



Funding Streams to Assist Supports and Interventions

WORKING DOCUMENT — Updated 09/14/15

Federal and state funding sources are often allocated to finance supports and interventions for schools and districts, particularly for those efforts in a state's lowest performing schools. The need for one concise document that describes the most relevant support and intervention funding streams emerged at a recent Supports & Interventions State Collaboratives on Assessment and Student Standards (SCASS) meeting. SCASS strives to develop and implement high standards and valid assessment systems that maximize educational achievement for all children. Over the past 20 years, SCASS has brought State Education Agency (SEA) career service professionals together to solve complex problems impacting the states. SCASS groups are formed in response to specific needs faced by states. The [Supports & Interventions SCASS](#) represents the newest group that is addressing a critical topic states are facing.

The 2014-15 state members of the SCASS brainstormed the various funding streams that are used most often in their work. Additional research was then completed to add other funding sources and provide detail. This list is not meant to be inclusive of all state or federal funding streams, but it does provide the most utilized streams and includes high-level information about how the funding could be used to assist support and intervention work. This resource is intended to serve as a guide and to help make others aware of funding opportunities. It is a working document that we expect to evolve over time. We encourage you to use it as a resource and reach out to us if you have questions or suggestions for additions.

Another note to keep in mind for the discretionary grants that are listed is that the grantor is the United States Department of Education (ED) not the State Education Agency (SEA), so the SEA may not have full authority over how the funds can be spent. Discretionary grants MUST follow the specifications proposed in the grant applications. Additional resources that may be of interest to state leaders include:

Education Matters: Investing in America's Future. Committee for Education Funding. (2015). Available via <http://cef.org/wp-content/uploads/2015/03/2015FullBudgetBook-March-31.pdf>.

Maximizing Federal Education Funds for Student Achievement: A Toolkit for States Seeking to Enhance Flexibility and Reduce Burden. Nov 2013. Toolkit written by Junge and Krvaric (Federal Education Group) in partnership with CCSSO (November 2013). Available via <http://programs.ccsso.org/link/CCSSOToolkitonMaximizingFunds.pdf>.

OFFICE OF STUDENT ACHIEVEMENT AND SCHOOL ACCOUNTABILITY PROGRAMS

Funding Stream	Grant Type, Source and Allocation Details:	Purpose	Restrictions and Practical Suggestions	Resources
English Language Acquisition State Grants (Title III)	Federal formula grant; SEAs apply and make subgrants to LEAs	This program is designed to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for immigrant children and youths. Funds are distributed to states based on a formula that takes into account the number of immigrant and LEP students in each state.	<ul style="list-style-type: none"> • This funding is often used for professional development (which can be beneficial to all students/teachers) • Should align with other school improvement efforts • Can be challenging to allocate to professional development due to supplement vs. supplant issues 	Ed.gov website
Grants for State Assessments	Federal formula grant; SEAs may apply	This program is designed to support the development of the additional state assessments and standards required by Sec. 1111(b) of the Elementary and Secondary Education Act (ESEA), as amended. If a state has developed the assessments and standards required by Sec. 1111(b), funds support the administration of those assessments or other activities related to ensuring that the state's schools and local education agencies (LEAs) are held accountable for results.	Beware of supplement not supplant issues by ensuring these funds are used for additional assessments beyond those already required under ESEA and/or State law. All other assessment requirements must be met prior to use of these funds.	Ed.gov website
Improving Basic Programs Operated by LEAs (Title I, Part A) – Targeted Assistance* <i>(SEAs choose to allocate funds via targeted assistance or school-wide, most use school-wide)</i>	Federal formula grant; SEA allocates to LEAs, who allocate funds to schools	This program provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to ensure that all children meet challenging state academic standards . Federal funds are allocated through four statutory formulas: basic grants, concentration grants, targeted grants, and education finance incentive grants (EFIG).	<ul style="list-style-type: none"> • Most applicable for schools that serve less than 40% low-income students; if school has greater than 40% low-income students, they can apply funding to school-wide initiatives (see below) • In 2012, the U.S. Department of Education released “non-regulatory guidance” to reiterate that school districts may use Title I funds for “preschool” programs. • Often challenging to prove that funding will supplement, rather than supplant, existing efforts to assist low-income students; thus, funding is rarely used. • Timeline for receipt of funds from the federal government can be challenging for planning purposes. 	Mass Insight report : The Money You Didn’t Know You Have for School Turnaround Ed.gov website New America Foundation Title I overview
Improving Basic Programs Operated by	Federal formula grant; SEA allocates to LEAs, who allocate funds to schools	Schools with at least 40% poverty can adopt school-wide initiatives . For example, schools operating a school-wide model could use Title I funds for: turning around low-performing schools, upgrading the curriculum, teacher support activities, school climate interventions, formative or interim assessments	<ul style="list-style-type: none"> • More funding flexibility with school wide; thus, if eligible, it is suggested that schools secure this funding over Title I targeted assistance funding. • SEAs with waivers can allocate Title I 	Mass Insight report : The Money You Didn’t Know You Have for School Turnaround

<p>LEAS (Title I, Part A) – School-Wide* <i>(SEAs choose to allocate funds via targeted assistance or school-wide, most use school-wide)</i></p>		<p>and/or screening, expanded learning opportunities, family and community engagement activities, and/or implementation of community school models.</p>	<p>money to any school designated priority and focus. SEAs are working to offer more flexibility to LEAs for the use of funds, as long as they are aligned to other plans/ interventions (i.e. 10% mandated set aside for professional development).</p> <ul style="list-style-type: none"> • Priority and focus schools in states that received ESEA Flexibility waivers from the U.S. Department of Education may operate a school-wide program regardless of their poverty level (Mass Insight Report) • Some schools choose not to apply for Title I status, even if they are Title I eligible. Set asides for specific purposes are prescriptive – including federal and state set-asides. Currently states are running into issues that it is the same pool of funds, but that there are more eligible schools – so everyone receives smaller allocations. • Timeline for receipt of funds from the federal government can be challenging for planning purposes. • Post-ESEA Waiver – SEAs have the ability to mandate that a certain percentage is set aside for lowest-performing schools. 	
<p>School Improvement Grants - [Title I (1003g)]</p>	<p>Discretionary/competitive federal grant; SEA pass through to district, pass through to school</p>	<p>Significant funds can be allocated to lowest-performing schools. Schools must implement one of the federally-approved turnaround models. Also aligned to the 7 turnaround principles of ESEA flexibility. SEAs encouraged to run competitive application process and award funds to those school demonstrating the greatest need and the strongest commitment to use those funds to substantially raise student achievement.</p>	<ul style="list-style-type: none"> • Many SEAs will not approve LEAs using the funds for the purchase of technology or personnel, as neither increase capacity or the likelihood of sustainability. Some SEAs issue MOUs with the award letters to ensure clear understanding of roles and responsibilities. • Will be interesting to see the impact of the revised guidance – especially the extended timeline (including the planning year and phase out). • Reporting financials can be a challenge – i.e. multi-year grants and between different offices and line items. Timeline for receiving the funds from the feds can also cause problems – delayed funding approval results in delayed implementation. 	<p>Ed.gov website</p> <p>Center on Innovation and Improvement report: Handbook on Effective Implementation of SIG</p> <p>Council on Great City Schools report</p>

School Improvement Grants – [Title I (1003a)]	Federal formula grant; some allocated directly to SEA, remaining SEA pass through to district, pass through to school	<p>Section 1003(a) of ESEA requires that SEAs allocate funds to LEAs for Title I Priority and Focus Schools to meet the progress goals in their District Comprehensive Improvement Plan and School Comprehensive Education Plan(s) (DCIP/SCEP) and thereby improve student performance.</p> <p>This funding supports the state system of support for school improvement, and can be focused on priority, focus, or both; part of regular formula funds filter to LEAs, after 5% set-aside for SEA.</p>	<ul style="list-style-type: none"> • Provides flexibility for SEAs to determine how best to support low performing schools and districts. • For most states, 1003a is a smaller pool of funds than 1003g. • Title I School Improvement 1003(a) funds may not be used for any school level activities in Non-Title I schools. Districts/schools must target funds toward the area(s) of identification and toward the particular subgroup(s) identified for improvement. The funds must be used to complete required school and district reviews and support the goals outlined in the DCIP/SCEP. 	Ed.gov website Center on Innovation and Improvement report : Handbook on Effective Implementation of SIG Council on Great City Schools report
Turnaround School Leaders Program	Discretionary/competitive federal grant; a single LEA or a consortium of LEAs may apply	This program supports projects to develop and implement or enhance and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders (which may include leadership teams) for School Improvement Grant (SIG) schools and/or SIG-eligible schools.	Funds can be used for recruitment, selection, and retention of promising leaders, as well as, high-quality ongoing professional development and incentives.	Ed.gov website

ACADEMIC IMPROVEMENT, STUDENT SERVICE, AND TEACHER QUALITY PROGRAMS

Funding Stream	Grant Type, Source and Allocation Details:	Purpose	Restrictions and Practical Suggestions	Resources
Improving Teacher Quality State Formula Grants (Title II)	Federal formula grant; awarded to SEAs, who subgrant to LEAs; State agencies for higher education (SAHEs) also receive a (separate) formula grant to award competitive grants to partnerships	The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified. This includes teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, and retention. In addition, Title IIA funds may be used to improve the skills and knowledge of principals for effective school leadership.	<ul style="list-style-type: none"> • Can be used flexibly by district to provide PD to some or all schools (not limited just Title I schools) • Can use IIA funds to recruit, retain, and adjust distribution of teachers as well 	Ed.gov website
Mathematics and Science Partnerships (MSP)	Federal formula grant; awarded to SEAs who subgrant to LEAs	This program is designed to improve the content knowledge of teachers and the performance of students in the areas of mathematics and science by encouraging states, Institutions of Higher Education (IHEs), LEAs, and elementary and secondary schools to participate in programs that: 1) Improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to improve mathematics and science teacher education; 2) Focus on the education of mathematics and science teachers as a career-long process; 3) Bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills; and 4) Provide summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills.	<ul style="list-style-type: none"> • For mathematics and science teachers AND teacher educators • Can be used to provide stipends for summer workshops to recruit teachers for certification through alternative routes • Can be used for scholarships for teachers to pursue advanced course work in mathematics, engineering and/or science 	Ed.gov website US Dept of Ed website (includes examples of projects that met selection criteria)
21st Century Community Learning Centers (Title IV)	Federal formula grant; Funding allocated to SEAs; LEAs and non-profits can apply to states for sub-grants	This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program is intended to help students meet state and local student standards in core academic subjects, such as reading and math; offer students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.	<ul style="list-style-type: none"> • Programming should be aligned to improvement plans • Grants can be used to strengthen improvement efforts; however, if not closely aligned, they can cause confusion, conflicting initiatives, and can become isolated from the rest of the school improvement efforts • ONLY dedicated-federal source of funding for before/after-school programming • Note: No RFP in 2015 	Ed.gov website Afterschool alliance report on 21 st century learning centers

Improving Literacy through School Libraries	Discretionary/competitive federal grant; LEAs in which at least 20% of students served are from families with incomes below the poverty line may apply.	This program helps LEAs improve reading achievement by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and professionally certified school library media specialists.	Districts may use funds for the following activities: 1) Purchase up-to-date school library media resources, including books; 2) Acquire and use advanced technology that is integrated into the curricula to develop and enhance the information literacy, information retrieval, and critical-thinking skills of students; 3) Facilitate Internet links and other resource-sharing networks; 4) Provide professional development for school library media specialists of PK-3 students and provide activities that foster increased collaboration among library media specialists, teachers, and administrators of PK-12 students; and 5) Provide students with access to school libraries during non-school hours, weekends, and summer vacations.	Ed.gov website
Innovative Approaches to Literacy (IAL) Programs	Discretionary/competitive federal grant; high-need LEAs may apply (high-need LEAs, as defined in the Notice Inviting Applications (NIA))	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 and schools. The Department intends to support innovative programs that promote early literacy for young children, motivate older children to read, and increase student achievement by using school libraries as partners to improve literacy, distributing free books to children and their families, and offering high-quality literacy activities.	2014 Funding Information Estimated Available Funds: \$24,341,646. Project Period: Up to 24 months. Estimated Range of Awards to LEAs and Consortia of LEAs: \$150,000 to \$750,000. Estimated Average Size of Awards: \$500,000. Estimated Number of Awards: 30. Ed.gov funding status	Ed.gov website
Javits Gifted and Talented Education	Discretionary/competitive federal grant; either SEAs or LEAs may apply	The purpose of this program is to carry out a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary and secondary schools to meet the special education needs of gifted and talented students. The major emphasis of the program is on serving students who are traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, limited English proficient (LEP), and disabled students, to help reduce the serious gap in achievement among certain groups of students at the highest levels of achievement.	<ul style="list-style-type: none"> • Not more than 30% of funds can be used for research • No minimum on number of students served • Grants awarded under two priorities: One – initiatives to scale up models to serve underrepresented groups of students in gifted and talented programs; Two – efforts to improve services for gifted and talented students 	Ed.gov website
High School Graduation Initiative (School Dropout	Discretionary/competitive federal grant; SEAs and LEAs may apply on behalf of high schools with annual dropout rates that exceed the State average annual dropout rate	This program awards discretionary grants to State educational agencies (SEAs) and local educational agencies (LEAs) to support the implementation of effective, sustainable, and coordinated dropout prevention and re-entry programs in high schools with annual dropout rates that exceed their state average annual dropout rate. Funds also may be used to support activities at middle schools that feed into high schools that	<ul style="list-style-type: none"> • \$46,267,000 appropriated in 2014 • Awarded for up to 60 months 	Ed.gov website

Prevention)		have dropout rates that exceed the State average annual rate.		
Striving Readers	Discretionary/competitive grant; awarded to an SEA that applies on behalf of itself and one or more LEAs, including charter schools considered to be LEAs in accordance with State law	This program aims to: 1) raise middle and high school students' literacy levels in Title I-eligible schools with significant numbers of students reading below grade-levels and 2) build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills.	No appropriations since 2009	Ed.gov website
Striving Readers Comprehensive Literacy	Discretionary/competitive federal grant; awarded to SEAs Federal formula grants awarded to selected States	The purpose of this program is to create a comprehensive literacy program that advances literacy skills, including pre-literacy, reading and writing for students birth to grade 12, including limited English-proficient students and students with disabilities.	Authorized as part of the FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act (ESEA). Through the Act, Congress provided \$200 million for a comprehensive literacy development and education program to advance literacy skills for students from birth through grade 12.	Ed.gov website
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	Discretionary/competitive federal grant; awarded to SEAs or LEAs working with college or university	<ul style="list-style-type: none"> • This grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students. • State grants are competitive six-year matching grants that must include both an early intervention component designed to increase college attendance and success and raise the expectations of low-income students and a scholarship component. • Partnership grants are competitive six-year matching grants that must support an early intervention component and may support a scholarship component designed to increase college attendance and success and raise the expectations of low-income students. 	<ul style="list-style-type: none"> • LEAs may apply directly, in partnership with Institutions of Higher Education • State grants up to \$5 million per year; partnership grants up to \$800 per student • 50% matching requirement • Slightly differing requirements for state and partnership grantees 	Ed.gov website

OFFICE OF EARLY LEARNING

Funding Stream	Grant Type, Source and Allocation Details:	Purpose	Restrictions and Practical Suggestions	Resources
-----------------------	---	----------------	---	------------------

Preschool Development Grants	Discretionary/competitive federal grant; grants are made to Governors; Awards are made to selected States	This grant supports States in: 1) building or enhancing a preschool program infrastructure that would enable the delivery of high-quality preschool services to children, and 2) expanding high-quality preschool programs in targeted communities that would serve as models for expanding preschool to all 4-year-olds from low- and moderate-income families. These grants would lay the groundwork to ensure that more States are ready to participate in the Preschool for All formula grant initiative proposed by the current Administration.	Development and Expansion grants as separate funding streams	Ed.gov website
Race to the Top Early Learning Challenge Grants	Discretionary/competitive federal grant; grants are made to Governors; Awards are made to selected states	This grant competition focuses on improving early learning and development programs for young children by supporting States' efforts to: 1) increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs; 2) design and implement an integrated system of high-quality early learning programs and services; and 3) ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood.	Awarded to States leading the way with ambitious yet achievable plans for early learning education reform	Ed.gov Race to the Top website

OFFICE OF INDIAN EDUCATION

Funding Stream	Grant Type, Source and Allocation Details:	Purpose	Restrictions and Practical Suggestions	Resources
Indian Education Formula Grants	Federal formula grant; available to LEAs with a certain number of Indian children (minimum of 10 or not less than 25%of total enrollment)	This program is designed to address the unique education and culturally related academic needs of American Indian and Alaska Native students , including preschool children, so that these students can achieve to the same challenging state performance standards expected of all students.	This program is the Department’s principal vehicle for addressing the particular needs of Indian children.	Ed.gov website
Demonstration Grants for Indian Children	Discretionary/competitive federal grant; IHES, SEAs, or LEAs may apply	This program is designed to improve the education opportunities and achievement of preschool, elementary, and secondary school Indian children by developing, testing, and demonstrating effective services and programs.	New absolute priority for FY 2015 adds Native Youth Community Projects (NYCP) centered on the goal of ensuring that Indian students are college and career ready by promoting partnerships in American Indian and Alaska Native tribal communities.	Ed.gov website Catalogue of Federal Domestic Assistance overview of Demonstration Grants for Indian Children
Indian Education Professional Development Program	Discretionary/competitive federal grant; IHES, SEAs, or LEAs may apply	The program is designed to prepare and train Indians to serve as teachers and school administrators. Professional development grants are awarded to: 1) increase the number of qualified individuals in professions that serve American Indians; 2) provide training to qualified American Indians to become teachers, administrators, teacher aides, social workers, and ancillary education personnel; and 3) improve the skills of those qualified American Indians who already serve in these capacities.	Individuals trained under this program must perform work related to their training and that benefits Indian people or repay the assistance received.	Ed.gov website

OFFICE OF SAFE AND HEALTHY STUDENTS

Funding Stream	Grant Type, Source and Allocation Details:	Purpose	Restrictions and Practical Suggestions	Resources
Education for Homeless Children and Youth (McKinney-Vento)	Federal formula grants; SEAs may apply and provide competitive subgrants to LEAs.	This program makes formula grants to States to distribute in district subgrants to address issues related to education for homeless children (as defined by Sec. 725, see Act at Glance resource) . This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues. Title X adds provisions for school choice.	In determining the quality of an application, states must consider the applicant’s needs assessments; the types, intensity, and coordination of services to be provided; the involvement of parents or guardians; the extent to which children and youth are integrated into regular education programs; the quality of the applicant’s evaluation plan; the extent to which McKinney-Vento services will be coordinated with other available services; etc.	Ed.gov website McKinney-Vento Act at a Glance Education Law Center Access to Pre-K Education Under the McKinney-Vento Homeless Assistance Act brief
Carol M. White Physical Education (PE) Programs	Discretionary/competitive federal grant; LEAs may apply	This program provides grants to LEAs and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs , including after-school programs, for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting state standards.	Projects must be designed to help students meet State’s PE standards by undertaking instruction of healthy eating habits, good nutrition, and at least one of the authorized physical fitness activities (see Ed.gov website resource for authorized list).	Ed.gov website PEP Grant guidance /resources
Elementary and Secondary School Counseling Grants	Discretionary/competitive grants; LEAs, including charter schools, are eligible to apply	This program provides funding to LEAs to establish or expand elementary and secondary school counseling programs , with special consideration given to applicants that can: <ul style="list-style-type: none"> • 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. 	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.	Ed.gov website
Grants to States for School Emergency Management Grant Program	Discretionary/competitive federal grant; SEAs are eligible to apply	This program provides competitive grants to State educational agencies (SEAs) to increase their capacity to assist local educational agencies (LEAs) by providing training and technical assistance in the development and implementation of high-quality school emergency operations plans (EOPS) .	Grants awarded for up to 18 months Estimated Available Funds: \$29,700,000 Estimated Range of Awards: \$85,714 to \$3,273,301 Estimated Average Size of Awards: \$503,389 Estimated Number of Awards: 59	Ed.gov website
Project Prevent Grant Program	Discretionary/competitive federal grant; eligibility limited to LEAs, including charter schools that are	This program provides funding to LEAs to increase their capacity both to identify, assess, and serve students exposed to pervasive violence , helping to ensure that affected students are offered mental health services for trauma or anxiety; support	Projects must include all 4 subparts: 1) access or referrals to counseling services, 2) school-based social and emotional supports to address	Ed.gov website

	considered LEAs under State law	conflict resolution programs; and implement other school-based violence prevention strategies in order to reduce the likelihood that these students will later commit violent acts.	effects of violence, 3) conflict resolution to prevent further violence, and 4) safer and improved school environment.	
School Climate Transformation Grants – SEA grant	Discretionary/competitive federal grant; SEAs may apply	This program funds projects that develop, enhance, or expand systems of support for, and technical assistance to, local educational agencies and schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students.	Estimated Available Funds: \$7,375,000 Estimated Range of Awards: \$250,000 to \$750,000 per year for up to 5 years Estimated Average Size of Awards: \$400,000 Maximum Award: \$750,000 Estimated Number of Awards: 18	Ed.gov website
School Climate Transformation Grant – LEA grant	Discretionary/competitive federal grant; LEAs may apply	This program funds projects that develop, enhance, or expand systems of support for, and technical assistance to, schools implementing an evidence-based multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students.	Estimated Available Funds: \$23,625,000 Estimated Range of Awards: \$100,000 to \$750,000 per year for up to 5 years Estimated Average Size of Awards: \$200,000 Maximum Award: \$750,000 Estimated Number of Awards: 118	Ed.gov website
Neglected and Delinquent State Agency and LEA Program (Title I, Part D)	Federal formula grant; SEAs may apply and funds are awarded to LEAs with high proportions of youths in local correctional facilities	This 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 educating neglected or delinquent children and youths.	Funds can also be used to support dropout prevention programs for at-risk youth in LEAs with high proportions of youth in correctional facilities as a part of Subgrant 2 funded through SEATitle 1 reserve funds.	Ed.gov website

OFFICE OF SCHOOL SUPPORT AND RURAL OR TECHNOLOGY PROGRAMS

Funding Stream	Grant Type, Source and Allocation Details:	Purpose	Restrictions and Practical Suggestions	Resources
Small, Rural School grant Program	Federal formula Grant; LEAs may apply if eligible (see spreadsheet at this link)	The purpose of this program is to provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP) . Applicants do not compete but are entitled to funds if they meet basic eligibility requirements. Eligibility is restricted by statute. Awards are issued annually directly to eligible LEAs on a formula basis.	Recipients may use program funds in conjunction with other authorized ESEA Title programs (see Ed.gov website link for list).	Ed.gov website
Rural and Low-Income Schools Program	Federal formula grants; issued annually to SEAs, which make subgrants to LEAs that meet the applicable requirements	The purpose of the program is to provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP) . Applicants do not compete but are entitled to funds if they meet basic eligibility requirements. Eligibility is restricted by statute.	Awards can be made directly to LEAs if the SEA does not participate. Recipients may use program funds in conjunction with other authorized ESEA Title programs (see Ed.gov website link for list).	Ed.gov website
Enhancing Education through Technology (Ed-Tech) State Program	Federal formula grant; SEAs may apply	The primary goal of this program is to improve student achievement through the use of technology in elementary and secondary schools . Additional goals include helping all students become technologically literate by the end of the 8 th grade and, through the integration of technology with both teacher training and curriculum development, establishing innovative, research-based instructional methods that can be widely implemented.	No appropriations since 2010; however, Obama budget calls for reviving ed-tech program (Education Week article, Feb 2015)	Ed.gov website
Innovative Programs (Title V, Part A)	Federal formula grant; SEAs may apply	This is program is designed to improve student academic achievement and the quality of education for all students . Funding may be used for the following purposes: to support local education reform efforts; to provide funding to enable SEAs and LEAs to implement promising education reform programs and school improvement programs that rely on scientifically based research; to provide a continuing source of innovation and education improvement, including support programs that provide library services and instructional and media materials; to meet the education needs of all students, including at-risk youths; and to develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class-size reduction programs.	Funded programs must be: 1) tied to promoting challenging academic achievement standards; 2) used to improve student academic achievement; and 3) part of an overall education reform strategy.	Ed.gov website
Technical Assistance for Student	Discretionary/competitive federal grant; LEAs may apply	The TASAP program provides one-time competitive grants to local educational agencies (LEAs) to procure technical assistance in preparing, adopting, or modifying, and implementing student assignment plans to avoid racial isolation and re-segregation	These grant funds used to seek assistance and expertise from student assignment specialists, demographers, community relations	Ed.gov website Report on the impacts of the

Assignment Plans (TASAP)		in the Nation's schools , and to facilitate student diversity, within the parameters of current law.	specialists, facility and other planners, or curriculum specialists and others in comparable LEAs with relevant and successful experience, as well as specialists and consultants from academia, non-profit organizations, civil rights organizations, and the private sector.	TASAP program
---------------------------------	--	---	--	---------------

OFFICE OF SPECIAL EDUCATION PROGRAMS

Funding Stream	Grant Type, Source and Allocation Details:	Purpose	Restrictions and Practical Suggestions	Resources
State Personnel Development Grant (SPDG)	Discretionary/competitive federal grant; allocated to SEAs	The purpose of this program is to assist SEAs in reforming and improving their systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities .	<ul style="list-style-type: none"> • Funding can be used in a variety of ways; funding must support students with disabilities, but can be woven into other initiatives. • It can be difficult to pass amendments, which are based on a plan and approved for 5 years. Plan needs to be aligned to other interventions that a school/district is undergoing, i.e. may need to be faster paced for priority or focus schools. • Sometimes, the SPDG grant timeline is slow and focus and priority schools might need ramped up timelines in order to see results more expediently. 	Ed.gov website
Special Education - National Activities - Technical Assistance and Dissemination	Discretionary/competitive federal grant, Contracts, Cooperative Agreements; allocated to SEAs or LEAs	The purpose of this program is to promote academic achievement and to improve results for children with disabilities by providing technical assistance, supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research.	Grant also known as: Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Eligible applicants: IHEs, LEAs, SEAs, nonprofit organizations, charter schools, and other organizations and/or agencies.	Ed.gov website

OTHER FEDERAL FUNDING SOURCES

Funding Stream	Grant Type, Source and Allocation Details:	Purpose	Restrictions and Practical Suggestions	Resources
Migrant Education Basic State Formula Grants (Title I, Part C)	Federal formula grant; allocated to SEAs	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. Used to provide education and support services for identified children.	Based on State's per pupil expenditure and number of eligible migratory children ages 3-21	Ed.gov website
Race to the Top Assessment Program	Discretionary/competitive federal grant; consortia of states may apply	This program provides funding to a consortia of States to develop assessments that are valid, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace.	The Secretary awarded grants under the Race to the Top Assessment program on September 28, 2010, to the Partnership for the Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium (Smarter Balanced).	Ed.gov website
Safe and Supportive Schools	Discretionary/competitive federal grant; SEAs may apply	This program awards grants to state educational agencies (SEAs) to support statewide measurement of, and targeted programmatic interventions to improve, conditions for learning in order to help schools improve safety and reduce substance use.	11 states received funding in 2010 – 4 year grants Application closed	Ed.gov website
Investing in Education Fund (I3)	Discretionary/competitive federal grant; LEAs may apply	This program was established under section 14007 of the American Recovery and Reinvestment Act of 2009 (ARRA) and provides funding to support local educational agencies (LEAs) and nonprofit organizations in partnership with one or more LEAs or a consortium of schools. The purpose of this program is to provide competitive grants to applicants with a record of improving student achievement and attainment in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates and/or increasing college enrollment and completion rates.		Ed.gov website

OTHER FUNDING SOURCES (STATE OR NATIONAL PHILANTHROPIC)

Funding Stream	Grant Type, Source and Allocation Details:	Purpose	Restrictions and Practical Suggestions	Resources
At-Risk State Funds	State funds	<p>Certain states may have funding available on either a one-time or recurring basis to support at-risk students. For example:</p> <ul style="list-style-type: none"> • Michigan – Section 31a of the State School Aid Act provides funding to eligible districts, public school academies or the Education Achievement Authority for instructional and pupil support services who meet the at-risk identification characteristics specified in the legislation. • Arkansas – National School Lunch Act (NSLA) funding, also known as school poverty funding, is the part of the state-funding package for schools that is targeted to low-income students. • Nevada – Through Senate Bill 504, additional funding was provided for students with limited English language proficiency. This particular funding was provided for students as part of a pilot program to enhance the performance of English Language Learners (ELL) students over the next two years. • Mississippi – Through MS Code Section 37-151-7 (d), the State Legislature appropriated additional funding through the Adequate Education Program for at-risk students. At-risk students were defined as those participating in the free lunch program. The at-risk component is calculated as 5% of the base student cost multiplied by the number of free lunch participants. 	<ul style="list-style-type: none"> • Pros: Lots of state flexibility • Restrictions: Funding pools may not be sustainable due to changing politics 	
Jobs for America’s Graduates (JAG)	National non-profit grants to states	<p>Jobs for America’s Graduates (JAG) is a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. In more than three decades of operation, JAG has delivered consistent, compelling results – helping nearly three-quarters of a million young people stay in school through graduation, pursue postsecondary education, and secure quality entry-level jobs leading to career advancement opportunities.</p>	<p>Wraparound services for preventing dropouts and connecting students to the workforce, including follow up coaching.</p> <p>Includes 32 state affiliates (see website)</p>	<p>Organization website JAG Model</p>

<p>Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center</p>	<p>National Technical Assistance center focusing on special education; funded via federal grant funds</p>	<p>The CEEDAR Center works with states, universities, and education agencies as a national technical assistance center dedicated to supporting states in their efforts to develop teachers and leaders who can successfully prepare students with disabilities to achieve college and career-ready standards.</p> <p>The Center works with a small group of states on intensive Technical Assistance (TA), and a broader group on targeted services.</p> <p>The Center is a partnership between University of Florida, University of Kansas, Council of Chief State School Officers (CCSSO), and American Institutes for Research (AIR).</p>	<ul style="list-style-type: none"> • The Center currently works with 20 states to receive intensive TA, started with 5 in 2013. • Each intensive TA state includes partnerships with the SEA, at least three IHEs, and interested LEAs. • Work includes revisiting licensure and certification standards, enhancing content and structure in teacher education programs, and refining SEA data systems to improve teacher and leader programs. • All partnership members sign an MOU. 	<p>Organization website</p> <p>Targeted services request form</p>