



FEDERAL EDUCATION FUNDING OPPORTUNITIES

PROGRAM	FY 2009 BUDGET	ARRA STIMULUS FUNDS (FY 09-10)	GRANT TYPE	DETAILS
<p><b>TITLE I, PART A*</b></p> <p><b>DISADVANTAGED CHILDREN MEET HIGH ACADEMIC STANDARDS</b></p>	<p>\$14.5 billion</p>	<p>\$10 billion</p>	<p>Formula</p>	<p>This program redefines AYP previously authorized in 1994 as the standard for judging educational success or failure requiring every student to reach the mandatory state standard for proficiency within 12 years. There are four categories of grants: Basic (1124), Concentration (1124A), Targeted (1125), and Education Finance Incentive (1125A). The 1994 reauthorization of Title I shifted the program's emphasis from remedial education to helping all disadvantaged children reach rigorous state academic standards expected of all children. Title I funds can be used for instructional activities, counseling, parental involvement, and program improvement. In return, school districts and states must meet accountability requirements for raising student performance. A school must be enrolling at least 40 percent of students from poor families to be eligible to use Title I funds for schoolwide programs that serve all children in the school.</p>



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<p><b>TITLE I* SCHOOL IMPROVEMENT</b></p>	<p>\$545.6 million</p>	<p>\$3.5 billion</p>	<p>Formula</p>	<p>This program provides assistance to schools identified as needing improvement through technical assistance to improve performance and by developing a two-year plan to turn the school around. If the school fails to make AYP for four consecutive years, the district must implement corrective actions to improve the school. Under the ESEA, states and districts use school improvement funds for a range of interventions, including restructuring Title I schools that fail to make adequate yearly progress for five years. So far, the vast majority of these chronically underperforming schools have adopted the least rigorous restructuring intervention option required by the ESEA.</p> <p>Every state must identify the bottom five percent of its Title I schools in school improvement status and target the majority of the school improvement funds to implement robust and comprehensive reforms to dramatically transform school culture and improve student academic outcomes. Because Title I disproportionately supports elementary schools, waivers will be granted allowing states and districts to use school improvement funds to intervene in low-performing secondary schools that are eligible for, but don't receive, Title I money. Under rules of the Department of Education, districts will choose from four models of turning around their schools. Those models are: Turnarounds, Re-starts, Closures, and Transformations.</p>



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<p><b>INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)</b></p>	<p>\$12.5 billion</p>	<p>\$12.2 billion</p>	<p>Formula</p>	<p>This program provides assistance to support the education of students with a disability as defined by Section 504 of the Rehabilitation Act of 1973. In defining the purpose of special education, IDEA 2004 clarifies Congress' intended outcome for each child with a disability: students must be provided a <u>Free Appropriate Public Education (FAPE)</u> that prepares them for further education, employment, and independent living.<sup>[2]</sup> Under IDEA 2004:</p> <ul style="list-style-type: none"> <li>• Special education and related services should be designed to meet the unique learning needs of eligible children with disabilities, preschool through age 21.</li> <li>• Students with disabilities should be prepared for further education, employment, and independent living.</li> </ul> <p>The reauthorization of IDEA in 2004 revised the statute to align with the requirements of the No Child Left Behind Act (NCLB). NCLB allows financial incentives to states that improve their special education services and services for all students.</p>



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<p><b>TITLE II, PART A</b> <b>IMPROVING</b> <b>TEACHER</b> <b>QUALITY</b> <b>STATE GRANTS</b></p>	<p>\$2.9 billion</p>	<p>n/a</p>	<p>Formula  Please Note: Funds are sent to states based on 65% poverty basis and 35% based on student population.</p>	<p>The purpose of the program is to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding local education agencies (LEAs) and schools accountable for improvements in student academic achievement. State-level activities include but are not limited to: (1) recruiting and retaining highly qualified teachers and principals; (2) increasing the number of highly qualified teachers in classrooms; and (3) reforming teacher and principal certification programs. They must be based on a needs assessment and, among other things, be aligned with state academic content standards, student academic achievement standards, and state assessments (for formula grants). The SAHE works in conjunction with the state education agencies (SEA) to make competitive subgrants to partnerships of IHEs, high-need LEAs, and other entities (for competitive grants) through specific activities that focus on professional development for teachers, highly qualified paraprofessionals, and, if appropriate, principals. In exchange for receiving funds, agencies are held accountable to the public for improvements in academic achievement. Title II, Part A provides these agencies the flexibility to use these funds creatively to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.</p>



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<b>RACE TO THE TOP*</b>	n/a	\$4.35 billion	Discretionary and Competitive Grants to SEAs	<p>The Race to the Top Fund provides competitive grants to encourage and reward states that are creating the conditions for education innovation and reform; implementing ambitious plans in the four education reform areas described in the American Recovery and Reinvestment Act of 2009 (ARRA); and achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring that students are prepared for success in college and careers.</p> <p>State departments of education provide subgrants to LEAs, including public charter schools identified as LEAs under state law, under such formulas, competitive processes, or other mechanisms as the state may propose in its plan. LEAs that choose to participate in their state's Race to the Top proposal must agree to fully implement the state's proposed plan and to use their funding under this grant in support of that plan.</p>



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<p><b>ENHANCING EDUCATION THROUGH TECHNOLOGY</b></p> <p><b>TITLE II, PART D</b></p>	<p>\$269.8 million</p>	<p>\$650 million</p>	<p>Formula (Grants are from states to districts.)</p> <p>Please Note: 50% Title I formula and 50% competition; Districts must spend 25% on professional development.</p>	<p>The primary goal of this program is to improve student achievement through the use of technology in elementary and secondary schools. Additional goals include helping all students become technologically literate by the end of the eighth grade and, through the integration of technology with both teacher training and curriculum development, establishing research-based instructional methods that can be widely implemented. The additional goals of this part are the following:</p> <ul style="list-style-type: none"> <li>• To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.</li> <li>• To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by SEAs and LEAs.</li> </ul>



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<p><b>TITLE IV, PART B</b></p> <p><b>21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS</b></p>	<p>\$1.1 billion</p>	<p>n/a</p>	<p>Formula grants are awarded to SEA; statewide competitive grants to LEAs.</p>	<p>This program supports the creation of community learning centers that provide academic enrichment opportunities during nonschool 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. LEAs that receive an award from their SEA (SEA 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. For this program, eligible entity means an LEA; community-based organization; another public or private entity; or a consortium of two or more such agencies, organizations, or entities. States must give priority to applications that are jointly submitted by an LEA and a community-based organization or other public or private entity.</p> <p>Please use the following link to identify the contact in your state:  <a href="http://www.ed.gov/programs/21stcllc/contacts.html#state">http://www.ed.gov/programs/21stcllc/contacts.html#state</a></p>



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<p><b>TITLE VI, PART B</b></p> <p><b>RURAL EDUCATION INITIATIVE</b></p> <p>Subpart 1– Small Schools Subpart 2 – Poverty</p>	\$173 million	n/a	Formula	<p>This program provides additional resources to small, poor schools not believed to be able to effectively compete for competitive grants for the purpose of supporting improvement in student academic achievement.</p>
<p><b>EARLY READING FIRST</b></p>	\$11.2 million	n/a	<p>Competitive; apply to U.S. Department of Education with its two-phase system to select recipients that includes a pre-application and a full application.</p>	<p>The program supports 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. Grants are designed to help improve their programs by creating centers of excellence that provide preschool-age children with language and cognitive skills and an early reading foundation.</p>



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<b>STRIVING READERS</b>	\$35.3 million	n/a	Competitive	This program provides additional support for middle and high school struggling readers. The program aims to raise middle and high school students' literacy levels in Title I-eligible schools with significant numbers of students reading below grade level. Potential projects include a supplemental literacy intervention targeted to students reading significantly below grade level and a schoolwide literacy program for improving student literacy in all disciplines.
<b>MIGRANT EDUCATION HIGH SCHOOL EQUIVALENCY PROGRAM</b>	\$18.7 million	n/a	Discretionary/ Competitive Grants	The High School Equivalency Program (HEP) helps migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. The program serves more than 7,000 students annually. Competitive awards are made for up to five years of funding.



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<p><b>TITLE III, PART A</b></p> <p><b>ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC ACT</b></p>	<p>\$730 million</p>	<p>n/a</p>	<p>Formula Please note: Grants are from states to districts. 50% by Title I formula and 50% by competition. Districts must spend 25% of the allocation on professional development.</p>	<p>This program focuses on the promotion of English language proficiency. The purposes of this part are —</p> <ul style="list-style-type: none"> <li>● To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet;</li> <li>● To assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and student academic achievement standards as all children are expected to meet;</li> <li>● To develop high-quality language instruction educational programs designed to assist SEAs, LEAs, and schools in teaching limited English proficient children and serving immigrant children and youth;</li> <li>● To assist SEAs and LEAs to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;</li> <li>● To assist SEAs, LEAs, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children.</li> </ul>



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<p><b>TITLE I, PART C*</b></p> <p><b>MIGRANT EDUCATION</b></p>	<p>\$394.7 million</p>	<p>n/a</p>	<p>Formula</p> <p>Please Note: Based on the number of eligible children, age 3 through 21, residing in the state during the previous year, plus the number of children who received services during summer and inter-semester.</p>	<p>Funds support high-quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to SEAs, based on each state's per-pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state.</p> <p>States use program funds to identify eligible children and provide education and support services. These services include: academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services; and preschool services. The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.</p>



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### **\*RESERVATION OF TITLE I, PART A ARRA FUNDS**

A state must reserve 4 percent of its total FY 2009 Title I, Part A allocation, including Title I, Part A ARRA funds, for school improvement activities under section 1003(a) of the ESEA. Of this 4 percent of funds, at least 95 percent must be allocated directly to LEAs for school improvement activities. A state may reserve funds for state administration from its total FY 2009 Title I, Part A allocation, including Title I, Part A ARRA funds, provided the amount does not exceed the amount allowable under section 1004(b) of the ESEA.