
A Guide to PreK-12 Education Funding

How to Navigate the Funding Process

U.S. Senator Kirsten Gillibrand

New York



2020

**Note: This document will be continuously updated as information becomes available*

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Introduction

Dear Fellow New Yorker:

I would like to take the opportunity to provide you with important information about funding opportunities for Education-providing organizations. New York is an educationally-diverse state, possessing some of the most densely populated as well as deeply rural school districts in the nation. These unique settings each require innovative administration and support. Our government, on both the state and federal level, provide funding for competitive grants, which finance various programs in support of quality education in New York State.

Finding the resources that meet your needs in the complex web of agencies can be a difficult task. For this reason, I have created this guidebook to serve as a starting point in providing information from relevant federal and state agencies about what resources are available to education providers. The information in this guidebook details programs that promote school modernization, teacher trainings, as well as student support services. Its contents are by no means comprehensive, and as new programs and opportunities emerge, its contents will be updated to provide New Yorkers with the most up-to-date information possible.

My Senate website (www.gillibrand.senate.gov) is continually updated with critical information about various funding opportunities that are available to you, how to access them, and where to apply. You can also request hard copies of this guidebook, and other thematic funding guidebooks, by filling out the guidebook order form at the end of this guidebook and mailing it back to my New York City office or by emailing an electronic copy to grants@gillibrand.senate.gov. Furthermore, if you need assistance from a federal agency or with an immigration case, please refer to the casework form at the end of the guidebook or visit <http://gillibrand.senate.gov/services/casework/form/>.

As you move forward with any grant opportunities please contact Caitlin Rooney, my Director of Economic Development, for letters of support, when applicable. You can reach her in my Washington, D.C. Office at grants@gillibrand.senate.gov, or (202) 224-4451.

Sincerely,



Kirsten Gillibrand
United States Senator

Section I

United States Department of Education (ED)

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. Created in 1980 by combining offices from several federal agencies, the department's 4,400 employees and \$68 billion budget are dedicated to establishing policies on federal financial aid for education, and distributing as well as monitoring those funds; collecting data on America's schools and disseminating research; focusing national attention on key educational issues; and prohibiting discrimination and ensuring equal access to education.

Grants Overview

Types of Grants Offered

- **Discretionary grants:** awarded using a competitive process.
- **Formula grants:** uses formulas determined by Congress and has no application process.

Academic Improvement and Teacher Quality Programs

Advanced Placement Incentive Program Grants

- This program provides grants to eligible entities to enable them to increase the participation of low-income students in both pre-AP and AP courses and tests.

Types of Projects

- Awards support activities to increase the participation of low-income students in both pre-AP and AP courses and tests. Grants support the development, enhancement, or expansion of AP courses, including pre-AP courses aligned with AP courses in mathematics, science, English, and other subject areas. Allowable activities include:
 - Professional development for teachers
 - Curriculum development
 - The purchase of books and supplies
 - Other activities directly related to expanding access to and participation in AP courses and tests for low-income students.

Additional Information

- The Department makes 3-year competitive awards to State educational agencies, local educational agencies, or national nonprofit educational entities with expertise in providing advanced placement services. Grants must be used to expand access for low-income individuals to Advanced Placement programs. Funds from the program permit States and local educational agencies to give more low-income students the opportunity to take Advanced Placement classes and participate in other challenging programs. Eligible activities include: teacher training, development of pre-Advanced Placement courses, coordination and articulation between grade levels to prepare students for academic achievement in

Advanced Placement classes, books and supplies, and participation in online Advanced Placement courses.

Advanced Placement Test Fee Program

- The Advanced Placement Test Fee (APTF) program awards grants to eligible State educational agencies (SEAs) to enable them to pay all or a portion of advanced placement test fees on behalf of eligible low-income students who
 - Are enrolled in an advanced placement course and
 - Plan to take an advanced placement test. The program is designed to increase the number of low-income students who take advanced placement tests and receive scores for which college academic credit is awarded.

Types of Projects

- Awards may be used only to support advanced placement test fees for low-income students. Fees for the College Board Advanced Placement (AP), International Baccalaureate (IB) or Cambridge International (CI) tests taken by low-income students are covered. The Secretary of Education may approve other advanced placement tests.

Additional Information

- The Department makes awards to SEAs to enable them to cover part or all of the cost of test fees of low-income students who are enrolled in an advanced placement class and plan to take an advanced placement test. Funds from the APTF program subsidize test fees for low-income students to encourage them to take advanced placement tests (AP, IB, or CI) and obtain college credit for high school courses, reducing the time and cost required to complete a postsecondary degree. In determining the amount of the grant awarded to a State for a fiscal year, the Secretary considers the number of children eligible to be counted under the ESEA Title I Basic Grants programs.

Improving Literacy Through School Libraries

- This program helps Local Education Agencies (LEA) improve reading achievement by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and professionally certified school library media specialists.

Types of Projects

- Districts may use funds for the following activities:
 - Purchase up-to-date school library media resources, including books;
 - Acquire and use advanced technology that is integrated into the curricula to develop and enhance the information literacy, information retrieval, and critical-thinking skills of students;
 - Facilitate Internet links and other resource-sharing networks;
 - Provide professional development for school library media specialists of PK-3 students and provide activities that foster increased collaboration among library specialists, teachers, and administrators of PK-12 students; and
 - Provide students with access to school libraries during nonschool hours, weekends, and summer vacations.

Innovative Approaches to Literacy Program

- The IAL program supports high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade in high-need local educational agencies (high-need LEAs) and schools. The Department intends to promote innovative literacy programs that support the development of literacy skills in low-income communities, including programs that
 - Develop and enhance effective school library programs, which may include providing professional development for school librarians, books, and up-to-date materials to high-need schools;
 - Provide early literacy services, including pediatric literacy programs through which, during well-child visits, medical providers trained in research-based methods of early language and literacy promotion provide developmentally appropriate books and recommendations to parents to encourage them to read aloud to their children starting in infancy; and
 - Provide high-quality books on a regular basis to children and adolescents from low-income communities to increase reading motivation, performance, and frequency. The IAL program supports the implementation of high-quality plans for childhood literacy activities and book distribution efforts that demonstrate a rationale.
- Many schools and districts across the Nation do not have school libraries that deliver high-quality literacy programming to children and their families. Additionally, many schools do not have qualified library media specialists and library facilities. Where facilities do exist, they often lack adequate books and other materials and resources. In many communities, high-need children have limited access to appropriate age- and grade-level reading material in their homes.
- The IAL program supports the implementation of high-quality plans for childhood literacy activities and book distribution efforts that are supported by evidence of strong theory (as defined in the NIA).

Jacob K. Javits Gifted and Talented Students Education Program

- The purpose of this program is to carry out a coordinated program of evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs. The major emphasis of the program is on serving students traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, limited English proficient (LEP), and disabled students, to help reduce the serious gap in achievement among certain groups of students at the highest levels of achievement.
- Grants are awarded under two priorities. Priority One supports initiatives to develop and scale up models serving students who are underrepresented in gifted and talented programs. Priority Two supports state and local efforts to improve services for gifted and talented students.

Types of Projects

- Programs and projects assisted under this program may include any of the following:
 - Conducting evidence-based research on methods and techniques for identifying and teaching gifted and talented students and for using gifted and talented programs and

methods to identify and provide the opportunity for all students to be served, particularly low-income and at-risk students.

- Establishing and operating programs and projects for identifying and serving gifted and talented students, including innovative methods and strategies (such as summer programs, mentoring programs, peer tutoring programs, service learning programs, and cooperative learning programs involving business, industry and education) for identifying and educating students who may not be served by traditional gifted and talented programs.
 - Providing technical assistance and disseminating information, which may include how gifted and talented programs and methods may be adapted for use by all students, particularly low-income and at-risk students.
- In addition, the program supports the National Center for Research on Gifted Education for the purpose of carrying out the allowable activities described above.

Mathematics and Science Partnerships

- This program is designed to improve the content knowledge of teachers and the performance of students in the areas of mathematics and science by encouraging states, institutions of higher education (IHEs), local education agencies (LEAs), and elementary and secondary schools to participate in programs that:
- Improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to improve mathematics and science teacher education
 - Focus on the education of mathematics and science teachers as a career-long process
 - Bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills
 - Provide summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills.

Types of Projects

- The program supports projects to improve math and science education through partnerships, which include, at a minimum, a high-need LEA and the mathematics, science, or engineering department of an IHE.

Additional Information

- The Mathematics and Science Partnership (MSP) program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.
- The MSP program is a formula grant program to the states, with the size of individual state awards based on student population and poverty rates. No state receives less than one half of one percent of the total appropriation. With these funds, each state is responsible for administering a competitive grant competition, in which grants are made to partnerships to improve teacher knowledge in mathematics and science.

School Dropout Prevention Program

- The High School Graduation Initiative (HSGI) awards discretionary grants to State educational agencies (SEAs) and local educational agencies (LEAs) to support the implementation of effective, sustainable, and coordinated dropout prevention and re-entry programs in high schools with annual dropout rates that exceed their state average annual dropout rate. Funds also may be used to support activities at middle schools that feed into high schools that have dropout rates that exceed the State average annual rate.

Types of Projects

- Grants are awarded for up to 60 months to state education agencies (SEAs) and local education agencies (LEAs) to support school dropout prevention and reentry efforts. Grant funds may be used for such activities as:
 - The early and continued identification of students at risk of not graduating
 - Providing at-risk students with services designed to keep them in school
 - Identifying and encouraging youth who have left school without graduating to reenter and graduate
 - Implementing other comprehensive approaches
 - Implementing transition programs that help students successfully transition from middle school to high school.

Striving Readers Comprehensive Literacy Program

- The purpose of the Striving Readers Comprehensive Literacy (SRCL) discretionary grants is to create a comprehensive literacy program to advance literacy skills — including pre-literacy skills, reading, and writing — for students from birth through grade 12, including limited-English-proficient students and students with disabilities.

Turnaround School Leaders Program

- The Turnaround School Leaders Program supports projects to develop and implement or enhance and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders (which may include leadership teams) for School Improvement Grant (SIG) schools and/or SIG-eligible schools in a local educational agency (LEA) or consortium of LEAs.

Types of Projects

- Under this program grantees will develop systems at the LEA level to:
 - Recruit and select promising current and prospective school leaders with the competencies necessary to turn around a SIG school or SIG-eligible school
 - Provide high-quality training to selected school leaders to prepare them to successfully lead turnaround efforts in SIG schools and/or SIG-eligible schools
 - Place school leaders in SIG schools and/or SIG-eligible schools and provide them with ongoing professional development and other support that focuses on instructional leadership and school management and is based on individual needs consistent with the LEA's plan for turning around its SIG schools and/or SIG-eligible schools
 - Retain effective school leaders, using financial or other incentives, and replace ineffective school leaders.

21st Century Community Learning Centers

- 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.

Office of Early Learning

Preschool Development Grants

- The Preschool Development Grants competition supports States to:
 - Build or enhance a preschool program infrastructure that would enable the delivery of high-quality preschool services to children, and
 - Expand high-quality preschool programs in targeted communities that would serve as models for expanding preschool to all 4-year-olds from low- and moderate-income families.
- These grants would lay the groundwork to ensure that more States are ready to participate in the Preschool for All formula grant initiative proposed by the Administration.

Office of Impact Aid Programs

Impact Aid Section 8002 – Payments for Federal Property

- Payments for Federal Property assist local school districts that have lost a portion of their local tax base because of Federal ownership of property. To be eligible, a school district must demonstrate that the Federal Government has acquired, since 1938, real property with an assessed valuation of at least 10 percent of all real property in the district at the time of acquisition.

Impact Aid Section 7003 – Payments for Federally Connected Children

- Section 7003 grants help educate federally connected children. These may be the children of members of the uniformed services, children who live on Indian lands, children who live on federal property or federally subsidized low rent housing, and children whose parents work on federal property. Section 7003 grants include additional payments for children with disabilities for federally connected children who are eligible under the Individuals with Disabilities Education Act (IDEA).

Impact Aid Section 7007b – Discretionary Construction Grant Program

- The Elementary and Secondary Education Act authorizes Impact Aid discretionary construction grant under Section 7007(b). These grants fund emergency repairs and modernization of school facilities to certain eligible local educational agencies (LEAs) that receive Impact Aid.

- Emergency repair grants must be used to repair, renovate, or alter a public elementary or secondary school facility to ensure the health, safety, and wellbeing of students and school personnel.
- Modernization grants may be used to extend a public elementary or secondary school facility to ease overcrowding and provide facilities that support a contemporary educational program. The law specifies that applications for Emergency grants receive first and second priority in the competition, while applications for Modernization grants are treated as third and fourth priorities.

Impact Aid Section 8008 – Facilities Maintenance

- The U.S. Department of Education owns a limited number of school facilities that are operated by local educational agencies that serve military installations. Section 7008 grants help maintain these federally owned school facilities and restore or improve them where appropriate to enable an LEA to accept ownership. The Department directly oversees construction projects, unless the LEA has agreed to accept transfer of the facility, in which case funds may be provided to the LEA to complete the project after the transfer.

Office of Indian Education

Indian Education – Demonstration Grants for Indian Children

- 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.

Native Youth Community Projects

- There is a new absolute priority called the Native Youth Community Projects (NYCP). The NYCP is centered on the goal of ensuring that Indian students are prepared for college and careers by promoting partnerships in American Indian and Alaska Native tribal communities.

Indian Education – Formula Grants to Local Education Agencies

- This program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including preschool children. The programs funded are to meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet the challenging State academic standard. The program is the Department's principal vehicle for addressing the particular needs of Indian children.

Types of Projects

- Grant funds supplement the regular school program by meeting the culturally related academic needs of Indian children. Projects help Indian children sharpen their academic skills, assist students in becoming proficient in the core content areas, and provide students an opportunity to participate in enrichment programs that would otherwise be unavailable. Funds support such activities as culturally-responsive after-school programs, Native language classes, early childhood education, tutoring, and dropout prevention.

Additional Information

- The Indian Education Formula Grant program provides grants to support local educational agencies in their efforts to reform elementary and secondary school programs that serve Indian students. Annually each applicant develops and submits to the Department a comprehensive plan for meeting the needs of Indian children.
- Applicants must develop this plan in collaboration with a local committee comprised primarily of parents and family members of Indian children and must include student performance goals, a description of professional development activities that the applicant will carry out, and an explanation of how it will assess students' progress toward meeting its goals and will provide the results of this assessment to the parent committee, Indian community and tribes whose children are served by the LEA.

Office of Migrant Education

Migrant Education – College Assistance Migrant Program

- The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. The funding supports completion of the first year of studies. Competitive five-year grants for CAMP projects are made to IHEs or to nonprofit private agencies that cooperate with such institutions. The program serves approximately 2,000 CAMP participants annually.

Types of Programs

- Services include outreach to persons who are eligible, counseling, tutoring, skills workshops, financial aid stipends, health services, and housing assistance to eligible students during their first year of college. Limited follow-up services are provided to participants after their first year.

Migrant Education – High School Equivalency Program

- 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

approximately 5,000 students annually. Competitive awards are made for up to five years of funding.

Types of Projects

- The purposes of HEP are to help migrant and seasonal farmworkers and members of their immediate family:
 - Obtain a general education diploma that meets the guidelines for high school equivalency (HSE) established by the State in which the HEP project is conducted
 - Gain upgraded employment, be placed in an institution of higher education (IHE) or other postsecondary education or training, or enter the military.

Migrant Education – Basic State Formula Grants

- 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.

Program Description

- 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.

Types of Projects

- 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
 - Preschool services.

MEP Consortium Incentive Grants

- The MEP Consortium Incentive Grants are authorized by section 1308(d) of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the No Child Left Behind Act of 2001 (NCLB). Through this program, the Department provides financial incentives to State Educational Agencies (SEAs) to participate in high quality consortia that improve the interstate or intrastate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted.

Office of Safe and Healthy Students

Assistance for Homeless Children and Youth

- The purpose of this program award grants to eligible SEAs to enable them to provide financial assistance to LEAs serving homeless children and youth displaced by a covered disaster or emergency in order to address the educational and related needs of these students in a manner consistent with section 723 of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) and with section 106 of title IV of division B of Public Law 109-148.

Carol M. White Physical Education Program

- The Carol M. White Physical Education Program provides grants to Local Education Agencies (LEAs) and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs, including before school, after school, and summer programs for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting their state's standards for physical education.

Types of Projects

- Projects must be designed to help students meet its State's physical education standards by undertaking instruction in healthy eating habits and good nutrition and at least one of the authorized physical fitness activities. Authorized physical fitness activities include:
 - Fitness education and assessment to help students understand, improve, or maintain their physical well-being
 - Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student
 - Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle
 - Opportunities to develop positive social and cooperative skills through physical activity participation
 - Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Education for Homeless Children and Youths Grants for State and Local Activities

- Formula grants are made to the 50 states, the District of Columbia, and Puerto Rico based on each state's share of Title I, Part A, funds. The outlying areas and the Bureau of Indian Affairs also receive funds.

- Among other things, the program supports an office for coordination of the education of homeless children and youths in each state, which gathers comprehensive information about homeless children and youths and the impediments they must overcome to regularly attend school.
- These grants also help SEAs ensure that homeless children, including preschoolers and youths, have equal access to free and appropriate public education (FAPE). States must review and revise laws and practices that impede such equal access. States are required to have an approved plan for addressing problems associated with the enrollment, attendance, and success of homeless children in school.
- States must make competitive subgrants to LEAs to facilitate the enrollment, attendance, and success in school of homeless children and youths. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues.

Types of Projects

- With subgrant funds, LEAs offer such activities as coordination and collaboration with other local agencies to provide comprehensive services to homeless children and youths and their families. LEAs also offer expedited evaluations of the needs of homeless children to help them enroll in school, attend regularly, and achieve success.

Educational Facilities Clearinghouse

- The Educational Facilities Clearinghouse (Clearinghouse) will support educational facilities through the provision of technical assistance and training to public facilities for pre-kindergarten, kindergarten- through-grade-12, and higher education on issues related to educational facility planning, design, financing, construction, improvement, operation, and maintenance. The Clearinghouse will also develop resources and assemble best practices on issues related to ensuring safe, healthy, and high-performance public facilities, including procedures for identifying hazards and conducting vulnerability assessments.

Types of Projects

- Grant funds may be used for the following activities:
 - Establishing and maintaining a dedicated Web site that will include electronic resources, such as links to published articles and research, related to the planning, design, financing, construction, improvement, operation, and maintenance of safe, healthy, high- performance public facilities for pre-kindergarten, kindergarten-through-grade-12, and higher education
 - Developing resources that support the planning, design, financing, construction, improvement, operation, and maintenance of safe, healthy, high-performance public facilities for nursery and pre-kindergarten, kindergarten-through-grade-12 schools, and higher education
 - Conducting training programs for pre-kindergarten, and kindergarten-through-grade-12 schools; local educational agencies (LEAs); or public higher education facilities on topics related to the planning, design, financing, construction, improvement, operation, or maintenance of public educational facilities
 - Providing technical assistance to pre-kindergarten, and kindergarten-through-grade-12 schools; LEAs; or public higher education facilities regarding issues related to the

planning, design, financing, construction, improvement, operation, and maintenance of public educational facilities.

Elementary and Secondary School Counseling Programs

- This program provides funding to LEAs to establish or expand elementary and secondary school counseling programs, with special consideration given to applicants that can:
 - Demonstrate the greatest need for counseling services in the schools to be served
 - Propose the most innovative and promising approaches
 - Show the greatest potential for replication and dissemination.

Types of Projects

- Projects should:
 - Use a developmental, preventive approach,
 - Expand the inventory of effective counseling programs,
 - Include in-service training, and
 - Involve parents and community groups.

Grants to States for School Emergency Management Grant Program

- The Grants to States for School Emergency Management Program provides competitive grants to State educational agencies (SEAs) to increase their capacity to assist local educational agencies (LEAs) by providing training and technical assistance in the development and implementation of high-quality school emergency operations plans (EOPS).

Types of Projects

- Projects should increase the SEA's capacity to provide training and technical assistance to LEAs for the development and implementation of high-quality school EOPs.

Prevention and Intervention Programs for Children and Youths Who Are Neglected, Delinquent, or At Risk

- The Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. Funds are allocated by formula to SEAs, which make subgrants to the state agencies responsible for educating neglected or delinquent children and youths. To be eligible for state N and D funds, juvenile institutions must provide 20 hours a week of instruction from nonfederal funds; adult correctional institutions must provide 15 hours. The Subpart 2 Local Education Agency Program requires each SEA to reserve from its Title I, Part A, allocation, funds generated by the number of children in locally operated institutions for delinquent youths. Funds are awarded to LEAs with high

proportions of youths in local correctional facilities to support dropout prevention programs for at-risk youths.

Types of Projects

- The programs support supplemental instruction in core subject areas, such as reading and mathematics, as well as tutoring, counseling, and transition services.

Additional Information

- The Neglected and Delinquent Program under Part D of the ESEA consists of 2 subparts. Subpart 1 is the State Agency Neglected and Delinquent formula grant program; subpart 2 is the Local Educational Agency (LEA) program. The Subpart 2 program is funded through an SEA reservation of funding under Title I, Part a.

State Agency Program

- The Part D, Subpart 1 State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youth in State-run institutions for juveniles and in adult correctional institutions, so that these youth can make successful transitions to school or employment once they are released from State institutions.

Local Educational Agency Program

- The Subpart 2 Local Educational Agency program requires each SEA to reserve, from its Title I allocation, funds generated by the number of children in locally operated institutions for delinquent youth. Funds are awarded to LEAs with high proportions of youth in local correctional facilities for drop-out prevention programs for at-risk youth.

Project Prevent Grant Program

- This program provides funding to LEAs to increase their capacity both to identify, assess, and serve students exposed to pervasive violence, helping to ensure that affected students are offered mental health services for trauma or anxiety; support conflict resolution programs; and implement other school-based violence prevention strategies in order to reduce the likelihood that these students will later commit violent acts.

Types of Projects

- These projects must offer students:
 - Access to school-based counseling services, or referrals to community-based counseling services, for assistance in coping with trauma or anxiety
 - School-based social and emotional supports for students to help address the effects of violence
 - Conflict resolution and other school-based strategies to prevent future violence

- A safer and improved school environment, which may include, among others, activities to decrease the incidence of harassment, bullying, violence, gang involvement, and substance use.
- Applicants must address all four subparts of this absolute priority.

Promoting Student Resilience

- The Promoting Student Resilience program provides grants to local educational agencies (LEAs) (or consortia of LEAs) to build and increase their capacity to address the comprehensive behavioral and mental health needs of students in communities that have experienced Significant civil unrest in the past 24 months.

School Climate Transformation Grant - State Educational Agency Grants

- The School Climate Transformation Grant—State Educational Agency Program provides competitive grants to State educational agencies (SEAs) to develop, enhance, or expand systems of support for, and technical assistance to, local educational agencies and schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students.

Types of Projects

- Projects should develop, enhance, or expand statewide systems of support for, and technical assistance to, local educational agencies and schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students.

School Climate Transformation Grant - Local Educational Agency Grants

- The School Climate Transformation Grant—Local Educational Agency Program provides competitive grants to local educational agencies (LEAs) to develop, enhance, or expand systems of support for, and technical assistance to, schools implementing an evidence-based multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students.

Types of Projects

- Projects should:
 - Build capacity for implementing a sustained, school-wide multi-tiered behavioral framework
 - Enhance capacity by providing training and technical assistance to schools
 - Include an assurance that the applicant will work with a technical assistance provider, such as the PBIS Technical Assistance Center funded by the Department, to ensure that technical assistance related to implementing program activities is provided.

Project School Emergency Response to Violence (SERV)

- This program funds short-term and long-term education-related services for local educational agencies (LEAs) and institutions of higher education (IHEs) to help them recover from a violent or traumatic event in which the learning environment has been disrupted.

Student Support and Academic Enrichment Program

- To improve student's academic achievement by increasing the capacity of States, local educational agencies, schools and local communities to:
 - Provide all students with access to a well-rounded education
 - Improve school conditions for student learning
 - Improve the use of technology in order to improve the academic achievement and digital literacy for all students.

Office of School Support and Rural Programs

Comprehensive Centers Program

- This program awards discretionary grants that support comprehensive centers to provide capacity-building services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction.
- By statute, the Department is required to establish at least one center in each of the 10 geographic regions served by the Department's Regional Educational Laboratories (RELs).
- The 2012 cohort of Comprehensive Centers, which received initial awards in 2012, includes 7 content centers and 15 regional centers. An additional content center, funded in response to 2016 appropriations language and a new authority in the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), focuses on students at risk of not attaining full literacy skills due to a disability.
- Each Comprehensive Center must develop a 5-year plan for carrying out authorized activities. The plan of each center is developed to address the needs of SEAs in meeting ESEA student achievement goals, as well as priorities established by the Department and the States. Each center has an advisory board, with representation from SEAs, LEAs, institutions of higher education, educators, administrators, policymakers, researchers, and business representatives, that advises the center on:
 - Allocation of resources
 - Strategies for monitoring and addressing the region's educational needs (or the regional centers' needs in the case of the content centers)
 - Maintaining a high standard of quality in the performance of its activities
 - Carrying out the center's activities in a manner that promotes progress toward improving student academic achievement.

Types of Projects

- Centers develop annual service plans for carrying out authorized activities that address State and regional needs.
- Centers provide assistance to SEAs in their assigned states and content centers create materials, tools, and training that reflect national expertise to complement and support the direct services that regional centers provide to SEAs. Regional centers identify relevant information generated by these content centers in their local work with SEAs to build their capacity to implement school and district improvement measures.

Training and Advisory Services Equity Assistance Centers

- Equity Assistance Centers are funded by the Department to provide technical assistance and training, upon request, in the areas of race, sex, national origin, and religion to public school districts and other responsible governmental agencies to promote equitable education opportunities. The centers work in the areas of civil rights, equity, and school reform. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.

Types of Projects

- Typical activities include:
 - Technical assistance in the identification and selection of appropriate education programs to meet the needs of English Learners (ELs)
 - Training designed to develop educators' skills in specific areas, such as the dissemination of information on successful education practices and the legal requirements related to nondiscrimination on the basis of race, sex, national origin, and religion in education programs.
- Projects include technical assistance and training for education issues occasioned by school desegregation. The centers work with schools in the areas of harassment, bullying, and prejudice reduction. Centers also develop materials, strategies, and professional development activities to assist schools and communities in preventing and countering harassment based on ethnicity, gender, or religious background.

Additional Information

- The purpose of this program is to award grants (cooperative agreements) to operate regional equity assistance centers to provide technical assistance and training, at the request of school boards and other responsible governmental agencies, on issues related to equity in education to ensure that all children, regardless of race, gender, national origin, or religion, have equal access to quality education and the opportunity to develop high academic standards in reading, math and other core subject areas.
- The Equity Assistance Centers (EACs) are a resource for the Office for Civil Rights in working with school districts that have achieved unitary status. The EACs offer technical assistance to school districts, State education agencies, and others who seek to resolve civil

rights conflicts and promote social justice and equity. More recently, they provide resources and training in the areas of hate crimes, racial prejudice, and bullying.

- Typical activities include disseminating information on successful education practices and legal requirements related to nondiscrimination on the basis of race, sex, national origin, and religion in educational programs; training designed to develop educators' skills in specific areas such as identification of race and sex bias in instructional materials; technical assistance in the identification and selection of appropriate educational programs to meet the needs of limited English proficient students; and instructing school officials on how to prevent sexual harassment and combat biases.

Technical Assistance for Student Assignment Plans

- The TASAP program provides one-time competitive grants to local educational agencies (LEAs) to procure technical assistance in preparing, adopting, or modifying, and implementing student assignment plans to avoid racial isolation and resegregation in the Nation's schools, and to facilitate student diversity, within the parameters of current law.
- LEAs use these grant funds to seek assistance and expertise from student assignment specialists, demographers, community relations specialists, facility and other planners, or curriculum specialists and others in comparable LEAs with relevant and successful experience, as well as specialists and consultants from academia, non-profit organizations, civil rights organizations, and the private sector.

Small, Rural School Achievement Program

- The purpose of the Small, Rural School Achievement (SRSA) program is to provide rural LEAs with financial assistance to fund initiatives aimed at improving student academic achievement.
- Local education agencies (LEAs) are entitled to funds if they meet basic eligibility and application requirements. Awards are issued annually, and award amounts are determined using [a formula](#).

Uses of Funds

- Grantees may use SRSA funds to carry out activities authorized under any of the following federal programs:
 - Title I-A (Improving Basic Programs Operated by Local Education Agencies)
 - Example: A school district develops an entrepreneurial education program to supplement its civics curriculum.
 - Title II-A (Supporting Effective Instruction)
 - Example: A school district pays the stipend for a prospective teacher to work alongside an effective teacher, who is the teacher of record, for a full academic year.
 - Title III (Language Instruction for English Learners and Immigrant Students)

- Example: A school district offers an afterschool enrichment program for English learners.
- Title IV-A (Student Support and Academic Enrichment)
 - Example: A school district purchases a bully prevention program for all schools.
- Title IV-B (21st Century Community Learning Centers)
 - Example: A school district purchases instruments to supplement schools' band and orchestra programs.

Alternate Uses of Funds Authority

- The Alternative Uses of Funds Authority allows SRSA-eligible LEAs greater flexibility in spending the funds they receive under Title II, Part A and Title IV, Part A, to best address the LEA's particular needs. Under the Alternative Uses of Funds Authority, LEAs are able to use their Title II, Part A and Title IV, Part A, funds to pay for activities under any of the allowable uses for SRSA grant funds. (See Section 5211(a) of the ESEA, as amended, for more information.)
 - An SRSA-eligible LEA does not have to apply for SRSA funds in order to exercise the Alternative Uses of Funds Authority.
 - An LEA that is eligible for both SRSA and RLIS may exercise this authority even if the LEA chooses to participate in RLIS instead of SRSA.
 - Before exercising the Alternative Uses of Funds Authority, an eligible LEA must notify its state educational agency (SEA) of its intent to do so by the deadline established by the SEA. Eligible LEAs should reach out to their SEA contact for more information about the SEA's reporting requirements deadline.

Rural and Low-Income School Program

- The purpose of the Rural and Low-Income School (RLIS) grant program is to provide rural districts with financial assistance for initiatives aimed at improving student achievement. The grant is non-competitive, and eligibility is determined by statute.
- Awards are issued annually to state education agencies (SEAs), which make sub-grants to local education agencies (LEAs) that meet the applicable requirements. Awards are made to all SEAs that apply and meet the applicable requirements of the act.

Use of Funds

- LEAs that receive RLIS grants may use the funds to carry out the following types of activities:
 - Parental involvement activities
 - Title I-A (Improving Basic Programs Operated by local education agencies)
 - Example: A school district develops an entrepreneurial education program to supplement its civics curriculum.
 - Title II-A (Supporting Effective Instruction)
 - Example: A school district pays the stipend for a prospective teacher to work alongside an effective teacher, who is the teacher of record, for a full academic year.
 - Title III (Language Instruction for English Learners and Immigrant Students)

- Example: A school district offers an afterschool enrichment program for English learners.
- Title IV-A (Student Support and Academic Enrichment)
 - Example: A school district purchases bully prevention materials for all schools.

Enhancing Education through Technology (Ed-Tech) State Program

- 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 innovative, research-based instructional methods that can be widely implemented.

Types of Projects

- Local activities include the support of continuing, sustained professional development programs and public-private partnerships. Activities also include: the use of new or existing technologies to improve academic achievement; the acquisition of curricula that integrate technology and are designed to meet challenging state academic standards; the use of technology to increase parent involvement in schools; and the use of technology to collect, manage, and analyze data to enhance teaching and school improvement.

Additional Information

- Under the Ed-Tech program, the U.S. Department of Education provides grants to State educational agencies (SEAs) on the basis of their proportionate share of funding under Part A of Title I.
- States may retain up to 5 percent of their allocations for State-level activities, and must distribute one-half of the remainder by formula to eligible local educational agencies and the other one-half competitively to eligible local entities.

Consolidated Grants to the Insular Areas

- This authority allows the Insular Areas (American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands) to apply for two or more eligible State administered formula grant programs under one application, and to choose how to allocate funds among programs within the consolidated application. In general, consolidated grant funds are used to improve teaching and learning by encouraging greater cross-program coordination, planning, and service delivery, while enhancing integration of programs with educational activities carried out with State and local funds. The consolidated grant is designed to minimize the burden caused by existing application and reporting procedures for certain eligible grant programs. Each Insular Area submits one application for any two or more eligible programs. Beginning in FY 2017 the Insular Areas will submit a three year application; each subsequent year during the three year period will allow for amendments to the application. The amount of the consolidated grant is the sum of the allocations the Insular Area receives under each of the grant programs included in the application.

Types of Projects

- Once an insular area identifies two or more eligible programs to consolidate, they must decide under which one or more of the consolidated programs they will appropriate funds to in order to carry out program activities. The Insular Areas may only use and administer funds received under a consolidated grant to carry out eligible programs included in the consolidation and use those funds for any of the authorized purposes of that program or programs.

Office of State Support

Opening Doors, Expanding Opportunities Grants

- This program supports Local Educational Agencies (LEAs) and their communities in preparing to implement innovative, effective, ambitious, comprehensive, and locally driven strategies to increase socioeconomic diversity in schools and LEAs as a means to improve the achievement of students in the lowest-performing schools. Through the Opening Doors, Expanding Opportunities program, the Department will support LEAs in two different stages of increasing socioeconomic diversity in their schools. First, this program supports an LEA, or a consortium of LEAs, to:
 - Analyze existing challenges and devise potential solutions for increasing socioeconomic diversity in their schools
 - Create a blueprint for improving academic outcomes for students in their lowest-performing schools by substantially increasing socioeconomic diversity, as referenced above, in their lowest-performing schools by the end of the 2025-2026 school year and a strategy for implementing that blueprint.
- Second, this program supports an LEA, or a consortium of LEAs, that have existing or established efforts to improve student outcomes by increasing socioeconomic diversity, to:
 - Analyze existing challenges and devise potential solutions for further increasing socioeconomic diversity in their schools
 - Publish a blueprint for building on these existing efforts to improve academic outcomes for students in their lowest-performing schools by substantially increasing and maintaining socioeconomic diversity in their lowest-performing schools by the end of the 2025-2026 school year
 - Execute one or more Pre-Implementation Activities that will contribute to the possible full implementation of the blueprint after the grant period.
- The resulting blueprints will:
 - Provide a publicly available implementation plan for the grantee LEAs and their communities to support efforts to increase the socioeconomic diversity in their schools
 - Serve as a resource for local and State policy decisions that could reduce barriers to, and build support for, increasing socioeconomic diversity in schools;
 - Serve as a resource for other communities considering similar approaches.

Section II

United States Department of Agriculture (USDA)

The United States Department of Agriculture (USDA) provides leadership on food, agriculture, natural resources, rural development, nutrition, and related issues based on public policy, the best available science, and effective management.

They have a vision to provide economic opportunity through innovation, helping rural America to thrive; to promote agriculture production that better nourishes Americans while also helping feed others throughout the world; and to preserve our Nation's natural resources through conservation, restored forests, improved watersheds, and healthy private working lands.

National Institute of Food and Agriculture

Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants (SPECA) Program

- The Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants (SPECA) program seeks to: (a) promote and strengthen secondary education and two-year postsecondary education in the food, agriculture, natural resources and human (FANH) sciences in order to help ensure the existence in the United States of a qualified workforce to serve the FANH sciences system; and (b) promote complementary and synergistic linkages among secondary, two-year postsecondary, and higher education programs in the FANH sciences in order to advance excellence in education and encourage more young Americans to pursue and complete a baccalaureate or higher degree in the FANH sciences.

Eligibility

- Independent School Districts
- State Controlled Institutions of Higher Ed
- Applications may be submitted by eligible public secondary schools, public or private, nonprofit junior or community colleges, and nonprofit organizations.

Agriculture in the Classroom (AITC) Program

- NIFA's Agriculture in the Classroom Program (AITC) serves nearly 5 million students and 60,000 teachers annually through workshops, conferences, field trips, farm tours, and other educational activities. AITC programs include working with state AITC activities engaged in a variety of issues relating to agricultural literacy. Other programs emphasized by the NIFA AITC office include:
 - Science literacy
 - Agricultural careers
 - Nutrition
 - Pre-service and professional development opportunities for teachers.
- The disciplines of agriculture and education have been related for much of our nation's history. When most Americans lived on farms or in small towns, students often did farm chores before and after school. Old schoolbooks have numerous agricultural references. As

the farming population began to decline, agricultural emphasis decreased in educational materials as well.

- A core group of educators and agriculturalists pushed for more youth education about agriculture. They recognized the interlocking role of farming and food and fiber production with environmental quality, which included wildlife habitat, clean water, and the preservation of forests. This group went on to promote the national effort of AITC. Today AITC continues to help students gain a greater awareness of the role of agriculture in the economy and society so they will become citizens who support wise agricultural policies.



Section III

Department of Defense Education Activity

Department of Defense Education Activity (DoDEA), as one of only two Federally-operated school systems, is responsible for planning, directing, coordinating, and managing prekindergarten through 12th grade educational programs on behalf of the Department of Defense (DoD).

DoDEA employs approximately 15,000 employees who serve more than 70,000 children of active duty military and DoD civilian families. DoDEA is committed to ensuring that all school-aged children of military families are provided a world-class education that prepares them for postsecondary education and/or career success and to be leading contributors in their communities as well as in our 21st century globalized society.

The DoDEA Grant Program

- The quality of K-12 education is an important criterion for retention of the military family. The Department of Defense Education Activity (DoDEA) is charged with the critical responsibility and privilege of educating the children of our Nation's military. Recognizing that over 1.1M military-connected students attend public schools, leveraging partnerships with school districts is paramount in influencing successful educational outcomes for military-connected students.
- Consequently, the National Defense Authorization Act of 2008 provided DoDEA the authority to share resources with public schools that educate military-connected students. One aspect of resources is the authority to administer a grant program that supports research-based strategies that enhance student achievement and ease the challenges that military children face due their parents military service.

Section IV

National Endowment for the Humanities

The National Endowment for the Humanities (NEH) is an independent federal agency created in 1965. It is one of the largest funders of humanities programs in the United States. Because democracy demands wisdom, NEH serves and strengthens our republic by promoting excellence in the humanities and conveying the lessons of history to all Americans. The Endowment accomplishes this mission by awarding grants for top-rated proposals examined by panels of independent, external reviewers.

Division of Education Programs

- The Division of Education Programs supports humanities education through programs aimed primarily at program and curriculum development and through professional development opportunities for K-12 and higher education faculty. Intensive reading and discussion programs featuring recognized scholars bring together small communities of teachers at both the higher education and K-12 levels to investigate new themes and innovative approaches to humanities subjects.
- Largely residential and held during the summer, these programs encourage the study of common texts and other resources, include visits to collections in libraries and museums, and help faculty integrate what has been learned back into their classrooms. The division has several grant programs to support broad institutional endeavors.

Section V

New York State Education Department

The New York State Education Department is part of the University of the State of New York (USNY), one of the most complete, interconnected systems of educational services in the United States. Our mission is to raise the knowledge, skill, and opportunity of all the people in New York. Our vision is to provide leadership for a system that yields the best educated people in the world.

Advanced Course Access (ACA) Program

- To increase equity in access to advanced courses, including Advanced Placement (AP), International Baccalaureate (IB), and dual-credit courses, for high school students who currently have very limited or no access to advanced courses, through online learning, distance learning, or other evidence-based methods.

Eligibility

- Boards of Cooperative Educational Services (BOCES)-led consortium and the Big 5 public school districts (New York City, Yonkers, Syracuse, Rochester, and Buffalo).
 - A NYC proposal must be made from the NYC Department of Education.
 - BOCES-led consortia must include, at minimum, one BOCES and seven (7) Rest of State (RoS) districts.
 - All Consortia must be led by a BOCES.
 - If more than one BOCES is part of a consortium, one BOCES must lead the consortium.
 - Non-BOCES Component school districts are eligible to join a BOCES-led consortium.
 - BOCES-led consortia may include any RoS districts, including non-component districts and districts that are components of other BOCES.
 - Any district can only participate in one consortium.
 - Big 4 School Districts may submit individual proposals or join BOCES-led consortia, but the BOCES must be the lead applicant.

My Brother's Keeper Challenge Grant

- The purpose of My Brother's Keeper Challenge Grant is to incentivize and support school districts to accept the My Brother's Keeper Challenge and implement a coherent outcomes-based cradle-to-college strategy aimed at improving the life outcomes for youth, particularly for boys and young men of color.

Eligibility

- Eligible school districts meet the following criteria:
 - District had one or more Comprehensive Support and Improvement (CSI) schools identified in 2018-19 year;
 - District had one or more Focus or Priority schools in 2017-18

Smart Start Program

- To develop, implement, and share innovative programs that provide professional development and support to increase expertise in computer science, engineering, and/or educational technology among teachers in grades K-8.
- These programs (and component activities, materials, professional development resources, etc.) will support the mission of the NYS Board of Regents, which is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

Migrant Education Tutorial and Support Services (METS) Program Grant Application

- The grant supports eight (8) Migrant Education Tutorial and Support Services (METS) program centers across New York State. The program goals of the METS are to support the identification and recruitment of migrant-eligible children and youth, agricultural workers, fishers, and their families, and to provide them with data-driven, evidence-based supplemental educational programs and support services based on their needs. The METS program centers will implement activities including, but not limited to, strategic tutoring and academic support, mentoring, and academic and/or career counseling, English language acquisition and literacy development, and seek to strengthen family-school-community partnerships, encourage parent and family engagement, facilitate social-emotional well-being, foster positive self-identity, and increase students' access to educational opportunities through promoting advocacy to self-advocacy and identity development, and other supportive services. This is to ensure that all migrant children and youth will have the opportunity to graduate from high school, earn a high school equivalency diploma (HSE), complete career and technical education courses (CTE), or succeed at other alternative educational opportunities, in order to be ready for college, careers, and life, prepared to pursue the future of their choosing.

Eligibility

- Local Education Agencies (LEAs) (i.e., school districts that operate local public elementary and secondary schools), Boards of Cooperative Educational Services (BOCES), and Institutions of Higher Education (IHEs).

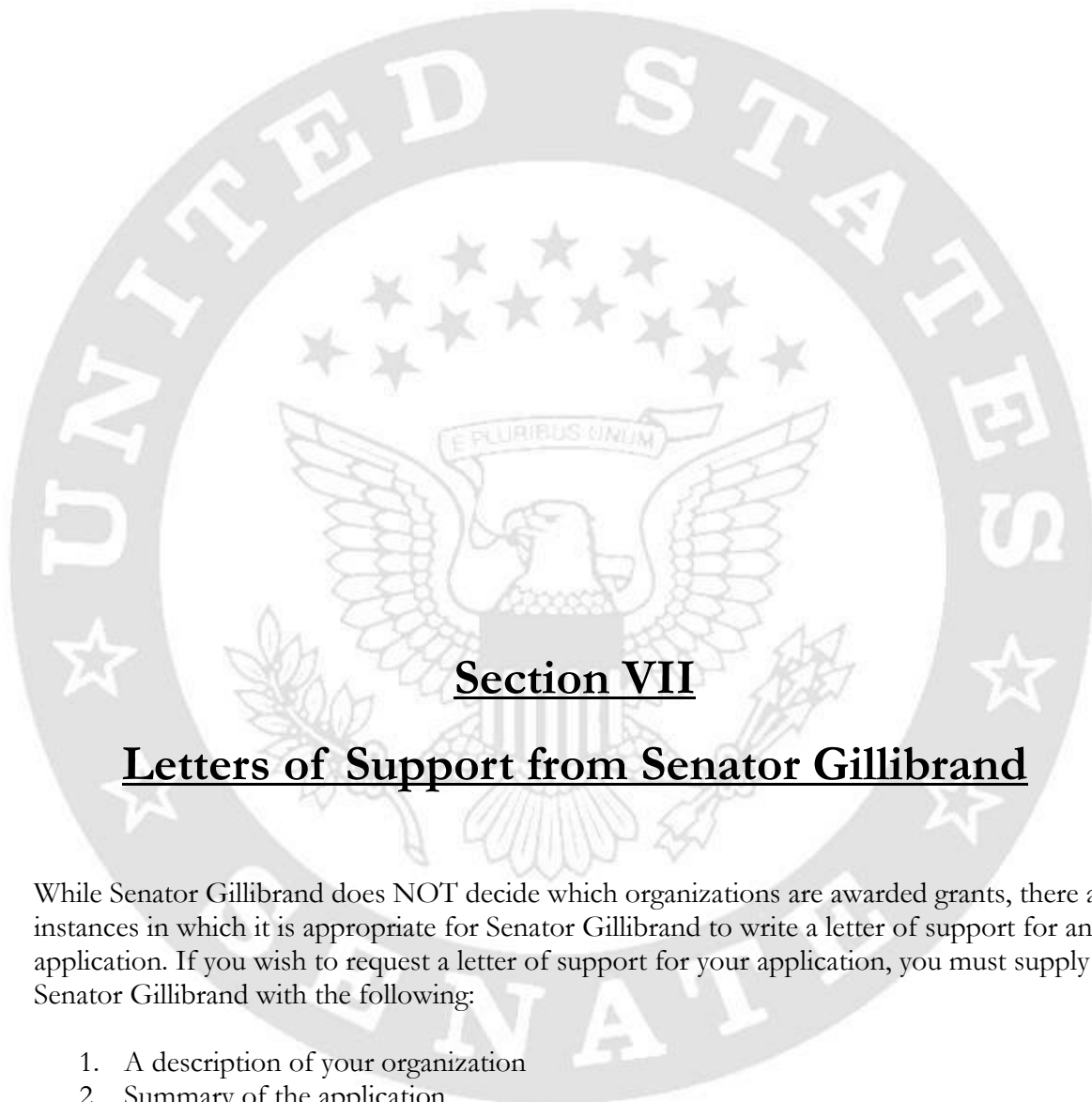
Student Support and Academic Enrichment Grant Application

- Title IV, Part A of the Every Student Succeeds Act of 2015 is intended to improve student's academic achievement by increasing the capacity of States, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.
- The overarching purpose of this request for proposals (RFP) is to encourage and support eligible districts and public charter schools to increase the capacity of local educational agencies (LEAs) to:
 - Provide all students with access to well-rounded educational opportunities;
 - Support safe and healthy students; and/or
 - Support the effective use of technology.

- In accordance with ESEA section 4106(e) (2) and (f), an LEA or consortium of LEAs must assure in its application that it will:
- Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria
 - Are among those with the greatest needs, as determined by the LEA,
 - Have the highest numbers of students from low-income families,
 - Are identified for comprehensive support and improvement under Title I, Part A of the ESEA;
 - Are implementing targeted support and improvement plans under Title I, Part A of the ESEA; or
 - Are identified as a persistently dangerous public school under section 8532 of the ESEA. (ESEA section 4106 (e)(2)).

Eligibility

- Eligible applicants are:
 - Individual New York State public school districts or public charter that received Title I, Part A funds for the preceding fiscal year.
- Consortia, as follows:
 - Eligible District-led consortia comprised of Eligible Districts and/or Eligible Charter Schools as consortium members; or
 - Eligible Charter School-led consortia comprised of Eligible Charter Schools and/or Eligible Districts as consortium members (note: a charter management organization cannot be a lead applicant or be a consortium member)
- Additional requirements:
 - Eligible Districts or Eligible Charter Schools can apply individually OR as a part of a consortium, but not both.
 - The consortium lead must be an active participant in the consortium, providing a minimum of 15% of the grant activities, and cannot act solely as a flow-through for grant funds.
 - All applicants must comply with Title VIII, Sec. 8501-8504 regarding equitable participation of private school children and teachers.



Section VII

Letters of Support from Senator Gillibrand

While Senator Gillibrand does NOT decide which organizations are awarded grants, there are instances in which it is appropriate for Senator Gillibrand to write a letter of support for an application. If you wish to request a letter of support for your application, you must supply Senator Gillibrand with the following:

1. A description of your organization
2. Summary of the application
3. a description of what the money will be used for
4. a draft letter of support

Please forward this information to the nearest regional office

Capital District
Senator Kirsten Gillibrand

Leo W. O'Brien Federal Office Building
11A Clinton Avenue

Room 821
Albany, NY 12207
Tel: (518) 431-0120
Fax: (518) 431-0128

Western New York
Senator Kirsten Gillibrand
Larkin at Exchange
726 Exchange Street, Suite 511
Buffalo, NY 14210
Tel: (716) 854-9725
Fax: (716) 854-9731

Long Island
Senator Kirsten Gillibrand
155 Pinelawn Road
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Tel: (631) 249-2825
Fax: (631) 249-2847

New York City
Senator Kirsten Gillibrand
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Fax (866) 824-6340

North Country
Senator Kirsten Gillibrand
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Lowville, NY 13367
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Fax (315) 376-6118

Rochester-Finger Lakes Region
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Central New York
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Fax (315) 448-0476

Hudson Valley
Senator Kirsten Gillibrand
P.O. Box 749
Yonkers, NY 10710
Tel. (845) 875-4585

Washington D.C.
Senator Kirsten Gillibrand
United States Senate
478 Russell Senate Office Building
Washington, DC 20510
Tel. (202) 224-4451
Fax (202) 228-0282
TTY/TDD: (202) 224-6821

Grant Guide Order Form

If you would like to order additional grant guides from our office, please indicate what guides you would like to have and complete the below address information. If you have any questions, please contact us at (212) 688-6262.

Guide

- | | |
|---|--|
| <input type="checkbox"/> Affordable Housing | <input type="checkbox"/> Home Heating and Weatherization |
| <input type="checkbox"/> Ag/ Rural Development | <input type="checkbox"/> Homeland Security |
| <input type="checkbox"/> At Risk Youth / Anti Gang | <input type="checkbox"/> Innovation and Cluster Based Economic Development |
| <input type="checkbox"/> Broadband | <input type="checkbox"/> K-12 Education and Libraries |
| <input type="checkbox"/> Brownfields/Superfund Site Cleanup | <input type="checkbox"/> Lead Paint Remediation |
| <input type="checkbox"/> City Infrastructure | <input type="checkbox"/> Minority and Women Owned Business |
| <input type="checkbox"/> Faith-Based / Community Initiatives | <input type="checkbox"/> Obesity Prevention / Nutritious Foods |
| <input type="checkbox"/> Fire and Emergency Services | <input type="checkbox"/> Senior Services |
| <input type="checkbox"/> General Grants | <input type="checkbox"/> Small Business |
| <input type="checkbox"/> Green Energy and Clean Technology | <input type="checkbox"/> Social Services /Community Groups |
| <input type="checkbox"/> Green Schools | <input type="checkbox"/> Veterans Services |
| <input type="checkbox"/> Higher Education | <input type="checkbox"/> Water and Wastewater Funding |
| <input type="checkbox"/> Historic Preservation/Arts/Culture/Tourism | |

Mail to: **Senator Kirsten Gillibrand, 780 Third Ave, 26th Floor, New York , New York 10017**

Name: _____

Title: _____

Organization: _____

Address: _____

City, State, ZIP: _____

Casework Form

If you have encountered a problem involving a federal government agency or federally subsidized benefit that you have not been able to successfully resolve, Senator Kirsten Gillibrand's staff of constituent liaisons may be able to assist you in the following areas:

Employment Issues: including assistance with disability benefits, employer-provided health care plans and COBRA, Family Medical Leave Act (FMLA) benefits, pensions, unemployment benefits, Federal and State Workers Compensation claims, and retirement-related issues.

Consumer Affairs: including assistance obtaining a home loan modification under the Making Home Affordable Program, insurance claims, dissatisfaction with consumer products or services, environmental regulations, and concerns regarding air quality, water or land contamination.

Immigration Issues: including issues with visitor visas, family and employment based visas, lawful permanent resident status, naturalization, international adoptions, detention, passports, customs and border issues, and assistance to American Citizens in crisis abroad.

Veteran Issues: including issues with VA pension and disability benefits, education benefits, veteran burial or funeral issues, and issues regarding the VA medical centers.

IRS Issues: including connecting constituents with the Taxpayer Advocate Service to address federal tax issues including lost or delayed tax refunds, penalty abatements, payment installation plans, tax credits, referrals to IRS Low Income Tax Clinics and paper tax forms.

Military Issues: including issues pertaining to the Department of Defense, Army, Navy, Marine Corps, Air Force, Coast Guard, Reserves and New York State National Guard, as well as obtaining military records, medals and academy nominations.

Health Care Issues: including issues with Medicare and Medicaid, health insurance, insurance providers, nursing homes, hospitals, prescription drugs, and 9/11 health matters.

Social Security: including issues with Supplemental Security Income, Social Security Disability, survivors' benefits, and retirement benefits.

Social Services: including issues with food stamps, HEAP (low-income heating program), FEMA and disaster relief, and issues related to federally subsidized housing.

Please visit the "Help" section of www.gillibrand.senate.gov or call (212) 688-6262 for further information. Please note that if you are seeking assistance with a case that involves a lawsuit or litigation, Senate Rules prohibit the Office of Senator Gillibrand from giving legal advice or intervening in the proceedings.
