

# 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."

1<sup>st</sup> 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.

2<sup>nd</sup> 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, 21<sup>st</sup> 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) *21<sup>st</sup> 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](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.

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	21 <sup>st</sup> Century Community Learning Centers (Title IV, Part B)
Federal	Demonstration Grants for Indian Children
Federal	Early Reading First CFDA 84.359A; 84.359B
Federal	Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)
Federal	Individuals with Disabilities Education -Part B, Section 611
Federal	Individuals with Disabilities Education -Part B, Section 619 – PreSchool Grants
Federal	Innovative Programs (Title V, Part A)
Federal	Personnel Development to Improve Services and Results for Children with Disabilities CFDA 84.325
Federal	Reading First (Title I, Part B, Subpart 1)
Private	2009 Helping Hands Grants
Private	AASL Collaborative School Library Media Award
Private	Alaska Spirit (Alaska Airlines)
Private	Beaverton Education Foundation – Kids Count Grants
Private	Canby Educational Foundation
Private	Carpenter Foundation
Private	Citi Foundation
Private	Corvallis Public Schools Foundation
Private	Educational Foundation of America
Private	Eugene Education Fund
Private	Gertrude Whipple Professional Development Program (IRA)
Private	Gladstone Education Foundation
Private	Gresham-Barlow Education Foundation
Private	IRA & Reading Recovery Reading Conference Grant
Private	Learning Disabilities Foundation
Private	LEGO Children's Fund
Private	NEA Learning and Leadership Grant
Private	OEA Promising Practices Grant Program
Private	Oregon Trail Education Foundation
Private	PacifiCorp Foundation
Private	Parkrose Educational Foundation

Private	Pete & Carrie Rozelle Award – National Center for Learning Disabilities
Private	Piedmont Educational Foundation
Private	Portland Schools Foundation
Private	RGK Foundation
Private	Smart Kids Foundation
Private	Staples Foundation for Learning
Private	Starr Foundation
Private	The Education Foundation for Bend LaPine Schools – Classroom Impact Grants
Private	The G.A.P.S. Foundation
Private	The Nancy Lurie Family Foundation
Private	The Oregon Community Foundation
Private	Union Bank Foundation
Private	Verizon Foundation
Private	Wells Fargo Corporate Giving

Federal	<p>21<sup>st</sup> Century Community Learning Centers (Title IV, Part B) 2009-2014</p> <p><a href="http://www.ode.state.or.us/news/announcements/announcement.aspx?x=4535">http://www.ode.state.or.us/news/announcements/announcement.aspx?x=4535</a></p>	<p>Each eligible entity that receives an award from the state may use the funds to carry out a broad array of before- and after-school activities (including those held during summer recess periods) to advance student achievement. Some of these activities include:</p> <ul style="list-style-type: none"> <li>• Remedial-education activities and academic-enrichment learning programs, including those which provide additional assistance to students to allow the students to improve their academic achievement;</li> <li>• Programs that provide after-school activities for limited English-proficient students and that emphasize language skills and academic achievement;</li> <li>• Programs that promote parental involvement and family literacy</li> </ul> <p>Level(s): K-12</p> <p>Amount(s): \$7,900,000</p>	<p>Instruction(s): Review website for more detailed information.</p> <p>Date(s): Application is due 4/17/09.</p> <p>Special Note(s): N/A</p>	<p>Pete Ready Education Specialist Learning Opportunities, Options &amp; Supports</p> <p>Phone: (503) 947-5785 <a href="mailto:Pete.Ready@state.or.us">Pete.Ready@state.or.us</a></p>
Federal	<p>Demonstration Grants for Indian Children</p> <p><a href="http://www.ed.gov/programs/indian_demo/applicant.html">http://www.ed.gov/programs/indian_demo/applicant.html</a></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>Amount(s): FY 2008 was \$8,083,418</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 <a href="mailto:lane.shaughnessy@ed.gov">lane.shaughnessy@ed.gov</a></p>
Federal	<p>Early Reading First CFDA 84.359A; 84.359B</p>	<p>The program supports the development of early childhood centers of excellence that focus on all areas of development, especially on the</p>	<p>Instruction(s): Review website for instructions.</p>	<p>Pilla Parker</p> <p>Phone: (202) 360-7764</p>

	<a href="http://www.ed.gov/legislation/FedRegister/announcements/2009-1/030309c.html">http://www.ed.gov/legislation/FedRegister/announcements/2009-1/030309c.html</a>  <a href="http://www.ed.gov/programs/earlyreading/index.html">http://www.ed.gov/programs/earlyreading/index.html</a>	<p><b>early language, cognitive, and pre-reading skills</b> 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 <b>high-quality, early education to young children</b>, 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>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"> <li>• One or more eligible LEAs</li> <li>• 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.</li> <li>• One or more of the eligible LEAs applying in collaboration with one or more of the eligible organizations or agencies</li> </ul>	<a href="mailto:Pilla.Parker@ed.gov">Pilla.Parker@ed.gov</a>
Federal	<p>Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)</p> <p><a href="http://www.ode.state.or.us/search/results?id=75">http://www.ode.state.or.us/search/results?id=75</a></p>	<p>Title I, Improving Basic Programs:</p> <ul style="list-style-type: none"> <li>• Focuses on a flexibility in funding to high-need schools that will allow them to implement programs to <b>better train their staff and professionals;</b></li> <li>• Introduces an assessment form for accountability for the success of their students, focuses on <b>scientifically researched teaching methods</b>, and</li> <li>• Increases the power parents have over selecting the public school that their child is allowed to attend.</li> </ul> <p>Level(s): K-12</p> <p>Amount(s): \$146,300,000</p> <p>General Title I Funds: 2008 - \$139,986,895 2009 - \$145,968,241 ARRA - \$93,792,419</p>	<p>Instruction(s): Application closed.</p> <p>Date(s): The application was due 7/1/08. Recipients have been announced. Review website to updated information.</p> <p>Special Note(s): N/A</p>	<p>Carla Wade Education Specialist</p> <p>Phone: (503) 947-5631 <a href="mailto:Carla.wade@state.or.us">Carla.wade@state.or.us</a></p>
Federal	<p>Individuals with Disabilities Education -Part B, Section 611</p> <p><a href="http://www.ode.state.or.us/search/">http://www.ode.state.or.us/search/</a></p>	<p>Federal funds are combined with state and local funds to provide free appropriate public education to children with disabilities. This includes special education and related</p>	<p>Instruction(s): Application closed.</p> <p>Date(s): Application was due 6/6/08. Recipients have been announced. Review</p>	<p>Alex Toth</p> <p>Phone: (503) 947-5795 <a href="mailto:Alex.toth@state.or.us">Alex.toth@state.or.us</a></p>

	<a href="#">page/?id=894</a>	<p>services. Funds are used for salaries of teachers and other personnel, <b>education materials, education-related services</b> - such as special transportation or occupational therapy that allow children with disabilities to access education services -and other education-related needs.</p> <p>Level(s): K-12</p> <p>Amount(s): \$117,600,000</p> <p>General IDEA Part B, Section 611 Funds: 2008 - \$ 122,569,965 2009 - \$ 125,965,751 ARRA - \$128,979,436</p>	<p>website for upcoming due dates.</p> <p>Special Note(s): 2009-2010 Grant...In accordance with federal requirements, ODE is providing public notice of this application for a 60-day period from March 2, 2009 through April 30, 2009. ODE will accept written public comment between April 1, 2009 and April 30, 2009.</p>	
Federal	<p>Individuals with Disabilities Education -Part B, Section 619 – PreSchool Grants</p> <p><a href="http://www.ode.state.or.us/search/page/?id=894">http://www.ode.state.or.us/search/page/?id=894</a></p>	<p>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 age 3-21. IDEA, Part B Section 619 focuses specifically on <b>preschools</b>.</p> <p>Level(s): PreSchool</p> <p>Amount(s): \$3,900,000</p> <p>General IDEA Part B, Section 619 Funds: 2008 - \$3,794,137 2009 - \$3,794,134 ARRA - \$3,999,911</p>	<p>Instruction(s): Application closed.</p> <p>Date(s): Application was due 6/6/08. Review website for upcoming due dates.</p> <p>Special Note(s): 2009-2010 Grant...In accordance with federal requirements, ODE is providing public notice of this application for a 60-day period from March 2, 2009 through April 30, 2009. ODE will accept written public comment between April 1, 2009 and April 30, 2009.</p>	<p>Alex Toth</p> <p>Phone: (503) 947-5795 <a href="mailto:Alex.toth@state.or.us">Alex.toth@state.or.us</a></p>
Federal	<p>Innovative Programs (Title V, Part A)</p> <p><a href="http://www.ode.state.or.us/search/results/?id=75">http://www.ode.state.or.us/search/results/?id=75</a></p>	<p>The program provides funding for 27 innovative assistance programs, including instructional and educational materials; technology; school improvement; school and education reform; and the <b>education needs of at-risk and high-cost students</b>.</p> <p>Level(s): K-12</p> <p>Amount(s): \$1,100,00</p>	<p>Instruction(s): Application closed.</p> <p>Date(s): Application was due 9/15/08.</p> <p>Special Note(s): No new funding is available, grant applies only where carryover money is available.</p>	<p>Carla Wade Education Specialist</p> <p><a href="mailto:Carla.wade@state.or.us">Carla.wade@state.or.us</a></p>
Federal	<p>Personnel Development to Improve Services and Results for Children with Disabilities CFDA 84.325</p>	<p>The purpose of this program is to assist State educational agencies (SEAs) in reforming and improving their systems for <b>personnel preparation and professional development in</b></p>	<p>Instruction(s): Review website for specific instructions.</p> <p>Date(s): Application was due 3/4/09.</p>	<p>Bonnie Jones</p> <p>Phone: (202) 245-7395 <a href="mailto:Bonnie.Jones@ed.gov">Bonnie.Jones@ed.gov</a></p>

	<a href="http://www.ed.gov/programs/osepprep/index.html">http://www.ed.gov/programs/osepprep/index.html</a>	<p><b>early intervention</b>, educational, and transition services in order to improve results for <b>children with disabilities</b>.</p> <p>Level(s): Professional Development</p> <p>Amount(s): \$1,000,000</p>	Special Note(s): N/A	
Federal	<p>Reading First (Title I, Part B, Subpart 1)</p> <p><a href="http://www.ode.state.or.us/search/results/?id=96">http://www.ode.state.or.us/search/results/?id=96</a></p>	<p>The Reading First program provides assistance to states and districts to establish scientifically based reading programs for students enrolled in kindergarten through grade three. Funds support increased <b>professional development</b> to ensure that all teachers have the skills they need to teach these programs effectively. The program also supports 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.</p> <p>Funds are to be used for <b>personal development</b>, screening and diagnostic tools, and <b>classroom-based instructional reading assessment</b>.</p> <p>Level(s): K-3</p> <p>Amount(s): \$10,400,000</p>	<p>Instruction(s): Application closed.</p> <p>Date(s): Application closed. Recipients were announced in June 2008.</p> <p>Special Note(s): N/A</p>	<p>Russel Sweet</p> <p>Phone: (503) 947-5638 <a href="mailto:Russ.sweet@state.or.us">Russ.sweet@state.or.us</a></p>
Private	<p>2009 Helping Hands Grants</p> <p><a href="http://www.nationalautismassociation.org/helpinghand.php">http://www.nationalautismassociation.org/helpinghand.php</a></p>	<p>The guidelines of this grant do not allow payment for anything other than biomedical treatments, <b>supplements or therapies</b> for your child with <b>autism</b>.</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><a href="http://www.ala.org/ala/mgrps/divs/aasl/aaslawards/collaborativeslm/aasllcollaborative.cfm">http://www.ala.org/ala/mgrps/divs/aasl/aaslawards/collaborativeslm/aasllcollaborative.cfm</a></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 <b>joint planning of a program, unit or event in support of the curriculum and using media center resources</b>.</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><a href="mailto:aasl@ala.org">aasl@ala.org</a></p>

		Level(s): Kindergarten through Higher Education  Amount(s): \$250,00		
Private	Alaska Spirit (Alaska Airlines)  <a href="http://www.alaskaair.com/as/www2/Company/Community-Contributions.asp">http://www.alaskaair.com/as/www2/Company/Community-Contributions.asp</a>	Alaska Airlines favors organizations and efforts that are most likely to enhance a community's cultural and economic vitality and improve the quality of life for its citizens. General contribution categories are <b>education</b> , social/cultural, healthcare, arts/humanities, civic, the environment and community activities.  Level(s): Varies  Amount(s): Varies - A small number of cash grants ranging on average from \$5,000 to \$15,000 are given.	Instruction(s): Letters of inquiry to the Foundation must be received no later than September 30th of the calendar year.  Date(s): Requests must be received in writing a minimum of six weeks prior to the event or print deadline. Requests for Alaska Airlines Corporate Contributions may be submitted at any time during the year.  Special Note(s): Alaska Airlines is committed to supporting the communities where we operate and where our employees live and work.	For Lower 48 / International Corporate Contributions: Ms. Donna Hartman Manager, Community Relations & Corporate Giving - Lower 48 Alaska Airlines P.O. Box 68900 Seattle, WA 98168  Phone: (206) 392-5383  For Corporate Contributions within the state of Alaska, including cash requests to the Alaska Airlines Community Advisory Boards: Ms. Susan Bramstedt  Phone: (907) 266-7230
Private	Beaverton Education Foundation – Kids Count Grants  <a href="http://www.beavertonedfoundation.org/">http://www.beavertonedfoundation.org/</a>	BEF Kids Count Grants are grants of \$5,000-\$10,000 for after-school and summer programs that provide students with <b>tutoring in reading</b> , writing, science or math, and/or enrichment opportunities in science, math and the Arts. In 2000 BEF began offering grants of \$5,000-\$10,000 for after school and summer programs that provide tutoring or enrichment for students.  Level(s): Beaverton Schools  Amount(s): \$5,000-\$10,000	Instruction(s): Instructions and application can be downloaded from the website.  Date(s): In the past, the application has been due in February. There is an intent to apply application that has been due in January in the past. Review website for updated information.  Special Note(s): Limited to Beaverton Schools, Oregon.	Susan Bailey BEF 3800 SW Cedar Hills Blvd., Suite 168 Beaverton, OR 97005  Phone: (503) 643-7453
Private	Canby Educational Foundation  <a href="http://www.canbyedfoundation.org/grantapplication.htm">http://www.canbyedfoundation.org/grantapplication.htm</a>	Canby Educational Foundation Goals: 1. Provide financial support to <b>enhance classroom learning</b> ; 2. Provide support for programs or projects to meet the <b>specialized needs of all students</b> ; 3. Promote community-wide volunteerism of time and talents to <b>enhance educational programs</b> ; and 4. Establish an endowment to provide perpetual funding for educational opportunities.  Level(s): K-12	Instruction(s): Guidelines are posted online.  Date(s): Specific dates are posted online.  Special Note(s): Canby Educational Foundation (CEF) may choose to consider special grant requests during interim funding periods on a case by case basis. However, applicants are encouraged to plan ahead and submit a completed application to meet the above submission dates.	Phone: (503) 263-9299

		<p>Amount(s): For the 2008-09 school year, the foundation has limited funds available for grant awards (\$5,000). Consequently, requests to fund smaller projects which are supported by matching funds from other sources will receive priority consideration.</p>		
Private	<p>Carpenter Foundation</p> <p><a href="http://www.carpenter-foundation.org/quidlines.html">http://www.carpenter-foundation.org/quidlines.html</a></p>	<p>The Carpenter Foundation grant allocations are divided up into the following five divisions: Arts, Education, Human Services, Public Interest, and Scholarships.</p> <p>The Foundation rarely makes multi-year grants, grants for historical applications, hospital construction or equipment, group or individual trips, or activities for religious purposes.</p> <p>Level(s): Varies</p> <p>Amount(s): Varies</p>	<p>Instruction(s): Directions for applying are located online.</p> <p>Date(s): The Foundation Board meets quarterly. The deadline for grant applications is set about six weeks before each meeting. Call the office, (541) 772-5732, for deadline dates.</p> <p>Special Note(s): Grant applications will be accepted only from tax exempt agencies. No grants to individuals will be made. Only one grant per year to any agency is usually considered. The Foundation makes grants only within Jackson and Josephine Counties (Oregon) with the exception of a few statewide public interest issues directly affecting persons living in these counties.</p>	<p>Polly Williams Carpenter Foundation 711 East Main, Suite 10 Medford, Oregon 97504</p> <p>Phone: (541) 772-5851 Fax: (541) 773-3970</p>
Private	<p>Citi Foundation</p> <p><a href="http://www.citigroup.com/citi/foundation/index.htm">http://www.citigroup.com/citi/foundation/index.htm</a></p>	<p>The Foundation supports early childhood, primary, secondary, and higher education programs that:</p> <ul style="list-style-type: none"> <li>• Encourage early literacy development;</li> <li>• Attract and support high-quality new teachers;</li> <li>• Promote innovative teaching strategies and curricula and share best practices;</li> <li>• Build the skills and confidence of low-performing students through academic enrichment programs both in and after school;</li> <li>• Enhance creativity through arts education and student access to cultural institutions;</li> <li>• Prepare students for college and the workforce;</li> <li>• Improve access to higher education for minorities and women; and</li> <li>• Improve student and curriculum development at graduate and undergraduate business programs.</li> </ul> <p>Level(s): Early Childhood through High School</p>	<p>Instruction(s): Guidelines are posted on the website.</p> <p>Date(s): Contact the foundation regarding due dates. The previous due date was 6/30/08. Review website for funding distribution and potential renewals.</p> <p>Special Note(s): There are specific guidelines for: 1) US &amp; 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>Citi Foundation</p> <p>Phone: (212) 559-9163 <a href="mailto:citigroupfoundation@citigroup.com">citigroupfoundation@citigroup.com</a></p> <p>There is an online contact form.</p>

Private	Corvallis Public Schools Foundation <a href="http://www.cpsfoundation.org/">http://www.cpsfoundation.org/</a>	Amount(s): \$24,000,000 Teachers may request up to <b>\$1,000 to support a project</b> , program, or opportunity that will enhance education for Corvallis public school students.  Level(s): K-12  Amount(s): up to \$1,000	Instruction(s): Guidelines and application are posted online.  Date(s): Due dates are posted online.  Special Note(s): Limited to educators in Corvallis Public Schools, OR.	Corvallis Public Schools Foundation 1555 SW 35th Street Corvallis, OR 97333  Phone: (541) 757-5857
Private	Educational Foundation of America <a href="http://www.efaw.org/education.htm">http://www.efaw.org/education.htm</a>	EFA's educational funding focuses on supporting: <ul style="list-style-type: none"> <li>● underprivileged and <b>at-risk children in grades pre-K through 12;</b></li> <li>● offering college preparatory programs to the underserved;</li> <li>● and extra curricular and after-school programs with a variety of themes, including <b>literacy</b>, computer skills, human rights, science and the environment.</li> </ul> Level(s): PreK-12  Amount(s): Varies	Instruction(s): EFA welcomes Inquiries at any time. Please submit only <b>one</b> inquiry each calendar year. As the first step, applicants are required to complete the EFA Eligibility Quiz and Inquiry Form. Directions are located online.  Date(s): Ongoing  Special Note(s): The Educational Foundation of America (EFA) makes grants to qualifying non-profit organizations that have tax-exempt status and those that are not private foundations as defined in the Internal Revenue Code. No grants to individuals.	<a href="mailto:loi@efaw.org">loi@efaw.org</a>
Private	Eugene Education Fund <a href="http://www.eef.lane.edu/">http://www.eef.lane.edu/</a>	<b>Grants to schools.</b> The EEF board will look at as many as four proposals per school. The school must send a list naming one, two, three or four proposals, from highest priority to lowest.  Level(s): Eugene Public Schools. Grants are also made to central District programs; there is no cap on the number of District proposals.  Amount(s): Varies	Instruction(s): EEF sends instructions to all schools and all teachers. Instructions are also found on EEF's website. All proposals must pass through the school's site council.  Date(s): Beginning of school year.  Special Note(s): Though many gifts bear additional restrictions (such as "Library Books"), most dollars are available for any educational use.	Eugene Education Fund P.O. Box 1015, Eugene, Oregon 97440  Phone: (541) 343-6877 <a href="mailto:eef@4j.lane.edu">eef@4j.lane.edu</a>
Private	Gertrude Whipple Professional Development Program (IRA) <a href="http://www.reading.org/Resources/AwardsandGrants/professional_whipple.aspx">http://www.reading.org/Resources/AwardsandGrants/professional_whipple.aspx</a>	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 <b>planning and creation of professional development projects</b> , 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	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	Gertrude Whipple Professional Development Program Executive Division 800 Barksdale Road P. O. Box 8139 Newark, DE 19714-8139  Phone: (302) 731-1600, x221 <a href="mailto:exec@reading.org">exec@reading.org</a>

		<p>Association Board of Directors.</p> <p>Level(s): Professional Development</p> <p>Amount(s): Maximum \$5,000</p>	<p>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.</p> <p>Special Note(s): N/A</p>	
Private	<p>Gladstone Education Foundation</p> <p><a href="http://www.gladstonefoundation.org/">http://www.gladstonefoundation.org/</a></p>	<p><b>Supports Gladstone public schools.</b></p> <p>Level(s): K-12</p> <p>Amount(s): Varies</p>	<p>Instruction(s): Application is posted online.</p> <p>Date(s): Application deadline is the first of every month.</p> <p>Special Note(s): Limited to Gladstone Public Schools, OR</p>	<p>Dave Prom Gladstone Education Foundation 17789 Webster Road Gladstone, OR</p> <p>Phone: (503) 655-2777 promd@gladstone.k12.or.us</p>
Private	<p>Gresham-Barlow Education Foundation</p> <p><a href="http://www.gbefkids.org/funding.html">http://www.gbefkids.org/funding.html</a></p>	<p>Funding goes to Technology, <b>Literacy</b>, Parent Teacher Groups, and Co-Curricular Activities. Funds raised through the annual Phone-A-Thon are directed towards helping <b>struggling readers</b> succeed. 11 elementary schools receive \$4000 each for assistance.</p> <p>Level(s): K-12</p> <p>Amount(s): Varies</p>	<p>Instruction(s): Contact Foundation.</p> <p>Date(s): Contact Foundation.</p> <p>Special Note(s): Limited to Gresham-Barlow Public Schools, OR.</p>	<p>Gresham-Barlow Education Foundation PO Box 3406 Gresham OR 97030</p> <p>Phone: (503)-766-0008 Fax: (503) 766-0007</p>
Private	<p>IRA &amp; Reading Recovery Reading Conference Grant</p> <p><a href="http://www.wilbooks.com/scholarships/travelgrant.php">http://www.wilbooks.com/scholarships/travelgrant.php</a></p>	<p>One of Bruce Larkin's goals is to encourage and support <b>early literacy efforts</b>. 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) <b>attending International Reading Association or Reading Recovery conferences.</b></p> <p>Level(s): <b>Professional Development</b></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>Instruction(s): Application is located online.</p> <p>Date(s): Time for review of applications is required in advance of the conference, so educators should complete this form as soon as possible.</p> <p>Special Note(s): Conference attendance grant.</p>	<p>Review website for additional information.</p>

Private	<p>Learning Disabilities Foundation</p> <p><a href="http://www.ldaamerica.org/about/a/cld.asp">http://www.ldaamerica.org/about/a/cld.asp</a></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"> <li>• To respond to unmet needs in the field of learning disabilities and to create, discover and stimulate innovative services to meet those needs</li> <li>• To support the objectives of LDA</li> <li>• To manage funds received by the Foundation</li> </ul> <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><a href="http://www.legochildrensfund.org/Guidelines.html">http://www.legochildrensfund.org/Guidelines.html</a></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"> <li>• Early childhood education and development;</li> <li>• Technology and communication projects that advance learning opportunities; and</li> <li>• Sport or athletic programs that concentrate on under-served youth</li> </ul> <p>Level(s): Varies</p> <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>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: <a href="mailto:LEGOChildrensFund@lego.com">LEGOChildrensFund@lego.com</a></p> <p>If you would like to make a donation to the LEGO Children's Fund please call 860-763-6670</p>

		Funds not allocated in a given quarter will be available for grants in subsequent quarters.		
Private	NEA Learning and Leadership Grant  <a href="http://www.neafoundation.org/programs/Learning&amp;Leadership_Guidelines.htm">http://www.neafoundation.org/programs/Learning&amp;Leadership_Guidelines.htm</a>	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:  <ul style="list-style-type: none"> <li>• Grants to individuals fund participation in high-quality <b>professional development</b> experiences, such as summer institutes or action research.</li> <li>• Grants to groups fund <b>collegial study</b>, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.</li> </ul> <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>	Instruction(s): Detailed information is located online. Date(s): Applications may be submitted at any time. Applicants are encouraged to plan ahead. Applications are reviewed three times per year, every year.  Special Note(s): Applicants must be practicing U.S. <ul style="list-style-type: none"> <li>• public school teachers in grades K–12,</li> <li>• public school education support professionals, or</li> <li>• faculty and staff at public higher education institutions.</li> </ul> <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"> <li>• teachers with less than seven years of experience in the profession</li> <li>• education support professionals</li> </ul>	The NEA Foundation Attn: Learning & Leadership Grants 1201 Sixteenth Street NW, Suite 416 Washington, DC 20036-3207
Private	OEA Promising Practices Grant Program  <a href="http://www.oregoned.org/site/pp.asp?c=9dKKKYMDH&amp;b=1556127">http://www.oregoned.org/site/pp.asp?c=9dKKKYMDH&amp;b=1556127</a>	Have a plan that could enhance your classroom skills or <b>boost student achievement</b> , but need some funding to see if it works? Have an idea for a site-based <b>professional development</b> activity that could build partnerships, but need some financing to get it going? OEA's Center for Teaching & Learning works with OEA UniServ Councils around the state to award grants to OEA members for various amounts on an annual basis to test just these kinds of concepts.  Level(s): Varies  Amount(s): Varies	Instruction(s): Contact UniServ Office.  Date(s): Contact UniServ Office  Special Note(s): If you are an OEA member, you are eligible to apply for a Promising Practices Grant. Contact your local UniServ office to request application forms and for specific information about regional deadlines. Limited to Oregon members.	For more information about the Promising Practices Grant Program, contact Courtney Vanderstek at (503) 684-3300 or 1-800-858-5505.
Private	Oregon Trail Education Foundation  <a href="http://www.oregontrailschools.com/Default.aspx?pageid=135">http://www.oregontrailschools.com/Default.aspx?pageid=135</a>	The Oregon Trail Education Foundation exists to increase and enrich the educational opportunities and environment for the students of the Oregon Trail Schools. Projects funded in the past have been:  <ul style="list-style-type: none"> <li>• Technology in the Classroom</li> <li>• <b>Supplemental Reading Programs</b></li> <li>• Math &amp; Science Workshops and Fairs</li> </ul>	Instruction(s): Contact the foundation.  Date(s): Contact the foundation.  Special Note(s): Serving the Sandy, Boring, and Mt. Hood communities, Oregon	Oregon Trail Education Foundation 36525 SE Industrial Way Sandy, OR 97055  Phone: (503) 668-5541

		<ul style="list-style-type: none"> <li>• School Communications Systems</li> <li>• Family Involvement in Education</li> </ul> <p>Level(s): K-12</p> <p>Amount(s): The total competitive grant funding for 2007/08 was \$305,278.</p>		
Private	PacifiCorp Foundation <a href="http://www.pacificorpfoundation.org/Article/Article25110.html">http://www.pacificorpfoundation.org/Article/Article25110.html</a>	<p>The Foundation is proud to help nonprofit organizations continue their work in the categories of <b>education</b>; civic and community betterment; culture and arts; and health, welfare and social services.</p> <p>Level(s): Early childhood through university</p> <p>Amount(s): Varies - The Foundation allocates grants that best serve community interests. Grants generally are less than \$10,000 with most between \$2,000 and \$5,000.</p>	<p>Instruction(s): Guidelines and application can be downloaded at the website.</p> <p>Date(s):</p> <ul style="list-style-type: none"> <li>• Education organizations, March 15</li> <li>• Civic, community and organizations not covered in other categories, June 15</li> <li>• Culture and arts organizations, September 15</li> <li>• Health, welfare and social service organizations, December 15</li> </ul> <p>Special Note(s): Geographic focus is in: CA, ID, OR, UT, WA , and WY</p>	Lilisa Hall Executive Director Laurie Simmons, Grants Administrator  Pacific Power Foundation   Rocky Mountain Power Foundation 825 NE Multnomah Suite 2000 Portland, OR 97232-4116  Phone (503) 813-7257 <a href="mailto:pacificorpfoundation@pacificorp.com">pacificorpfoundation@pacificorp.com</a>
Private	Parkrose Educational Foundation <a href="http://parkroseedfdn.org/home.html">http://parkroseedfdn.org/home.html</a>	<p>The Parkrose Educational Foundation was formed for the purpose of raising and distributing funds intended to <b>enhance the educational experience of students</b> in Parkrose Public Schools.</p> <p>Level(s): K-12</p> <p>Amount(s): Varies</p>	<p>Instruction(s): Contact foundation board.</p> <p>Date(s): Contact foundation board.</p> <p>Special Note(s): Limited to Parkrose Public Schools, Oregon.</p>	Parkrose Educational Foundation 10636 N.E. Prescott Street Portland, OR 97220  Phone: (503) 408-2108
Private	Pete & Carrie Rozelle Award – National Center for Learning Disabilities <a href="http://www.nclد.org/content/view/873/456076/">http://www.nclد.org/content/view/873/456076/</a>	<p>The Pete &amp; 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 <b>expanded programmatic and staff development opportunities</b> 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>	The National Center for Learning Disabilities 381 Park Avenue South Suite 1401, New York, NY 10016-8806  FAX: 212-545-9665 <a href="mailto:programs@nclد.org">programs@nclد.org</a>
Private	Piedmont Educational Foundation	Every year, PEF provides teachers and	Instruction(s): Guidelines are posted on	Dana Serleth

	<a href="http://www.piedmontedfoundation.org/">http://www.piedmontedfoundation.org/</a>	<p>administrators the opportunity to submit proposals seeking funding for <b>unique and innovative approaches to curriculum and program.</b></p> <p>Level(s): Piedmont Schools</p> <p>Amount(s): Varies</p>	<p>the website. The application can be downloaded.</p> <p>Date(s): Fall and Spring. Review websites for updated information.</p> <p>Special Note(s): Limited to Piedmont Schools, Oregon.</p>	<p>Phone: (510) 482-4115 <a href="mailto:dserleth@sbcglobal.net">dserleth@sbcglobal.net</a></p>
Private	<p>Portland Schools Foundation</p> <p><a href="http://www.thinkschools.org/">http://www.thinkschools.org/</a></p>	<p>The Portland Schools Foundation is an independent, community-based organization that mobilizes the public, private and political will and resources needed to guarantee a world-class public education for all Portland children. To do this, the foundation:</p> <ul style="list-style-type: none"> <li>Invest in teaching and learning...We provide venture capital to principals, teachers, and parents to <b>accelerate academic achievement.</b></li> <li>Mobilize the community...We marshal the talent and resources of parents, citizens, and businesses to strengthen every public school.</li> </ul> <p>Level(s): K-12</p> <p>Amount(s): Varies</p>	<p>Instruction(s): There are multiple grants. Directions for specific grants are located online.</p> <p>Date(s): There are multiple grants. Due dates for specific grants are located online.</p> <p>Special Note(s): Limited to Portland Schools, Oregon.</p>	<p>There are multiple grants with multiple contacts. Review website for contact person of interest.</p>
Private	<p>RGK Foundation</p> <p><a href="http://www.rgkfoundation.org">http://www.rgkfoundation.org</a></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 <b>reading</b>), <b>teacher development</b>, <b>literacy</b>, 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 25<sup>th</sup> 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	Smart Kids Foundation <a href="http://smarkidspr.blogspot.com/">http://smarkidspr.blogspot.com/</a>	This organization focuses on <b>dyslexia</b> . Periodically, they offer grants – generally for research. Review website for potential grants.		
Private	Staples Foundation for Learning <a href="http://www.staplesfoundation.org/foundhome.html">http://www.staplesfoundation.org/foundhome.html</a>	The Foundation considers <b>educational funding</b> 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: <a href="mailto:foundationinfo@staples.com">foundationinfo@staples.com</a>
Private	Starr Foundation <a href="http://www.starrfoundation.org/">http://www.starrfoundation.org/</a>	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 <b>education</b> , medicine and healthcare, human needs, public policy, culture and the environment. Grant provides supplies, materials, <b>curriculum enhancements</b> , 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 <sup>th</sup> Floor New York, NY 10022  Phone: (212) 909-3600
Private	The Education Foundation for Bend LaPine Schools – Classroom Impact Grants <a href="http://www.bendlapineschoolsfoundation.org/impactgrants.php">http://www.bendlapineschoolsfoundation.org/impactgrants.php</a>	Teachers, staff, and administrators of educational sites that are under the sole governance of the Bend-La Pine Schools are invited to apply for a <b>Classroom Impact Grant</b> . Student groups are encouraged to apply with oversight from a staff member. Grant applications up to \$2,500 are welcome.  Level(s): K-12  Amount(s): Approximately \$45,000 is awarded annually, with the average grant size \$1,000.	Instruction(s): Contact the office at (541) 322-5493.  Date(s): The 2009 grant applications are due on May 1, 2009.  Special Note(s): Grants are reviewed by the school's site council to ensure they are consistent with the school's educational objectives and strategic plan. Approximately 8,000 students benefit from the Classroom Impact Grants annually. Grants are limited to Bend LaPine schools, Oregon.	The Education Foundation for Bend LaPine Schools P.O. Box 6566 Bend, OR 97708-6566  Phone: (541) 322-5493 Fax: (541) 383-6003
Private	The G.A.P.S. Foundation	The G.A.P.S. Foundation exists to support student success by <b>funding special programs</b>	Instruction(s): Application is posted online.	The G.A.P.S. Foundation 5825 NE Ray Circle

	<a href="http://www.gapsfoundation.org/">http://www.gapsfoundation.org/</a>	<p><b>and projects for educators</b> as they work to increase graduation rates and provide greater opportunities for <b>success for children with disabilities and those that are at risk.</b></p> <p>Level(s): K-12</p> <p>Amount(s): Varies - In 2008-09, The G.A.P.S. Foundation funded 39 mini-grants at 35 schools and programs, totaling \$30,000 benefiting more than 4,000 students in the four-county region.</p>	<p>Date(s): Contact foundation.</p> <p>Special Note(s): Geographic focus is for public schools in Clatsop, Columbia, Tillamook, and Washington counties, OR.</p>	<p>Hillsboro, OR 97124-6436</p> <p>Phone: (503) 844-5716 Fax: (503) 614-1283</p>
Private	<p>The Nancy Lurie Family Foundation</p> <p><a href="http://www.nlmfoundation.org/grants.aspx">http://www.nlmfoundation.org/grants.aspx</a></p>	<p>Many individuals with <b>autism</b> demonstrate <b>difficulties with verbal and nonverbal communication.</b> 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.</p> <p>Level(s): Varies</p> <p>Amount(s): Varies</p>	<p>Instruction(s): The NLM Family Foundation does not accept unsolicited grant proposals.</p> <p>Date(s): Contact Foundation</p> <p>Special Note(s): N/A</p>	<p>Nancy Lurie Marks Family Foundation 60 William Street Suite 110 The Wellesley Office Park Wellesley, MA 02481</p> <p>Phone: (781) 237-1311 Fax: (781) 237-027</p>
Private	<p>The Oregon Community Foundation</p> <p><a href="http://www.oregoncf.org/receive/grants/grant-opportunities/early-childhood-program">http://www.oregoncf.org/receive/grants/grant-opportunities/early-childhood-program</a></p>	<p>This foundation funds multiple projects including <b>Early Childhood Education Grants.</b> Through the Early Childhood Program, OCF supports early literacy and parenting programs, scholarships for early childhood training and education, and initiatives to improve child care quality. The Early Childhood Program also supports research on key early childhood issues and strategies and convenes forums for information sharing.</p> <p>Level(s): Early Childhood</p> <p>Amount(s): Varies</p>	<p>Instruction(s): Contact foundation for application directions.</p> <p>Date(s): Dates vary depending on the project. Contact foundation for due dates.</p> <p>Special Note(s): N/A</p>	<p>Mary Louise McClintock OCF Early Childhood Program Director</p> <p>Phone: (503) 227-6846 <a href="mailto:mlmclintock@oregoncf.org">mlmclintock@oregoncf.org</a></p>
Private	<p>Union Bank Foundation</p> <p><a href="https://www.uboc.com/company_information/company_information/community_reinvestment/charitable_contributions/index.jsp">https://www.uboc.com/company_information/company_information/community_reinvestment/charitable_contributions/index.jsp</a></p>	<p>The Union Bank Foundation primarily supports: (1) affordable housing, (2) economic development, (3) <b>education</b>, and the (4) environment.</p> <p>Level(s): Varies</p> <p>Amount(s): As part of its ten-year community reinvestment commitment, the bank has</p>	<p>Instruction(s): Complete guidelines are attached as a .pdf file on the website.</p> <p>Date(s): Ongoing</p> <p>Special Note(s): Geographic focus is in San Diego, Imperial, Riverside, San Bernardino Counties; Los Angeles, Orange/Ventura Counties; and Northern</p>	<p><u>Northern California/Central California/Pacific Northwest</u> Karen Murakami Foundation Officer Union Bank of California, N.A. 400 California Street Mail Code 1-001-08 San Francisco, CA 94104</p>

		pledged 2 percent of its net profit annually to charitable contributions.	California/Central California/Pacific Northwest.	Phone: (415) 765-3890
Private	Verizon Foundation <a href="http://foundation.verizon.com/grant/guidelines.shtml">http://foundation.verizon.com/grant/guidelines.shtml</a>	<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"> <li>• Increase their literacy and educational achievement</li> <li>• Avoid being an abuser or a victim of domestic violence</li> <li>• Achieve and sustain their health and safety</li> </ul> <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><a href="http://foundation.verizon.com/about/community.shtml">http://foundation.verizon.com/about/community.shtml</a></p>
Private	Wells Fargo Corporate Giving <a href="https://www.wellsfargo.com/about/charitable/">https://www.wellsfargo.com/about/charitable/</a>	<p>Wells Fargo Corporate Giving funds areas that they believe are important to the future of the nation's vitality and success: community development, education, and human services.</p> <p>Level(s): Varies</p> <p>Amount(s): Varies</p>	<p>Instruction(s): Guidelines are located on the website.</p> <p>Date(s): Application due dates are published online.</p> <p>Special Note(s): The geographic focus is in: AZ, CA, CO, IA, ID, IL, IN, MI, MN, MT, ND, NE, NM, NV, OH, OR, UT,SD, WA, WI, WY</p>	<p>Wells Fargo Corporate Giving encourages non-profit organizations and educational programs to review Wells Fargo's grant guidelines for the areas we serve. To learn how to apply for a grant or sponsorship, click on the state on the map provided on the websites.</p>