

How to Access Federal, State, and Private Funding for Special Education



IDEA

TITLE I

A Practical Guide for Educators

PCI  Education.

Overview

This Funding Assistance Document assists grant seekers in understanding the requirements and disposition of federal, state, and private funding sources. We created this document to help schools and districts correctly align PCI Education products with a variety of funding sources. It is a challenge to stay on top of the evolving requirements for various funding sources at the Federal and State level and districts need to make sure they are fully satisfying those requirements. Our goal is to make your life easier by providing a clear and concise description of which programs PCI products qualify for and why. With this information in hand, you will be able to apply for and use these funds with confidence.

In this document, PCI Education focuses on three products: 1) *PCI Reading Program*, 2) *PCI Environmental Print Series*, and 3) *PCI Professional Development*.

The alignment of PCI Education products to funding sources is accomplished in two ways. First, key elements associated with the PCI Education products are presented and can be used to align to funding sources. Secondly, the federal, state, and private funding overviews provide key statements regarding the funding requirements and can be used to align to PCI Education product.

This document is organized into four sections:

- [PCI Education Product Descriptions](#) – brief descriptions of the three products with key statements geared to align product to funding resources.
- [Federal Funding Overview](#) – divided into two areas,
 - Tier 1 Federal Funding (grants that most directly align to PCI Education product) and
 - Tier 2 Federal Funding (broad-based grants to which PCI Education product might align.)
- [State and Private Funding Overview](#) – divided into two areas,
 - State Funding (grants approved by the state legislature to which PCI Education product might align) and
 - Private Funding (national, state, regional, and local) sources to which PCI Education product might align.
- [Funding Matrix Overview](#) – general description of the individual state funding matrices which accompany this document.

Grant seekers should realize that requesting and receiving funding might be as easy as receiving formula funding (guaranteed funding based on head counts, free and reduced lunches, and/or other quantifying measures) or as difficult as writing a proposal from scratch with minimum guidelines. However, funding does exist in various formats, over various periods of time, ranging from small to large amounts, and includes various requirements.

PCI Education Product Descriptions

All three PCI Education products focus on reading, special education, and the professional development related to these areas. A brief description of the program followed by a listing of key elements about each program could aid grant seekers in writing grants or provide general support for purchasing the product. More detailed information, if needed, is located in PCI Education's catalog or contact a representative.

PCI Reading Program

The *PCI Reading Program* is a scientifically research-based curriculum created specifically to teach students with developmental disabilities, autism, and significant learning disabilities to read. Levels One and Two teach 280 words (both sight words and real-world nouns and verbs) through a comprehensive system of repetition, hands-on practice, controlled-vocabulary reading,

and high-interest activities. Nonreaders become successful readers word by word, reading 42 engaging, full-color books along the way. Key elements of the *PCI Reading Program* focus on:

- Providing reading instruction to nonreaders (ages 5 to adult) and incorporating a K-12 interest level;
- Using a scientifically research-based curriculum created specifically to teach students with learning differences;
- Introducing content using a precise, scripted lesson cycle that includes introduction, practice, review, assessment, and ultimately...reading a controlled-vocabulary book independently;
- Incorporating a multisensory approach to learning (kinesthetic, auditory, visual);
- Integrating assessment throughout the learning process and adapting for necessary changes;
- Including the use of checklists and progress charts to monitor student process and to share information with team members and parents as needed;
- Containing motivating, realistic illustrations and story lines that encompass important life skills;
- Building student confidence as he/she moves through targeted lessons;
- Providing teachers with professional development materials that stress instructional methods in the foundational reading skills, the five most basic pre-reading skills, and individualize instruction based on student needs;
- Fostering professional development focused on speech/language methodologies, early intervention and early childhood programs, and programs designed for academic achievement in diverse learning situations; and
- Encouraging parental involvement in the learning process through reproducible take-home activity sheets.

PCI Environmental Print Series

The *PCI Environmental Print Series* is a comprehensive, standards-based language arts curriculum for students with significant cognitive disabilities. It is also appropriate for students with mild to moderate cognitive disabilities who have been unsuccessful with phonetic or sight-words-based reading programs. Fully scripted, the program integrates forms of environmental print such as road signs and indoor signs into the story line of books about adolescent characters. Developed for both verbal and nonverbal students, the program includes a wide variety of manipulatives that allow students to demonstrate comprehensive and content mastery. Key elements of the *PCI Environmental Print Series* focus on:

- Providing a comprehensive, standards-based language arts curriculum for students with significant cognitive disabilities;
- Assimilates community-based instructional activities (streets and roads, community places, restaurants, and work places) that encompass important life skills;
- Introducing content using a precise, scripted lessons that cover language arts standards while integrating environmental print;
- Incorporating a multisensory approach to learning (visual and kinesthetic) including manipulatives;
- Integrating differentiated materials and activities throughout the program, including questions tailored to allow both verbal and nonverbal responses;
- Integrating assessment throughout the learning process and adapting for necessary changes;
- Including the use of checklists and progress charts to monitor student process and to share information with team members and parents as needed;
- Building student confidence as he/she moves through targeted lessons;

- Providing teachers with professional development materials that stress instructional methods in on teaching and reinforcing key language arts standards (concepts of print, character traits, main idea, man character, setting, and cause and effect);
- Fostering professional development focusing on speech/language, early intervention and early childhood, and programs for designed for academic achievement in diverse learning situations; and
- Encouraging parental involvement in the learning process through reproducible take-home activity sheets.

PCI Professional Development

PCI Education provides schools and districts with expert training that supports the use of PCI Education products. Working within the educators' environment, reading training focuses on reading interventions for verbal and nonverbal students including Literacy at the Intervention Level (RTI Tier II and III.) Communications training focuses on special education students who are identified significantly cognitively disabled. Additionally, training focuses on the best-practices of using researched-based techniques and programs, integrating and evaluating assessments, analyzing and synthesizing data, and collaborating with educators to develop an intervention plan.

PCI Education provides teacher support materials; for example, teacher guides, lesson plans, manipulatives, and school-home activities. Teacher guides describe the learning cycle and encourage differentiated instruction. Lesson plans provide scripted lessons to maximize student learning. Manipulatives accentuates researched-based best-practices. School-home activities encourage family involvement and support.

Key elements of the *PCI Professional Development* focus on:

- Providing expert training that supports the use of PCI Education products;
- Integrating best-practices using researched-based techniques and programs, integrating and evaluating assessments, analyzing and synthesizing data, and collaborating with educators to develop an intervention plan;
- Providing differentiated instruction and appropriate instructional procedures that correspond to the student's IEP;
- Including reading interventions for verbal and nonverbal students accentuating early interventions especially tailored for Response-to-Intervention (RTI) Tier II and III;
- Highlighting communications training focused on special education students who are identified significantly disabled;
- Exploring and assimilating teacher support materials that encourage learning technique for diversified learning; and
- Supporting capacity-building activities and improving the delivery of services to students.

The three PCI Education products focus on reading, special education, and the professional development related to these areas. The key elements listed above for each product correlates to many of the requirements in federal, state, and private grants.

Federal Funding Overview

A. First Tier Federal Funding – Reading, Special Education, and Professional Development Focus

When educational institutions apply for and are awarded federal funding, there are certain specifications the institution must meet in order to spend money on instructional materials or professional development. PCI Education has product that meets the requirements of many federal grants. First Tier Federal Grants closely correlate between PCI product and federal funding because the focus of the funding directly relates to reading, special education, and/or professional

development. In some cases, the funding is closed and/or has been distributed to the local education agencies; however, even closed, the money may be available for spending and knowing the specifications of the funding is important to match PCI Education product to the funding requirements.

IDEA Part B-611

<http://idea.ed.gov/>

The Individuals with Disabilities Education Act is the nation's special education law. States receive federal funding through formula grants but are required to provide free appropriate public education (FAPE) in the least restrictive environment (LRE). Grants are provided to children from birth to 21 through either early intervention (age birth to 3) or a vast array of services for children from ages 3-21. In general, states may use IDEA funds as a supplement to existing funds that would be used for the enhancement and equal opportunity at education allotted children between the ages of 3 and 21. There are a number of activities for which the funds are to be used ranging from purchasing instructional materials to providing mental-health services. PCI Education product alignment to this federal grant should focus on:

- Providing materials in concert with the No Child Left Behind core academic requirements (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography);
- Including scientifically researched-based methods focused on early intervention strategies and related Response-to-Intervention (RTI) strategies which can be used with students receiving special education unless the use of such methods is inconsistent with their individualized education programs (IEPs);
- Providing differentiated instruction and appropriate instructional procedures that correspond to the student's IEP;
- Delivering professional development and training to staff;
- Assisting local educational agencies (LEAs) in strengthening and increasing sufficiently trained personnel; and
- Supporting capacity-building activities and improving the delivery of services to students.

PCI Reading Program, *PCI Environmental Print Series*, and *PCI Professional Development* directly align to several of the aspects of IDEA Part B-611 federal funding through their match to core curriculum enhancement, early intervention strategies and RTI, and professional development.

IDEA Part B-619 PreSchool

<http://idea.ed.gov/>

IDEA Part B-619 PreSchool funding is similar to IDEA Part B-611. The primary differences are that this funding source is limited to students ages 3-5 and the monies used for professional development must focus on preschool educators.

The *PCI Environmental Print Series* and *PCI Professional Development* directly align to the requirements of this grant with a focus on preschool and professional development. The *PCI Reading Program* has an interest level of K-12. It is possible the program could be used for upper-aged preschool students and also be considered part of the transitioning skills toward kindergarten, both areas that might correspond to this grant's requirements.

Note: IDEA Part B-619 PreSchool is frequently confused with IDEA Part C. IDEA Part C focuses on Infants and Toddlers ages birth to 3. At this time, PCI Education has no product specifically focused at the birth to 3 level.

Improving Basic Program Operated by Local Education Agencies (Title I, Part A)

<http://www.ed.gov/programs/titleiparta/index.html>

The No Child Left Behind Act impacts several initiatives for the improvement of education in the United States. Title I, Improving the Academic Achievement of the Disadvantaged, proposes its foremost initiative entitled Improving Basic Programs Operated by LEA's (NCLB; Title I, Section A) and is the highest federally funded program by the United States government. The program encourages flexibility in funding to high-need schools that will allow them to implement programs to better train their staff and professionals, introduce an assessment form for accountability for the success of their students, focuses on scientifically researched teaching methods, and increases the power parents have over selecting the public school that their child is allowed to attend.

The overall goal of the program is to improve the performance of students and teachers...bringing students' academic performance up to the rigorous state standards by helping students who are not proficient in English and students under-performing in all subject areas, but particularly in language arts, reading, and mathematics. PCI Education product alignment to this federal grant should focus on:

- Providing core academic instructional materials, particularly in language arts and reading;
- Including scientifically researched-based methods focused on improving educator teaching methods and student learning; and
- Delivering professional development and training of staff;

The *PCI Reading Program* and *PCI Professional Development* directly align to the aspects of Title I, Part A federal funding through their match to core curriculum enhancement and professional development. The *PCI Environmental Print Series* should be able to be used with nonreaders and nonverbal students and also align. As long as states follow the Title I, Part A regulations, individual states can vary the focus of the funding; thus, grant seekers should review the policies for the state of interest.

American Recovery and Reinvestment Act of 2009 (ARRA)

<http://www.ed.gov/policy/gen/leg/recovery/index.html>

The *American Recovery and Reinvestment Act of 2009 (ARRA)* provides approximately \$100 billion for education, creating a historic opportunity to save hundreds of thousands of jobs, support states and school districts, and advance reforms and improvements that will create long-lasting results for our students and our nation including early learning, K-12, and post-secondary education. The success of the education part of the *ARRA* will depend on the shared commitment and responsibility of students, parents, teachers, principals, superintendents, education boards, college presidents, state school chiefs, governors, local officials, and federal officials. Four principles guide the distribution and use of *ARRA* funds are:

- Spending funds quickly to save and create jobs;
- Improving student achievement through school improvement and reform;
- Ensuring transparency, reporting and accountability; and
- Investing one-time *ARRA* funds thoughtfully to minimize the "funding cliff."

1st Round Funding...States will receive initial Title I, Part A and IDEA, Part B funds under pre-existing applications. For the first round of state stabilization funds, governors must provide three things:

1) Assurances that they are advancing the four reforms described in the statute and complying with maintenance requirements, 2) Base line data on their current status in each of these areas, and 3) Basic information on how the funds will be used.

2nd Round Funding...For the second round of funds, state educational agencies (SEAs) must provide information regarding their ability to meet reporting requirements under the *ARRA* under Title I, Part A and *IDEA*, Part B. In the case of the SFSF, governors must provide plans outlining

the state's plans and progress in the four reform areas described above. As part of its application for the second part of the SFSF, a state must describe how the state and its LEAs plan to use SFSF and other funding in a fiscally prudent way that substantially improves teaching and learning. Governors and chief state school officers should work closely with other state and local officials in the state to develop effective data reporting systems and plans that will meet the assurances required by SFSF.

ARRA Funding & Title I, Part A Description...These funds create an unprecedented opportunity for educators to implement innovative strategies in Title I schools that improve education for at-risk students and close the achievement gaps while also stimulating the economy. The additional resources will enable LEAs to serve more students beyond the approximately 18 million currently served and boost the quality of teaching and learning. Approximately \$13 billion (\$10 billion to programs and \$3 billion for Title I school improvement programs) are available to the states for Title I, Part A. Funds under most of these programs can be used over two or more fiscal years. Preliminary estimates of Title I, Part A recovery allocations to each state and LEAs are available at: <http://www.ed.gov/about/overview/budget/news.html#ARRA>. Amounts shown on these tables do not include the funds that will be allocated under the annual FY 2009 appropriation.

ARRA Funding & IDEA, Part B Description...The *IDEA* recovery funds under *ARRA* will provide an unprecedented opportunity for states, LEAs, and early intervention service providers to implement innovative strategies to improve outcomes for infants, toddlers, children, and youths with disabilities while stimulating the economy. Under the *ARRA*, the *IDEA* recovery funds are provided under three authorities: \$11.3 billion is available under Part B Grants to States; \$400 million is available under Part B Preschool Grants; and \$500 million is available under Part C Grants for Infants and Families. Preliminary information about each state's allocation is available at: <http://www.ed.gov/about/overview/budget/statetables/recovery.html>.

ARRA Alignment...PCI Education product alignment to *ARRA* funding depends on the particular funding effort. Below are key elements for both Title I and *IDEA, Part B*. PCI Education products directly address the core requirements:

- Providing core academic instructional materials, particularly in language arts and reading;
- Helping children, particularly children experiencing difficulty with spoken language, prereading, and early reading skills;
- Serving preschool-aged children, as appropriate, by enhancing the school readiness of preschool-aged children in high-quality oral language and literature-rich environments;
- Integrating instructional materials and literacy activities with existing programs;
- Including scientifically researched-based methods focused on improving educator teaching methods and student learning; and
- Offering training to staff in programs to meet more effectively the diverse needs of children in the community, including such children with limited English proficiency, disabilities, or other special needs.

The *PCI Reading Program*, *PCI Environmental Print Series*, and *PCI Professional Development* offerings all have corresponding aspects to the *ARRA* requirements – especially in the areas of reading, early intervention, special education, and professional development.

Early Reading First (part of Title I–B–1)

<http://www.ed.gov/legislation/FedRegister/announcements/2009-1/030309c.html>

Early Reading First, part of the President's "Good Start, Grow Smart" initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall goal is to prepare young children to enter kindergarten with the necessary language, cognitive, and

early reading skills to prevent reading difficulties and ensure school success. PCI Education product alignment to this federal grant should focus on:

- Serving preschool-aged children;
- Enhancing the school readiness of preschool-aged children in high-quality oral language and literature-rich environments;
- Preparing and providing ongoing assistance to staff in programs, through professional development and other support;
- Providing services in the use of instructional materials that are based on scientifically based reading research on early language acquisition, prereading activities, and the development of spoken vocabulary skills;
- Training staff in programs to meet more effectively the diverse needs of preschool-aged children in the community, including such children with limited English proficiency, disabilities, or other special needs;
- Integrating instructional materials and literacy activities with existing preschool programs and family literacy services; and
- Helping children, particularly children experiencing difficulty with spoken language, with prereading, and early reading development.

PCI Environmental Print Series and *PCI Professional Development* directly align to the requirements of this grant with a focus on preschool and professional development. The *PCI Reading Program* has an interest level of K-12. It is possible the program could be used for upper-aged preschool students and also be considered part of the transitioning skills toward kindergarten, both areas that might correspond to this grant's requirements.

Reading First (part of Title I–B–1)

<http://www.ed.gov/programs/readingfirst/index.html>

The Reading First program focuses on improving the reading skills of early elementary students (grades K-3). This is accomplished by implementing “scientifically based research and proven instructional and assessment tools consistent with this research” (USDE). Formula grants are provided to each state; in turn, the states allocate their grants on a competitive basis. PCI Education product alignment to this federal grant should focus on:

- Providing only programs that are founded on scientifically based reading research;
- Supporting increased professional development to ensure that all teachers have the skills they need to teach programs effectively; and
- Reinforcing the use of screening and diagnostic tools and classroom-based instructional reading assessments to measure how well students are reading and to monitor their progress.

The *PCI Reading Program* directly aligns to the aspects of the Reading First federal funding because it is based on scientifically based reading research and does provide the professional development educators need to teach the program effectively.

Personnel Development to Improve Services and Results for Children with Disabilities

<http://www.ed.gov/programs/osepprep/index.html>

The purpose of this program is to: 1) help address state-identified needs for highly qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities and 2) ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, needed to serve those children. Awards are made to applicants who train personnel in the following areas: leadership; early intervention and early childhood; low-incidence; high-incidence; speech/language; adapted physical education; and programs in minority institutions. The program supports technical assistance, dissemination, and model demonstration activities. PCI Education product alignment to this federal grant should focus on:

- Providing professional development to educators in special education, early intervention, and regular education in order to work with children with disabilities;
- Delivering professional development based on scientifically-based research; and
- Focusing on speech/language, early intervention and early childhood, and programs for minority institutions.

PCI Professional Development directly aligns to the basic aspects of this federal funding.

B. Second Tier Federal Funding – Broad-Based Grants

Second Tier Federal Grants include grants that have a broad-based approach to academic improvement. Essentially, these grants may and in some cases do fund early intervention, reading, special education, and professional development. However, these grants may also fund mathematics, music, computer education, tutoring, recreation, and other programs. PCI Education products may or may not be appropriate for the funding.

In addition, for the same grant, the state programs may vary. For example, 21st Century Community Learning Centers funds before/after school and summer programs. Some states may spread this funding throughout grades K-12 and other states may focus the funds primarily on high school programs. PCI Education grant seekers might want to investigate the following grants as potential funding sources: 1) *21st Century Community Learning Centers*, 2) *Demonstration Grants for Indian Children*, 3) *Innovative Programs (Title V, Part A)*, and *School Improvement Grants*. Federal grants appear throughout the year. Grant seekers might want to search this government website for recently issued grants: http://www.grants.gov/applicants/find_grant_opportunities.jsp.

State and Private Funding Overview

PCI Education's product may qualify for state and/or private funding opportunities.

A. State Funding

State funding varies from state-to-state depending on the state's budget and the overall educational mission of the state. For example, some states place more emphasis on preschool learning than other states; hence, the state legislature funds more preschool projects than other state legislatures. In addition, state funding appears at various times throughout the year and it is suggested the grant seeker follow the grant availability for each state of interest on a regular basis. Some states encourage grant seekers to register for email notifications as new grants become available. To search for a particular grant website, try searching on *state + grant + education* or various combinations of the words.

B. Private Funding

Many foundations and corporate entities support educational efforts. Funding from these sources generally fall into four categories:

- *National* – educators throughout the US or limited states may apply; for example, Lego's Children's Fund (all states) and Dollar General Youth Literacy Grants (selected states).
- *State* – educators throughout a state may apply; for example, Dan Marino Foundation (limited to state of Florida).
- *Regional* – educators throughout a region may apply; for example, The Community Foundation for Southern Arizona (limited to southern Arizona area).
- *Local* – educators within a local area (generally city/county) may apply; for example, Cambridge Community Foundation (limited to Cambridge, Massachusetts area only).

Funding amounts vary.

- Funding amounts for individuals or individual projects vary greatly. For example, frequently mini-grants for the classroom approximately range in the \$200-\$500 category while other grants may range from \$7,000 - \$10,000. There are even higher amounts awarded from private sources.
- National foundations may have \$15,000 total per year to award, while a local foundation may have \$2 million total per year to award and vice versa.
- Funding amounts within a foundation or corporate entity can vary within the foundation or corporate entity depending the proposal's request, how much the governing board deems necessary, or how much money is available in a particular fiscal year.

What private resources fund varies greatly and the funding descriptions can be very specific to very general. For example, excerpted from the Florida funding matrix are a few descriptions:

- Programs for students who are below grade level or experiencing difficulty reading
- Professional development for teachers, supplements or therapies for your child with autism;
- PreK-Early Intervention & Extended Day Enrichment Program Scholarships;
- Education
- Early Childhood Initiatives
- Developmental Disabilities
- Supplemental Reading Programs
- Classroom Grants
- Text books, computer equipment, materials to enhance programs

PCI Education products align with many state and private funding sources in the areas of early intervention, reading, special education, professional development, and instructional materials. Within private funding, PCI Education grant seekers might also look for classroom material grants, mini-grants, special projects, professional development, and other programs. Because state and private funding varies from state-to-state and varies in requirements from fund-to-fund, PCI Education grant seekers should review the grants, obtain additional information from the funding source, and determine if the grant is an appropriate match.

Funding Matrix Synopsis

Accompanying this documents are funding matrices. Each funding matrix is tailored to a specific state. The matrix is divided into two sections: 1) Index of Funding Sources and 2) Overview of Grants. The index is a list of grant titles and grant sources (federal, private, and state). The titles in this list link to Part 2 and facilitates movement throughout the entire matrix.

Part 2 is the Overview of the Grants. Part 2 consists of Federal, Private, and State grants. A description of each column follows:

- *Source* – indicates whether the grant's primary source of funding is Federal, Private, or State. In some cases, there can be a mix of grant sources, such a Federal and State.
- *Title/URL* – includes the title of the grant and source URL for additional details.
- *Description*– contains a brief description of the grant. Yellow highlights are used to indicate key words and phrases that align to PCI Education product. This column also contains the level(s) which is the focus of the grant, sometimes this will be grade levels, age levels, or varies when there is flexibility in the grant. Additionally, the description column contains the amount(s) available, sometimes this is an individual amount, yearly amounts, or past distribution amounts. Periodically, general federal funding information is provide including the 2008 actual amounts, the 2009 estimated amounts, and the ARRA estimated amounts.

- *Application Information* – provides information on how to apply for the grant, pertinent grant date information, and special notes. Frequently, the special notes contain geographic limitations to the grants, especially in the private sector.
- *Contact Information* – contains additional contact information.

Funding information is subject to change, legislation is put on hold, foundations have more or less resources than in the past, the focus of the grants change, and contact people move on. Grant seekers should review the funding matrix and then use the URL to review additional details and any changes.

This Funding Assistance Document assists grant seekers in understanding the requirements and disposition of federal, state, and private funding sources. It also provides key element statements to help align PCI Education product and funding sources. Grant seekers can use this information to facilitate their grant seeking experience.

New Mexico Funding Opportunities

The funding opportunities document is divided into two parts. **Part I – Index of Funding Resources** provides a list of potential federal, state, and private grants that may be used to purchase PCI Education Product. Click on the titles in Part 1 to link to more detailed descriptions in **Part 2 – The Funding Matrix**. Please notice that some grant applications are closed and funding has been distributed. This information can be used to locate current funding distribution or keep in mind that the grant application may appear in the future.

INDEX OF FUNDING RESOURCES

Source	Title
Federal	21st Century Community Learning Centers (Title IV, Part B)
Federal	Demonstration Grants for Indian Children
Federal	Early Reading First CFDA 84.359A; 84.359B
Federal	Impact Aid Program (Title VIII)
Federal	Improving Basic Programs Operated by Local Educational Agencies (Title I-A, I-D, II-A, and V-A)
Federal	Individuals with Disabilities Education Act (Part B, Section 611)
Federal	Individuals with Disabilities Education Act (Part B, Section 619 PreSchool)
Federal	Personnel Development to Improve Services and Results for Children with Disabilities CFDA 84.325
Federal	Reading First (Title I, Part B, Subpart 1 2009-2010)
Federal	Teacher and Principal Training and Recruiting Fund, Grants to States (Title II, Part A)
Federal	The School Improvement Fund (SIF)
Private	2009 Helping Hands Grants
Private	AASL Collaborative School Library Media Award
Private	Albuquerque Public Schools Education Foundation
Private	Bank of the West Corporate Giving Program
Private	Bernalillo Public Schools Foundation
Private	Citi Foundation
Private	Daniels Fund
Private	Dollar General Youth Literacy Grants
Private	Gertrude Whipple Professional Development Program (IRA)
Private	IRA & Reading Recovery Reading Conference Grant
Private	Las Cruces Public Schools Foundation
Private	Learning Disabilities Foundation
Private	LEGO Children's Fund
Private	NEA Learning and Leadership Grant
Private	Pete & Carrie Rozelle Award – National Center for Learning Disabilities
Private	Qwest Foundation
Private	RGK Foundation
Private	Santa Fe Community Foundation 2009 – 2011 Grant Program
Private	Smart Kids Foundation
Private	Staples Foundation for Learning
Private	Starr Foundation

New Mexico Funding Opportunities

Private	The Nancy Lurie Family Foundation
Private	Verizon Foundation
Private	Wells Fargo Charitable Contributions – New Mexico
State	Kindergarten Through Third Grade Plus Pilot Project 2009-2010

Source	Title/URL	Description	Application Information	Contact Information
Federal	<p>21st Century Community Learning Centers (Title IV, Part B)</p> <p>http://www.ped.state.nm.us/Title/21stCentury.html</p>	<p>The focus of this program, re-authorization under Title IV, Part B of the No Child Left Behind Act of 2001, is to provide expanded academic enrichment opportunities for children attending school where at least 40% of the students qualify for free/reduced meals. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading, writing and math. In addition, 21st CCLC's programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling and character education to enhance the academic component of the program.</p> <p>Level(s): K-12</p> <p>Amount(s): \$6,400,000</p>	<p>Instruction(s): Review instructions from website.</p> <p>Date(s): Application was due 7/9/08. Recipients have been announced. Review website for potential renewals.</p> <p>Special Note(s): Eligible entities that serve students who attend schools where at least 40% of the students qualify for free/reduced meals.</p>	<p>Roxann Morris Educational Administrator Title I Bureau CCNM Workforce Training Center 5600 Eagle Rock Road Room 201 Albuquerque, NM 87113</p> <p>Phone: (505) 222-4741 RoxannL.Morris@state.nm.us</p>
Federal	<p>Demonstration Grants for Indian Children</p> <p>http://www.ed.gov/programs/indian_demo/applicant.html</p>	<p>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.</p> <p>The absolute funding priorities for the program in FY 2009 limit project services to: (1) school readiness projects that provide age appropriate educational programs and language skills to three- and four-year-old Indian students to prepare them for successful entry into school at the kindergarten level; and (2) college preparatory programs for secondary school students designed to increase competency and skills in challenging subject matter, including mathematics and science, to enable Indian students to transition to postsecondary education.</p> <p>Level(s): Preschool and College Prep</p>	<p>Instruction(s): Current application and instructions are available online.</p> <p>Date(s): Application due date was March 6, 2009. Review website for future renewals.</p> <p>Special Note(s): These discretionary grant applications must be submitted through the grants.gov system unless you qualify for an exception to the electronic submission requirement.</p>	<p>Lana Shaughnessy U.S. Department of Education, OESE Office of Indian Education 400 Maryland Avenue, SW Room 5C140, LBJ Bldg. Washington, DC</p> <p>Phone: (202) 205-2528 lane.shaughnessy@ed.gov</p>

Source	Title/URL	Description	Application Information	Contact Information
Federal	<p>Early Reading First CFDA 84.359A; 84.359B</p> <p>http://www.ed.gov/legislation/FedRegister/announcements/2009-1/030309c.html</p> <p>http://www.ed.gov/programs/earlyreading/index.html</p>	<p>Amount(s): FY 2008 was \$8,083,418</p> <p>The program supports the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success and that serve primarily children from low-income families.</p> <p>Early Reading First, part of the President's "Good Start, Grow Smart" initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success.</p> <p>Level(s): Pre-Kindergarten</p> <p>Amount(s): Estimated Range of Awards: \$1,500,000-\$4,500,000. Estimated Average Size of Awards: \$3,000,000. Estimated Number of Awards: 24-74</p>	<p>Instruction(s): Review website for instructions.</p> <p>Date(s): Pre-application is due 4/2/09. Full application due date is 6/16/09.</p> <p>In order to be eligible to apply for an Early Reading First Grant, an applicant must be:</p> <ul style="list-style-type: none"> • One or more eligible LEAs • One or more public or private organizations or agencies, including faith based organizations, located in a community served by an eligible LEA. Unless the public or private organization is a preschool program applying on its own behalf, it must apply on behalf of one or more programs that serve preschool-age children. • One or more of the eligible LEAs applying in collaboration with one or more of the eligible organizations or agencies 	<p>Pilla Parker</p> <p>Phone: (202) 360-7764 Pilla.Parker@ed.gov</p>
Federal	<p>Impact Aid Program (Title VIII)</p> <p>http://www.ed.gov/about/offices/list/oese/impactaid/index.html</p> <p>http://www.ped.state.nm.us/admin/personnel/dl09/0809CalendarOfReports.pdf</p>	<p>School districts use Impact Aid for a wide variety of expenses, including the salaries of teachers and teacher aides; purchasing textbooks, computers, and other equipment; after school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Most Impact Aid funds are considered general aid to the recipient school districts and may be used in whatever manner they choose, in accordance with state and local requirements. Although most school districts use Impact Aid for current expenditures, funds may also be used for capital expenditures. Payments for Children with Disabilities must be used for the extra costs of educating these children.</p>	<p>Instruction(s): Application closed.</p> <p>Date(s): Application was due 1/31/09</p> <p>Special Note(s): Local educational agencies that provide free public elementary or secondary education may apply.</p>	<p>No Child Left Behind-New Mexico</p> <p>Phone: (505) 827-1321 Fax: (505) 827-1826</p>

Source	Title/URL	Description	Application Information	Contact Information
		Level(s): K-12 Amount(s): \$75,400,000		
Federal	Improving Basic Programs Operated by Local Educational Agencies (Title I-A, I-D, II-A, and V-A) http://sde.state.nm.us/title/index.html	Grant Purpose: 1) Staff salaries; 2) Professional development; 3) Specific program: Language arts; 4) Specific program: Math; and 5) Community service (before- and after-school programs). Level(s): K-12 Amount(s): \$117,500,000 General Title I Funds: 2008 - \$113,156,234 2009 - \$117,356,987 ARRA - \$80,782,305	Instruction(s): Applications are mailed directly to the districts are expected to be due in mid May. Date(s): Application is due 5/15/09. Special Note(s): N/A	Art Martinez Title I Director Title I Bureau 120 South Federal Place, Room 206 Santa Fe, NM 87501 Phone: (505) 827-1421 Fax: (505) 827-1826
Federal	Individuals with Disabilities Education Act (Part B, Section 611) http://sde.state.nm.us/sei/index.htm http://sde.state.nm.us/sei/di09/state%20app%20for%20school%20yr%202009-10.pdf	In general, states may use IDEA funds as a supplement to existing funds that would be used for the enhancement and equal opportunity at education allotted children between the ages of 3 and 21. Specifically, funds may be used for the following: -professional development and training of staff -to provide behavioral and mental health services for students with disabilities -to assist LEA's in strengthening and increasing sufficiently trained personnel -support capacity building activities and improve the delivery of services to students -technical assistance -expanding technological processes -improve the use of technology by students with disabilities -developing transitional programs for students with disabilities -developing and implementing programs for alternate education services for children expelled from schools, in correctional facilities, or in charter schools. -cost sharing between facilities	Instruction(s): Review website for details. Date(s): Application is due 5/15/09. Special Note(s): Local Education Agencies (LEAs) and State Supported Educational Programs (SSEPs) that have completed required child count reports are eligible to apply for funds under the IDEA B grant. Applicants for single agency IDEA-B entitlement must have more than 300 students on their IDEA-B annual student census. All agencies with 300 or less students on their IDEA-B annual student census must be a member of a consolidated application with the exception of the New Mexico School for the Deaf and the New Mexico School for the Visually Blind and Impaired. Agencies with more than 300 students on their IDEA-B annual student census may join an REC and submit a consolidated application.	Joey Martin Fiscal Manager Phone: (505) 827-3599

Source	Title/URL	Description	Application Information	Contact Information
		<ul style="list-style-type: none"> -teacher salaries -materials, training, consultations -hiring physical therapists, psychologists, social workers, and other specialized staff. <p>Level(s): Ages 3-21</p> <p>Amount(s): \$76,500,000</p> <p>General IDEA 611 Funds: 2008 - \$86,618,033 2009 - \$89,017,775 ARRA - \$91,147,493</p>		
Federal	Individuals with Disabilities Education Act (Part B, Section 619 PreSchool) http://sde.state.nm.us/seo/index.htm New Mexico Public Education Department: http://sde.state.nm.us/	<p>In general, states may use IDEA funds as a supplement to existing funds that would be used for the enhancement and equal opportunity at education allotted children between the ages of 3 and 21. Specifically, funds may be used for the following:</p> <ul style="list-style-type: none"> -professional development and training of staff -to provide behavioral and mental health services for students with disabilities -to assist LEA's in strengthening and increasing sufficiently trained personnel -support capacity building activities and improve the delivery of services to students -technical assistance -expanding technological processes -improve the use of technology by students with disabilities -developing transitional programs for students with disabilities -developing and implementing programs for alternate education services for children expelled from schools, in correctional facilities, or in charter schools. -cost sharing between facilities -teacher salaries -materials, training, consultations -hiring physical therapists, psychologists, social workers, and other specialized staff. <p>Level(s): PreSchool</p>	<p>Instruction(s): Review website for details.</p> <p>Date(s): Application is due 5/15/09.</p> <p>Special Note(s): N/A</p>	<p>Joey Martin Fiscal Manager</p> <p>Phone: (505) 827-3599</p>

Source	Title/URL	Description	Application Information	Contact Information
		<p>Amount(s): \$2,300,000</p> <p>General IDEA 619 PreSchools Funds: 2008 - \$3,137,318 2009 - \$3,137,315 ARRA - \$3,401,589</p>		
Federal	<p>Personnel Development to Improve Services and Results for Children with Disabilities CFDA 84.325</p> <p>http://www.ed.gov/programs/osepprep/index.html</p>	<p>The purpose of this program is to assist State educational agencies (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.</p> <p>Level(s): Professional Development</p> <p>Amount(s): \$1,000,000</p>	<p>Instruction(s): Review website for specific instructions.</p> <p>Date(s): Application was due 3/4/09.</p> <p>Special Note(s): N/A</p>	<p>Bonnie Jones</p> <p>Phone: (202) 245-7395 Bonnie.Jones@ed.gov</p>
Federal	<p>Reading First (Title I, Part B, Subpart 1 2009-2010)</p> <p>http://www.nmreadingfirst.org/</p> <p>http://sde.state.nm.us/EarlyChildhood/readingfirst.html</p>	<p>New Mexico Reading First is a federal early reading initiative within the new reauthorization of the Elementary and Secondary Education Act: No Child Left Behind Act of 2001 which provides assistance to districts to implement scientifically based reading programs that help all students achieve reading mastery by the end of third grade. Scientifically based reading research has identified five essential components of reading instruction. This research demonstrates that children need to master skills in these five interrelated areas in order to become proficient, successful readers. Reading First focuses on instructional methods, materials, assessments and Professional Development in these key areas. Programs funded under Reading First will have to demonstrate their ability to address these components in a comprehensive and effective manner.</p> <p>Level(s): K-3</p> <p>Amount(s): \$8,600,000</p>	<p>Instruction(s): Application can be downloaded from the website.</p> <p>Date(s): Application was due 3/17/09.</p> <p>Special Note(s): N/A</p>	<p>Jeannie Martinez State Reading First Director</p> <p>Phone: (505) 827-6673 Jeannie.martinez@state.nm.us</p>
Federal	<p>Teacher and Principal Training and Recruiting Fund, Grants to States (Title II, Part A)</p>	<p>This program increases academic achievement by improving teacher and principal quality. This goal is achieved by: increasing the number of</p>	<p>Instruction(s): Applications will be mailed directly to the districts and should be due in the middle of May.</p>	<p>Art Martinez Title I Director</p>

Source	Title/URL	Description	Application Information	Contact Information
	<p>New Mexico Public Education Department: http://sde.state.nm.us/</p>	<p>highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement. These grants are provided by formula to SEAs with outliers' such as District of Columbia and Guam counting as states for the purpose of funding. Funds are to be used for professional development and recruiting qualified teachers and Principals.</p> <p>Level(s): Teachers and Principals</p> <p>Amount(s): \$22,300,000</p>	<p>Date(s): Application is due 5/15/09.</p> <p>Special Note(s): N/A</p>	<p>Phone: (505) 222-4744</p>
Federal	<p>The School Improvement Fund (SIF)</p> <p>Academic Growth and Analysis Bureau: http://sde.state.nm.us/AssessmentAccountability/AcademicGrowth/index.html</p> <p>New Mexico Public Education Department: http://sde.state.nm.us/</p>	<p>Areas of allowable uses of SIF Grant funds include:</p> <ul style="list-style-type: none"> • Early childhood support including establishing, maintaining or expanding quality pre-kindergarten programs and full-day kindergarten programs; • Class size reduction with an emphasis on the reduction of kindergarten through grade three class sizes; • Increases in instructional time including summer programs and before- and after-school programs; • Mentoring, teacher retention and professional development; • Remediation, alternative learning and student retention; • Services to at-risk youth; • Programs to improve a student achievement gap among student groups identified by culture, poverty, language and race and other student groups; • Vocational education programs; • Literacy programs; and • Other research-based student improvement strategies approved by the State Board of Education. 	<p>Instruction(s): Application closed.</p> <p>Date(s): Recipients were announced in December 2008. Review website for potential renewals.</p> <p>Special Note(s): N/A</p>	<p>Dr. Cindy Gregory Academic Growth and Analysis Bureau Chief Statistician</p> <p>Phone: (505) 827-6508 Fax: (505) 827-6689</p>

Source	Title/URL	Description	Application Information	Contact Information
		<p>Level(s): K-12</p> <p>Amount(s): \$4,000,000</p>		
Private	<p>2009 Helping Hands Grants</p> <p>http://www.nationalautismassociation.org/helpinghand.php</p>	<p>The guidelines of this grant do not allow payment for anything other than biomedical treatments, supplements or therapies for your child with autism.</p> <p>Level(s): Birth to age 18</p> <p>Amount(s): The maximum amount awarded per child is a one-time grant of \$1,500. The program is for parents in dire financial need.</p>	<p>Instruction(s): Grant application information is located online.</p> <p>Date(s): Applications will be accepted from February 15, 2009 through May 15, 2009.</p> <p>Special Note(s): All grants awarded are paid directly to the vendor or service provider to pay for tuition, supplements/medication, medical evaluation or testing, therapies, etc.</p>	<p>National Autism Association Helping Hand Project PO Box 347 Crystal Springs, MS 39059</p> <p>Phone: (877) 622-2884</p>
Private	<p>AASL Collaborative School Library Media Award</p> <p>http://www.ala.org/ala/mgrps/divs/aasl/aaslawards/collaborativeslm/aasllcollaborative.cfm</p>	<p>Established in 2000, the \$2,500 AASL Collaborative School Library Media Award recognizes and encourages collaboration and partnerships between school library media specialists and teachers in meeting goals outlined in Information Power: Building Partnerships for Learning through joint planning of a program, unit or event in support of the curriculum and using media center resources.</p> <p>Level(s): Kindergarten through Higher Education</p> <p>Amount(s): \$250,00</p>	<p>Instruction(s): Review website for details.</p> <p>Date(s): Application was due 2/9/09. The 2009 award season is closed. Winners will be announced at the ALA 2009 Annual Conference in Chicago.</p> <p>Special Note(s): District and school library media centers whose staff are members of AASL are eligible to apply.</p>	<p>American Association of School Librarians 50 E. Huron Street Chicago, IL 60611</p> <p>aasl@ala.org</p>
Private	<p>Albuquerque Public Schools Education Foundation</p> <p>http://www.apseducationfoundation.org/</p>	<p>Major funding initiatives are determined as a result of unfunded needs within the district and are aimed at making a significant impact district-wide. These include:</p> <ul style="list-style-type: none"> -Middle School Sports -Fine Arts -Classroom Mini Grants -Reading/Literacy -Science, Technology, Engineering & Math -Safe Schools/Healthy Students -Scholarships -Teacher & Employee Recognition -Homeless School Project <p>Level(s): K-12</p>	<p>Instruction(s): Contact Foundation.</p> <p>Date(s): Contact Foundation.</p> <p>Special Note(s): There is a bi-weekly list of current grant opportunities sponsored by the APS Education Foundation posted on their website. Geographic focus is Albuquerque Public Schools, NM.</p>	<p>Jeanne Forrester, Ed.D.</p> <p>Phone: (505) 881-0841 Fax: (505) 872-8861 forrester@aps.edu</p>

Source	Title/URL	Description	Application Information	Contact Information
Private	Bank of the West Corporate Giving Program http://research.unm.edu/nmfd/BankWestCorporateGivingProgram.html	Amount(s): Varies Education and Job Training: Bank of the West supports programs designed to provide basic skills education, including reading, writing, and mathematics; provide business and economic system education; provide scholarships to students who require financial assistance in obtaining an education in business, financial accounting, and economic disciplines; provide scholarships to students who require financial assistance in obtaining vocational and technical training in other fields; provide after-school tutoring and mentoring; promote literacy and provide library programs for youth and adults; provide education in arts and sciences; provide school-to-work and welfare-to-work transition services; provide job training; and promote self-sufficiency. Level(s): Varies	Instruction(s): To be considered for funding, eligible nonprofit organizations must complete a downloadable Charitable Contribution Applications form. Date(s): Contact foundation. Special Note(s): Bank of the West actively grants charitable contributions in the communities we serve, which includes several counties in the following 19 states: Arizona, California, Colorado, Idaho, Iowa, Kansas, Minnesota, Missouri, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Utah, Washington, Wisconsin, and Wyoming. Requests for funding greater than \$1,000 requires additional information.	Bank of the West Corporate Giving Program 1977 Saturn St., MSN #SC-MPK-03-N Monterey Park, CA 91755 Phone: (323) 727-3381 avillarreal@bankofthewest.com
Private	Bernalillo Public Schools Foundation http://www.bernalillo-schools.org/education/components/scrapbook/default.php?sectiondetailid=7720&PHPSESSID=09ba491bc40749905b7a8a688977a00c	Amount(s): Varies. <i>FOCUS AREA THREE: Early Childhood Education</i> The BPS Early Childhood Program focuses on child development, parenting classes, and child and adult literacy. <i>Weaving Home, School and Community</i> The program includes a full-day kindergarten, pre-kindergarten , an Even Start family literacy program, and Family Centers. Level(s): PreK and K	Instruction(s): Contact Foundation. Date(s): Contact Foundation. Special Note(s): The Foundation funds multiple projects. Geographic focus is Bernalillo Public Schools, NM.	Victoria Davis, Campaign Manager 224 North Camino del Pueblo Bernalillo, New Mexico 87004 Phone: (505) 867-2317 or Foundation Office (505) 404-5696 vdavis@bps.k12.nm.us
Private	Citi Foundation http://www.citigroup.com/citi/foundation/index.htm	Amount(s): Varies The Foundation supports early childhood, primary, secondary, and higher education programs that: <ul style="list-style-type: none">Encourage early literacy development;	Instruction(s): Guidelines are posted on the website. Date(s): Contact the foundation regarding due dates. The previous due date was	Citi Foundation Phone: (212) 559-9163 citigroupfoundation@citigroup.com

Source	Title/URL	Description	Application Information	Contact Information
		<ul style="list-style-type: none"> • Attract and support high-quality new teachers; • Promote innovative teaching strategies and curricula and share best practices; • Build the skills and confidence of low-performing students through academic enrichment programs both in and after school; • Enhance creativity through arts education and student access to cultural institutions; • Prepare students for college and the workforce; • Improve access to higher education for minorities and women; and • Improve student and curriculum development at graduate and undergraduate business programs. <p>Level(s): Early Childhood through High School</p> <p>Amount(s): \$24,000,000</p>	<p>6/30/08. Review website for funding distribution and potential renewals.</p> <p>Special Note(s): There are specific guidelines for: 1) US & Canada and 2) International applicants.</p> <p>Applicants must have IRS 501(c)(3) tax-exemption status and a federal Employer Identification Number, or they must be a registered school, university or government entity.</p>	<p>There is an online contact form.</p>
Private	<p>Daniels Fund</p> <p>http://www.danielsfund.org/Grants/index.asp</p>	<p>The program areas eligible for grants through the Daniels Fund are:</p> <ul style="list-style-type: none"> • Aging; • Alcoholism & Substance Abuse; • Amateur Sports; • Disabilities • Education <ul style="list-style-type: none"> -Early Childhood Education -K-12 Education Reform -Ethics and Integrity • Homeless & Disadvantaged; • Youth Development. <p>Level(s): Varies</p> <p>Amount(s): Varies - Organizations should submit proposals requesting a reasonable amount of financial support for efforts that most closely match Daniels Fund priorities. The Fund is rarely the sole provider of funds for a project</p>	<p>Instruction(s): The Daniels Fund encourages pre-application phone calls, but prefers not to have pre-application meetings. Site visits or scheduled conference calls are usually set-up after an application has been received. Application is located online.</p> <p>Date(s): Grant applications are accepted at any time throughout the year. The Daniels Fund acknowledges receipt of all proposals, typically within ten days.</p> <p>Special Note(s): The Daniels Fund Grants Program supports nonprofit organizations in Colorado, New Mexico, Utah, and Wyoming.</p>	<p>Phone: (303) 393-7220</p> <p>There is an online contact form.</p>

Source	Title/URL	Description	Application Information	Contact Information
		and encourages applicants to develop a variety of individual, government and private funding sources.		
Private	Dollar General Youth Literacy Grants http://www.dollargeneral.com/services/Pages/youthliteracygrants.aspx	The Dollar General Youth Literacy Grants provide funding to schools, public libraries and non-profit organizations to help with the implementation or expansion of literacy programs for students who are below grade level or experiencing difficulty reading. Level(s): Kindergarten through Senior High Amount(s): \$15,000. Maximum amount awarded is \$3,000	Instruction(s): Apply online. Date(s): Application was due 5/22/09. Review website for future grants. Special Note(s): Grant is limited to: AL, AZ, AR, CO, FL, GA, IL, IN, IA, KS, KY, LA, MI, MN, MS, MO, NE, NM, NY, NC, OH, OK, PA, SC, SD, TN, TX, UT, VT, VA, WV and WI. Eligible entities are schools, public libraries and non-profit organizations that are located in Dollar General's 35-state operating territory and must be within 20 miles of the nearest Dollar General Store.	Community Initiative Department 100 Mission Ridge Goodlettsville, TN 37072
Private	Gertrude Whipple Professional Development Program (IRA) http://www.reading.org/Resources/AwardsandGrants/professional_whipple.aspx	The Gertrude Whipple Professional Development Grant, which carries a monetary prize of up to US\$5,000, is awarded from time to time to assist a member with the planning and creation of professional development projects, with the production of high quality materials, with the marketing and scheduling of meetings and workshops, and with the logistic support for conducting them. Award decisions, based on the quality of proposals and on the timeliness of the topic, are made as soon as the appropriate designated committee reviews proposals and recommends funding to the Association Board of Directors. Level(s): Professional Development Amount(s): Maximum \$5,000	Instruction(s): Each proposal should include a completed Cover Sheet (attached), along with the elements and attachments described in these Guidelines. The proposals to be prepared in response to these Guidelines should be brief and direct. Date(s): Ongoing. All proposals will be reviewed by the appropriate designated committee with final approval by the IRA Board of Directors. Based on available funds, qualified, top-rated projects will be selected for funding and full development. The Program Development Cycle Timeline (page 5) provides an example of the major elements in this process and forms a useful reference to project proposers. Special Note(s): N/A	Gertrude Whipple Professional Development Program Executive Division 800 Barksdale Road P. O. Box 8139 Newark, DE 19714-8139 Phone: (302) 731-1600, x221 exec@reading.org
Private	IRA & Reading Recovery Reading Conference Grant http://www.wilbooks.com/scholarships/travelgrant.php	One of Bruce Larkin's goals is to encourage and support early literacy efforts. In keeping with that mission, a large number of grants will be made available to help fund expenses for selected early literacy professionals (grades K-3) attending International Reading Association or	Instruction(s): Application is located online. Date(s): Time for review of applications is required in advance of the conference, so educators should complete this form as soon as possible.	Review website for additional information.

Source	Title/URL	Description	Application Information	Contact Information
		<p>Reading Recovery conferences.</p> <p>Level(s): Professional Development</p> <p>Amount(s): Bruce Larkin will award five hundred (500) grants each school year, up to a maximum of two hundred dollars (\$200.00) each, to help offset expenses incurred attending these valuable conferences.</p>	<p>Special Note(s): Conference attendance grant.</p>	
Private	<p>Las Cruces Public Schools Foundation</p> <p>http://www.lcps.k12.nm.us/Committees/Foundation/index.shtml</p>	<p>The Las Cruces Public Schools Foundation has announced the 2008 Educator Competitive Grant Program for pre-K through 12th grade educators. Grants, up to \$500 each to support classroom projects and programs. The grants are awarded yearly as part of the Foundation's commitment to enhance educational opportunities for all students.</p> <p>Level(s): PreK-12</p> <p>Amount(s): up to \$500</p>	<p>Instruction(s): Contact Foundation.</p> <p>Date(s): Contact Foundation</p> <p>Special Note(s): Geographic focus is Las Cruces Public Schools, NM.</p>	<p>Leslie Cervantes, LCPS Foundation Executive Director, 505 S. Main Ste. 249 Las Cruces, NM 88001</p> <p>Phone: (575) 527-5946</p>

Source	Title/URL	Description	Application Information	Contact Information
Private	<p>Learning Disabilities Foundation</p> <p>http://www.ldaamerica.org/about/cld.asp</p>	<p>The purpose of the Foundation is to provide support for charitable, scientific, literary or educational purposes, and for the accurate identification, ongoing evaluation and complete education of, and services for, children and adults with learning disabilities. The mission of the Foundation is:</p> <ul style="list-style-type: none"> To respond to unmet needs in the field of learning disabilities and to create, discover and stimulate innovative services to meet those needs To support the objectives of LDA To manage funds received by the Foundation <p>The Foundation solicits grant proposals for research projects and related activities directed towards identifying the cause, and developing methods of prevention and treatment of learning disabilities, particularly where there is unmet need.</p> <p>Level(s): Varies</p> <p>Amount(s): Varies</p>	<p>Instruction(s): Detailed instructions are located online.</p> <p>Date(s): Applications for grants from the Learning Disabilities Foundation of America must be received in the Foundation office by March 15th and September 15th of each year.</p> <p>Special Note(s): Funds will be awarded only to non-profit organizations and educational institutions which are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code and contributions to which are deductible under Section 170(c)(2) for programs within the United States and its possessions. Applications for Learning Disabilities Foundation of America grants from LDA committees must have a written letter of approval from LDA attached to the application.</p>	<p>Jean Petersen, Executive Director Learning Disabilities Foundation of America 4156 Library Road. Pittsburgh, PA 15234</p> <p>Phone: (412) 563-1089</p>
Private	<p>LEGO Children's Fund</p> <p>http://www.legochildrensfund.org/Guidelines.html</p>	<p>The LEGO Children's Fund will provide quarterly grants for programs, either in part or in total, with a special interest paid to collaborative efforts and in providing matching funds to leverage new dollars into the receiving organization. We will give priority consideration to programs that both meet our goals and are supported in volunteer time and effort by our employees. Focus areas are:</p> <ul style="list-style-type: none"> Early childhood education and development; Technology and communication projects that advance learning opportunities; and Sport or athletic programs that concentrate on under-served youth <p>Level(s): Varies</p>	<p>Instruction(s): Interested parties must complete an eligibility quiz, be approved and invited to submit a grant proposal as specified in our Application Procedures.</p> <p>Date(s): Applications are due February 1, May 1, August 1, and November 1.</p> <p>Special Note(s): The LEGO Children's Fund issues project grants, not general support grants. This allows the Foundation to direct its efforts towards specific areas and limits the duration of the Foundation's commitment. Each grant will be subject to a specified time frame for completion. One appeal to this time frame may be requested due to mitigating circumstances. This appeal will be to the Grant Administrator.</p>	<p>LEGO Children's Fund Grant Administrator P.O. Box 916 Enfield, CT 06083-0916</p> <p>Email: LEGOChildrensFund@lego.com</p> <p>If you would like to make a donation to the LEGO Children's Fund please call 860-763-6670</p>

Source	Title/URL	Description	Application Information	Contact Information
		<p>Amount(s): There are no restrictions on grant amounts up to the quarterly allocation. Typical awards, however are between USD \$500 and USD \$5,000.</p> <p>Funds not allocated in a given quarter will be available for grants in subsequent quarters.</p>		

Source	Title/URL	Description	Application Information	Contact Information
Private	<p>NEA Learning and Leadership Grant</p> <p>http://www.neafoundation.org/programs/Learning&Leadership_Guidelines.htm</p>	<p>Grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes:</p> <ul style="list-style-type: none"> Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research. Grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment. <p>Level(s): Professional Development</p> <p>Amount(s): The grant amount is \$2,000 for individuals and \$5,000 for groups engaged in collegial study.</p>	<p>Instruction(s): Detailed information is located online.</p> <p>Date(s): Applications may be submitted at any time. Applicants are encouraged to plan ahead. Applications are reviewed three times per year, every year.</p> <p>Special Note(s): Applicants must be practicing U.S.</p> <ul style="list-style-type: none"> public school teachers in grades K–12, public school education support professionals, or faculty and staff at public higher education institutions. <p>Preference will be given to members of the National Education Association. The NEA Foundation encourages grant applications from:</p> <ul style="list-style-type: none"> teachers with less than seven years of experience in the profession education support professionals 	<p>The NEA Foundation Attn: Learning & Leadership Grants 1201 Sixteenth Street NW Suite 416 Washington, DC 20036-3207</p>
Private	<p>Pete & Carrie Rozelle Award – National Center for Learning Disabilities</p> <p>http://www.nclد.org/content/view/873/456076/</p>	<p>The Pete & Carrie Rozelle Award is given to a school or school-related program that addresses the educational and social/emotional needs of all children, including those with learning disabilities. This \$5,000 award will allow for expanded programmatic and staff development opportunities that focus on incorporating effective research-based practices into classroom and school-wide practice. Preference is given to programs that serve underprivileged and under-served communities, or programs that have demonstrated unique impact for students with LD.</p> <p>Level(s): K-12</p> <p>Amount(s): \$5,000</p>	<p>Instruction(s): Application and instructions can be downloaded from website.</p> <p>Date(s): Review website.</p> <p>Special Note(s): Only schools that have met Annual Yearly Progress goals will be considered.</p>	<p>The National Center for Learning Disabilities 381 Park Avenue South Suite 1401 New York, NY 10016-8806</p> <p>FAX: 212-545-9665 programs@nclد.org</p>
Private	<p>Qwest Foundation</p> <p>http://www.qwest.com/about/community/education.html</p>	<p>Qwest for Education focuses on enriching the lives of children by supporting solid preK-12 educational programs. Educating children is the cornerstone for building strong and enlightened</p>	<p>Instruction(s): As of March 31, 2009, all proposals must be submitted through the online system — paper grants will no longer be accepted.</p>	<p>Qwest Foundation 1801 California Street 50th Floor Denver, Colorado 80202</p>

Source	Title/URL	Description	Application Information	Contact Information
		<p>communities. The Foundation will consider programs that:</p> <ul style="list-style-type: none"> Effectively use technology to improve preK-12 public school instruction Promote innovative models to strengthen preK-12 public school education Improve the skills and leadership of educators and parents Promote innovative early childhood education programs <p>Level(s): PreK-12</p> <p>Amount(s): Varies</p>	<p>Date(s): Ongoing</p> <p>Special Note(s): The primary geographic areas are Minnesota, North Dakota, South Dakota, Iowa, Nebraska, Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Idaho, Oregon and Washington.</p>	<p>Phone: (303) 896-1266 qwest.foundation@qwest.com</p>
Private	<p>RGK Foundation</p> <p>http://www.rgkfoundation.org</p>	<p>RGK Foundation awards grants in the broad areas of Education, Community, and Medicine/Health. The Foundation's primary interests within Education include programs that focus on formal K-12 education (particularly mathematics, science and reading), teacher development, literacy, and higher education. Hospitals, educational institutions, and governmental institutions meeting nonprofit requirements are eligible to apply.</p> <p>Level(s): K-12</p> <p>Amount(s): The average award size is under \$25,000.</p>	<p>Instruction(s): RGK Foundation no longer accepts unsolicited grant proposals. All applicants must complete an electronic Letter of Inquiry located on the website as the first step.</p> <p>Date(s): There is no deadline for submitting an electronic Letter of Inquiry.</p> <p>Special Note(s): N/A</p>	<p>RGK Foundation 1301 West 25th Street Suite 300 Austin, TX 78705-4236</p> <p>Phone: (512) 474-9298 Fax: (512) 474-7281</p> <p>There is an online contact form.</p>
Private	<p>Santa Fe Community Foundation 2009 – 2011 Grant Program</p> <p>http://www.santafecf.org/</p> <p>http://www.santafecf.org/files/rounding_Priorities_FINALa.pdf</p>	<p>Funding will focus on organizations that practice inclusiveness, anti-discrimination, environmental justice, and that support a multi-cultural diversity of populations in the Foundation's geographic funding area. The focus in education is:</p> <ul style="list-style-type: none"> Improvement of youth and adult literacy and comprehension, emphasizing reading, writing and mathematics fundamentals; Promotion of parent, elder and community involvement in education; Increasing participation in before and after- 	<p>Instruction(s): Contact Foundation.</p> <p>Date(s): Contact Foundation.</p> <p>Special Note(s): Limited to Santa Fe, New Mexico.</p>	<p>Santa Fe Community Foundation P.O. Box 1827 Santa Fe, NM 87504-1827</p> <p>Phone: (505) 988-9715 Fax: (505) 988-1829 Info@SantaFeCF.org</p>

Source	Title/URL	Description	Application Information	Contact Information
		<p>school programs as part of the general educational model;</p> <ul style="list-style-type: none"> ◆ Increasing high school graduation rates by promoting mentoring, tutoring and career development; and ◆ Promotion of students actively involved in community issues and learning outside the classroom. <p>Level(s): K-12</p> <p>Amount(s): Varies - \$2.6 million in grants were awarded in 2008.</p>		

Source	Title/URL	Description	Application Information	Contact Information
Private	Smart Kids Foundation http://smartkidspr.blogspot.com/	This organization focuses on dyslexia. Periodically, they offer grants – generally for research. Review website for potential grants.	Contact Foundation.	Contact Foundation.
Private	Staples Foundation for Learning http://www.staplesfoundation.org/foundationhome.html	The Foundation considers educational funding to be an investment in the future of their communities. Their goal is to help local groups with programs and services that will positively impact their communities every day. Level(s): Varies Amount(s): The requested amount of each grant can be up to \$25,000. Most grants awarded by the Foundation are in the \$5,000-\$25,000 range.	Instruction(s): Application guidelines are located on the foundation's website. The foundation only accepts applications online. Date(s): The Board meets three times each year to review grant proposals. The proposals deadlines are posted online. Special Note(s): Recipients of previous grants are posted online.	Questions regarding the foundation or the application process can be emailed to: foundationinfo@staples.com
Private	Starr Foundation http://www.starrfoundation.org/	The Foundation currently has assets of approximately \$3 billion, making it one of the largest private foundations in the United States. It makes grants in a number of areas, including education , medicine and healthcare, human needs, public policy, culture and the environment. Grant provides supplies, materials, curriculum enhancements , technology and other items. Level(s): Varies Amount(s): \$35,400,000	Instruction(s): The foundation no longer accepts unsolicited proposals. Date(s): Meetings with grantseekers are arranged only if we anticipate serious consideration of a proposal or when essential to the determination of a response. Thus, meetings with grantseekers will not be scheduled unless we have invited at least a preliminary proposal or inquiry and the Review Committee of the Board has authorized the staff to pursue the proposal. Special Note(s): Total funds represent only US Educational programs funded. The foundation also funds international and non educational endeavors.	The Starr Foundation 399 Park Avenue 17 th Floor New York, NY 10022 Phone: (212) 909-3600
Private	The Nancy Lurie Family Foundation http://www.nlmfoundation.org/grants.aspx	Many individuals with autism demonstrate difficulties with verbal and nonverbal communication . The NLM Family Foundation supports projects aimed at investigating communication difficulties as well as communication capacities and options for individuals with autism. The study of communication modalities, with a translational orientation, is essential to developing support systems that may enhance the quality of life for many children and adults with autism.	Instruction(s): The NLM Family Foundation does not accept unsolicited grant proposals. Date(s): Contact Foundation Special Note(s): N/A	Nancy Lurie Marks Family Foundation 60 William Street Suite 110 The Wellesley Office Park Wellesley, MA 02481 Phone: (781) 237-1311 Fax: (781) 237-027

Source	Title/URL	Description	Application Information	Contact Information
		<p>Level(s): Varies</p> <p>Amount(s): Varies</p>		
Private	Verizon Foundation http://foundation.verizon.com/grant/guidelines.shtml	<p>The Verizon Foundation is in the business of improving lives in literacy, knowledge and a readiness for the 21st Century.</p> <p>Specifically, we help people to:</p> <ul style="list-style-type: none"> • Increase their literacy and educational achievement • Avoid being an abuser or a victim of domestic violence • Achieve and sustain their health and safety <p>Eligible organizations seeking grants from the Verizon Foundation must be prepared to track and report program outcomes as well as specific results that demonstrate measurable human impact. In the grant application, organizations must indicate what outcomes are targeted through programming and what results, as specified on the grant application, the organization will measure.</p> <p>Level(s): Varies</p> <p>Amount(s): Varies</p>	<p>Instruction(s): Verizon Foundation only accepts electronic proposals through its Apply Online process. Successfully submitted online proposals receive an electronic notice confirming receipt of the application via e-mail. Please allow up to ninety (90) days for a final decision.</p> <p>Date(s): The Verizon Foundation reviews unsolicited proposals on a continuous calendar year basis from January 1st through October 31st.</p> <p>Special Note(s): Proposals will also be considered from elementary and secondary schools* (public and private) that are registered with the National Center for Education Statistics (NCES).</p>	<p>If you have any content questions about the application please direct them to your local Community Relations Manager located at:</p> <p>http://foundation.verizon.com/about/community.shtml</p>
Private	Wells Fargo Charitable Contributions – New Mexico https://www.wellsfargo.com/about/charitable/nm_guidelines	<p>Wells Fargo encourages requests for financial support of educational institutions, as well as for non-profits whose primary focus is to help these institutions. The primary focus of the grant should be to promote academic achievement for low- and moderate-income students.</p> <p>Level(s): PreK-University</p> <p>Amount(s): Varies</p>	<p>Instruction(s): Visit URL for application guidelines at: https://www.wellsfargo.com/about/charitable/nm_guidelines</p> <p>Date(s): Ongoing</p> <p>Special Note(s): This particular URL gives directions for New Mexico applicants.</p>	<p>Varies depending on region.</p> <p>Jennifer Riordan, Community Relations Director 200 Lomas Blvd NW, MAC Q2129-124 Albuquerque, NM 87102</p> <p>Phone: (505) 766-7320</p>
State	Kindergarten Through Third Grade Plus Pilot Project 2009-2010 Early Childhood Education: http://sde.state.nm.us/EarlyChildho	<p>The program is a six year pilot program for students in grades kindergarten through third grade that makes funding available for:</p> <p>1) An extended year for students in K-3 for 25</p>	<p>Instruction(s): Application closed.</p> <p>Date(s): Application was due 2/17/09.</p> <p>Special Note(s): Funding will be available for</p>	<p>Marcy Pompei Education Administrator Early Childhood Education Bureau</p>

Source	Title/URL	Description	Application Information	Contact Information
	<p>od/index.html</p> <p>http://sde.state.nm.us/EarlyChildhood/k3plus.html</p> <p>For an electronic version of this proposal packet go to: www.ped.state.nm.us</p>	<p>instructional days beginning up to two months earlier than other classes, with concentration on literacy and social skills development.</p> <p>2) Transportation for students participating in the K-3 Plus program.</p> <p>3) DIBELS assessment for participating students.</p> <p>Level(s): K-3</p> <p>Amount(s): \$1,000,000</p>	<p>successful applicants upon notification by award letter and will continue through to the end of the pilot program on June 30, 2013 pending availability of funds and compliance with project requirements.</p>	<p>Phone: (505) 827-9972 Marcy.pompei@state.nm.us</p>

