

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



IDEA

TITLE I

A Practical Guide for Educators

PCI  Education.

Funding Assistance Document

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:

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- 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.

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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

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(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.

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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

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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;

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- 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

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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;

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- 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.


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PCI Education
High-Level Federal Funding Sources

Description	Contact
<p>21st Century Community Learning Centers CFDA Number: 84.287 http://www.ed.gov/programs/21stcclc/index.html This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.</p>	<p>Peter Eldridge Phone: (202) 260-2514 Fax: (202) 260-8969 21stCCLC@ed.gov Peter.Eldridge@ed.gov State contacts located on federal website.</p>
<p>Alaska Native Education Equity CFDA Number: 84.356A http://www.ed.gov/programs/alaskanative/index.html The overall purpose is to meet the unique education needs of Alaska Natives and to support supplemental education programs to benefit Alaska Natives. Allowable activities include, but are not limited to, the development of curricula and education programs that address the education needs of Alaska Native students, and the development and operation of student enrichment programs in science and mathematics. Eligible activities also include professional development for educators, activities carried out through Even Start (CFDA 84.213) programs and Head Start Programs, family literacy services, and dropout prevention programs.</p>	<p>Alexis Fisher Phone: (202) 401-0281 Fax: (202) 260-8969 Alexis.Fisher@ed.gov</p>
<p>Demonstration Grants for Indian Children CFDA Number: 84.299A http://www.ed.gov/programs/indiandemo/index.html This program is designed to improve the educational opportunities and achievement of preschool, elementary, and secondary school Indian children by developing, testing, and demonstrating effective services and programs. 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>Donna Sabis-Burns Team Leader Demonstration Phone: (202) 260-1425 Donna.sabis-burns@ed.gov</p>
<p>Early Childhood Educator Professional Development Program CFDA Number: 84.349A http://www.ed.gov/programs/eceducator/index.html The purpose is to promote school readiness and improved learning outcomes of young children by providing high quality professional development programs to improve the knowledge and skills of early childhood educators and caregivers who work in early childhood programs located in high-poverty communities and who serve primarily children from low-income families. These professional development programs must provide primarily research-based training that will improve early childhood pedagogy and will further young children's language and literacy skills to prevent them from encountering reading difficulties when they enter school.</p>	<p>Rosemary Fennell Phone: (202) 260-0792 Fax: (202) 260-7764 ecprofdev@ed.gov</p>
<p>Early Reading First (part of Title I-B-1) CFDA Number: 84.359A; 84.359B http://www.ed.gov/programs/earlyreading/index.html 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. Funds must be used to:</p> <ul style="list-style-type: none"> • Enhance children's language, cognitive, and early reading skills through professional development for teachers; • Provide early language and reading development and instructional materials as developed from scientifically based reading research; • Provide preschool-age children with cognitive learning opportunities in high quality language and literature-rich environments; • Use screening assessments to effectively identify preschool children who may be at risk for reading failure; and • Improve existing early childhood programs by integrating scientifically based reading research into all aspects of the program (including instructional materials, teaching strategies, curricula, parent engagement, and professional development). 	<p>Deborah Spitz, Acting Program Director Rebecca Marek, OESE Early Reading First Phone: (202) 260-0968 Fax: (202) 260-8969 Rebecca.marek@ed.gov Sign-up for automatic email notifications at the website.</p>
<p>Head Start – Family Partnerships (US Department of Health and Human Services) http://www.acf.hhs.gov/programs/ohs/programs/index.html#fam http://eclkc.ohs.acf.hhs.gov/hslc</p>	<p>Patricia Brown Acting Director</p>

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<p>The objective of Family Partnerships is to support parents as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures.</p>	<p>http://www.acf.hhs.gov/programs/ohs/</p>
<p>IDEA - Individuals with Disabilities Education Act, Part B, Section 611 CFDA: 84.027 (Part B) http://www.ed.gov/about/offices/list/osep/osep/programs.html http://idea.ed.gov/</p> <p>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. Funding should focus on:</p> <ul style="list-style-type: none"> • Providing core academic instructional materials, particularly in language arts and reading; • Helping children, particularly children experiencing difficulty with spoken language, pre-reading, 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. 	<p>Ruth Ryder</p> <p>Phone: (202) 245-7629 Fax: (202) 245-7616 Ruth.ryder@ed.gov</p> <p>There is an online contact provided by IDEA: http://idea.ed.gov/qanda_corn er/create</p>
<p>IDEA - Individuals with Disabilities Education Act, Part B, Section 611 American Recovery and Reinvestment Act of 2009: IDEA Recovery Funds for Services to Children and Youths with Disabilities http://www.ed.gov/policy/gen/leg/recovery/factsheet/idea.html http://www.ed.gov/policy/gen/leg/recovery/guidance/idea-b.pdf http://www.ed.gov/policy/gen/leg/recovery/guidance/idea-guidance-mod.pdf</p> <p>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.</p>	<p>http://www.ed.gov/policy/gen/leg/recovery/index.html</p> <p>http://www.staterecovery.org/</p> <p>There is an online contact form provided by the Council of State Governments: http://www.staterecovery.org/contact-us</p>
<p>IDEA – Part B, Section 619 PreSchool CFDA: 84.173 (Part B) http://idea.ed.gov/ http://www.ed.gov/programs/oseppsg/index.html</p> <p>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. Permitted expenditures include the salaries of special education teachers and costs associated with related services, including, but not limited to, speech-language pathology services, physical and occupational therapy, psychological services, parent counseling and training, and social work services in schools. States may use set-aside funds not reserved for administration for: direct services for children eligible for services under this program; support services; and provision of early intervention services (which shall include an education component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills) in accordance with Part C to children with disabilities who are eligible for services under Sec. 619 and who previously received services under Part C until such children enter, or are eligible under state law to enter, kindergarten; and other state-level activities.</p>	<p>Nancy Treusch</p> <p>Phone: (202) 245-7553 Fax: (202) 245-7614 Nancy.treusch@ed.gov</p> <p>There is an online contact provided by IDEA: http://idea.ed.gov/qanda_corn er/create</p>

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<p>IDEA – Part B, Section 619 PreSchool - American Recovery and Reinvestment Act of 2009: IDEA Recovery Funds for Services to Children and Youths with Disabilities http://www.ed.gov/policy/gen/leg/recovery/factsheet/idea.html http://www.ed.gov/policy/gen/leg/recovery/guidance/idea-b.pdf http://www.ed.gov/policy/gen/leg/recovery/guidance/idea-guidance-mod.pdf The IDEA 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 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/index.html. This Web site also provides information about the State Fiscal Stabilization Fund (SFSF) under the ARRA, which is separate from the IDEA ARRA funds described in this fact sheet.</p>	<p>http://www.ed.gov/policy/gen/leg/recovery/index.html http://www.staterecovery.org/ There is an online contact form provided by the Council of State Governments: http://www.staterecovery.org/contact-us</p>
<p>Improving Literacy Through School Libraries CFDA Number: 84.364 http://www.ed.gov/programs/lsl/index.html This program helps LEAs improve reading achievement by providing students with increased access to up-to-date school library materials (including books); well-equipped, technologically advanced school library media centers; and professionally certified school library media specialists.</p>	<p>Irene B. Harwarth Phone: (202) 401-3751 Fax: (202) 260-8969 Irene.harwarth@ed.gov</p>
<p>Indian Education Formula Grants to LEAs CFDA 84.060A http://www.grants.gov/search/search.do;jsessionid=LOH3JzvNMw1yvbWDkZvDvwnqkn1lqzn2WPVWqwnLh2VJsQTWZGG!654441123?oppId=44497&flag2006=false&mode=VIEW The Indian Education Formula Grants to Local Educational Agencies program provides grants to support local educational agencies (LEAs) and other eligible entities described in this notice in their efforts to reform and improve elementary and secondary school programs that serve Indian students. The Department funds programs designed to help Indian students meet the same challenging State academic content and student academic achievement standards used for all students.</p>	<p>Julius Cotton ED Grants.gov FIND System Administrator Phone (202) 245-6140 julius.cotton@ed.gov</p>
<p>McKinney-Vento Homeless Children and Youth Program Funds CFDA Number: 84.196 http://www.ed.gov/programs/homeless/legislation.html Grants under this section shall be used for the following:</p> <ul style="list-style-type: none"> • To carry out the policies set forth in section 721 in the State; • To provide activities for, and services to, homeless children, including preschool-aged homeless children, and youths that enable such children and youths to enroll in, attend, and succeed in school, or, if appropriate, in preschool programs; • To establish or designate an Office of Coordinator for Education of Homeless Children and Youths in the State educational agency in accordance with subsection (f); • To prepare and carry out the State plan described in subsection (g); and • To develop and implement professional development programs for school personnel to heighten their awareness of, and capacity to respond to, specific problems in the education of homeless children and youths. 	<p>John McLaughlin Program Specialist Phone: (202) 401-0962 Fax: (202) 260-7764 John.mclaughlin@ed.gov</p>
<p>McKinney-Vento Homeless Children and Youth Program Funds – American Recovery and Reinvestment Act of 2009 http://www.ed.gov/policy/gen/leg/recovery/guidance/homeless.pdf The ARRA provides \$70 million in fiscal year (FY) 2009 funds under the McKinney-Vento Education for Homeless Children and Youth program, which is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq. (McKinney- Vento Act). (For purposes of this guidance, these funds are referred to as “McKinney-Vento ARRA funds.”) The McKinney-Vento ARRA funds are a one-time source of funds that supplement the McKinney-Vento funds made available under the regular FY 2009 appropriation. These additional resources will assist States and local educational agencies (LEAs) in addressing the educational and related needs of some of the most vulnerable members of our society – homeless children and youth – during a time of economic crisis in the United States.</p>	<p>John McLaughlin Program Specialist Phone: (202) 401-0962 Fax: (202) 260-7764 John.mclaughlin@ed.gov</p>
<p>Native Hawaiian Education CFDA Number: 84.362A http://www.ed.gov/programs/nathawaiian/index.html The purpose of this program is to develop innovative education programs to assist native Hawaiians and to supplement and expand program and authorizes in the area of education. Authorized activities include, among others: early education and care programs, family-based education centers; beginning reading and literacy programs; activities to address the needs of gifted and talented native Hawaiian students; special education programs; professional development for educators; and activities to enable native Hawaiian students to enter and complete post-secondary education programs.</p>	<p>Joanne Osborne Phone: (202) 401-1265 Joanne.Osborne@ed.gov</p>
<p>Personnel Development to Improve Services and Results for Children with Disabilities</p>	<p>Bonnie D. Jones</p>


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<p>CFDA Number: 84.325 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. Funds should focus on:</p> <ul style="list-style-type: none"> • 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. 	<p>Phone: (202) 245-7395 Fax: (202) 245-7619 Bonnie.Jones@ed.gov</p>
<p>Reading First (part of Title I–B–1) CFDA Number: 84.357 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. Funds should focus on:</p> <ul style="list-style-type: none"> • 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. 	<p>Joe Conaty, Director Carolyn Lampila, Western Region Phone: (202) 260-0722 Corinne Sauri, Eastern Region Phone: (202) 205-2533 Maria Worthen, Central Region Phone: (202) 205-5632</p>
<p>State Grants Under the State Fiscal Stabilization Fund (SFSF) – American Recovery and Reinvestment Act of 2009 http://www.ed.gov/programs/statestabilization/applicant.html http://www.ed.gov/programs/statestabilization/guidance.pdf The State Fiscal Stabilization Fund (SFSF) program is a new one-time appropriation of %53.6 billion. Of that amount, the State Department of Education will award approximately \$48.6 billion by formula under the SFSF program in exchange for a commitment to advance essential education reforms to benefit students from early learning through post-secondary education, including: college- and career- ready standards and high-quality, valid and reliable assessments for all students; development and use of pre-K through post-secondary and career data systems; increasing teacher effectiveness and ensuring an equitable distribution of qualified teachers; and turning around the lowest-performing schools.</p> <p>Funds allocated to states based on state population. Funds may be used in State fiscal years 2009, 2010, and 2011. Governors must submit an application that includes various assurances. A portion of the funds may be reserved for new state Incentive Grants and an Innovation Fund at the Secretary of Education’s discretion. After the designated education allocation restores support for K-12 and postsecondary education (if needed), any remaining amounts should be given to local educational agencies (LEAs) through the existing Title I-A formula. LEAs receiving these sub-grants may use the funds for any activity authorized by the ESEA, the IDEA, the Adult and Family Literacy Act, the Perkins Career and Technical Education Act, or for modernization, renovation, and repair of public school facilities.</p>	<p>Questions about the State Fiscal Stabilization Fund program should be sent to: State.Fiscal.Fund@ed.gov</p>
<p>Title I, Part A - American Recovery and Reinvestment Act of 2009: Title I, Part A Funds for Grants to Local Education Agencies http://www.ed.gov/policy/gen/leg/recovery/factsheet/title-i.html http://www.ed.gov/policy/gen/leg/recovery/guidance/title-i.pdf 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.</p>	<p>http://www.ed.gov/policy/gen/leg/recovery/index.html http://www.staterecovery.org/ There is an online contact form provided by the Council of State Governments: http://www.staterecovery.org/contact-us</p>
<p>Title I, Part A - Improving Basic Programs Operated by Local Education Agencies CFDA Number: 84.010 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</p>	<p>Susan Wilhelm Phone: (202) 260-0984 Fax: (202) 260-8864</p>

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<p>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.</p> <p>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. Funds should be used for:</p> <ul style="list-style-type: none"> • 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. 	<p>Susan.wilhelm@ed.gov</p>
<p>William F. Goodling Even Start Family Literacy Program - Even Start CFDA Number: 84.213 http://www.ed.gov/programs/evenstartformula/index.html</p> <p>This program offers grants to support local family literacy projects that integrate early childhood education, adult literacy (adult basic and secondary-level education and instruction for English language learners), parenting education, and interactive parent and child literacy activities for low-income families with parents who are eligible for services under the <i>Adult Education and Family Literacy Act</i> and their children from birth through age 7. Teen parents and their children from birth through age 7 also are eligible. All participating families must be those most in need of program services. Five percent of the annual appropriation is set aside for family literacy grants for migratory worker families, the outlying areas, and Indian tribes and tribal organizations.</p>	<p>Deborah Spitz Early Childhood Reading Group</p> <p>Phone: (202) 260-3793 Fax: (202) 260-8969 Deborah.Spitz@ed.gov</p> <p>A list of Even Start Coordinators is listed on website.</p>
<p>William F. Goodling Even Start Family Literacy Programs--Grants for Federally Recognized Indian Tribes and Tribal Organizations CFDA: 84.258A http://www.grants.gov/search/search.do;jsessionid=LQH3JzvNMw1yvbWDkZvDvwnqkn1lqzn2WPVWqwnLh2VJsQTwZGG!654441123?oppId=45870&flag2006=false&mode=VIEW</p> <p>The William F. Goodling Even Start Family Literacy Programs (Even Start), including the grants for Indian tribes and Tribal organizations, are intended to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. These programs are implemented through cooperative activities that:</p> <ul style="list-style-type: none"> • Build on high-quality existing community resources to create a new range of educational services; • Promote the academic achievement of children and adults; assist children and adults from low-income families in achieving challenging State content and student achievement standards; and • Use instructional programs based on scientifically based reading research and addressing the prevention of reading difficulties for children and adults, to the extent such research is available. 	<p>Julius Cotton ED Grants.gov FIND System Administrator</p> <p>Phone (202) 245-6140 julius.cotton@ed.gov</p>