. 21st Century Community Learning Centers (CFDA No. 84.287)	Supports the creation of community learning centers that provide academic opportunities for children, particularly students who attend high-poverty and low-performing schools.	ESEA as amended by NCLB – Title IV, Part B	Competitive grants available from SEA

OFFICE OF INNOVATION AND IMPROVEMENT

Program Title	Description	Authorizing Legislation	Funding Process for Schools
10. Arts in Education--Model Development and Dissemination Grants Program (CFDA No. 84.351D)	Supports the development, documentation, evaluations, and dissemination of innovative, cohesive models to integrate and strengthen arts and arts instruction in the core elementary and middle school curricula.	ESEA as amended by NCLB – Title V, Part D, Subpart 15	Competitive grants available from ED
11. Charter Schools Program (CFDA Nos. 84.282D)	Provides financial assistance for the planning, design, and initial implementation of charter schools as well as the dissemination of information about charter schools.	ESEA as amended by NCLB – Title V, Part B, Subpart 1	Competitive grants available from SEA or ED
12. Credit Enhancement for Charter School Facilities Program (CFDA No. 84.354A)	Provides grants to eligible entities to leverage funds through credit enhancement initiatives to assist charter schools in using private sector capital to acquire, construct, renovate, or lease academic facilities.	ESEA as amended by NCLB – Title V, Part B, Subpart 2	Competitive grants available from ED
13. Professional Development for Arts Educators (CFDA No. 84.351C)	Supports the implementation of high-quality professional development model programs in elementary and secondary education for music, dance, drama, and visual arts educators.	ESEA as amended by NCLB – Title V, Part D, Subpart 15	Competitive grants available from ED
14. Charter School Program State Educational Agencies (SEA) Grant (CFDA No. 84.282A)	Provides funds to states to establish or enhance and administer per-pupil facilities aid programs for charter schools.	ESEA as amended by NCLB – Title V-B, Subpart 1 (Section 5205(b))	Competitive grants available from SEA
15. Transition to Teaching (CFDA No. 84.350)	Supports the recruitment and retention of highly qualified mid-career professionals, school paraprofessionals, and recent college graduates who have not majored in education as teachers through the use of existing, or development and enhancement of new, alternative routes to certification.	ESEA as amended by NCLB – Title II, Part C, Subpart 1, Chapter B	Competitive grants available from ED No new award since 2011

OFFICE OF SAFE AND DRUG FREE SCHOOLS

Program Title	Description	Authorizing Legislation	Funding Process for Schools
16. Carol M. White Physical Education Program (CFDA No. 84.215F)	Authorizes grants to LEAs and community-based organizations to pay up to 90 percent of the total costs of initiating, expanding, and improving physical education programs.	ESEA as amended by NCLB – Title V, Part D, Subpart 10	Competitive grants available from ED
17. Elementary and Secondary School Counseling Programs (CFDA No. 84.215E)	Authorizes grants to LEAs to allow elementary schools to expand their capacity to provide counseling services and to identify model strategies, enhance knowledge of what works, and expand the inventory of effective counseling programs.	ESEA as amended by NCLB - Title V, Part D, Subpart 2	Competitive grants available from ED

OFFICE OF SPECIAL EDUCATION & REHABILITATIVE SERVICES

Program Title	Description	Authorizing Legislation	Funding Process for Schools
18. Special Education – State Personnel Development Grants Program (CFDA No. 84.323A)	Assists states in reforming and improving their systems for providing education, early intervention, and transition services for children with disabilities.	IDEA, Part D, Subpart 1, Secs. 51-656	Competitive grants available to SEAs

OFFICE OF THE UNDER SECRETARY

Program Title	Description	Authorizing Legislation	Funding Process for Schools
19. Indian Education – Formula Grants to Local Education	Addresses the unique educational and culturally related academic needs of Indian students to help them meet	ESEA as amended by NCLB - Title	Formula-based funding from ED

Agencies (CFDA No. 84.060)	challenging state performance standards.	VII, Part A, Subpart 1	
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OFFICE OF VOCATIONAL AND ADULT EDUCATION

Program Title	Description	Authorizing Legislation	Funding Process for Schools
20. Vocational Education- Basic Grants to States (CFDA No. 84.048A)	Provides funding to develop more fully the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical programs.	Carl D. Perkins Vocational and Technical Education Act	Formula-based funding from the State eligible agency for vocational education

FOOD AND NUTRITION SERVICE

Program Title	Description	Authorizing Legislation	Funding Process for Schools
21. National School Lunch and School Breakfast Program	Provides nutritionally balanced, low-cost or free lunches and breakfasts to more than 26 million children each school day.	Richard B. Russell National School Lunch Act, Child Nutrition Act	Formula-based funding from SEA Not an ED program

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

ALASKA NATIVE EDUCATION EQUITY

Also Known As: Alaska Native Education Program

Administering Office: Office of Elementary and Secondary Education (OESE)

Program Office: Academic Improvement Programs

CFDA No.: 84.356A

Who May Apply (specifically): Alaska Native organizations, education entities with experience in developing or operating Alaska Native programs or program of instruction conducted in Alaska Native languages, cultural and community-based organizations with experience in developing or operating programs to benefit Alaska Natives, and consortia of organizations may apply. A state education agency (SEA) or local education agency (LEA) may apply as part of a consortium involving an Alaska Native organization. The consortia may include other eligible applicants.

Type of Assistance (by category)

Discretionary/Competitive Grants

Appropriations

Fiscal Year 2013 \$31,345,135

Fiscal Year 2014 \$31,453,000

Fiscal Year 2015 \$31,453,000

Awards Information

Number of New Awards Anticipated: 33

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Title VI, Part B of the ESEA, as amended by the Every Student Succeeds Act

(20 U.S.C. 7515 7511-7546).

Program Regulations: EDGAR

Program Description: The overall purpose of the program is to meet the unique education needs of Alaska Natives and to support supplemental educational programs to benefit Alaska Natives.

Types of Projects: Allowable activities include, but are not limited to, the development of curricula and education programs that address the education needs of Alaska Native students, and the development and operation of student enrichment programs in science and mathematics. Eligible activities also include professional development for educators, activities carried out through Even Start (#84.213) programs and Head Start programs, family literacy services, and dropout prevention programs.

Education Level (by category): Pre-K, K-12, Adult

Subject Index: Alaska Natives, Dropouts, Infants, Languages, Parents, Preschool Education

Contact Information:

Name: Almita Reed

E-mail Address: Almita.Reed@ed.gov

Mailing Address: U.S. Department of Education, OESE

Office of Academic Improvement Programs

400 Maryland Ave. S.W., Rm. 3E210

LBJ Federal Office Building

Washington, DC 20202-6200

Telephone: (202) 260-1979

Toll-Free Telephone: (800) 872-5327 or (800) USA-LEARN

Fax: (202) 260-8969

Links to Related Web Sites: <http://www.ed.gov/programs/alaskanative/index.html>

IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES (TITLE I, PART A)

Also Known as: Education for the Disadvantaged – Grants to Local Education Agencies, Improving the Academic Achievement of the Disadvantaged, Title I, ESEA, Title I LEA Grants

Administering Office: Office of Elementary and Secondary Education (OESE)

Program Office: Office for State Support

CFDA No.: 84.010

Who May Apply (by category): State Education Agencies

Who May Apply (specifically): The Department allocates all but 1 percent of appropriated funds to local educational agencies (LEAs) through participating SEAs. The 1 percent is set aside for the Secretary of the Interior and the outlying areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the United States Virgin Islands). The Secretary of the Interior makes subgrants to schools operated by the Bureau of Indian Education, while the outlying areas receive formula grants. In addition, from the amount for the outlying areas, funds are reserved for competitive grants to the outlying areas and the freely-associated states (see # 84.256A, Territories and Freely Associated States Education Grant Program, under the topical heading "School Improvement").

Type of Assistance (by category)

Formula Grants

Appropriations

Fiscal Year 2013 \$13,760,219,000

Fiscal Year 2014 \$14,384,802,000

Fiscal Year 2015 \$14,386,948,799

Awards Information

Number of New Awards Anticipated: 52

Average Award: \$273,829,522

Range of Awards: \$33,019,486–\$1,681,680,024

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, as amended, Title I, Part A, 20 U.S.C. 6301-6339, 6571-6578.

Program Regulations: 34 CFR 200

Program Description: Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

1. Basic Grants provide funds to LEAs in which the number of children counted in the formula is at least 10 and exceeds 2 percent of an LEA's school-age population.
2. Concentration Grants flow to LEAs where the number of formula children exceeds 6,500 or 15 percent of the total school-age population.
3. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of children from low-income families receive more funds. Targeted Grants flow to LEAs where the number of schoolchildren counted in the formula (without application of the formula weights) is at least 10 and at least 5 percent of the LEA's school-age population.
4. Education Finance Incentive Grants (EFIG) distribute funds to states based on factors that measure:
 - a state's effort to provide financial support for education LEA compared to its relative wealth as measured by its per capita income; and
 - the degree to which education expenditures among LEAs within the state are equalized.

Once a state's EFIG allocation is determined, funds are allocated (using a weighted count formula that is similar to Targeted Grants) to LEAs in which the number of children from low-income families is at least 10 and at least 5 percent of the LEA's school-age population. LEAs target the Title I funds they receive to schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds for schoolwide programs that serve all children in the school. LEAs also must use Title I funds to provide academic enrichment services to eligible children enrolled in private schools.

Types of Projects: ED's most recent data on participation in the program are from school year (SY) 2009-10. In SY 2009-10 more than 56,000 public schools across the country used Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

That same year Title I served more than 21 million children. Of these students, approximately 59 percent were in kindergarten through fifth grade, 21 percent in grades 6-8, 17 percent in grades 9-12, 3 percent in preschool, and less than one percent ungraded.

Education Level (by category): Pre-K, K-12

Subject Index: Educationally Disadvantaged, High-Risk Students, Low Income, Poverty

Contact Information:

Name: Faatima Muhammad
E-mail Address: Faatima.Muhammad@ed.gov
Mailing Address: U.S. Department of Education, OESE
Student Achievement and School Accountability Programs
400 Maryland Ave. S.W., Rm 3C143, FB-6
Washington, DC 20202-6132
Telephone: (202) 453-6827
Toll-Free Telephone: (800) 872-5327 or (800) USA-LEARN
Fax: (202) 260-7764

For State Contacts- Governor, chief state school officer, education committee leaders, and more

Links to Related Web Sites: <https://www2.ed.gov/programs/titleiparta/index.html>

EDUCATION FOR HOMELESS CHILDREN AND YOUTHS – GRANTS FOR STATE AND LOCAL ACTIVITIES

Also Known as: McKinney-Vento Education for Homeless Children and Youth Program

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.196

Who May Apply (by category): State Education Agencies (SEAs)

Type of Assistance (by category)

Formula Grants

Appropriations

Fiscal Year 2014 \$65,042,000

Fiscal Year 2015 \$65,042,000

Fiscal Year 2016 \$70,000,000

Awards Information

Number of New Awards Anticipated: not available

Average Award: not available

Range of Awards: not available

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: The Every Student Succeeds Act amendments to the Education for Homeless Children and Youth program that took effect on October 1, 2016 can be found [here](#). Additional information and resources can be found at ED's National Center for Homeless Education (NCHE) Technical Assistance Center website: <http://nche.ed.gov>.

Program Regulations: EDGAR

Program Description: Formula grants are made to the 50 states, the District of Columbia, and Puerto Rico based on each state's share of Title I, Part A funds. The outlying areas and the Bureau of Indian Affairs also receive funds. Among other things, the program supports an office for coordination of the education of homeless children and youths in each state, which gathers comprehensive information about homeless children and youths and the impediments they must overcome to regularly attend school. These grants also help SEAs ensure that homeless children, including preschoolers and youths, have equal access to free and appropriate public education (FAPE). States must review and revise laws and practices that impede such access. States are required to have an approved plan for addressing problems associated with the enrollment, attendance, and success of homeless children in school. States must make competitive subgrants to LEAs to facilitate the enrollment, attendance, and success of homeless children in schools. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates, and guardianship issues.

Types of Projects: With subgrant funds, LEAs offer such activities as coordination and collaboration with other local agencies to provide comprehensive services to homeless children and youths and their families. LEAs also offer expedited evaluations of the needs of homeless children to help them enroll in school, attend, regularly, and achieve success.

Education Level (by category): Pre-K, K-12

Subject Index: Educationally Disadvantaged, High-Risk Students, Homeless People, Transportation

Contact Information:

E-mail Address: HomelessEd@ed.gov
Mailing Address: U.S. Department of Education, OESE
Office of Safe and Healthy Students (OSHS)
400 Maryland Ave. S.W.,
Washington, DC 20202-6132
Telephone: (202) 453-6777

Links to Related Web Sites: <http://www.ed.gov/programs/homeless/index.html>

MIGRANT EDUCATION PROGRAM – BASIC STATE FORMULA GRANTS

Also Known as: Education of Migratory Children, Title 1, Part C

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.011

Who May Apply (by category): State Education Agencies (SEAs)

Who May Apply (specifically): SEAs are authorized to make subgrants to local operating agencies that serve migrant students. Local operating agencies may be local education agencies (LEAs), institutions of higher education (IHEs), and other public and nonprofit agencies.

Type of Assistance (by category)

Formula Grants

Appropriations

Fiscal Year 2014 \$ 374,751,000

Fiscal Year 2015 \$ 374,751,000

Fiscal Year 2016 \$ 374,751,000

Awards Information

Number of New Awards Anticipated: not available

Average Award: not available

Range of Awards: not available

Note: The Department is not bound by any estimates in this notice. Accessed September 2017.

Program Details

Legislative Citation: The Elementary and Secondary Education Act of 1965, Title I, Part C, as amended by the Every Student Succeeds Act of 2015; Family Education Rights and Privacy Act (FERPA); Department of Education's General Education Provisions Act (GEPA), Section 427.

Program Regulations: Code of Federal Regulations (Part 200); Code of Federal Regulations (Part 299); Federal Register Notice on Funding Formula; Federal Register Notice to clarify and improve MEP eligibility and fiscal accountability requirements; National certificate of eligibility (COE) form and instructions to be used by all States to document the basis of their determinations of the eligibility of a migratory child; Regulations on Standards and Assessments- The final regulations on standards and assessments require that assessment results be disaggregated within each State, LEA, and school by migrant status per 34 CFR 200.2(b)(10). They also require that a state include migratory students and other mobile students in its academic assessment system, even if those students are not included for accountability purposes per 34 CFR 200.6(c); Other Regulations - All of Title 34 of the Code of Federal Regulations (CFR), the Education Department General Administrative Regulations (EDGAR) and other pertinent regulations can be found on the Department of Education's legislation, regulations and guidance pages.

Policy Guidance: Non-Regulatory Guidance for Title I, Part C, Education of Migratory Children (March 2017).

Program Description: Funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to state education agencies, based on each state's per pupil expenditure for education and counts of eligible migratory children, aged 3 through 21, residing within the state.

Types of Projects: States use program funds to identify eligible children and provide education and support services. These services include: academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services, and preschool services.

Education Level (by category): Pre-K, K-12

Subject Index: Health Services, Migrant Education, Migrant Workers, Migrants, Mobility

Contact Information:

The Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, LBJ - Room 3E317
Washington, D.C. 20202-6135
Phone: (202) 260-1164
Fax: (202) 205-0089

For respective state contacts, go [here](#).

Links to Related Web Sites: <https://www2.ed.gov/programs/mep/index.html>

IMPACT AID SECTION 7007B, DISCRETIONARY CONSTRUCTION GRANT PROGRAM

Program Office: Impact Aid

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.041

Who May Apply (by category): Local Education Agencies

Who May Apply (specifically): An LEA is eligible to receive an emergency grant under section 7007(b) of the Act if it has a school facility emergency that the Secretary has determined poses a health or safety hazard to students and school personnel.

Type of Assistance (by category)

Discretionary/Competitive Grants

Appropriations

Fiscal Year 2015 \$17,406,000

Fiscal Year 2016 No Funds Appropriated

Fiscal Year 2017 \$17,406,000

Awards Information

Number of New Awards Anticipated: not available

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Impact Aid Program Legislation

Program Regulations: Final Rule (January 3, 2016); Impact Aid Program Regulations

Program Description: The Elementary and Secondary Education Act authorizes Impact Aid discretionary construction grant under Section 7007(b). These grants fund emergency repairs and modernization of school facilities to certain eligible local educational agencies (LEAs) that receive Impact Aid.

Emergency repair grants must be used to repair, renovate, or alter a public elementary or secondary school facility to ensure the health, safety, and well being of students and school personnel. Modernization grants may be used to extend a public elementary or secondary school facility to ease overcrowding and provide facilities that support a contemporary educational program. The law specifies that applications for Emergency grants receive first and second priority in the competition, while applications for Modernization grants are treated as third and fourth priorities.

Education Level (by category): K-12

Subject Index: Academic Subjects, Federal Aid, School Construction

Contact Information:

Name: Amanda Ognibene
E-mail Address: Impact.Aid@ed.gov
Mailing Address: Impact Aid Program
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-6244
Telephone: (202) 453-6637
e-Fax: 866-799-1272
Web address: <http://www.ed.gov/programs/8007b/>

Links to Related Web Sites: <https://www2.ed.gov/programs/8007b/index.html>

NATIVE HAWAIIAN EDUCATION

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.362A

Also Known As: Native Hawaiian Education Program, Education for Native Hawaiians

Who May Apply: (by category) Nonprofit Organizations, Other Organizations and/or Agencies

Who May Apply (specifically): Native Hawaiian educational organizations; Native Hawaiian community-based organizations; Public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; Charter schools; and consortia of the eligible applicants listed in (a) through (c).

Type of Assistance (by category)
Discretionary/Competitive Grants

Appropriations

Fiscal Year 2013 \$32,397,259
Fiscal Year 2014 \$32,397,000
Fiscal Year 2015 \$32,397,000

Awards Information

Number of New Awards Anticipated: 11

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Program Authority: Title VI, Part B of the ESEA, as amended by the Every Student Succeeds Act (20 U.S.C. 7515 7511-7546).

Program Regulations: EDGAR

Program Description: The purpose of this program is to develop innovative education programs to assist Native Hawaiians and to supplement and expand programs and authorities in the area of education.

Types of Projects: Authorized activities include, among others: early education and care programs; family-based education centers; beginning reading and literacy programs; activities to address the needs of gifted and talented native Hawaiian students; special education programs; professional development for educators; and activities to enable Native Hawaiian students to enter and complete postsecondary education programs.

Education Level (by category): Pre-K, K-12, Adult

Subject Index: Hawaiians, Languages

Contact Information:

Name: Joanne Osborne, Team Leader
E-mail Address: Joanne.Osborne@ed.gov
Mailing Address: U.S. Department of Education, OESE
Office of Academic Improvement Programs
400 Maryland Ave. S.W., Rm 3E214
LBJ Federal Office Building
Washington, DC 20202-6200
Telephone: (202) 401-1265
Toll-Free Telephone: (800) 872-5327 or (800) USA-LEARN
Fax: (202) 260-8969

Links to Related Web Sites: <https://www2.ed.gov/programs/nathawaiian/index.html>

PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTHS WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

Also Known As: Neglected and Delinquent State Agency and Local Educational Agency Program

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.013

Who May Apply (by category): State Education Agencies

Who May Apply (specifically): State agencies responsible for providing free public education for children in institutions for those who are neglected or delinquent, responsible for children who are enrolled in education programs in adult correctional facilities, and responsible for children in community day programs for those who are neglected or delinquent may apply to their state education agencies (SEAs). Also, local education agencies (LEAs) with high numbers or percentages of youths in local correctional facilities may receive subgrants.

Type of Assistance (by category)

Formula Grants

Appropriations

Fiscal Year 2014 \$47,760,769

Fiscal Year 2015 \$47,614,000

Fiscal Year 2016 \$47,614,000

Awards Information

Number of New Awards Anticipated: not available

Average Award: not available

Range of Awards: not available

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Title I, Part D of the ESEA, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 6421-6472).

Program Regulations: Title 34 CFR, Chapter II, Part 200 -- Title I -- Helping Disadvantaged Students Meet High Standards; Subpart D—Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk of Dropping Out.

Program Description: The Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. Funds are allocated by formula to SEAs, which make subgrants to the state agencies responsible for education neglected or delinquent children and youths. To be eligible for state N and D funds,

juvenile institutions must provide 20 hours a week of instruction from nonfederal funds; adult correctional institutions must provide 15 hours. The Subpart 2 Local Education Agency Program requires each SEA to reserve for its Title I, Part A, allocation, funds generated by the number of children in locally operated institutions for delinquent youths. Funds are awarded to LEAs with high proportions of youths in local correctional facilities to support dropout prevention programs for at-risk youths.

Types of Projects: The programs support supplemental instruction in core subject areas, such as reading and mathematics, as well as tutoring, counseling, and transition services.

Education Level (by category): K-12

Subject Index: Child Neglect, Delinquency, Dropouts, Educationally Disadvantaged, Mathematics, Reading

Contact Information:

Name: Earl Myers, Jr.

E-mail Address: Earl.Myers@ed.gov

Mailing Address: U.S. Department of Education, OESE

Office of Safe and Healthy Students (OSHS)

400 Maryland Ave. S.W., Rm 3E-244, LBJ

Washington, DC 20202-6450

Telephone: (202) 453-6716

Toll-Free Telephone: (800) 872-5327 or (800) USA-LEARN

Fax: (202) 260-7764

Links to Related Web Sites: <https://www2.ed.gov/programs/titleipartd/index.html>

SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM

Also Known As: Small Rural School Grants, Rural Education Achievement Program, REAP

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.358A

Who May Apply (by category): Local Education Agencies (LEAs)

Who May Apply (specifically): An LEA is eligible for an SRSA award if: 1a. the total number of students in average daily attendance at all of the schools served by the LEA is fewer than 600; or 1b. each county in which a school served by the LEA is located has a total population density of fewer than 10 people per square mile; and 2a. all of the schools served by the LEA are designated with a school locale code of 41, 42, or 43, as determined by the Secretary of Education; or 2b. the LEA is located in an area determined to be “rural” by a governmental agency of the State

Type of Assistance (by category)

Formula Grants

Appropriations

Fiscal Year 2015 \$84,920,000

Fiscal Year 2016 \$87,920,000

Fiscal Year 2017 \$87,920,000

Awards Information

Number of Awards: not available

Range of Awards: not available

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 - **Title V - Rural Education Initiative.**

Program Regulations: EDGAR

Program Description: The purpose of the Small, Rural School Achievement (SRSA) program is to provide rural LEAs with financial assistance to fund initiatives aimed at improving student academic achievement.

Local education agencies (LEAs) are entitled to funds if they meet basic eligibility and application requirements. Awards are issued annually, and award amounts are determined using a formula.

Types of Projects: Grantees may use SRSA funds to carry out activities authorized under any of the following federal programs:

- Title I-A (Improving Basic Programs Operated by Local Education Agencies)
Example: A school district develops an entrepreneurial education program to supplement its civics curriculum.

- Title II-A (Supporting Effective Instruction)
Example: A school district pays the stipend for a prospective teacher to work alongside an effective teacher, who is the teacher of record, for a full academic year.
- Title III (Language Instruction for English Learners and Immigrant Students)
Example: A school district offers an afterschool enrichment program for English learners.
- Title IV-A (Student Support and Academic Enrichment)
Example: A school district purchases a bully prevention program for all schools.
- Title IV-B (21st Century Community Learning Centers)
Example: A school district purchases instruments to supplement schools' band and orchestra programs.

Education Level (by category): K-12

Subject Index: Academic Achievement, Elementary Education, Rural Education, Secondary Education

Contact Information:

The REAP Group
Phone: 202-401-0039

[ED REAP Program Officers](#)

[REAP Program State Coordinators](#)

Links to Related Web Sites: <https://www2.ed.gov/programs/reapsrsa/index.html>

21ST CENTURY COMMUNITY LEARNING CENTERS

Program Office: Office of Academic Improvement

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.287

Who May Apply (by category): State Education Agencies (SEAs)

Type of Assistance (by category)

Formula Grants

Type of Assistance (specifically)

Awards are made to SEAs. Local education agencies (LEAs) and nonprofit organization may apply to states for subgrants.

Formula grants are awarded to State educational agencies, which in turn manage statewide competitions and award grants to eligible entities. For this program, eligible entity means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities. States must give priority to applications that are jointly submitted by a local educational agency and a community-based organization or other public or private entity.

Consistent with this definition of eligible entities, faith-based organizations are eligible to participate in the 21st Century Community Learning Centers program. Regulations are available governing the participation of faith-based organizations in Federal programs for which they are eligible are available.

Appropriations

Fiscal Year 2015 \$1,128,639,540

Fiscal Year 2016 \$1,143,339,540

Fiscal Year 2017 \$1,167,389,540

Awards Information

Number of New Awards Anticipated: 52

Average Award: \$22,458,452

Range of Awards: \$5,839,198 - \$136,586,398

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Program Authority: Title IV, Part B of the ESEA, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176).

Program Regulations: Final regulations to implement Executive branch policy that, within the framework of constitutional church-state guidelines, religiously affiliated (or "faith-based") organizations should be able to compete on an equal footing with other organizations for funding by the U.S. Department of Education are available; View the full text of the Federal Register notice announcing these final regulations (June 4, 2004); View the full text of the regulations amended by this Federal Register notice, which apply to all

entities, including faith-based organizations, that receive grants from the Department of Education in 34 C.F.R. parts 74-99; View the final regulations compiled by the Center for Faith Based and Neighborhood Partnerships

Program Description: This program supports the creation of community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Types of Projects:

Education Level (by category): K-12, Out-of-School Youth

Subject Index: After-School Programs, Community Involvement, Elementary Secondary Education, Learning Centers (Classroom)

Contact Information:

Name: Valerie Randall

Email address: 21stCCLC@ed.gov

U.S. Department of Education, OESE

21st-Century Community Learning Centers

400 Maryland Ave. S.W., Rm. 3E230

LBJ Federal Office Building

Washington, DC 20202-6200

Telephone: (202) 205-3804

Toll-Free Telephone: (800) 872-5327 or (800) USA-LEARN

Fax: (202) 260-8969

For Specific State Contacts: <http://www2.ed.gov/programs/21stcclc/contacts.html>

Links to Related Web Sites: <http://www.ed.gov/programs/21stcclc/index.html>

OFFICE OF INNOVATION AND IMPROVEMENT

ARTS IN EDUCATION--MODEL DEVELOPMENT AND DISSEMINATION GRANTS PROGRAM

Also Known as: Arts Models

Administering Office: Office of Innovation and Improvement (OII)

CFDA No.: 84.351D

Who May Apply (by category): Local Education Agencies, Nonprofit Organizations

Who May Apply (specifically): Eligible applicants include:

(1) One or more local education agencies (LEAs), including charter schools that are considered LEAs under state law and regulations, which may work in partnership with one or more of the following:

- A state or local nonprofit or governmental arts organization;
- A state education agency (SEA) or regional educational service agency;
- An institution of higher education (IHE); or
- A public or private agency, institution, or organization, such as a community- or faith-based organization; or

(2) One or more state or local nonprofit or governmental arts organizations that must work in partnership with one or more LEAs and may partner with one or more of the following:

- An SEA or regional educational service agency;
- An IHE; or
- A public or private agency, institution, or organization, such as a community- or faith-based organization.

Type of Assistance (by category)

Discretionary/Competitive Grants

Appropriations

Fiscal Year 2012 \$10,839,003

Fiscal Year 2013 \$10,618,913

Fiscal Year 2014 \$10,947,371

Awards Information

Number of New Awards Anticipated: not available

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Title IV, Part F, Subpart 4 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Program Regulations: EDGAR

Program Description: The program supports the enhancement, expansion, documentation, evaluation, and dissemination of innovative, cohesive models that demonstrate effectiveness in:

- Integrating into and strengthening arts in the core elementary and middle school curricula;
- Strengthening arts instruction in those grades; and
- Improving students' academic performance, including their skills in creating, performing, and responding to the arts.

Grants are designed to enable LEAs and organizations with arts expertise to further create and develop materials for the replication or adaptation of current comprehensive approaches for integrating a range of arts disciplines—such as music, dance, theater, and visual arts, including folk arts—into the elementary and middle school curricula.

Funds must be used in elementary and/or middle schools to:

- Develop programs designed to expand arts integration into the core curricula, improve arts instruction and academic performance;
- Develop materials designed to help replicate or adapt arts programs;
- Document and assess the results and benefits of arts programs; and
- Develop products and services that can be used to replicate arts programs in other settings.

Applicants must describe an existing set of strategies for integrating the arts into the regular elementary and middle school curricula, which could then successfully be implemented, expanded, documented, evaluated, and disseminated.

Types of Projects:

Education Level (by category): Elementary, Middle School

Education Level (specifically): K-8

Subject Index: Art, Art Education, Demonstration Programs

Contact Information:

Names: Bonnie Carter

Email Addresses: Bonnie.Carter@ed.gov

Please visit our updated website at <https://innovation.ed.gov/what-we-do/arts/arts-in-education-model-development-and-dissemination-grants-program/>.

Links to Related Web Sites: <https://www2.ed.gov/programs/artsedmodel/index.html>

CHARTER SCHOOLS PROGRAM STATE EDUCATIONAL AGENCIES (SEA) GRANT

Also Known As: Charter Schools, Public Charter Schools Program, CSP

Administering Office: Office of Innovation and Improvement (OII)

CFDA No.: 84.282A

Who May Apply (by category): State Education Agencies

Who May Apply (specifically): State educational agencies (SEAs) in 43 states (44 including Washington, DC) with a state statute specifically authorizing the establishment of charter schools may apply.

Type of Assistance (by category)
Discretionary/Competitive Grants

Appropriations

Fiscal Year 2014 \$144,653,280
Fiscal Year 2015 \$153,970,269
Fiscal Year 2016 \$188,758,154

Awards Information

Number of New Awards Anticipated: not available
Average Award: not available
Range of Awards: not available
Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), Section 5201 - 5211 (20 U.S.C. 7221-7221); Consolidated and Further Continuing Appropriations Act, 2015 (Pub. L. No. 113-235); Charter School Program Assurances for State Educational Agencies.

Program Regulations: 2015 Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; Charter Schools Program Grants to State Educational Agencies (80 FR 34201); Education Department General Administrative Regulations (EDGAR) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200); Uniform Guidance Technical Assistance for Grantees (Uniform Guidance TA)

Program Description: The purpose of the CSP is to increase the national understanding of the charter school model by (1) expanding the number of high-quality charter schools available to students across the Nation by providing financial assistance for the planning, program design, and initial implementation of charter schools, and (2) by evaluating the effects of charter schools, including their effects on students, student academic achievement, staff and parents.

The Secretary awards grants to SEAs on a competitive basis to enable them to conduct charter school programs in their States. SEAs use their CSP funds to award subgrants to non-SEA eligible applicants in their State. These subgrants are used for two primary purposes: (1) planning, program design, and initial implementation of new charter schools; and (2) dissemination of information, including best practices, by charter schools open at least three consecutive years with demonstrated success in several areas, as specified by statute.

Education Level (by category): K-12

Subject Index: Charter Schools, Community Involvement, Parent Participation, School Choice

Contact Information:

Names and E-mail Addresses:

Leslie Hankerson: leslie.hankerson@ed.gov

Amy Huber: amy.huber@ed.gov

Kathryn Meeley: kathryn.meeley@ed.gov

Lourdes Rivery: Lourdes.Rivery@ed.gov

Links to Related Web Sites: <https://www2.ed.gov/programs/charter/index.html>

CREDIT ENHANCEMENT FOR CHARTER SCHOOL FACILITIES PROGRAM

Administering Office: Office of Innovation and Improvement (OII)

Also known as: Charter Facilities

CFDA No.: 84.354A

Who May Apply: Eligible applicants include public entities (such as state or local government entities), private nonprofit entities, or a consortium of such entities.

Please visit updated website at <https://innovation.ed.gov/what-we-do/charter-schools/credit-enhancement-for-charter-school-facilities-program/applicant-info-and-eligibility/>.

Type of Assistance (by category)

Discretionary/Competitive Grants

Appropriations

Fiscal Year 2014 \$11,912,762

Fiscal Year 2015 \$14,069,608

Fiscal Year 2016 \$16,000,000

Awards Information

Number of New Awards Anticipated: not available

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislation, Regulation and Guidance: The U.S. Secretary of Education can award grants for the Credit Enhancement for Charter School Facilities program under the authority of Section 5222 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Succeeds Act of (ESSA)(20 U.S.C. 7221c); For grant regulations contained in EDGAR (Education Department General Administrative Regulations); Credit Enhancement Program Regulations; The guidance for the Credit Enhancement for Charter School Facilities program; Frequently Asked Questions regarding the circumstances under which CSP funds may be used for grants that support preschool education in charter schools, under new authority in the Consolidated Appropriations Act, 2014.

Program Description: This program provides grants to eligible entities to permit them to enhance the credit of charter schools so that the charter schools can access private-sector and other non-Federal capital in order to acquire, construct, and renovate facilities at a reasonable cost.

Objective

An eligible entity receiving a grant must use the funds deposited in the reserve account to assist one or more charter schools to access private-sector capital to accomplish one or more of the following objectives:

1. The acquisition (by purchase, lease, donation, or otherwise) of an interest (including an interest held by a third party for the benefit of a charter school) in improved or unimproved real property that is necessary to commence or continue the operation of a charter school.
2. The construction of new facilities, or the renovation, repair, or alteration of existing facilities, necessary to commence or continue the operation of a charter school.
3. The predevelopment costs required to assess sites and to commence or continue the operation of a charter school.

Permissible Uses of Reserve Account Funds

An eligible entity receiving a grant shall, in accordance with State and local law, directly or indirectly, alone or in collaboration with others, deposit the funds received, other than funds used for administrative costs, in a reserve account established and maintained by the eligible entity. Amounts deposited in such account shall be used by the eligible entity for one or more of the following purposes:

1. Guaranteeing, insuring, and reinsuring bonds, notes, evidences of debt, loans, and interests therein.
2. Guaranteeing and insuring leases of personal and real property.
3. Facilitating financing by identifying potential lending sources, encouraging private lending, and other similar activities that directly promote lending to, or for the benefit of, charter schools.
4. Facilitating the issuance of bonds by charter schools, or by other public entities for the benefit of charter schools, by providing technical, administrative, and other appropriate assistance (including the recruitment of bond counsel, underwriters, and potential investors and the consolidation of multiple charter school projects within a single bond issue).

Funds received and deposited in the reserve account shall be invested in obligations issued or guaranteed by the United States or a State, or in other similarly low-risk securities. Any earnings on funds received shall be deposited in the reserve account and used in accordance with this program.

Education Level (by category): K-12

Subject Index: School Construction

Contact Information:

Name: Clifton Jones

E-mail Address: Clifton.Jones@ed.gov

Please visit our updated website at <https://innovation.ed.gov/what-we-do/charter-schools/credit-enhancement-for-charter-school-facilities-program/>.

Links to Related Web Sites:

<https://www2.ed.gov/programs/charterfacilities/index.html>

ARTS IN EDUCATION—PROFESSIONAL DEVELOPMENT FOR ARTS EDUCATORS

Administering Office: Office of Innovation and Improvement (OII)

CFDA No.: 84.351C

Also Known As: Arts in Education-Professional Development

Who May Apply (by category): Local Education Agencies

Who May Apply (specifically): A Local Education Agency (LEA) in which 20 percent or more of the students served by the LEA are from families with an income below the Federal poverty line, and which may be a charter school that is considered an LEA under State law and regulations, and that works in partnership with one or more of the following:

- a. A Regional Service Agency;
- b. A State Education Agency (SEA);
- c. An institution of higher education; or
- d. A museum or cultural institution, or another private agency, institution or organization.

Eligibility Requirement:

Applicants must propose to implement professional development programs for arts educators and other instructional staff serving schools that meet the following requirement: 50 percent or more of the students served by the K-12 school are from low-income families (based on the poverty criteria in Title I, Section 1113(a)(5) of the ESEA).

Please visit updated website at <https://innovation.ed.gov/what-we-do/arts/arts-in-education-professional-development-for-arts-educators/applicant-info-and-eligibility/>.

Type of Assistance (by category)

Discretionary/Competitive Grants

Appropriations

Fiscal Year 2012 \$1,560,148

Fiscal Year 2013 \$1,229,244

Fiscal Year 2014 \$4,999,653

Awards Information

Number of New Awards Anticipated: not available

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Title IV, Part F, Subpart 4 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Program Regulations: EDGAR

Program Description: This program specifically supports the implementation of high-quality model professional development programs for arts educators and other instructional staff in the areas of music, dance, drama, media arts, and visual arts, including folk arts, for students in kindergarten through grade 12 (K-12) in which 50 percent or more of the students are from low-income families.

Projects funded by this program use innovative instructional methods and current knowledge from education research and focus on (1) the development, enhancement, or expansion of standards-based arts education programs and/or (2) the integration of standards-based arts instruction with other core academic area content.

Education Level (by category): Postsecondary, Adult

Subject Index: Art Education, Professional Development

Contact Information:

Name: Bonnie Carter

E-mail Address: Bonnie.Carter@ed.gov

Please visit updated website at <https://innovation.ed.gov/what-we-do/arts/arts-in-education-professional-development-for-arts-educators/>.

Links to Related Web Sites: <http://www.ed.gov/programs/artsedprofdev/index.html>

STATE CHARTER SCHOOL FACILITIES INCENTIVE GRANTS PROGRAM

Also Known As: Per-Pupil Facilities Aid Program

Administering Office: Office of Innovation and Improvement (OII)

CFDA No.: 84.282D

Who May Apply (by category): State Education Agencies

Who May Apply (specifically): State Education Agencies (such as a state's department of education or comparable state agency) may apply for this grant if the state has a law in place authorizing per-pupil facilities aid for charter schools.

Type of Assistance (by category)

Discretionary/Competitive Grants

Appropriations

Fiscal Year 2014 \$11,000,000

Fiscal Year 2015 \$9,000,000

Fiscal Year 2016 \$10,000,000

Awards Information

Number of New Awards Anticipated: not available

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative, Regulations, and Guidance: Citation: The U.S. Secretary of Education is authorized to award grants for this competition under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (ESSA) (20 U.S.C. 7221c).

Program Regulations: EDGAR.

Program Description: This program provides competitive grants to help states establish and enhance or administer "per-pupil facilities aid" for charter schools. The federal funds are used to match programs funded with nonfederal dollars that make payments, on a per-pupil basis, to provide charter schools with facilities financing. The program is intended to encourage states to share in the costs associated with charter schools facilities funding, and as a result states pay an increasing share of the cost of the program. Under this grant, the maximum federal share of facilities funds decreases each year (from 90 percent in the first year to 20 percent in year five) and phases out entirely after five years.

Education Level (by category): K-12

Subject Index: Charter Schools, Community Involvement, Educational Facilities, School Choice

Contact Information:

Information from: U.S. Department of Education Programs and Resources
(<http://web99.ed.gov/GTEP/Program2.nsf>)

Name: Clifton Jones
E-mail Address: clifton.jones@ed.gov
Mailing Address: U.S. Department of Education, OII
400 Maryland Ave., S.W., 4W244
Washington DC 20202
Phone: (202) 205-2204
Fax: (202) 205-5720

Links to Related Web Sites: <https://www2.ed.gov/programs/statecharter/index.html>

TRANSITION TO TEACHING

Administering Office: Office of Innovation and Improvement (OII)

CFDA No.: 84.350

Who May Apply (by category): Institutes of Higher Education (IHEs), Local Education Agencies (LEAs), Nonprofit Organizations, State Education Agencies (SEAs).

Who May Apply (specifically): Individuals are not eligible to apply for Transition to Teaching grants. If you are interested in pursuing an alternate route to certification in order to teach see www.teach-now.org or view the program abstracts under Awards.

Type of Assistance (by category)
Discretionary/Competitive Grants

Appropriations

Fiscal Year 2013 \$18,271,414
Fiscal Year 2014 \$13,638,308
Fiscal Year 2015 \$13,631,500

Awards Information

Number of New Awards Anticipated: not available

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, as amended, Title II, Part C, Chapter B; 20 U.S.C. 6681-6684.

Program Regulations: EDGAR.

Program Description: The program provides grants:

- To recruit and retain highly qualified midcareer professionals (including highly qualified paraprofessionals) and recent graduates of Institutions of Higher Education (IHE), as teachers in high-need schools, including recruiting teachers through alternative routes to teacher certification; and
- Encourage the development and expansion of alternative routes to certification under state approved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on the experience, expertise, and academic qualifications of an individual or other factors in lieu of traditional course work in the field of education.

Types of Projects: The program funds national, regional, statewide, and local projects.

Education Level (by category): K-12, Postsecondary

Subject Index: Elementary School Teachers, Professional Development, Secondary School Teachers, Teacher Education, Training

Contact Information:

Name: Vicki Robinson
E-mail Address: Vicki.Robinson@ed.gov
General E-mail Address: transitiontoteaching@ed.gov
Mailing Address: U.S. Department of Education, OII
Teacher Quality Programs
400 Maryland Ave. S.W., 4C111
Washington, DC 20202-5960
Telephone: (202) 205-5009
Fax: (202) 401-8466

Links to Related Web Sites:

<https://www2.ed.gov/programs/transitionteach/index.html>

OFFICE OF SAFE AND DRUG-FREE SCHOOLS

CAROL M. WHITE PHYSICAL EDUCATION PROGRAM

Administering Office: Office of Elementary and Secondary Education

CFDA No.: 84.215F

Who May Apply (by category): Local Education Agencies (LEAs), Other Organizations and/or Agencies

Who May Apply (specifically): LEAs and community-based organizations may apply.

Type of Assistance: Discretionary/Competitive Grants

Appropriations

Fiscal Year 2013 \$74,576,873

Fiscal Year 2014 \$74,577,000

Fiscal Year 2015 \$47,000,000

Awards Information

Number of New Awards Anticipated: 0

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, as amended, Title V, Part D, Secs. 5501-5507; 20 U.S.C. 7261-7261f

Program Regulations: EDGAR; 34 CFR 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, 99, and 299.

Program Description: The Carol M. White Physical Education Program provides grants to Local Education Agencies (LEAs) and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs, including before school, after school, and summer programs for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting their state's standards for physical education.

Types of Projects: Projects must be designed to help students meet its State's physical education standards by undertaking instruction in healthy eating habits and good nutrition and at least one of the authorized physical fitness activities. Authorized physical fitness activities include:

- (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being;
- (b) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student;
- (c) development of, and instruction in, cognitive concepts about motor skills and

physical fitness that support a lifelong healthy lifestyle;
(d) opportunities to develop positive social and cooperative skills through physical activity participation; or
(e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Education Level (by category): K-12

Subject Index: Physical Education

Contact Information:

Name: Carlette Kyser Pegram
E-mail Address: Carlette.KyserPegram@ed.gov
Mailing Address: U.S. Department of Education
Office of Elementary and Secondary Education
Office of Safe and Healthy Students
400 Maryland Avenue, SW, 3rd Floor
Washington, DC 20202-6450
Telephone: (202) 453-6732
Fax: (202) 453-6742

Links to Related Web Sites: <https://www2.ed.gov/programs/whitephysed/index.html>

ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS

Administering Office: Office of Elementary and Secondary Education

CFDA No.: 84.215E

Who May Apply (by category): This Grant Competition eligibility is limited to local educational agencies (LEAs), including charter schools that are considered LEAs under State law that do not have an active grant under this program (CFDA 84.215E), and consortia thereof.

Type of Assistance: Discretionary/Competitive Grants

Appropriations

Fiscal Year 2013 \$12,350,785

Fiscal Year 2014 \$14,779,760

Fiscal Year 2015 \$23,000,000

Awards Information

Number of New Awards Anticipated: 70

Average Award: \$350,000

Range of Awards: \$169,000 - \$400,000

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, as amended, Title V, Part D, Subpart 2, Sec. 5421; 20 U.S.C. 7245.

Program Regulations: EDGAR; 34 CFR 75, 77, 79, 80, 81, 82, 84, 97, 98, 99, and 299.

Program Description: This program provides funding to LEAs to establish or expand elementary school counseling programs, with special consideration giving to applicants that can:

- Demonstrate the greatest need for counseling services in the schools to be served;
- Propose the most innovative and promising approaches; and
- Show the greatest potential for replication and dissemination.

Types of Projects: Projects should: (1) use a developmental, preventive approach, (2) expand the inventory of effective counseling programs, (3) include in-service training, and (4) involve parents and community groups.

Education Level (by category): Elementary, Secondary

Subject Index: Counseling

Contact Information:

Information from: U.S. Department of Education Programs and Resources
(<http://web99.ed.gov/GTEP/Program2.nsf>)

Name: Lisa Harrison
E-mail Address: lisa.harrison@ed.gov
Mailing Address: U.S. Department of Education, OESE/OSHS
400 Maryland Avenue, SW., Rm 3E255 LBJ
Washington, DC 20202-6450
Telephone: (202) 453-6730

or

Name: Loretta McDaniel
E-mail Address: loretta.mcdaniel@ed.gov
Mailing Address: U.S. Department of Education, OESE/OSHS
400 Maryland Avenue, SW., Rm 3E242 LBJ
Washington, DC 20202-6450
Telephone: (202) 453-6720

Links to Related Web Sites:

<https://www2.ed.gov/programs/elseccounseling/index.html>

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

SPECIAL EDUCATION – STATE PERSONNEL DEVELOPMENT GRANTS PROGRAM

Also Known As: Special Education-National Activities-State Improvement, State Improvement Grant Program

Administering Office: Office of Special Education and Rehabilitative Services (OSERS)

CFDA No.: 84.323A

Who May Apply (by category): State Education Agencies

Who May Apply (specifically): Eligible applicants include a state education agency (SEA) of one of the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico or an outlying area (United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands).

Type of Assistance: Discretionary/Competitive Grants

Appropriations

Fiscal Year 2015 \$41,630,000

Fiscal Year 2016 \$41,630,000

Fiscal Year 2017 \$41,630,000 (Request)

Awards Information

Number of New Awards Anticipated: not available

Average Award: not available

Range of Awards: not available

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: 20 U.S.C. 1451-1455 and 1481 of the Individuals with Disabilities Education Act.

Program Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 97, 98, and 99; The Education Department suspension and debarment regulations in 2 CFR part 3485; The notice of final priorities and definitions for this program as published in the *Federal Register*. The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Program Description: The SPD program focuses on professional development needs. Each state must spend at least 90 percent of its funds on professional development activities, including the recruitment and retention of qualified special education teachers. No more than 10 percent of the state's funds can be spent on state activities, such as reforming special education and regular education teacher certification

Information from: U.S. Department of Education Programs and Resources
(<http://web99.ed.gov/GTEP/Program2.nsf>)

(including recertification) or licensing requirements and carrying out programs that establish, expand, or improve alternative routes for state certification of special education teachers.

Awards are based on state personnel development plans that identify and address state and local needs for the preparation and professional development of personnel who serve infants, toddlers, preschoolers, or children with disabilities, as well as individuals who provide direct supplementary aids and services to children with disabilities. Plans must be designed to enable the state to meet the personnel requirements in Parts B and C (section 612(a)(14)) and section 635(a)(8) and (9)) of the *Individuals with Disabilities Education Act (IDEA)*. These plans must also be integrated and aligned, to the maximum extent possible, with State plans and activities under the *Elementary and Secondary Education Act* of 1965, as amended (*ESEA*), the *Rehabilitation Act* of 1973, and the *Higher Education Act* of 1965

Education Level (by category): Pre-K, Early Childhood, K-12

Subject Index: Disabilities, Early Childhood Education, Educational Improvement, Professional Development, Special Education

Contact Information:

Name: Jennifer Coffey
E-mail Address: Jennifer.coffey@ed.gov
Mailing Address: U.S. Department of Education, OSERS
Office of Special Education Programs
400 Maryland Ave., S.W., Rm. 4097, PCP
Washington, DC 20202-2600
Telephone: (202) 245-6673
Fax: (202) 245-7617

Links to Related Web Sites: <https://www2.ed.gov/programs/osepsig/index.html>

OFFICE OF THE UNDER SECRETARY

INDIAN EDUCATION – FORMULA GRANTS TO LOCAL EDUCATION AGENCIES

Administering Office: Office of Elementary and Secondary Education

Program Office: Office of Indian Education

CFDA No.: 84.060

Also Known As: Indian Education Formula Grants

Who May Apply (by category): Local Education Agencies (LEAs)

Who May Apply (specifically): LEAs that enroll a threshold number of eligible Indian children, certain schools funded by the U.S. Department of the Interior, Bureau of Indian Affairs. Indian tribes, under certain conditions, also may apply.

Type of Assistance: Formula Grants

Appropriations

Fiscal Year 2015 \$100,381,000

Fiscal Year 2016 \$100,381,000

Fiscal Year 2017 \$100,190,176

Awards Information

Number of New Awards Anticipated: 1,300

Average Award: \$77,069

Range of Awards: \$3,000 - \$3,058,055

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, as amended, Title VII, Part A, Subpart 1; 20 U.S.C. 7421-7429, 7491-7492.

Program Regulations: EDGAR.

Program Description: This program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including preschool children. The programs funded are to meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet the challenging State academic standard. The program is the Department's principal vehicle for addressing the particular needs of Indian children.

Types of Projects: Grant funds supplement the regular school program by meeting the culturally related academic needs of Indian children. Projects help Indian children sharpen their academic skills, assist students in becoming proficient in the core content areas, and provide students an opportunity to participate in enrichment programs that would otherwise be unavailable. Funds support such activities as culturally-responsive

after-school programs, Native language classes, early childhood education, tutoring, and dropout prevention.

Education Level (by category): Pre-K, K-12

Subject Index: American Indians, Native Americans

Contact Information:

Formula Team Members	Telephone	Contact Information
Paulette Davis Team Leader	202-260-2840	paulette.davis@ed.gov
Annabelle Toledo Education Specialist	202-260-1581	annabelle.toledo@ed.gov
Kimberly Smith Education Specialist	202-453-6459	kimberly.smith@ed.gov
Amalia Cuervo Education Specialist	202-453-5612	amalia.cuervo@ed.gov
Wanda Lee Education Specialist	202-453-7262	wanda.leebernard.garcia@ed.gov

Links to Related Web Sites:

<https://www2.ed.gov/programs/indianformula/index.html>

FOOD AND NUTRITION SERVICE

VOCATIONAL EDUCATION – BASIC GRANTS TO STATES

Administering Office: Office of Vocational and Adult Education (OVAE)

Program Office: Grants and Programs for Career and Technical Education/Community Colleges

CFDA No.: 84.048A

Who May Apply (specifically): Awards are made to state eligible agencies for vocational education, which in turn award at least 85 percent of the funds on the basis of statutory formulas to eligible recipients.

Type of Assistance: Formula Grants

Appropriations

Fiscal Year 2009 \$1,141,988,150

Fiscal Year 2010 \$1,143,497,334

Fiscal Year 2011 \$1,106,804,290

Awards Information

Number of New Awards Anticipated: 57

Range of Awards: \$153,764–\$119,242,094

Average New Award: \$20,855,538

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: The Office of Vocational and Adult Education helps fund career and technical education through the Carl D. Perkins Vocational–Technical Education Act Amendments of 1998 (Perkins Act), Title I (20 U.S.C. 2321 et seq., Public Law 105–332). Under the Perkins Act, federal funds are made available to help provide vocational–technical education programs and services to youth and adults.

Program Regulations: EDGAR

Program Description: Federal funds are made available to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CTE programs. In accordance with the statute, states must allocate at least 85 percent of the funds to eligible recipients, which include local education agencies (LEAs), two- and four-year colleges and universities that offer sub-baccalaureate CTE programs, area CTE centers, and postsecondary education institutions controlled by the Department of the Interior’s Bureau of Indian Education (BIE).

Types of Projects: This program provides states with support for state leadership activities, administration of the state plan for vocational and technical education, and subgrants to eligible recipients to improve vocational and technical education

programs. To be eligible for a subgrant, an eligible recipient must operate a vocational and technical education program that:

- Strengthens the academic, vocational, and technical skills of students participating in vocational and technical education programs, achieved by integrating core academic subjects into vocational and technical education programs through a coherent sequence of courses;
- Provides students with strong experience in and understanding of all aspects of an industry;
- Develops, improves, or expands the use of technology in vocational and technical education;
- Provides professional development programs to teachers, counselors, and administrators;
- Develops and implements evaluations of the vocational and technical education programs carried out with funds under the Perkins Act, including an assessment of how the needs of special populations are being met;
- Initiates, improves, expands, and modernizes quality vocational and technical education programs;
- Provides services and activities that are of sufficient size, scope, and quality to be effective; and
- Links secondary vocational and technical education, including Tech-Prep programs, with postsecondary vocational and technical education programs.
- Perkins IV Programs of Study: State by State Reviews, Program Year 2007-2008.

Education Level (by category): Secondary, Postsecondary, Vocational, Adult

Subject Index: Adult Vocational Education, State-Federal Aid, Technical Education, Vocational Education

Contact Information:

Name: Edward Smith
E-mail address: edward.smith@ed.gov
Mailing address: U.S. Department of Education, OVAE
Division of Academic and Technical Evaluation
550 12th St. S.W., Rm. 11057
Washington, DC 20202-7241
Telephone: (202) 245-7602
Toll-free: 1-800-USA-LEARN or 1-800-872-5327
Fax: 202-245-7170

Links to Related Web Sites: <https://www2.ed.gov/programs/ctesbg/index.html>

NATIONAL SCHOOL LUNCH AND SCHOOL BREAKFAST PROGRAM

Administering Office: U.S. Department of Agriculture, Food and Nutrition Service

Who May Apply (by category): State Education Agencies

Type of Assistance: Formula Grants

Program Details

Legislative Citation: National School Lunch Act of 1946, Child Nutrition Act of 1996.

Program Description: These two federally assisted meal programs, the National School Lunch Program (NSLP) and the National School Breakfast Program (NSBP) provide nutritionally balanced, low-cost or free lunches to more than 26 million children each school day.

At the state level, the NSLP and NSBP are usually administered by SEAs, which operate the programs through agreements with local school districts. Public schools or non-profit private schools of high school grade or under, and residential childcare institutions are eligible. School districts and independent schools must serve lunches or breakfasts that meet federal nutrition requirements, and they must offer free and reduced-price lunches to eligible children.

Any child at a participating school may purchase a meal through the programs. For the lunch program children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents.

Types of Projects: School districts and independent schools that choose to take part in the lunch program receive cash reimbursement and donated commodity assistance from the U.S. Department of Agriculture (USDA) for each meal they serve. Funds can be applied to the costs of food, preparation, and other expenses associated with the food service.

Education Level (by category): Secondary, Postsecondary, Vocational, Adult

Subject Index: Adult Vocational Education, State-Federal Aid, Technical Education, Vocational Education

Contact Information:

Name: USDA Food and Nutrition Service
Mailing Address: 3101 Park Center Drive, Room 926
Alexandria, VA 22302
Telephone: (703) 305-2286

Links to Related Web Sites: <http://www.fns.usda.gov/fns>



Chapter 3 | Federally Funded Resources and Technical Assistance Providers

RESOURCES

ED Initiatives, Field Initiated Activities, and Research Related to Charter Schools:

To learn about the technical assistance, research, and evaluation efforts coordinated by ED, visit the “Federal Support” section of the U.S. Charter Schools [website](#).

This guide includes contacts for the following technical assistance providers:

1. Regional Centers
2. Content Centers
3. Equity Assistance Centers
4. Regional Office of Civil Rights Offices
5. Regional Education Laboratories
6. List of State Education Agencies and Charter Support Organizations

REGIONAL CENTERS

Regional Center	States Served	Director	Website	Center Affiliation
Appalachia Regional Comprehensive Center (ARCC)	Kentucky, Tennessee, Virginia, and West Virginia	Caitlin Howley	https://www.arccta.org/	ICF International
California Comprehensive Center (CACC)	California	Jannelle Kubinec	http://cacompcenter.org/	WestEd
Central Regional Comprehensive Center (C3)	Colorado, Kansas, and Missouri	Donna Richardson	http://www.c3ta.org/	University of Oklahoma
Florida & the Islands Comprehensive Center (FLICC)	Florida, Puerto Rico, and the Virgin Islands	Alice Lindsay	https://www.ets.org/flicc/	Educational Testing Service
Great Lakes Comprehensive Center (GLCC)	Indiana, Michigan, and Ohio	Gary Appel	http://greatlakes-cc.org/	American Institutes for Research
Mid-Atlantic Comprehensive Center (MACC)	Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania	Janice Anderson	http://macc-atwested.org/	WestEd
Midwest Regional Comprehensive Center (MWCC)	Illinois, Iowa, Minnesota, and Wisconsin	Alicia Garcia	http://midwest-cc.org/	American Institutes for Research

North Central Comprehensive Center (NCCC)	Nebraska, North Dakota, South Dakota, and Wyoming	Kathleen Dempsey	http://nccc.mcr-el.org/	Mid-Continent Research for Education and Learning
Northeast Regional Comprehensive Center (NECC)	Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont	Everett Barnes	http://www.northeastcompcenter.org/	RMC Research
Northwest Regional Comprehensive Center (NWCC)	Alaska, Idaho, Montana, Oregon, and Washington	Mike Siebersma	http://nwcc.educationnorthwest.org/	Education Northwest
Pacific Regional Comprehensive Center (PRCC)	American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, Hawaii, and Palau	Melly Wilson	http://www.pacificcompcenter.org/	Pacific Resources for Education and Learning
South Central Regional Comprehensive Center (SC3)	Arkansas, Louisiana, New Mexico, and Oklahoma	Belinda Biscoe	http://sc3ta.org/	University of Oklahoma
Southeast Comprehensive Center (SECC)	Alabama, Georgia, Mississippi, North Carolina, and South Carolina	Beth Howard-Brown	http://southeast-cc.org/	American Institutes for Research
Texas Comprehensive Center (TXCC)	Texas	Jason LaTurner	http://texas-cc.org/	American Institutes for Research

West Comprehensive Center (WCC)	Arizona, Nevada, and Utah	Paul Koehler, Co-Director Marie Mancuso, Co-Director	https://westcompcenter.org/	WestEd
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CONTENT CENTERS

Center	Director	Website	Center Affiliation
Building State Capacity and Productivity (BSCP)	Dean Nafziger	http://www.bsccenter.org	Edvance Research, Inc.
College and Career Readiness and Success (CCRS)	Susan Therriault	http://www.ccrscenter.org/	American Institutes for Research
Center on Enhancing Early Learning Outcomes (CEELO)	Lori Connors-Tadros	http://ceelo.org/	Rutgers University
Great Teachers and Leaders (GTL)	Lynn Holdheide (Interim)	http://www.gtlcenter.org/	American Institutes for Research
Center on Innovations in Learning (CIL)	Marilyn Murphy	http://www.centeril.org/	Temple University
Center on School Turnaround (CST)	Carlas McCauley	http://centeronschoolturnaround.org/	WestEd
Center on Standards and Assessments Implementation (CSAI)	Deb Sigman	http://csai-online.org/	WestEd
National Center on Improving Literacy (NCIL)*	Hank Fien	http://improvingliteracy.org/	University of Oregon

EQUITY ASSISTANCE CENTERS

The four Equity Assistance Centers are funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. They provide assistance in the areas of race, gender, national origin, and religion to public school districts to promote equal educational opportunities.

Region I

Serves Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia.

Mid-Atlantic Equity Consortium
5272 River Road, Suite 340
Bethesda, MD 20816
Ms. Susan Shaffer, Director
PH: 301-657-7741
F: 301-657-8742

Region II

Serves Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia.

South Central Collaborative for Equity
Intercultural Development Research Association (IDRA/SCCE)
5815 Callaghan Road, Suite 101
San Antonio, TX 78228-1102
David Hinojosa, Director
PH: 210-444-1710
F: 210-444-1714

Region III

Serves Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin.

Great Lakes Equity Center
Indiana University
902 West New York Street
Indianapolis, IN 46202-5167
Dr. Seena M. Skelton
PH: 317-278-6832
F: 317-274-6864

Region IV

Serves Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

Metropolitan State University of Denver
P.O. Box 173362, Campus Box 63
Denver, CO 80217-3362
Dr. Jan Perry Evenstad, Director
PH: 303-556-6065
F: 303-556-3912

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION

The mission of the Office for Civil Rights (OCR) is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. OCR enforces federal laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance. OCR also enforces the Boy Scouts of America Equal Access Act, which generally addresses equal access to school facilities for the Boy Scouts and other designated youth groups. An important responsibility of OCR is investigating complaints of discrimination. In addition, OCR may initiate cases, typically called compliance reviews, to focus on specific compliance issues. OCR also provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces.

Office for Civil Rights, US Department of Education

Headquarters

400 Maryland Avenue, SW, Washington, DC 20202-1100
Customer Service Hotline #: (800) 421-3481 | Facsimile: (202) 453-6012
TTY#: (800) 877-8339 | Email: OCR@ed.gov | Web: <http://www.ed.gov/ocr>

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Boston Office

U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: (617) 289-0111
Facsimile: (617) 289-0150
Email: OCR.Boston@ed.gov

Illinois, Indiana, Iowa, Minnesota, North Dakota, Wisconsin

Chicago Office

U.S. Department of Education
Citigroup Center
500 W. Madison Street,
Suite 1475
Chicago, IL 60661-4544
Telephone: (312) 730-1560
Facsimile: (312) 730-1576
Email: OCR.Chicago@ed.gov

New Jersey, New York, Puerto Rico, Virgin Islands

New York Office

U. S. Department of Education
32 Old Slip, 26th Floor
New York, NY 10005-2500
Telephone: (646) 428-3800
Facsimile: (646) 428-3843
Email: OCR.NewYork@ed.gov

Michigan, Ohio

Cleveland Office

U.S. Department of Education
1350 Euclid Avenue
Suite 325
Cleveland, OH 44115
Telephone: (216) 522-4970
Facsimile: (216) 522-2573
Email: OCR.Cleveland@ed.gov

Delaware, Maryland, Kentucky, Pennsylvania, West Virginia

Philadelphia Office

U.S. Department of Education
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Telephone: (215) 656-8541
Facsimile: (215) 656-8605
Email: OCR.Philadelphia@ed.gov

Kansas, Missouri, Nebraska, Oklahoma, South Dakota

Kansas City Office

U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106
Telephone: (816) 268-0550
Facsimile: (816) 268-0559
Email: OCR.KansasCity@ed.gov

Alabama, Florida, Georgia, Tennessee

Atlanta Office

U.S. Department of Education
61 Forsyth Street S.W., Suite 19T10
Atlanta, GA 30303-8927
Telephone: (404) 974-9406
Facsimile: (404) 974-9471
Email: OCR.Atlanta@ed.gov

Arizona, Colorado, New Mexico, Utah, Wyoming

Denver Office

U.S. Department of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: (303) 844-5695
Facsimile: (303) 844-4303
Email: OCR.Denver@ed.gov

Arkansas, Louisiana, Mississippi, Texas

Dallas Office

U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, TX 75201-6810
Telephone: (214) 661-9600
Facsimile: (214) 661-9587
Email: OCR.Dallas@ed.gov

California

San Francisco Office

U.S. Department of Education
50 United Nations Plaza
San Francisco, CA 94102
Telephone: (415) 486-5555
Facsimile: (415) 486-5570
Email: OCR.SanFrancisco@ed.gov

North Carolina, South Carolina, Virginia, Washington, D.C.

District of Columbia Office

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-1475
Telephone: (202) 453-6020
Facsimile: (202) 453-6021
Email: OCR.DC@ed.gov

**Alaska, American Samoa, Guam, Hawaii, Idaho, Montana, Nevada, Oregon,
Washington and the Northern Mariana Islands**

Seattle Office

U.S. Department of Education
915 Second Avenue, Room 3310
Seattle, WA 98174-1099
Telephone: (206) 607-1600
Facsimile: (206) 607-1601
Email: OCR.Seattle@ed.gov

REGIONAL EDUCATIONAL LABORATORIES

The network of 10 Regional Educational Laboratories works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research and practice. Each lab serves a region so that collectively, the network serves all regions of the country.

With support from the U.S. Department of Education, Institute of Education Sciences (formerly the Office of Educational Research and Improvement or OERI), the Laboratories work as vital partners with state and local educators, community members, and policymakers in using research to tackle the difficult issues of education reform and improvement.

REL Appalachia Kentucky, Tennessee, Virginia, & West Virginia

Contractor:

SRI International
1100 Wilson Boulevard
Suite 2800 (28th floor)
Arlington, VA 22209

REL Central Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, & Wyoming

Contractor:

Marzano Research
12577 E. Caley Ave.
Centennial, CO 80111
(888) 840-8510
relcentral@marzanoresearch.com

REL Mid-Atlantic Delaware, Maryland, New Jersey, Pennsylvania, & Washington, DC

Work under the 2017–2022 REL Mid-Atlantic contract has been stopped pending resolution of a contract award protest.

Contractor:

Mathematica Policy Research
600 Alexander Park, Suite 100
Princeton, NJ 08540

REL Midwest Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, & Wisconsin

Contractor:

American Institutes for Research (AIR)

1120 East Diehl Road
Suite 200
Naperville, IL 60563
(866) 730-6735; (630) 649-6500
relmidwest@air.org

REL Northeast and Islands

Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, & the Virgin Islands

Contractor:

Education Development Center, Inc.
43 Foundry Avenue
Waltham, MA 02453
(617) 969-7100
relneiinfo@edc.org

REL Northwest

Alaska, Idaho, Montana, Oregon, & Washington

Contractor:

Education Northwest
101 SW Main St., Suite 500
Portland, Oregon 97204
(800) 547-6339, ext. 454
relnw@educationnorthwest.org

REL Pacific

American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawai'i, Republic of the Marshall Islands, & Republic of Palau

Work under the 2017–2022 REL Mid-Atlantic contract has been stopped pending resolution of a contract award protest.

Contractor:

Mid-continent Research for Education and Learning (McREL)
Pacific Center for Changing the Odds
1003 Bishop Street
Pauahi Tower
Suite 2200
Honolulu, Hawai'i 96813
(808) 664-8175
RELpacific@mcrel.org

REL Southeast

Alabama, Florida, Georgia, Mississippi, North Carolina, & South Carolina

Contractor:

Florida State University
2010 Levy Avenue
Suite 100
Tallahassee, FL 32310
(850) 644-9352
rel-se@fsu.edu

REL Southwest

Arkansas, Louisiana, New Mexico, Oklahoma, & Texas

Contractor:

REL Southwest at SEDL
4700 Mueller Blvd.
Austin, Texas 78723
(800) 476-6861
askrelsw@sedl.org

REL West

Arizona, California, Nevada, & Utah

Contractor:

WestEd
730 Harrison Street
San Francisco, CA 94107
(866) 853-1831
relwest@wested.org

LIST OF STATE EDUCATION AGENCIES AND CHARTER SUPPORT ORGANIZATIONS

Alabama

Alabama State Department of Education
Charter Schools and Flexibility
334-353-2154
pcs@alsde.edu

Arkansas

State Education Agency
Arkansas Department of Education
Public Charter Schools Office
Little Rock, AR
(501) 683-5313
<http://www.arkansased.gov/divisions/learning-services/charter-schools>

Charter Support Organization
Arkansas Public School Resource Center
Little Rock, AR
(501) 492-4300
<http://www.apsrc.net/>

California

State Education Agency
California Department of Education
Charter School Office
Sacramento, CA
(916) 322-6029
<http://www.cde.ca.gov/sp/cs/>

Charter Support Organizations:
California Charter Schools Association
Los Angeles, CA
(213) 492-4300
<http://www.calcharters.org/>

Charter Schools Development Center
Sacramento, CA
(916) 538-6612
<http://www.chartercenter.org/>

Colorado

State Education Agency

Colorado Department of Education
Colorado Charter Schools
Denver, CO
<http://www.cde.state.co.us/cdechart/index.htm>

Charter Support Organization:
Colorado League of Charter Schools
Denver, CO
(303) 989-5356
<http://www.coloradoleague.org/index.php>

Connecticut

State Education Agency
Connecticut State Department of Education
Charter Schools Program
Hartford, CT
(860) 713-6574
<http://www.necharters.org/splash?splash=1>

Charter Support Organization:
Connecticut Charter School Network
Hartford, CT
(860) 655-5907
<http://ctcharterschoolnetwork.org/>

Delaware

State Education Agency
Delaware Department of Education
Delaware Charter Schools
<https://www.doe.k12.de.us/domain/151>
Charter Support Organization:
Delaware Charter Schools Network
Wilmington, DE
(302) 778-5999
<http://www.decharternetwork.org/>

Florida

State Education Agency
Florida Department of Education
Office of Independent Education & Parental Choice
Charter Schools
Tallahassee, FL

(800) 447-1636
<http://www.fldoe.org/schools/school-choice/charter-schools/>

Charter Support Organization:
Florida Charter School Alliance
Miami, FL
(954) 881-6420
<http://www.flcharteralliance.org/>

Georgia

State Education Agency
Georgia Department of Education
Charter Schools Division
Atlanta, GA
(404) 657-0515
<http://www.doe.k12.ga.us/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx>

Charter Support Organization:
Georgia Charter Schools Association
Atlanta, GA
(404) 835-8900
<http://www.gacharters.org/>

Hawaii

State Education Agency
Hawaii Public Schools
Charter School Administrative Office
Honolulu, HI
(808) 586-3775
<http://www.hawaiipublicschools.org/TeachingAndLearning/EducationInnovation/CharterSchools/Pages/home.aspx>

Charter Support Organization:
Hawaii Charter Schools Network
Aiea, HI
(808) 741-5966
<http://www.chartercommission.hawaii.gov/>

Idaho

State Education Agency
Idaho Department of Education Charter Schools
Boise, ID
(208) 332-6963

http://www.sde.idaho.gov/site/charter_schools/

Charter Support Organization:
Idaho Charter School Network
Boise, ID
(208) 906-1420
<http://idahocharterschoolnetwork.com/icsn/index.cfm/home>

Illinois

State Education Agency
Illinois State Board of Education
Charter School Commission
Chicago, IL
(312) 814-2223
<http://www.isbe.state.il.us/charter/Default.htm>

Charter Support Organization:
Illinois Network of Charter Schools
Chicago, IL
(312) 629-2063
<http://www.incschools.org/>

Indiana

State Education Agency
Indiana Department of Education Office of Charter Schools
Indianapolis, IN
(317) 232-9143
<http://www.doe.in.gov/idoec/charter-schools>

Charter Support Organization:
Indiana Public Charter Schools Association
Indianapolis, IN
(317) 972-5880
<http://www.incharters.org/>

Iowa

State Education Agency
Iowa Department of Education
Des Moines, IA
(515) 281-5294
<https://www.educateiowa.gov/pk-12/options-educational-choice/charter-schools>

Kansas

State Education Agency
Kansas State Department of Education
Charter Schools
Topeka, KS
(785) 368-7356
<http://www.ksde.org/Default.aspx?tabid=169>

Kentucky

Kentucky Department of Education
Office of Legal, Legislative and
Communication Services
Division of Charter Schools
300 Sower Blvd., 5th Floor
Frankfort, KY 40601
(502) 564-4770
earl.simms@education.ky.gov

Louisiana

State Education Agency
Louisiana Department of Education
Office of Parental Options
Baton Rouge, LA
(877) 435-2721
<http://www.louisianabelieves.com/schools/charter-schools>

Charter Support Organizations:
Louisiana Association of Public Charter
Schools
New Orleans, LA
(504) 274-3651
<http://www.louisianabelieves.com/schools/charter-schools>

Eastbank Collaborative of Charter
Schools
New Orleans, LA
(504) 267-7239
<http://www.eastbankcollaborative.com/>

New Schools for New Orleans
New Orleans, LA
(504) 274-3619
<http://newschoolsforneworleans.org/>

Maine

State Education Agency

Maine Department of Education Charter
Schools
Augusta, ME
(207) 624-6620
<http://www.maine.gov/doe/charterschools/index.html>

Charter Support Organization:
Maine Association for Charter Schools
Union, ME
(207) 785-3071
<http://www.mainecharterschools.org/>

Maryland

State Education Agency
Maryland State Department of
Education Office of School Innovations
Baltimore, MD
(410) 767-3677
<http://www.mainecharterschools.org/>

Charter Support Organization:
Maryland Alliance of Public Charter
Schools
Baltimore, MD
(410) 919-9678
<http://www.marylandcharterschools.org>

Michigan

State Education Agency
Michigan Department of Education
Office of Improvement and Innovation
Charter Public Schools Lansing, MI
(517) 373-4631
http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40088---.00.html

Charter Support Organization:
Michigan Association of Public School
Academies Lansing, MI
(517) 374-9167
<http://www.charterschools.org/index.php>

Minnesota

State Education Agency
Minnesota Department of Education
Charter Schools
Roseville, MN
(651) 582-8297

<http://education.state.mn.us/MDE/StuS uc/EnrollChoice/CharterSch/index.html>

Charter Support Organizations:
Minnesota Association of Charter
Schools
Saint Paul, MN
(651) 789-3090
<http://www.mncharterschools.org/>

Charter School Partners
Minneapolis, MN
<http://charterschoolpartners.org/>

Missouri

State Education Agency
Missouri Department of Elementary and
Secondary Education
Office of Quality Schools, Charter
Schools
Jefferson City, MO
(573) 751-2453
<http://dese.mo.gov/divimprove/charterschools/>

Charter Support Organization:
Missouri Charter Public School
Association
St. Louis, MO
(314) 776-3551

Nevada

State Education Agency
State Public Charter School Authority
<http://charterschools.nv.gov/>
Charter Support Organization:
Charter School Association of Nevada
Henderson, NV
(702) 953-2602
<http://www.nevadacharters.org/>

New Hampshire

State Education Agency
New Hampshire Department of
Education
Charter School Program
Concord, NH
(603) 271-2079
http://www.education.nh.gov/instruction/school_improve/charter/index.htm

Charter Support Organization:
New Hampshire Alliance for Public
Charter Schools
Concord, NH
(603) 224-0366
<http://www.nhcharterschools.org/>

New Jersey

State Education Agency
New Jersey Department of Education
Office of Charter Schools
Trenton, NJ
(609) 292-5850
<http://www.nj.gov/education/chartsch/>

Charter Support Organization:
New Jersey Charter School Resource
Center
Somerset, NJ
(732) 564-9100
<http://www.njcharterschools.org/>

New Mexico

State Education Agency
New Mexico Public Education
Department
Charter School Division
Santa Fe, NM
(505) 827-6909
<http://www.ped.state.nm.us/Charter/index.html>

Charter Support Organization:
New Mexico Coalition for Charter
Schools
Albuquerque, NM
(505) 842-8203
<http://www.nmccs.org/>

New York

State Education Agency
New York State Education Department
Charter School Office
Albany, NY
(518) 474-1762
<http://www.p12.nysed.gov/psc/>

Charter Support Organization:

New York Charter Schools Association
Albany, NY
(518) 694-3110
<http://www.nyccharterschools.org/>

New York City Charter School Center
New York, NY
(212) 437-8300
<http://www.nycharterschools.org/>

North Carolina

State Education Agency
North Carolina Department of Public
Instruction Office of Charter Schools
Raleigh, NC
(919) 807-3491
<http://www.ncpublicschools.org/charter-schools/>

Charter Support Organizations:
NC Alliance for Public Charter Schools
Raleigh, NC
(888) 275-5161
<http://www.nccharters.org/>

North Carolina Public Charter Schools
Association
Charlotte, NC
(704) 887-3463
<http://ncpubliccharters.org/>

Ohio

State Education Agency
Ohio Department of Education
Office of Community Schools
Columbus, OH
(614) 466-7058
<http://education.ohio.gov/Topics/School-Choice/Community-Schools>

Oklahoma

State Education Agency
Oklahoma State Department of
Education
Oklahoma Charter Schools Program
Oklahoma City, OK
<http://ok.gov/sde/oklahoma-charter-schools-program>

Charter Support Organization:

Oklahoma Charter School Association
Edmund, OK
(405) 833-0734
<http://www.okcharters.org/>

Oregon

State Education Agency
Oregon Department of Education
Charter Schools, Title V-B
Salem, OR
(503) 580-3613
<http://www.ode.state.or.us/search/results/?id=124>

Charter Support Organization:
The League of Oregon Charter Schools
Portland, OR
(503) 353-1690
<http://www.oregonleaguecharters.org/>

Pennsylvania

State Education Agency
Pennsylvania Department of Education
Bureau of Teaching and Learning
Charter Schools
Harrisburg, PA
(717) 783-9294
http://www.portal.state.pa.us/portal/server.pt/community/charter_schools/7356

Charter Support Organization:
Pennsylvania Coalition of Public Charter
Schools
West Chester, PA
(484) 356-0191
<http://pacharters.org/>

Rhode Island

State Education Agency
Rhode Island Department of Elementary
and Secondary Education
Office of the Commissioner
Charter Schools
Providence, RI
(401) 222-8462
<http://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/CharterSchools.aspx>

Charter Support Organization:

Rhode Island League of Charter Schools
Providence, RI
(401) 831-3700
<http://www.richarterschools.com/>

South Carolina

State Education Agency
South Carolina State Department of Education Charter Schools
Columbia, SC
(803) 734-8368
<http://ed.sc.gov/agency/se/School-Transformation/Charter-Special-Focus/>

Charter Support Organization:
Public Charter School Alliance of South Carolina
Charleston, SC
(800) 691-7133
<http://www.sccharterschools.org/index.php>

Tennessee

State Education Agency
Tennessee Department of Education Charter Schools Office
Nashville, TN
(615) 741-8486
<http://www.tn.gov/education/fedprog/fp/charterschls.shtml>

Charter Support Organizations:
Tennessee Charter School Center
Nashville, TN
<http://www.tnchartercenter.org/index.html>

Tennessee Charter School Association
Nashville, TN
(615) 891-1066
<http://www.tncharterschools.org/>

Tennessee Charter School Incubator
Nashville, TN
(615) 401-7222
<http://www.charterexcellence.org/>

Texas

State Education Agency

Texas Education Agency Charter Schools Office
Austin, TX
(512) 463-9575
<http://www.tea.state.tx.us/charters.aspx>

Charter Support Organization:
Texas Charter School Association
Austin, TX
(512) 584-8272
<http://txcharterschools.org/>

Utah

State Education Agency
Utah State Office of Education
Utah Charter Schools
Salt Lake City, UT
(801) 538-7720
<http://www.schools.utah.gov/charterschools/>

Charter Support Organization:
Utah Association of Public Charter Schools
Salt Lake City, UT
(801) 960-2583
<http://www.utahcharters.org/index.php>

Virginia

State Education Agency
Virginia Department of Education
Program Administration & Accountability
Charter Schools
Richmond, VA
(804) 225-2905
http://www.doe.virginia.gov/instruction/charter_schools/index.shtml

Washington

State Education Agency
Office of Superintendent of Public Instruction (OSPI)
Olympia, WA 98504
360-489-1254
<http://www.k12.wa.us/>

Charter Support Organizations:

Washington Charter School Resource
Center
Seattle, WA
(206) 634-0589
<http://www.wacharterschools.org/>

Washington State Charter Schools
Association
Seattle, WA
(206) 832-8505
<http://wacharters.org/explore-charters/>

Washington, DC
State Education Agency
District of Columbia Public Charter
School Board
Washington, DC
(202) 328-2660
<http://www.dcpccb.org/>

Charter Support Organization:
Friends of Choice in Urban Schools
(FOCUS)
Washington, DC
(202) 387-0405
<http://focusdc.org/>

Wisconsin
State Education Agency
Wisconsin Department of Public
Instruction Charter Schools
Madison, WI

(800) 441-4563
<http://dpi.state.wi.us/sms/csindex.html>

Charter Support Organizations:
Wisconsin Charter Schools Association
Madison, WI
(608) 520-0268
<http://www.wicharterschools.org/>

Wisconsin Innovative Schools Network
Madison, WI
(608) 509-8387
<http://www.wisn.net/>

Wyoming
State Education Agency
Wyoming Department of Education
Charter Schools Office
Cheyenne, WY
(307) 777-6210
http://edu.wyoming.gov/Programs/schools/charter_schools.aspx

Charter Support Organization:
Wyoming Association of Public Charter
Schools
Cheyenne, WY
(307) 640-6157
<http://wyomingcharters.org/>



Appendix

SUMMARY OF FEDERAL GRANT COMPETITIONS

Grant Name	Summary	Purpose	Total Funding
Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants to State Entities	Funding to State entities for subgrants to new charter school operators, and technical assistance on new and replicating charter schools and authorizer quality	The major purposes of the CSP are to expand opportunities for all students, particularly traditionally underserved students, to attend public charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.	\$150,000,000
Office of Innovation and Improvement (OII): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants for Credit Enhancement for Charter School Facilities	Funding to help finance charter school facilities cost	The Credit Enhancement program provides grants to eligible entities to demonstrate innovative methods of helping charter schools to address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans and bond financing.	\$65,000,000

Grant Name	Summary	Purpose	Total Funding
Office of Innovation and Improvement (OII): Charter Schools Program (CSP) Grants to Developers for the Opening of New Charter Schools	Startup and dissemination grants for new charter schools	The major purposes of the CSP are to expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of public charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.	\$15,000,000
Office of Innovation and Improvement (OII): Charter Schools Program (CSP) Grants to Developers for the Replication and Expansion of High-Quality Charter Schools	Funding for charter management organizations (CMOs) to expand their school networks	The major purposes of the CSP are to expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of public charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.	\$15,000,000
Office of Innovation and Improvement	Funding to train educators on	The SEED program, authorized under section 2242 of the Elementary and Secondary	TBD

Grant Name	Summary	Purpose	Total Funding
(OII): Supporting Effective Educator Development (SEED) Program	evidence-based practices	Education Act of 1965 (ESEA or Act), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 6672),(1) provides funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based (2) practices that prepare, develop, or enhance the skills of educators.	
Office of Innovation and Improvement (OII): Education Innovation and Research Program: Expansion Grants	Funding to scale research-based programs for high-need students and evaluation of results	The Education Innovation and Research (EIR) program, established under section 4611 of the Elementary and Secondary Education Act, as amended (ESEA), provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations.	\$15,000,000
Office of Innovation and Improvement (OII): Statewide Family Engagement Centers	Funding for technical assistance on family engagement	The SFEC program is authorized under title IV, part E of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The purpose of the SFEC program is to provide financial support to organizations that provide technical assistance and training to State educational agencies (SEAs) and local educational agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.	\$9,700,000; Award Ceiling: \$1,000,000
Office of Innovation and Improvement (OII): Education Innovation and Research Program: Mid-phase Grants	Funding to create or scale research-based programs for high-need students and evaluation of results	The Education Innovation and Research (EIR) program, established under section 4611 of the Elementary and Secondary Education Act, as amended (ESEA), provides funding to create, develop, implement, replicate, or take to scale entrepreneurial,	\$8,000,000

Grant Name	Summary	Purpose	Total Funding
		evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations.	
Office of Innovation and Improvement (OII): Education Innovation and Research Program: Early-phase Grants	Funding to scale research-based programs for high-need students and evaluation of results	The Education Innovation and Research (EIR) program, established under section 4611 of the Elementary and Secondary Education Act, as amended (ESEA), provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations.	\$4,000,000
Office of Elementary and Secondary Education (OESE): Emergency Impact Aid Program	Funding to SEAs to give to LEAs that are educating students displaced by natural disasters	Under the Emergency Impact Aid program, we will award grants to eligible SEAs to enable them to make emergency impact aid payments to eligible LEAs and eligible Bureau of Indian Education (BIE)--funded schools for the cost of educating during the 2017-2018 school year public and non-public school students displaced by Hurricanes Harvey, Irma, and Maria, or the 2017 California wildfires for which a major disaster or emergency has been declared under sections 401 or 501 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5170 and 5190) (covered disaster or emergency).	\$2,500,000,000
Office of Elementary and Secondary Education (OESE): Immediate Aid to restart School Operations	Funding to SEAs to give to LEAs that are educating students displaced by natural disasters	Under the Emergency Impact Aid program, we will award grants to eligible SEAs to enable them to make emergency impact aid payments to eligible LEAs and eligible Bureau of Indian Education (BIE)--funded schools for the cost of educating during the 2017-2018 school year public and non-public school students displaced by Hurricanes Harvey, Irma, and Maria, or the 2017 California	\$2,500,000,000

Grant Name	Summary	Purpose	Total Funding
		wildfires for which a major disaster or emergency has been declared under sections 401 or 501 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5170 and 5190) (covered disaster or emergency).	
Office of Postsecondary Education (OPE): Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	Funding to help disadvantaged students graduate from high school and be prepared for postsecondary education	The GEAR UP program is a discretionary grant program that encourages eligible entities to provide support, and maintain a commitment to eligible low-income students, including students with disabilities, to assist the students in obtaining a secondary school diploma (or its recognized equivalent) and to prepare for and succeed in postsecondary education.	\$129,666,000; Award Ceiling: \$3,500,000
Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian education Formula Grants to Local Educational Agencies	Funding to serve Indian students	The Indian Education Formula Grants to Local Educational Agencies (Formula Grants) program provides grants to support local educational agencies (LEAs), Indian Tribes and organizations, and other eligible entities in developing elementary and secondary school programs that serve Indian students.	\$100,190,000
Office of Elementary and Secondary Education (OESE): Small, Rural School Achievement Program	Funding to help rural schools	Under the Small, Rural School Achievement (SRSA) program, Catalog of Federal Domestic Assistance (CFDA) number 84.358A, the U.S. Department of Education (Department) awards grants on a formula basis to eligible local educational agencies (LEAs) to address the unique needs of rural school districts.	\$87,753,000
Office of Postsecondary Education (OPE): Gaining Early Awareness and Readiness for Undergraduate	Funding for states to help disadvantaged students graduate from high school and be prepared for	The GEAR UP program is a discretionary grant program that encourages eligible entities to provide support, and maintain a commitment, to eligible low-income students, including students with disabilities, to assist the students in obtaining a	\$64,833,000; Award Ceiling: \$7,000,000

Grant Name	Summary	Purpose	Total Funding
Programs (GEAR UP) State Grants	postsecondary education	secondary school diploma (or its recognized equivalent) and to prepare for and succeed in postsecondary education.	
Office of Elementary and Secondary Education (OESE): Innovative Approaches to Literacy (IAL) Program	Funding for high-needs LEAs to help students with literacy	The IAL program supports high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade in high-need local educational agencies (high-need LEAs) and schools.	\$26,730,000
Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Special Programs for Indian Children: Demonstration Grants	Funding for projects that help improve achievement of Indian students	The purpose of the Demonstration Grants for Indian Children program is to provide financial assistance to projects that develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of Indian students in preschool, elementary, and secondary schools.	\$25,600,000
Office of Elementary and Secondary Education (OESE): Assistance for Homeless Children and Youth Program	Funding for SEAs to distribute to LEAs impacted by natural disasters	Under the Emergency Impact Aid program, we will award grants to eligible SEAs to enable them to make emergency impact aid payments to eligible LEAs and eligible Bureau of Indian Education (BIE)-funded schools for the cost of educating during the 2017-2018 school year public and non-public school students displaced by Hurricanes Harvey, Irma, and Maria, or the 2017 California wildfires for which a major disaster or emergency has been declared under sections 401 or 501 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5170 and 5190) (covered disaster or emergency).	\$25,000,000
OSERS-OSEP: Preparation of Special Education, Early Intervention, and Related Services	Funding to train educators on serving students with disabilities	The purposes of this program are to (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with	\$4,250,000

Grant Name	Summary	Purpose	Total Funding
Leadership Personnel		children, including infants and toddlers, with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.	
Office of Career, Technical, and Adult Education (OCTAE): Native Hawaiian Career and Technical Education Program (NHCTEP)	Funding for organizations that serve Native Hawaiian students with career and technical educational opportunities	The Native Hawaiian Career and Technical Education Program (NHCTEP) provides grants to eligible community-based organizations to plan, conduct, and administer programs, or portions of programs, that are for the benefit of Native Hawaiians and authorized by and consistent with the purposes of section 116 of the Carl D. Perkins Career and Technical Education Act of 2006 (Act).	\$2,753,000; Award Ceiling \$500,000
OSERS-OSEP: Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities who have High-Intensity Needs	Funding for professional development on research-based methods to serve students with disabilities	The purposes of this program are to (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, and youth with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.	\$2,500,000
Office of English Language Acquisition (OELA): Native American and Alaska Native Children in School Program	Funding for serving Native American and Alaska Native students who are English learners	The purpose of the Native American and Alaska Native Children in School (NAM) program is to award grants to eligible entities to develop and enhance capacity to provide effective instruction and support to Native American students, including Native Hawaiian and Native American Pacific Islander students, who are identified as English learners (ELs).	\$2,300,000

Grant Name	Summary	Purpose	Total Funding
OSERS-OSEP: Educational Technology, Media, and Materials for Individuals with Disabilities: Center on Early Science, Technology, Engineering, and Math Learning for Young children with Disabilities	Funding to improve the quality and number of accessible media resources for students with disabilities	The purposes of the Educational Technology, Media, and Materials for Individuals with Disabilities Program are to: (1) Improve results for students with disabilities by promoting the development, demonstration, and use of technology; (2) support educational activities designed to be of educational value in the classroom for students with disabilities; (3) provide support for captioning and video description that is appropriate for use in the classroom; and (4) provide accessible educational materials to students with disabilities in a timely manner.	\$1,450,000
Institute of Education Sciences (IES): Lead of a Career and Technical Education (CTE) Network: Research Networks Focused on Critical Problems of Education Policy and Practice Program	Funding for research on career and technical education effectiveness on student outcomes	The goal of the CTE Network is to support and expand the causal research base on CTE at the secondary and/or postsecondary level specifically through research on whether and how CTE practices, programs, and policies affect student education outcomes.	\$1,000,000
Teachers for Global Classrooms Program (TGC)	Professional development training on globalization	This program "provides a professional development opportunity for middle and high school teachers from the United States to participate in a program aimed at globalizing U.S. classrooms through an online professional development course, two Washington, D.C.-based symposiums and a two to three-week professional development exchange to one of the following countries: Brazil, Ghana, India, Indonesia, Kazakhstan, Morocco and Ukraine."	TBD
Institutes of Education	Funding for research by	The Institute's purpose in awarding these grants is to provide national	TBD

Grant Name	Summary	Purpose	Total Funding
Sciences (IES): Education Research and Development Centers	centers on early childhood with or at risk of disability and outcomes for all students	leadership in expanding fundamental knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, and (2) education outcomes for all students from early childhood education through postsecondary and adult education.	
Institute of Education Sciences (IES): Research Networks Focused on Critical Problems of Policy and Practice in Special Education	Funding for research by networks on early childhood with or at risk of disability and outcomes for all students	The Institute's purpose in awarding these grants is to provide national leadership in expanding fundamental knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, and (2) education outcomes for all students from early childhood education through postsecondary and adult education.	TBD