



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER

Accessing Federal Programs: A Guidebook for Charter School Operators and Developers

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Chapter 1 | Introduction

About This Guidebook

The U.S. Department of Education (ED) funds and administers education programs for a variety of purposes and recognizes and rewards excellence and improvement by students, schools, and communities. As publicly funded schools, charter schools are eligible to apply for federal formula grants as well as discretionary grants administered by various ED program offices. These represent a large and important source of federal support for charter schools.

This guidebook provides basic information about accessing the range of federal programs and resources available to charter schools. Its primary purpose is to provide brief and helpful guidance so that charter school operators and developers can identify and access funds available to qualifying public districts and schools. It does not create any new rights or responsibilities.

The programs included in this guidebook, along with many others, can also be found on ED's website.

1. An overview of the types of ED grant program are available [here](#).
2. A complete list of program summaries is available [here](#).
3. A summary of federal grantmaking at ED and details on application, management, and closeout are available [here](#).
4. The National Charter School Resource Center (NCSRC) has a website that provides updated lists of grant opportunities that may be of interest to charter schools and is available [here](#).

Given the legal complexity of many of these programs, readers must consult the full text of statutes, regulations, and nonregulatory guidance for specific requirements. In addition, state departments of education should also be consulted for additional information and assistance concerning state rules and regulations that may apply to the administration of federal funds.

The guidebook is organized as follows:

- **Chapter 1:** Provides a brief overview of ED, the Charter School Programs (CSP), and the federal funding process;
- **Chapter 2:** Contains a matrix that introduces the 25 selected federal programs, followed by in-depth profiles and contact information for each of these programs; and
- **Chapter 3:** Contains contact information for federally funded technical assistance providers and other resources, as well as for state department of education and state charter support organizations.

Other Sources of Information on Federal Programs

The information for this guidebook draws from several, more extensive sources of information. For a detailed list of federal assistance listings, please visit the General Services Administration [SAM website](#). Upcoming competitions for all federal grant programs, whether in ED or other agencies, are announced through the Federal Register and on the U.S. Department of Education Federal Register Documents [webpage](#). ED maintains a website that posts current funding opportunities, which you can view [here](#). The

National Charter Schools Resource Center also includes funding opportunities on its website, viewable [here](#), and administers an email newsletter that covers many of these announcements. You can subscribe to the funding newsletter [here](#).

Overview of The U.S. Department of Education

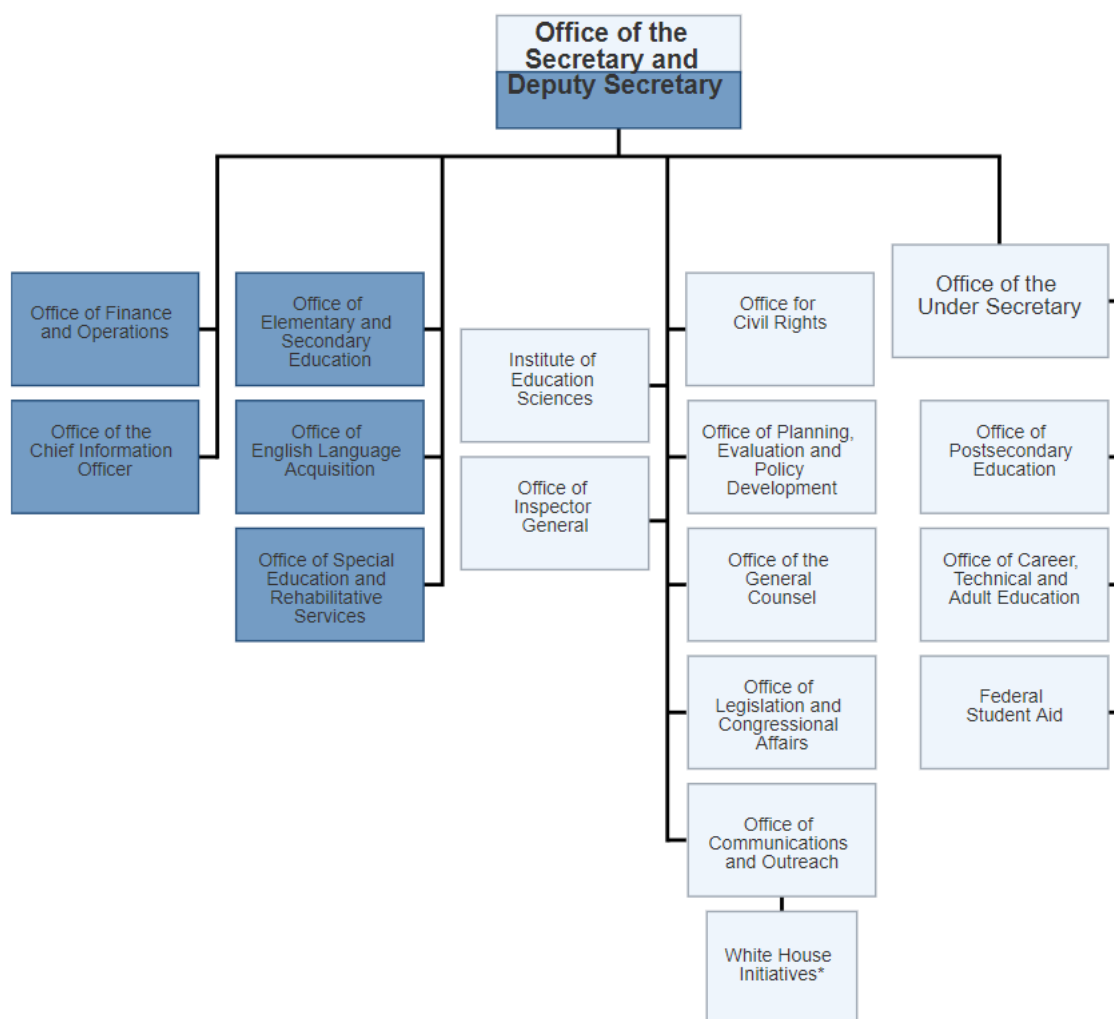
The U.S. Department of Education (ED) establishes policy and administers programs of federal assistance in education. ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. It does this by supplementing and complementing the efforts of states and communities to improve the quality of education; playing a leadership role in the national dialogue over how to improve the results of our education system for all students; and funding a variety of programs that cover many areas of education.

The current organization of ED is shown in Figure 1. Each program office has responsibility for overseeing a portion of the programs established by Congress and administered by ED. For discretionary grant programs, the program office conducts or oversees the review of applications, makes recommendations for funding, and awards grants. The main grant-making offices with programs that can support charter schools are:

- Office of Elementary and Secondary Education
- Office of English Language Acquisition
- Office of Postsecondary Education
- Office of Special Education and Rehabilitative Services
- Office of Career, Technical, and Adult Education

The Office of Civil Rights (OCR) does not administer any grant programs; however, the office enforces Federal civil rights laws that apply to recipients of Federal financial assistance from ED, including grant and subgrant recipients.

Figure 1: U.S. Department of Education Operating Structure¹



* The White House Initiatives are Center for Faith and Opportunity Initiatives, White House Initiative on American Indian and Alaska Native Education, White House Initiative on Educational Excellence for Hispanics, and White House Initiative on Educational Excellence for African Americans.

Charter School Programs

The [Office of Charter School Programs \(CSP\)](#) within ED’s Office of Elementary and Secondary Education administers several programs specifically aimed at supporting charter schools. CSP provides funds to:

- create promising new public charter schools;
- replicate high-quality public charter schools; and
- disseminate information about effective practices within charter schools.

CSP also administers funding programs to help charter schools:

- find suitable facilities;

¹ Source: <https://www2.ed.gov/about/offices/or/index.html>

- reward high-quality charter schools that form exemplary collaborations with traditional public schools; and
- invest in other national initiatives that support charter schools.

In 1994, Congress authorized the creation of the Charter School Programs (CSP) under Title X of the Elementary and Secondary Education Act of 1965 (ESEA). The authorizing legislation of the program was amended by H.R. 2616 and signed into law by President Clinton through the Charter School Expansion Act of 1998. The CSP was reauthorized by the No Child Left Behind Act of 2001 as Title V, Part B, Subpart 1 of ESEA. Most recently, the CSP was reauthorized as Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), Sections 4301-4311.

Under ESSA, the purpose of the CSP is to:

1. Improve the United States education system and education opportunities for all people in the United States by supporting innovation in public education in public school settings that prepare students to compete and contribute to the global economy and a stronger Nation;
2. Provide financial assistance for the planning, program design, and initial implementation of charter schools;
3. Increase the number of high-quality charter schools available to students across the United States;
4. Evaluate the impact of charter schools on student achievement, families, and communities, and share best practices between charter schools and other public schools;
5. Encourage States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount States typically provide for traditional public schools;
6. Expand opportunities for children with disabilities, English learners, and other traditionally underserved students to attend charter schools and meet the challenging State academic standards;
7. Support efforts to strengthen the charter school authorizing process to improve performance management, including transparency, oversight, and monitoring (including financial audits), and evaluation of such schools; and
8. Support quality, accountability, and transparency in the operational performance of all authorized public chartering agencies, including State educational agencies (SEAs), local educational agencies (LEAs), and other authorizing entities.

Forty-five states, the District of Columbia, Guam, and Puerto Rico have passed charter school laws. According to the National Alliance for Public Charter Schools, approximately 7,000 charter schools serve roughly 3.2 million students nationwide. As the charter school movement has expanded, the CSP budget has grown from \$6 million in fiscal year (FY) 1995 to \$440 million in FY 2020. In general, the bulk of CSP funds support new charter schools through grants for the opening of new schools and replicating or expanding high-quality charter schools.

Grants for Charter School Startup, Replication, and Expansion

State Entities Grants. The [State Entities Grants](#) (formerly State Education Agency Grants) are awarded competitively to State entities, which then award subgrants to individual charter schools to meet planning or implementation costs for the operation of new, replicated, or expanded high-quality charter schools. A small percentage of a State Entity grant must be used to provide technical assistance to eligible charter

school applicants and authorized public chartering agencies to support subgrant activities and improve authorizing quality. An SE grantee may be a SEA, a charter school support organization, or another state entity. Current SEA grantees are listed [here](#). However, only one State entity may use funds under this grant program at a time. Eligibility of each state for a new SE grant is found [here](#).

In awarding these grants, under the Every Student Succeeds Act (ESSA) Sections 4303(g)(2)(A)–(F), the Secretary gives priority to State entities to the extent that they meet the following criteria:

- (A) The State entity is located in a State that—
 - (i) allows at least one entity that is not a local educational agency to be an authorized public chartering agency for developers seeking to open a charter school in the State; or
 - (ii) in the case of a State in which local educational agencies are the only authorized public chartering agencies, the State has an appeals process for the denial of an application for a charter school.
- (B) The State entity is located in a State that ensures equitable financing, as compared to traditional public schools, for charter schools and students in a prompt manner.
- (C) The State entity is located in a State that provides charter schools one or more of the following:
 - (i) Funding for facilities.
 - (ii) Assistance with facilities acquisition.
 - (iii) Access to public facilities.
 - (iv) The ability to share in bonds or mill levies
 - (v) The right of first refusal to purchase public school buildings.
 - (vi) Low- or no-cost leasing privileges.
- (D) The State entity is located in a State that uses best practices from charter schools to help improve struggling schools and local educational agencies.
- (E) The State entity supports charter schools that serve at-risk students through activities such as dropout prevention, dropout recovery, or comprehensive career counseling services.
- (F) The State entity has taken steps to ensure that all authorizing public chartering agencies implement best practices for charter school authorizing.

In addition, specific preference priorities may be included in grant competitions. For example, spurring investment in qualified Opportunity Zones was one of seven priorities in the 2020 SE competition. All priorities are described in the [Notice Inviting Applications](#). For more on Opportunity Zones, see page 11.

Developer Grants. If a state entity currently does not have a CSP State Entity grant, ED may award a grant directly to an eligible applicant (i.e., charter school) in that state for the opening of new schools or replication or expansion of high-quality charter schools. These grants are awarded under the [Developer Grants](#) (formerly, Non-SEA Grants) competition. Some of the competitive preference priorities for the [2020 Developer grants competition](#) included opening, replicating, or expanding a high-quality charter school in a rural community, in a qualified Opportunity Zone, or to serve Native American students. The program also prioritized single school operators, novice applicants, and applicants receiving an investment from a qualified opportunity fund.

Replication and Expansion (CMO) Grants. This CSP program supports new schools created by high-performing Charter Management Organizations (CMOs) via the [Replication and Expansion of High Performing Charter School Grants \(CMO Grants\)](#). As with the SE and Developer grants, CMOs use these

funds to purchase technology and curricular and instructional materials as well as to fund professional development activities for individual charter schools and build network supports to address their growth efforts. Under ESSA Sections 4305(b)(5)(A)–(D), the Secretary gives priority to eligible entities that:

- (A) plan to operate or manage high-quality charter schools with racially and socioeconomically diverse student bodies;
- (B) demonstrate success in working with schools identified by the State for comprehensive support and improvement;
- (C) propose to use funds—
 - (i) to expand high-quality charter schools to serve high school students; or
 - (ii) to replicate high-quality charter schools to serve high school students; or
- (D) propose to operate or manage high-quality charter schools that focus on dropout recovery and academic reentry.

Priorities for the [2020 CMO grant competition](#) include replicating or expanding in a rural community, serving a low-income demographic, and operating in a qualified Opportunity Zone, among others.

Grants for Charter School Facilities

CSP seeks to enhance the ability of charter schools to obtain facilities financing by administering two programs: the Per-Pupil Facilities Aid Program and the Credit Enhancement for Facilities Financing Grant Program (see below).

The State Charter Schools Facilities Incentive Grant (also known as the “per-pupil facilities aid program”) was created under the Elementary and Secondary Education Act, to address inadequate facilities, one of the major obstacles to charter school implementation². The [State Charter School Facilities Incentive Grants Program](#) provides grants to eligible States to help them establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State, that is specified in State law, and provides annual financing, on a per-pupil basis, for charter school facilities. The Department awards competitive grants of up to five years to eligible states.

The term “per-pupil facilities aid program” refers to a program in which a state makes payments, on a per-pupil basis, to charter schools to provide them with financing that must include, or be dedicated solely for, the funding of facilities. For a state to be eligible to receive a grant, the state’s program must be specified in state law and provide annual funding on a per-pupil basis for charter school facilities.

The maximum federal share of facilities funds decreases each year (from 90 percent in the first year to 20 percent in the fifth year) and phases out entirely after five years. The priorities under the regular CSP grant program apply to applications for funds under this program. The 2019 Competition featured three competitive preference priorities, including Spurring Investment in Opportunity Zones; State Support for Charter Schools; and Novice Applicants³.

² In ESSA, Facilities Financing Assistance is addressed in ESSA, Pub. L. No. 114-95, § 4304(k); 20 U.S.C. § 7221c.

³ Department of Education; [Applications for New Awards: Expanding Opportunity Through Quality Charter Schools Program \(CSP\)-State Charter School Facilities Incentive Grants Program](#), 84 Fed. Reg. 25776 (June 4, 2019).

The Credit Enhancement for Charter School Facilities Grant program⁴ provides assistance to help charter schools meet their facility needs. Under the [Credit Enhancement for Charter School Facilities Program](#), funds are provided on a competitive basis to public and nonprofit entities, and consortia of those entities, to leverage other funds and help charter schools obtain school facilities through such means as purchase, lease, and donation. Grantees may also use grants to leverage funds to help charter schools construct and renovate school facilities.

To help leverage funds for charter school facilities, grant recipients may, among other things, guarantee and insure debt to finance charter school facilities; guarantee and insure leases for personal and real property; facilitate a charter school's facilities financing by identifying potential lending sources, encouraging private lending, and other similar activities; and establish charter school facility "incubator" housing that new charter schools may use until they can acquire a facility on their own.

CSP Funding for Dissemination, Research, and Technical Assistance

In addition to awarding grants to assist in the development of charter schools and financing of charter school facilities, ED supports dissemination, research, and technical assistance activities for charter schools. Current [National Dissemination Grant](#) awards address best practices in charter school facilities, authorizing, and other innovations. Past recipients include national groups like the National Association of Charter School Authorizers (NACSA) and the National Charter Schools Institute, as well as state charter support groups like the California Charter School Association. One of the main information dissemination efforts supported by ED is the [National Charter School Resource Center](#).

Other Program Opportunities

Outside of the Charter School Programs, other federal agencies also offer programs that can support charter schools. Some current program initiatives administered by other agencies that can be used to support charter school facilities and other priorities are described below.

USDA Community Facilities Direct Loan & Grant Program

The U.S. Department of Agriculture (USDA) Community Facilities Direct Loan & Grant Program (CFP) provides funding to develop essential community facilities in rural areas. An essential community facility is defined as a facility that provides an essential service to the local community for the orderly development of the community in a primarily rural area, and does not include private, commercial, or business undertakings. USDA funding is available for public entities, community-based nonprofits, and federally recognized Tribes for projects serving communities with fewer than 20,000 residents, with priority given to smaller communities. Funding can be used for direct loans or grants. The CFP seeks to fund community resources and facilities that generate local development, including educational services such as charter schools.

⁴ This program was originally established by ESEA. ESSA includes a section called Facilities Financing Assistance, but a reader will not find a specific reference to the Credit Enhancement for Charter School Facilities Grant program.

Charter school leaders within rural areas who seek funding for facilities should determine if their area qualifies under the program. Contact your state [USDA Rural Development office](#) to speak with a federal loan specialist to learn more about the CFP.

Eligibility. CFP provides funds for essential facilities in rural towns, villages, and cities with a population below 20,000. In addition, funds can be used to “purchase, construct, and/or improve essential community facilities, purchase equipment and pay related project expenses.”⁵

Funding. The program can offer communities financial support through direct loans or grants, as well as a combination of the two. More information is available [here](#).

Direct Loan. Interest rates for loans are set by the USDA Rural Development. Contact USDA Rural Development [here](#) for details and current rates.

Grants. Depending on the population and poverty levels within an area, projects are eligible for different levels, or percentages, of grant funding. Visit the [CFP website](#) for grant terms and additional requirements.

Opportunity Zones

Created under the Tax Cuts and Jobs Act (Pub. L. 115-97, 26 U.S.C. sections 1400Z-1 and 1400Z-2), Opportunity Zones are intended to promote economic development and job creation in distressed communities through preferential tax treatment for investors. Opportunity Zones create a mechanism for investment in economically struggling communities and can be facilitated by Community Development Financial Institutions (CDFIs). Investors are rewarded with beneficial tax treatments given that their investments are directed to these specified areas. Specifically, if an individual invests capital gains in an opportunity fund—*i.e.*, a vehicle established for the purpose of investing in property in an opportunity zone—the taxes the individual owes on those gains can be deferred and reduced.

The incentives and resulting funds created by Opportunity Zones could be used to help increase the educational choices available to students in distressed communities by providing charter schools access to more affordable financing. Locating charter schools in Opportunity Zones has been included as a competitive priority in each of CSP’s most recent grant competitions. Based on nominations of eligible census tracts by the Chief Executive Officers of each State, Treasury has completed its designation of Qualified Opportunity Zones. Each State nominated the maximum number of eligible tracts, per statute, and these designations are final.⁶

Eligibility. Charter schools must be located within a certified Opportunity Zone. A current list of certified Zones is available [here](#). To receive tax benefits, investments made to fund development must be made through a Qualified Opportunity Fund – “an investment vehicle that is set up as either a partnership or a corporation for investing in eligible property that is located in an Opportunity Zone and that utilizes the investor’s gains from a prior investment for funding the Opportunity Fund.”⁷ Although projects must take

⁵ https://www.rd.usda.gov/sites/default/files/fact-sheet/508_RD_FS_RHS_CFDirect.pdf

⁶ <https://www.cdfifund.gov/Pages/Opportunity-Zones.aspx>

⁷ <https://www.irs.gov/newsroom/opportunity-zones-frequently-asked-questions>

place in the Opportunity Zone, investors are not required to reside or operate within the Opportunity Zone to receive tax benefits.

School Safety National Activities

School Safety National Activities is a broad discretionary authority under Section 4631 of the Elementary and Secondary Education Act of 1965 (ESEA) for activities to improve students' safety and wellbeing both during and after the school day. Activities under the program may be carried out through grants, contracts, or cooperative agreements with public and private organizations or individuals, or through agreements with other Federal agencies.

The School Safety National Activities program statute also authorizes the longstanding Project School Emergency Response to Violence (Project SERV) program, which provides education related services—including counseling and referral to mental health services as needed—to LEAs and institutions of higher education (IHEs) in which the learning environment has been disrupted by a violent or traumatic crisis.

In recent years, School Safety National Activities, in addition to Project SERV⁸, have included:

Schools Climate Transformation Grants to SEAs and LEAs to develop and adopt, or expand to more schools, a multi-tiered decision-making framework that guides the selection, integration, and implementation of evidence-based behavioral practices for improving school climate and behavioral outcomes for all students.

Project Prevent Grants to LEAs to help schools in communities with pervasive violence break the cycle of violence by offering students: (1) access to school-based counseling services or referrals to community-based counseling services to address trauma or anxiety; (2) social and emotional supports to help address the effects of violence; (3) conflict resolution and other school-based strategies to prevent future violence; and (4) a safer and improved school environment, which may include activities to decrease the incidence of harassment, bullying, violence, and gang involvement.

Promoting Student Resilience Grants to 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.

Technical assistance to help schools, LEAs, and IHEs to (1) promote safe and supportive learning environments, and (2) develop, implement, and improve their emergency management plans.

Promise Zones

Through the [Promise Zones Initiative](#), the Federal government works strategically with local leaders to boost economic activity and job growth, improve educational opportunities, and reduce crime and leverage private investment to improve the quality of life in these high poverty areas in select urban, rural, and tribal communities.

In total, 22 Promise Zones were designated in 2014-2016. The Promise Zone designation partners the Federal government with local leaders who address multiple community revitalization challenges in a collaborative way. Promise Zone Designees will receive:

⁸ <https://www2.ed.gov/about/overview/budget/budget19/justifications/d-ssce.pdf>

- An opportunity to engage five AmeriCorps VISTA members in the Promise Zone's work.
- A federal liaison assigned to help designees navigate federal programs.
- Preferences for certain competitive federal grant programs and technical assistance from participating federal agencies.
- Promise Zone tax incentives, if enacted by Congress.

Altogether, this package of assistance will accelerate local efforts. The Promise Zone designation lasts for a term of 10 years. During this term, the specific benefits made available to Promise Zones will vary from year to year, and sometimes more often than annually, due to changes in the agency policies and changes in appropriations and authorizations for relevant programs. No additional designations were made after 2016. This program will sunset in 2026.

The U.S. Department of Housing and Urban Development (HUD) has compiled funding opportunities and program information from the 10 federal partners participating in the Promise Zones initiative. View [a list of the federal agencies along with the programs affiliated with the Promise Zones initiative](#).

The Federal Funding Process

The size and scope of federal grant programs are set by legislation from the U.S. Congress and then the programs are administered by federal agencies. ED and other branches of the federal government are authorized to award and disburse funds.

ED distributes most federal public education funds directly to state departments of education, which, in turn, disburse the funds to individual districts, schools, and other eligible entities. Under some programs, however, the program statute directs ED to distribute funds to local school districts, by formula. Federal legislation usually defines an eligible recipient of federal funding at the state level as a State Educational Agency (SEA). An eligible recipient at the district- and school-level is generally defined as a Local Educational Agency (LEA). Some funds are also available for community-based organizations (CBOs); charter schools may be eligible under this category as well. After funds are distributed to a SEA, they are then either allocated through a formula, or on a discretionary (competitive) basis, to LEAs or other eligible applicants. The type of allocation is usually defined in the authorizing legislation. To find out more about how a SEA distributes funds under a specific program, contact your SEA representative directly. All official state and territorial representatives for charter schools are listed in Chapter 3.

To learn more about the requirements that charter schools, LEAs, and state agencies must meet regarding federal grants, see the [nonregulatory guidance](#) “How Does a State or Local Educational Agency Allocate Funds to Charter Schools that are Opening for the First Time or Significantly Expanding their Enrollment” and [“Charter Schools Program Nonregulatory Guidance \(updated January 2014\).”](#)

Formula Grants. Federal funds provided under a formula grant program are allotted to all eligible applicants according to a prescribed formula generally established by law and ED. Eligibility for such

funds is based on a set of criteria such as population, per capita income, specialized clientele, some other measure of need, or a combination of measures specified in the authorizing legislation.⁹

Discretionary Grants. A discretionary grant, otherwise known as a direct or competitive grant, is one that ED or another branch of the federal government awards through a competitive process. Under such grants, the Secretary can exercise a certain amount of discretion, consistent with the authorizing legislation, to determine which applications best address the program requirements and are therefore most worthy of funding. These programs may require the establishment of criteria for eligibility, for program size and growth, and some mechanism for competition among applicants.

Depending on the particular program, SEAs, LEAs, private non-profit organizations, and colleges and universities may be eligible to receive competitive grants.

Each time ED invites applications for a new grant award competition, it publishes a Notice Inviting Applications in the [Federal Register](#). The general requirements and selection criteria for discretionary grants are available through the various federal program offices or in federal regulations. For some discretionary grant programs, ED publishes specific program regulations in the Federal Register and codifies them annually in the Code of Federal Regulations (CFR).¹⁰ In cases where specific regulations are not available, applicants should consult the Education Department General Administrative Regulations (EDGAR).¹¹ For more information on the application process, please consult [Grantmaking at ED](#).¹² This helpful resource contains detailed information on applying for and receiving discretionary grants.

Variations in State Laws and Legal Status of Charter Schools

One factor that affects the degree to which charter schools may access federal funds is the nature of the State's rules governing charter schools. State laws and regulations that establish charter schools vary widely among states.¹³ Of particular importance to a charter school in applying for federal funding is the exact legal status of a charter school as defined by the State's authorizing legislation.

In some States, charter schools are established as independent legal entities with a legal status separate from that of the agency that grants the charter. In such cases, when receiving State funding or federal dollars, charter schools are treated as independent LEAs or school districts and receive funding directly through the appropriate SEA. In other States, charter schools are constituted as a legal branch of a local or "parent" school district and, thus, are considered dependent schools and may only receive funding through the parent school district.

⁹ Among the other criteria, there may also be provisions for reallocation of unused funds or restrictions on the rate of program growth or decline. Also specified may be the percentage of program cost that the federal government will share with the recipient population to be served. Depending on the authorizing legislation, the discretion of the federal agency charged with disbursing funds is limited to applying the formula and setting rules for operation of the program within the limits of the formula.

¹⁰ <https://www.govinfo.gov/app/collection/cfr>

¹¹ <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

¹² For ordering information, call 1-877-433-7827 (1-877-4-ED-PUBS) or go to <https://www2.ed.gov/fund/grant/about/grantmaking/grantmaking.pdf>

¹³ See [Education Commission of the States, 50-State Comparison: Charter School Policies](#), Updated January 2020. Available at <https://www.ecs.org/charter-school-policies/>.

The variation in the legal status of a charter school affects the process by which a given charter school participates in a formula grant program or applies for or receives a discretionary grant. For example, if a charter school is considered an independent LEA by State law, the school can apply directly to the SEA (or ED under programs in which funds flow directly to LEAs) for many of the formula-driven grant programs. If a school is not considered an independent LEA, the school most likely will participate in the program through its parent district. Only those charter schools that meet the Federal definition of a charter school, as specified in Section 4310 (2) of ESSA, may receive federal funding under any of the Charter School Programs, whether that federal funding is provided directly (such as to Developer grantees) or through subgrants made by CSP grantees (such as SE grantees).

Given these complexities, the route federal funding takes before reaching an individual school differs from state to state, and from school to school. For detailed information on the variation of the legal status of charter schools and how it can affect access to federal funding, please see the United States General Accounting Office's [Report to Congressional Requesters, Charter Schools: Federal Funding Available but Barriers Exist](#).

Responsibilities of Entities Utilizing Federal Funds

Federal Waivers. Under several education laws, states, school districts, and other educators have flexibility in how they may use federal program funds to support state and local school improvement efforts. ED has several different waiver authorities, but the most relevant for ED's charter school programs is the waiver authority granted under Section 4303(d)(5) of the ESSA. In general, under that authority the Secretary may waive any Federal statutory or regulatory requirement over which the Secretary exercises administrative authority, except those requirements relating to the elements of a charter school described in Section 430(2) of the ESSA. Under Section 4310(2), among other things, a charter school must be a nonsectarian public school that does not charge tuition. It must comply with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, section 444 of the General Education Provisions Act (20 U.S.C. Section 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act.

For more information, please see the [Flexibility and Waivers home page](#) on the ED web site. For questions regarding waiver provisions, contact the Office of Planning, Evaluation and Policy Development by email at: ods.ppss@ed.gov. To ascertain whether there are waivers for state program rules, contact your state representative.

Overview of Federal Legislation

To help charter schools navigate the complex world of federal education programs, we provide in this section a summary of each of the major pieces of federal authorizing legislation for the programs listed in this guide.

Every Student Succeeds Act of 2015. [ESSA](#) was signed into law in December of 2015, reauthorizing the Elementary and Secondary Education Act (ESEA). ESSA includes provisions that will help to ensure success for students and schools. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students;
- Requires that all students in America be taught to high academic standards that will prepare them to succeed in college and careers;
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards;
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with Investing in Innovation and Promise Neighborhoods;
- Invests in increasing access to high-quality preschool; and
- Maintains an expectation that there will be accountability and action to effect positive change in the lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

No Child Left Behind Act of 2001. The No Child Left Behind Act (NCLB), signed by President George W. Bush on January 8, 2002, reauthorized the ESEA. The NCLB Act amended the ESEA by incorporating increased accountability for states, school districts, and schools; greater choice for parents and students, particularly those attending schools in need of improvement; more flexibility for states and LEAs in the use of federal education dollars; and a stronger emphasis on using educational programs and approaches that have been proven effective. The NCLB Act itself, however, does not authorize programs.¹⁴

Elementary and Secondary Education Act of 1965. The 1965 Elementary and Secondary Education Act (ESEA) was created as part of President Lyndon Johnson's War on Poverty Program. This massive legislation marked a significant change on the part of the federal government regarding education policy. The law established the process for priority money for the education of specific categories of students, and hence established the use of categorical education programs at a national level. Many programs are currently authorized by ESEA¹⁵, including:

Individuals with Disabilities Education Act. The Individuals with Disabilities Education Act (IDEA), originally passed in 1975 as the Education for All Handicapped Children Act, ensures that all children with disabilities have access to a free, appropriate public education designed to meet their unique needs and prepare them for employment and independent living. The law also ensures that the rights of children with disabilities and parents of such children are protected. The IDEA law was reauthorized in 2004.¹⁶

Funds under IDEA, Part B are allocated to SEAs, and through them to LEAs, to assist in providing special education and related services to children with disabilities residing in the state. Section 611 of Part B of IDEA, the Grants to States Program, provides federal financial assistance to states to provide special education and related services to children with disabilities beginning at age three, and possibly lasting to their 22nd birthday, depending on state law or practice. The Preschool Grants program under Section 619 of Part B of IDEA provides additional federal financial assistance to states for providing special education and related services to children with disabilities aged three through five years, inclusive, and, at a state's

¹⁴ No Child Left Behind Act of 2001, Pub. L. No. 107-110; 20 U.S.C. § 6301 (2002).

¹⁵ Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10; 20 U.S.C. § 6301, et seq.

¹⁶ Individuals with Disabilities Education Improvement Act of 2004 (Pub. L. No. 108-446; 20 U.S.C. § 1400, et seq.).

discretion, to two-year-old children with disabilities who will turn three during the school year. The Infants and Toddlers with Disabilities Program under Part C of IDEA provides funds to states for the development and implementation of a statewide system of early intervention programs for infants and toddlers with disabilities in the state, from birth through age two, inclusive, and their families.

McKinney-Vento Homeless Assistance Act. The McKinney-Vento Homeless Assistance Act, formerly known as the Stewart B. McKinney Homeless Assistance Act, was initially passed in 1982 and was reauthorized in January 2002 by the NCLB Act.

The intent of the Education for Homeless Children and Youth Program, Title VII-B of the McKinney-Vento Homeless Assistance Act, is to ensure that all homeless children and youth have access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. The Act calls on states to review and revise their laws and policies to eliminate barriers to the enrollment, attendance, and success in school of homeless children and youth and to include homeless students in the mainstream school environment.¹⁷

National School Lunch Act. The Richard B. Russell National School Lunch Act of 1946 created the modern school lunch program. The National School Lunch Program is a federally assisted meal program operating in nearly 100,000 public and nonprofit private schools (grades PK-12) and residential childcare institutions.¹⁸ It provides nutritionally balanced, low-cost, or free lunches to nearly 30 million children each school day. In 1998, Congress expanded the National School Lunch Program to include reimbursement for snacks served to children (through 18 years of age) in after-school educational and enrichment programs.

The Food and Nutrition Service at the U.S. Department of Agriculture administers the program at the federal level. At the state level, the National School Lunch Program is usually administered by SEAs, which operate the program through agreements with school food authorities.¹⁹

Carl D. Perkins Vocational and Technical Education Act (the “Perkin’s Act”). The Office of Career, Technical, and Adult Education (OCTAE) at ED administers the Carl D. Perkins Vocational and Technical Education Act. Under the Perkins Act, federal funds are made available to help provide vocational-technical education programs and services to youth and adults. Most of the funds appropriated under the Perkins Act are awarded as grants to state eligible agencies (generally LEAs). [Strengthening Career and Technical Education for the 21st Century \(Perkins V\) Act](#) was signed into law in July 2018. This act reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. Congress appropriated \$1.29 billion to the Perkins program for FY 2020.

Who Can Help with Questions?

When applying for federal funding, the first contact should be to the state charter school representative. A list of these state representatives can be found in Chapter 3. Each of the selected federal program profiles

¹⁷ McKinney-Vento Homeless Assistance Act, Pub. L. No. 100-77; 42 U.S.C. § 11301, et seq.

¹⁸ <https://www.ers.usda.gov/topics/food-nutrition-assistance/child-nutrition-programs/national-school-lunch-program/>

¹⁹ National School Lunch Act, Pub. L. No. 116-94; 42 U.S.C. § 1751 et seq.

included in Chapter 2 of this guidebook includes the administrative contact information at the federal level to help answer your questions, as well as an overview of the application process.

Other valuable resources are the official state representatives of individual federal programs at the state level. Since many federal programs disburse dollars first to states, the state program representatives can offer the most assistance when applying for specific federal programs. However, since charter schools usually constitute a small minority of the schools eligible for a specific federal program, policies on how charter schools fit into the application process may not always be established. In such cases, the federal program representative will need to work in conjunction with the state's charter school representative and the school to examine issues.

Many regions of the country with large numbers of charter schools contain charter school resource centers and/or state charter school associations. These organizations can also provide information on how to apply for and receive federal funding within a state. Contact information on these organizations can be found in Chapter 3 of this Guide.

Chapter 2| Program Profiles

This chapter presents information on 25 selected federal programs. Funding from these programs can be used for key purposes of charter school development or operation, including serving student populations and providing school programs. A summary of each program, including description, authorizing legislation, and funding process for schools is contained in the program description matrix below.

Following the table, the Program Description section provides additional detail on each program including who may apply, the administering agency, recent appropriations and awards levels, contact information, and more.

Program Description Matrix

Office of Elementary and Secondary Education

Program Title	Description	Authorizing Legislation	Funding Process for Schools
1. Charter School Programs Grants to State Entities (SE) Grant (CFDA No. 84.282A)	Enables State entities to award subgrants to eligible applicants in their State to open and prepare for the operation of new charter schools and to replicate and expand high-quality charter schools.	Title IV, Part C of ESEA, as amended by ESSA, Sections 4301– 4310	Discretionary/competitive grants available from ED to State entities; sub granted to charter schools
2. Charter School Replication and Expansion or CMO Grants (CFDA No. 84.282M)	Supports charter schools that serve early childhood, elementary school, or secondary school students by providing grant funds to eligible applicants for the replication and expansion of high-quality charter schools.	Title IV, Part C, of ESEA, as amended by ESSA, Section 4305(b)	Discretionary/competitive grants available from ED
3. National Dissemination Grants (CFDA No. 84.282T)	Supports the charter school sector and increases the number of high-quality charter schools available to our Nation’s students by disseminating best practices regarding charter schools.	Title IV, Part C of ESEA, as amended by ESSA, Section 4305(a)(3)(B)	Discretionary/competitive grants available from ED
4. Charter School Programs Developer Grants (CFDA No. 84.282B and 84.282E)	Supports charter schools that serve early childhood, elementary school, or secondary school students by providing grant funds to eligible applicants for the opening of new charter schools and for the replication and expansion of high-quality charter schools.	Title IV, Part C of ESEA, as amended by ESSA, Sections 4301–4310	Discretionary/competitive grants available from ED

Program Title	Description	Authorizing Legislation	Funding Process for Schools
5. State Charter Schools Facilities Incentive Grants (CFDA Nos. 84.282D)	Provides competitive grants to help states establish and enhance or administer “per-pupil facilities aid” for charter schools.	Title IV, Part C, of ESEA, as amended by ESSA, Section 4304(k)	Discretionary/competitive grants available from ED for SEAs
6. Credit Enhancement for Charter School Facilities ²⁰ Program (CFDA No. 84.354A)	Provides grants to eligible entities to leverage funds through credit enhancement initiatives to assist charter schools in using private sector capital to acquire, construct, renovate, or lease academic facilities.	Title IV, Part C, of ESEA, as amended by ESSA, Section 4304(a)–(j)	Discretionary/competitive grants available from ED
7. Alaska Native Education Equity (CFDA No. 84.356A)	Improves education opportunities and addresses culturally related academic needs of Alaska Native children.	Title VI, Part C, of ESEA, as amended by ESSA, Sections 6301-6306	Formula-based funding
8. Improving Basic Programs Operated by Local Educational Agencies (Title 1, Part A) (CFDA No. 84.010)	Provides financial assistance to LEAs and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards.	Title I, Part A, of ESEA, as amended by ESSA, Sections 1111-1127	Formula-based funding from LEA or SEA
9. Education for Homeless Children and Youths – Grants for State and Local Activities (CFDA No. 84.196)	Provides financial assistance to help state education agencies ensure that homeless children, including preschoolers and youths, have equal access to free and appropriate public education.	McKinney- Vento Homeless Assistance Act, Title VII, Subtitle B, as amended	Formula-based grants from ED for SEAs
10. Migrant Education – Basic State Formula Grants (CFDA No. 84.011)	Supports high-quality education programs that address the special needs of migrant children and youth to help ensure students meet challenging state content and student performance standards.	Title I, Part C, of ESEA, as amended by ESSA	Formula-based funding from SEA
11. Impact Aid Section 7007(b), Discretionary Construction Grant Program (CFDA No. 84.041)	Provides assistance to LEAs that have lost property tax revenues due to the presence of tax-exempt federal property or that have experienced increased expenditures due to the enrollment of federally connected children.	Title VII, of ESEA, as amended by ESSA, Section 7007(b)	Discretionary/ Competitive Grants from ED for LEAs

²⁰ “Credit Engagement for Charter School Facilities” was the program title under previous law; in ESSA, the section with credit enhancement provisions is labeled Facilities Financing Assistance.

Program Title	Description	Authorizing Legislation	Funding Process for Schools
12. Native Hawaiian Education (CFDA No. 84.362A)	Improves education opportunities and addresses culturally related academic needs of Native Hawaiian children.	Title VI, Part B, of ESEA, as amended by ESSA	Discretionary/Competitive grants available from ED
13. Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (CFDA No. 84.013)	Provides assistance to LEAs for dropout prevention programs that meet the needs of at-risk children and youth.	Title I, Part D, of ESEA, as amended by ESSA	Formula-based funding or competitive grants available from SEA
14. Small, Rural Education Achievement Program (CFDA Nos. 84.358A)	Provides financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress.	Title V, Part B, of ESEA, as amended by ESSA, Subpart 1	Formula-based funding from ED; formula-based funding or competitive grants available from SEA
15. 21st Century Community Learning Centers (CFDA No. 84.287)	Supports the creation of community learning centers that provide academic opportunities for children, particularly students who attend high-poverty and low-performing schools.	Title IV, Part B, of ESEA, as amended by ESSA	Formula-based funding
16. Arts in Education – Model Development and Dissemination Grants Program (CFDA No. 84.351D)	Supports the development, documentation, evaluations, and dissemination of innovative, cohesive models to integrate and strengthen arts and arts instruction in the core elementary and middle school curricula.	Title IV, Part F, of ESEA, as amended by ESSA, Subpart 4	Discretionary/competitive grants available from ED
17. Professional Development for Arts Educators (CFDA No. 84.351C)	Supports the implementation of high-quality professional development model programs in elementary and secondary education for music, dance, drama, and visual arts educators.	Title IV, Part F, of ESEA, as amended by ESSA, Subpart 4	Discretionary/competitive grants available from ED
18. Teacher and School Leader Incentive Fund program (CFDA No. 84.374A and 84.374B)	Supports the use of performance-based compensation, and other human capital strategies that enhance and sustain performance-based compensation, in order to increase students' access to effective educators in high-need schools, and to expand the array of promising approaches that can help these educators and other personnel succeed.	ESSA, Pub. L. No. 114-95, Title VI, Part A	Discretionary/competitive grants available from ED
19. Indian Education – Formula Grants to Local Educational Agencies (CFDA No. 84.060)	Addresses the unique educational and culturally related academic needs of Indian students to help them meet challenging state performance standards.	Title VI, Part A, of ESEA, as amended by ESSA	Formula-based funding from ED

Office of Safe and Supportive Schools

Program Title	Description	Authorizing Legislation	Funding Process for Schools
20. School Climate Transformation Grant – Local Educational Agency Grants (CFDA No. 84.184G)	Provides competitive grants to 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.	Title IV, Part A, Subpart 2, Section 4121, of ESEA, as amended by ESSA	Discretionary/ competitive grants available from ED

Office of Special Education Programs

Program Title	Description	Authorizing Legislation	Funding Process for Schools
21. Grants to States for Education of Children with Disabilities (CFDA No. 84.027)	Provides formula grants to assist the 50 states, the District of Columbia, Puerto Rico, the Department of the Interior, Outlying Areas, and the Freely Associated States in meeting the excess costs of providing special education and related services to children with disabilities.	IDEA, Part B, Section 611	Formula-based funding from ED
22. Special Education – State Personnel Development Grants Program (CFDA No. 84.323A)	Assists states in reforming and improving their systems for providing education, early intervention, and transition services for children with disabilities.	IDEA, Part D, Subpart 1, Secs. 51-656	Discretionary/ competitive grants available to SEAs

Office of Career, Technical, And Adult Education

Program Title	Description	Authorizing Legislation	Funding Process for Schools
23. Vocational Education–Basic Grants to States (CFDA No. 84.048A); On ED’s website, this program is also called Perkins State Basic Grants .	Provides funding to develop more fully the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical programs.	Carl D. Perkins Vocational and Technical Education Act of 1998	Formula-based funding from the State eligible agency for vocational education

U.S. Department of Agriculture

Program Title	Description	Authorizing Legislation	Funding Process for Schools
24. National School Lunch and School Breakfast Programs	Provides nutritionally balanced, low-cost, or free lunches and breakfasts to more than 26 million children each school day.	Richard B. Russell National School Lunch Act of 1946; Child Nutrition Act of 1966	Formula-based funding from SEA Not an ED program
25. Community Facilities Direct Loan & Grant Program	Provides affordable funding to develop essential community facilities in rural areas.	7 CFR, Part 1942.17(d) for loans; 7 CFR, Part 3570.62 for grants	Direct Loans and Grants Not an ED program; funded through the U.S. Department of Agriculture, Rural Development

Program Descriptions

Office of Elementary and Secondary Education

Charter School Programs Grants to State Entities (SE) Grant

Also Known As: Charter Schools, Public Charter Schools Program, CSP SE

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.282A

Who May Apply (by category): State Entities

Who May Apply (specifically): State entities with a State statute specifically authorizing the establishment of charter schools may apply. Under Section 4303(e)(1) of the ESSA, no State entity may receive a grant under this program for use in a State in which a State entity is currently using a grant received under this program.

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2016 \$188,758,154

Fiscal Year 2017 \$162,545,062

Fiscal Year 2018 \$197,796,760

Fiscal Year 2019 \$216,910,577

Fiscal Year 2020 \$214,566,290

For up-to-date information, please go here: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-entities/funding-and-legislation/>

Awards Information (most recent information available):

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-entities/awards/>

Program Details:

Legislative Citation: Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), Pub. L. No. 114-95, Sections 4301–4310 (20 U.S.C. sections 7221-7221j); Consolidated and Further Continuing Appropriations Act, 2015 (Pub. L. No. 113-235); Charter School Program Assurances for State Educational Agencies.

Program Regulations: 2015 Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; Charter Schools Program Grants to State Educational Agencies (80 FR 34201); Education Department General Administrative Regulations (EDGAR) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200); [Uniform Guidance Technical Assistance for Grantees \(Uniform Guidance TA\)](#).

Program Description: The CSP grants to State Entities (CFDA No. 84.282A) is a competitive grant program that enables State entities to award subgrants to eligible applicants in their State to open and prepare for the operation of new charter schools and to replicate and expand high-quality charter schools. At least seven percent of grant funds must be used by the State entity to provide technical assistance to eligible applicants and authorized public chartering agencies in opening and preparing for the operation of new charter schools or replicating or expanding high-quality charter schools; and to work with authorized public chartering agencies to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools.

Education Level (by category): PreK-12

Contact Information:

Jennifer Todd
U.S. Department of Education, OESE
400 Maryland Ave., SW
Washington, DC 20202
(202) 453-5563
jennifer.todd@ed.gov

Link to Related Website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-entities/>

Charter School Replication and Expansion or CMO Grants

Also Known As: Charter Management Organization (CMO)

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.282M

Who May Apply (by category): Charter Management Organizations

Who May Apply (specifically): Please review the Notice Inviting Applications ([NIA](#)) for detailed eligibility guidance.

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2017 \$97,113,349

Fiscal Year 2018 \$119,878,615

Fiscal Year 2019 \$134,684,740

For up-to-date information, please go here: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/charter-schools-program-grants-for-replications-and-expansion-of-high-quality-charter-schools/funding-and-legislation/>

Awards Information (most recent information available):

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/charter-schools-program-grants-for-replications-and-expansion-of-high-quality-charter-schools/awards/>

Program Details:

Legislative Citation: For applicants and grantees who apply for CSP grants in FY 2017 or later: Title IV, Part C, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) (20 U.S.C. sections 7221-7221j). For grantees who applied for their CSP grant under an NIA published in FY 2016 or earlier: Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), Sections 5201–5211 (20 U.S.C. sections 7221-7221). The Consolidated Appropriations Act, 2016 (Pub. L. No. 114-113, Division H). Charter School Program Assurances for Replication and Expansion Grantees.

Program Regulations: 2011 Notice of Final Priorities, Requirements, Definitions, and Selection Criteria (76 FR 40898); Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools (76 FR 40898). Education Department General Administrative Regulations (“EDGAR”; 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99). Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200, as adopted and amended as regulations of the Department in 2 CFR part 3474).

Program Description: The purpose of the Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants) is to support charter schools

that serve early childhood, elementary school, or secondary school students by providing grant funds to eligible applicants for the replication and expansion of high-quality charter schools (CFDA No. 84.282M).

Education Level (by category): K-12

Contact Information:

Stephanie Jones
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400 Maryland Ave., SW
Washington, DC 20202
(202) 453-5563
Stephanie.Jones@ed.gov

Link to Related Website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/charter-schools-program-grants-for-replications-and-expansion-of-high-quality-charter-schools/>

National Dissemination Grants

Also Known As: National Dissemination

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.282T

Who May Apply (by category): State educational agencies (SEAs); State charter school boards; State Governors; charter school support organizations; authorized public chartering agencies; and public and private nonprofit organizations that operate, manage, or support charter schools.

Who May Apply (specifically): Eligible applicants include: SEAs; State charter school boards; State Governors; charter school support organizations; authorized public chartering agencies; and public and private nonprofit organizations that operate, manage, or support charter schools. Eligible applicants may apply as a partnership or consortium and, if so applying, must comply with the requirements for group applications set forth in 34 CFR 75.127-129. Public and private nonprofit organizations that operate, manage, or support charter schools must apply in partnership with one or more SEAs, State charter school boards, State Governors, charter school support organizations, or authorized public chartering agencies.

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2018 \$6,505,069

For up to date information, please go here: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/charter-schools-program-grants-for-replications-and-expansion-of-high-quality-charter-schools/awards/>

Awards Information (most recent information available):

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/expanding-opportunity-through-quality-charter-schools-program-csp-national-dissemination-grants/awards/>

Program Details:

Legislative Citation: Title IV, Part C of ESEA as amended by the Every Student Succeeds Act of 2015 (ESSA), Section 4305(a)(3)(B). Consolidated and Further Continuing Appropriations Act, 2015 (Pub. L. No. 113-235).

Program Regulations: EDGAR, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200).

Program Description: The CSP National Dissemination program is authorized to make awards on a competitive basis to support efforts by eligible entities to support the charter school sector and increase the number of high-quality charter schools available to our Nation's students by disseminating best practices regarding charter schools. This competition invites applications from eligible applicants to

disseminate best practices regarding charter schools consistent with the authority in Section 4305(a)(3)(B) of the Elementary and Secondary Education of 1965, as amended by the Every Student Succeeds Act (ESEA). The major purposes of the CSP are to expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of public charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.

Education Level (by category): K-12

Contact Information:

Jennifer Todd
U.S. Department of Education, OESE
400 Maryland Ave., SW
Washington, DC 20202
(202) 453-5563
jennifer.todd@ed.gov

Link to Related Website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/expanding-opportunity-through-quality-charter-schools-program-csp-national-dissemination-grants/>

Charter School Programs Developer Grants

Also Known As: Developers

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.282B and 84.282E

Who May Apply (by category): Eligible applicants are developers that have applied to an authorized public chartering authority to operate a charter school; and provided adequate and timely notice to that authority.

Who May Apply (specifically): For complete eligibility information, see the [NIA](#).

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2015 \$6,133,851

Fiscal Year 2016 \$6,109,834

Fiscal Year 2018 \$17,885,523

Fiscal Year 2019 \$5,824,563

Fiscal Year 2020 \$5,119,997

For up-to-date information, please go here: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/charter-schools-program-non-state-educational-agencies-non-sea-planning-program-design-and-initial-implementation-grant/funding-and-legislation/>

Awards Information (most recent information available):

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/charter-schools-program-non-state-educational-agencies-non-sea-planning-program-design-and-initial-implementation-grant/awards/>

Program Details:

Legislative Citation: Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), Sections 4301–4310 (20 U.S.C. sections 7221-7221j). Consolidated and Further Continuing Appropriations Act, 2015 (Pub. L. No. 113-235).

Program Regulations: EDGAR. Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200).

Program Description: CSP—Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools (Developer Grants) are intended to support charter schools that serve early childhood, elementary school, or secondary school students by providing grant funds to eligible applicants for the opening of new charter schools (CFDA No. 84.282B) and for the replication and expansion of high-quality charter schools (CFDA No. 84.282E).

Education Level (by category): K-12

Contact Information:

Stephanie Jones

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Washington, DC 20202

(202) 453-5563

Stephanie.Jones@ed.gov

Link to Related Website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/charter-schools-program-non-state-educational-agencies-non-sea-planning-program-design-and-initial-implementation-grant/>

State Charter School Facilities Incentive Grants Program

Also Known As: Per-Pupil Facilities Aid Program

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.282D

Who May Apply (by category): States

Who May Apply (specifically): SEAs (such as a state's department of education or comparable state agency) may apply for this grant if the state has a law in place authorizing per-pupil facilities aid for charter schools and provides annual financing, on a per-pupil basis, for charter school facilities.

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2016 \$10,000,000

Fiscal Year 2017 \$10,000,000

Fiscal Year 2018 \$10,000,000

Fiscal Year 2019 \$6,000,000

For up-to-date information, please go here: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-charter-school-facilities-incentive-grants/funding-and-legislation/>

Awards Information (most recent information available):

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-charter-school-facilities-incentive-grants/awards/>

Program Details:

Legislative Citation: Title IV, Part C, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), Section 4304(k)(20 U.S.C. section 7221c).

Program Regulations: EDGAR and 34 CFR Part 226 State Charter School Facilities Incentive Program

Program Description: This program provides competitive grants to help states establish and enhance or administer "per-pupil facilities aid" for charter schools. The federal funds are used to match programs funded with nonfederal dollars that make payments, on a per-pupil basis, to provide charter schools with facilities financing. The program is intended to encourage states to share in the costs associated with charter schools facilities funding, as a result states pay an increasing share of the cost of the program. Under this grant, the maximum federal share of facilities funds decreases each year (from 90 percent in the first year to 20 percent in year five) and phases out entirely after five years.

Education Level (by category): K-12

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U.S. Department of Education, OESE

400 Maryland Ave., SW

Washington, DC 20202

Link to Related Website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-charter-school-facilities-incentive-grants/>

Credit Enhancement for Charter School Facilities Program

Administering Office: Office of Elementary and Secondary Education (OESE)

Also known as: Charter Facilities

CFDA No.: 84.354A

Who May Apply: Eligible applicants include public entities (such as state or local government entities), private nonprofit entities, or a consortium of such entities.

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2016 \$16,000,000

Fiscal Year 2017 \$56,250,000

Fiscal Year 2018 \$39,921,896

Fiscal Year 2019 \$43,721,385

For up-to-date information, please go here: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/credit-enhancement-for-charter-school-facilities-program/funding-and-legislation/>

Awards Information (most recent information available):

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/credit-enhancement-for-charter-school-facilities-program/awards/>

Program Details:

Legislative Citation: Title IV, Part C, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), Section 4304(a)–(j) (20 U.S.C. section 7221c)

Program Regulations and Guidance: EDGAR; Credit Enhancement Program Regulations; Guidance for the Credit Enhancement for Charter School Facilities program; Frequently Asked Questions regarding the circumstances under which CSP funds may be used for grants that support preschool education in charter schools, under new authority in the Consolidated Appropriations Act, 2014.

Program Description:

The purpose of the Credit Enhancement program is to award grants to eligible entities that demonstrate innovative methods of helping charter schools address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans and bond financing.

This program provides grants to eligible entities to permit them to enhance the credit of charter schools so that the charter schools can access private-sector and other non-Federal capital in order to acquire, construct, and renovate facilities at a reasonable cost.

Objective:

An eligible entity receiving a grant must use the funds deposited in the reserve account to assist one or more charter schools to access private-sector capital to accomplish one or more of the following objectives:

1. The acquisition (by purchase, lease, donation, or otherwise) of an interest (including an interest held by a third party for the benefit of a charter school) in improved or unimproved real property that is necessary to commence or continue the operation of a charter school.
2. The construction of new facilities, or the renovation, repair, or alteration of existing facilities, necessary to commence or continue the operation of a charter school.
3. The predevelopment costs required to assess sites and to commence or continue the operation of a charter school.

Permissible Uses of Reserve Account Funds:

An eligible entity receiving a grant shall, in accordance with State and local law, directly or indirectly, alone or in collaboration with others, deposit the funds received, other than funds used for administrative costs, in a reserve account established and maintained by the eligible entity. Amounts deposited in such an account shall be used by the eligible entity for one or more of the following purposes:

1. Guaranteeing, insuring, and reinsuring bonds, notes, evidences of debt, loans, and interests therein.
2. Guaranteeing and insuring leases of personal and real property.
3. Facilitating financing by identifying potential lending sources, encouraging private lending, and other similar activities that directly promote lending to, or for the benefit of, charter schools.
4. Facilitating the issuance of bonds by charter schools, or by other public entities for the benefit of charter schools, by providing technical, administrative, and other appropriate assistance (including the recruitment of bond counsel, underwriters, and potential investors and the consolidation of multiple charter school projects within a single bond issue).

Funds received and deposited in the reserve account shall be invested in obligations issued or guaranteed by the United States or a State, or in other similarly low-risk securities. Any earnings on funds received shall be deposited in the reserve account and used in accordance with this program.

Education Level (by category): K-12

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Credit Enhancement for Charter School Facilities Program
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Link to Related Website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/credit-enhancement-for-charter-school-facilities-program/>

Alaska Native Education Equity

Also Known As: Alaska Native Education Program

Administering Office: Office of Elementary and Secondary Education (OESE)

Program Office: Rural, Insular, and Native Achievement Programs

CFDA No.: 84.356A

Who May Apply (specifically): Alaska Native organizations, education entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages, cultural and community-based organizations with experience in developing or operating programs to benefit Alaska Natives, and consortia of organizations may apply. A SEA or LEA may apply as part of a consortium involving an Alaska Native organization. The consortia may include other eligible applicants.

Type of Assistance (by category): Formula-based funding

Appropriations (most recent information available):

Fiscal Year 2013 \$31,345,135

Fiscal Year 2014 \$31,453,000

Fiscal Year 2015 \$31,453,000

Awards Information (most recent information available):

For awards made in Fiscal Years 2006-2018, see

<https://www2.ed.gov/programs/alaskanative/awards.html>

Program Details:

Legislative Citation: Title VI, Part C, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), Sections 6301-6306 (20 U.S.C. sections 7541-7546).

Program Regulations: EDGAR

Program Description: The overall purpose of the program is to meet the unique education needs of Alaska Natives and to support supplemental educational programs to benefit Alaska Natives.

Types of Projects: Allowable activities include, but are not limited to, the development of curricula and education programs that address the education needs of Alaska Native students, and the development and operation of student enrichment programs in science and mathematics. Eligible activities also include professional development for educators, activities carried out through Even Start (CFDA #84.213) programs and Head Start programs, family literacy services, and dropout prevention programs.

Education Level (by category): Pre-K, K-12, Adult

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Link to Related Website: <https://www2.ed.gov/programs/alaskanative/index.html>

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

Also Known as: Education for the Disadvantaged – Grants to Local Education Agencies, Improving the Academic Achievement of the Disadvantaged, Title I, ESEA, Title I LEA Grants

Administering Office: Office of Elementary and Secondary Education (OESE)

Program Office: Office of School Support and Accountability

CFDA No.: 84.010

Who May Apply (by category): State Education Agencies

Who May Apply (specifically): The Department allocates appropriated funds to LEAs through participating SEAs. Prior to calculating the LEA allocations, the ESEA generally requires ED to set aside 0.7 percent for the Secretary of the Interior and 0.4 percent for the outlying areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the United States Virgin Islands). The Secretary of the Interior makes subgrants to schools operated by the Bureau of Indian Education, while the outlying areas receive formula grants. In addition, appropriation acts generally make a certain amount of Basic grant funds available to ED to obtain annually updated LEA poverty data from the U.S. Census Bureau.

Type of Assistance (by category): Formula Grants

Appropriations (most recent information available):

Fiscal Year 2017 \$15,459,802,000

Fiscal Year 2018 \$15,759,802,000

Fiscal Year 2019 \$15,859,802,000

Awards Information (most recent information available):

Number of New Awards (2019): 52

Average Award: \$301,546,138

Range of Awards: \$36,919,531 - \$1,964,563,638

Program Details:

Legislative Citation: Title I, Part A, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), Sections 1111–1127 (20 U.S.C. sections 6301–6339, 6571–6578).

Program Regulations: 34 CFR 200

Program Description: Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

1. Basic Grants provide funds to LEAs in which the number of children counted in the formula is at least 10 and exceeds 2 percent of an LEA's school-age population.
2. Concentration Grants flow to LEAs where the number of formula children exceeds 6,500 or 15 percent of the total school-age population.
3. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of children from low-income families receive more funds. Targeted Grants flow to LEAs where the number of school children counted in the formula (without application of the formula weights) is at least 10 and at least 5 percent of the LEA's school-age population.
4. Education Finance Incentive Grants (EFIG) distribute funds to states based on factors that measure:
 - a state's effort to provide financial support for education compared to its relative wealth as measured by its per capita income; and
 - the degree to which education expenditures among LEAs within the state are equalized.

Once a state's EFIG allocation is determined, funds are allocated (using a weighted count formula that is similar to Targeted Grants) to LEAs in which the number of children from low-income families is at least 10 and at least 5 percent of the LEA's school-age population. LEAs target the Title I funds they receive to schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds for schoolwide programs that serve all children in the school. LEAs also must use Title I funds to provide academic enrichment services to eligible children enrolled in private schools.

Types of Projects:

ED's most recent data on participation in the program are from school year (SY) 2016-2017. In SY 2016-2017, 59,743 public schools across the country used Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. That same year Title I served approximately 24.6 million children.

Education Level (by category): Pre-K, K-12

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Link to Related Website: <https://www2.ed.gov/programs/titleiparta/index.html>,
<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/title-i-part-a-program/>

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

Also Known as: McKinney-Vento Education for Homeless Children and Youth Program

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.196A

Who May Apply (by category): State Education Agencies (SEAs)

Type of Assistance (by category): Formula Grants

Appropriations (most recent information available):

Fiscal Year 2017 \$77,000,000

Fiscal Year 2018 \$85,000,000

Fiscal Year 2019 \$93,500,000

See [here](#) for ED's Budget History and State Table by Program or State

Program Details

Legislative Citation: McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, as amended. The Every Student Succeeds Act amendments to the Education for Homeless Children and Youth program that took effect on October 1, 2016 can be found [here](#). Additional information and resources can be found at ED's National Center for Homeless Education (NCHE) Technical Assistance Center website: <https://nche.ed.gov/>.

Program Regulations: EDGAR

Program Description: 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 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 of homeless children in schools. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates, 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.

Education Level (by category): Pre-K, K-12

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HomelessEd@ed.gov

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U.S. Department of Education, OESE Office of Safe and Healthy Students (OSHS)

400 Maryland Ave., SW

Washington, DC 20202-6132

Link to Related Website: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/education-for-homeless-children-and-youths-grants-for-state-and-local-activities/>

Migrant Education Program – Basic State Formula Grants

Also Known as: Education of Migratory Children, Title 1, Part C

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.011

Who May Apply (by category): State Education Agencies (SEAs)

Who May Apply (specifically): SEAs are authorized to make subgrants to local operating agencies that serve migrant students. Local operating agencies may be local education agencies (LEAs), institutions of higher education (IHEs), and other public and nonprofit agencies. Only a State educational agency (SEA) may receive a Title I, Migrant Education Program grant from the U.S. Department of Education. However, public agencies or private nonprofit organizations, including institutions of higher education, may participate in the program through subgrants or contracts with SEAs.

Type of Assistance (by category): Formula Grants

Appropriations (most recent information available):

Fiscal Year 2014 \$374,751,000

Fiscal Year 2015 \$374,751,000

Fiscal Year 2016 \$374,751,000

Awards Information (most recent information available):

Award information for 2012 through 2015 can be found at

<https://www2.ed.gov/programs/mep/awards.html>

Program Details:

Legislative Citation: Title I, Part C, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA); Family Education Rights and Privacy Act (FERPA); Department of Education's General Education Provisions Act (GEPA), Section 427.

Program Regulations: Code of Federal Regulations ("CFR") (Part 200); CFR (Part 299); Federal Register Notice on Funding Formula; Federal Register Notice to clarify and improve MEP eligibility and fiscal accountability requirements; National certificate of eligibility (COE) form and instructions to be used by all States to document the basis of their determinations of the eligibility of a migratory child; Regulations on Standards and Assessments- The final regulations on standards and assessments require that assessment results be disaggregated within each State, LEA, and school by migrant status per 34 CFR 200.2(b)(10). They also require that a state include migratory students and other mobile students in its academic assessment system, even if those students are not included for accountability purposes per 34 CFR 200.6(c); Other Regulations - All of Title 34 of the Code of Federal Regulations, the Education Department General Administrative Regulations (EDGAR) and other pertinent regulations can be found on the Department of Education's legislation, regulations and guidance pages.

Policy Guidance: Non-Regulatory Guidance for Title I, Part C, Education of Migratory Children (March 2017).

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 state education agencies, based on each state's per pupil expenditure for education and counts of eligible migratory children, aged three 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, and preschool services.

Education Level (by category): Pre-K, K-12

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Link to Related Website: <https://oese.ed.gov/offices/office-of-migrant-education/migrant-education-program/>

Impact Aid Section 7007(b), Discretionary Construction Grant Program

Program Office: Impact Aid

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.041C

Who May Apply (by category): Local Education Agencies (LEAs)

Who May Apply (specifically): An LEA is eligible to receive an emergency grant under Section 7007(b) of the Act if it has a school facility emergency that the Secretary has determined poses a health or safety hazard to students and school personnel.

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2015 \$17,406,000

Fiscal Year 2016 No Funds Appropriated

Fiscal Year 2017 \$17,406,000

Awards Information (most recent information available):

For information on awards from 2002/2003 through 2017 see <https://oese.ed.gov/offices/office-of-formula-grants/impact-aid-program/impact-aid-section-7007-b-discretionary-construction-grant-program/awards/>

Program Details:

Legislative Citation: Title VII, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), Section 7007(b).

Program Regulations: Final Rule (January 3, 2016); Impact Aid Program Regulations

Program Description:

Impact Aid discretionary construction 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. The Elementary and Secondary Education Act, as amended, authorizes Impact Aid discretionary construction grant under Section 7003(b).

Education Level (by category): K-12

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Impact Aid Program

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Link to Related Website: <https://oese.ed.gov/offices/office-of-formula-grants/impact-aid-program/impact-aid-section-7007-b-discretionary-construction-grant-program/>

Native Hawaiian Education

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.362A

Also Known As: Native Hawaiian Education Program, Education for Native Hawaiians

Who May Apply (by category): Nonprofit Organizations, Other Organizations and/or Agencies

Who May Apply (specifically): (a) Native Hawaiian educational organizations; (b) Native Hawaiian community-based organizations; (c) Public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; (d) Charter schools; and (e) consortia of the eligible applicants listed in (a) through (c).

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2015 \$32,397,000

Fiscal Year 2016 \$33,397,000

Fiscal Year 2017 \$33,397,000

Awards Information (most recent information available):

For information on awards from 2007 to 2018 see <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/native-hawaiian-education/awards/>

Program Details:

Legislative Citation: Program Authority: Title VI, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) (20 U.S.C. sections 7511-7517).

Program Regulations: EDGAR

Program Description: The purpose of this program is to develop innovative education programs to assist Native Hawaiians and to supplement and expand programs and authorities in the area of education.

Types of Projects: Authorized activities include, among others: early education and care programs; family-based education centers; beginning reading and literacy programs; activities to address the needs of gifted and talented native Hawaiian students; special education programs; professional development for educators; and activities to enable Native Hawaiian students to enter and complete postsecondary education programs.

Education Level (by category): Pre-K, K-12, Adult

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Link to Related Website: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/native-hawaiian-education/>

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

Also Known As: Neglected and Delinquent State Agency and Local Educational Agency Program

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.013A

Who May Apply (by category): State Education Agencies

Who May Apply (specifically): State agencies responsible for providing free public education for children in institutions for those who are neglected or delinquent, responsible for children who are enrolled in education programs in adult correctional facilities, and responsible for children in community day programs for those who are neglected or delinquent may apply to their state education agencies (SEAs). Also, local education agencies (LEAs) with high numbers or percentages of youths in local correctional facilities may receive subgrants.

Type of Assistance (by category): Formula Grants

Appropriations (most recent information available):

Fiscal Year 2017 \$47,614,000

Fiscal Year 2018 \$47,614,000

Fiscal Year 2019 \$47,614,000

Awards Information (most recent information available):

For State Funding History Tables: FY 1980—FY 2017 see

<https://www2.ed.gov/about/overview/budget/history/index.html>

Program Details:

Legislative Citation: Title I, Part D of the ESEA, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. sections 6421-6472).

Program Regulations: Title 34 CFR, Chapter II, Part 200 -- Title I -- Helping Disadvantaged Students Meet High Standards; Subpart D—Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk of Dropping Out.

Program Description: The Title I, 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 education 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 Agency Programs require each SEA to reserve for 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.

Education Level (by category): K-12

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Office of School Support and Accountability

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Link to Related Website: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/prevention-intervention-programs-children-youths-neglected-delinquent-risk/>

Small, Rural School Achievement Program

Also Known As: Small Rural School Grants, Rural Education Achievement Program, REAP

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.358A

Who May Apply (by category): Local Education Agencies (LEAs)

Who May Apply (specifically): An LEA is eligible for a Small, Rural School Achievement (SRSA) award if:
1a. the total number of students in average daily attendance at all of the schools served by the LEA is fewer than 600; or 1b. each county in which a school served by the LEA is located has a total population density of fewer than 10 people per square mile; and 2a. all of the schools served by the LEA are designated with a school locale code of 41, 42, or 43, as determined by the Secretary of Education; or 2b. the LEA is located in an area determined to be “rural” by a governmental agency of the State

Type of Assistance (by category): Formula Grants

Appropriations (most recent information available):

Fiscal Year 2016 \$87,920,000

Fiscal Year 2017 \$87,920,000

Fiscal Year 2018 \$90,420,000

Awards Information (most recent information available):

Number of Awards: not available

Program Details:

Legislative Citation: Title V, Part B, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), Subpart 1.

Program Regulations: EDGAR

Program Description: The purpose of the 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.

Types of Projects: 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.

Education Level (by category): K-12

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Link to Related Website: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/rural-education-achievement-program/small-rural-school-achievement-program/>

21st Century Community Learning Centers

Program Office: School Support and Accountability

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.287

Who May Apply (by category): State Education Agencies (SEAs)

Type of Assistance (by category): Formula Grants

Type of Assistance (specifically):

Awards are made to SEAs, which in turn manage statewide competitions and award grants to eligible entities. For this program, eligible entity means local education agencies (LEAs), community-based organizations, Indian tribe or tribal organization (as such terms are defined in Section 4 of the Indian Self-Determination and Education Act (25 U.S.C. section 450b)), another public or private entity, or a consortium of two or more such agencies, organizations, or entities, may apply to states for subgrants.

Consistent with this definition of eligible entities, faith-based organizations are eligible to participate in the 21st Century Community Learning Centers program. Regulations are available governing the participation of faith-based organizations in Federal programs for which they are eligible are available.

Appropriations (most recent information available):

Fiscal Year 2017 \$1,167,389,540

Fiscal Year 2018 \$1,211,673,000

Fiscal Year 2019 \$1,221,673,000

Awards Information (most recent information available):

Number of New Awards: 52

Average Award: \$23,475,285

Range of Awards: \$5,839,198 - \$148,826,873

Program Details:

Legislative Citation: Title IV, Part B of the ESEA, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. sections 7171-7176).

Program Regulations: Final regulations to implement Executive branch policy that, within the framework of constitutional church-state guidelines, religiously affiliated (or "faith-based") organizations should be able to compete on an equal footing with other organizations for funding by the U.S. Department of Education are available; View the full text of the [Federal Register notice](#) announcing these final regulations (June 4, 2004); View the full text of the [regulations amended by this Federal Register notice](#), which apply to all entities, including faith-based organizations, that receive grants from the Department of Education in 34 C.F.R. parts 74-99; View the [final regulations compiled by the Center for Faith Based and Neighborhood Partnerships](#).

Program Description: This program supports the creation of community learning centers that provide academic enrichment opportunities 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.

Education Level (by category): K-12, Out-of-School Youth

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U.S. Department of Education, OESE

Office of School Support Accountability

21st-Century Community Learning Centers

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LBJ Federal Office Building

Washington, DC 20202-6200

For Specific State Contacts: <http://www2.ed.gov/programs/21stcclc/contacts.html>

Link to Related Website: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/21st-century-community-learning-centers/>

Arts in Education – Model Development and Dissemination Grants Program

Also Known as: Arts Models

Administering Office: Office of Elementary and Secondary Education

CFDA No.: 84.351D

Who May Apply (by category): Local Education Agencies, Nonprofit Organizations

Who May Apply (specifically): Eligible applicants include:

1. One or more local education agencies (LEAs), including charter schools that are considered LEAs under state law and regulations, which may work in partnership with one or more of the following:
 - A state or local nonprofit or governmental arts organization;
 - A state education agency (SEA) or regional educational service agency;
 - An institution of higher education (IHE); or
 - A public or private agency, institution, or organization, such as a community- or faith-based organization; or
2. One or more state or local nonprofit or governmental arts organizations that must work in partnership with one or more LEAs and may partner with one or more of the following:
 - A SEA or regional educational service agency;
 - An IHE; or
 - A public or private agency, institution, or organization, such as a community- or faith-based organization.

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2016 \$14,531,185

Fiscal Year 2017 \$7,322,241

Fiscal Year 2018 \$13,715,912

Awards Information (most recent information available):

Number of New Awards Anticipated: not available

Program Details:

Legislative Citation: Title IV, Part F, Subpart 4 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Program Regulations: EDGAR

Program Description: The program supports the enhancement, expansion, documentation, evaluation, and dissemination of innovative, cohesive models that demonstrate effectiveness in:

- Integrating into and strengthening arts in the core elementary and middle school curricula;
- Strengthening arts instruction in those grades; and
- Improving students' academic performance, including their skills in creating, performing, and responding to the arts.

Grants are designed to enable LEAs and organizations with arts expertise to further create and develop materials for the replication or adaptation of current comprehensive approaches for integrating a range of arts disciplines - such as music, dance, theater, and visual arts, including folk arts - into the elementary and middle school curricula.

Funds must be used in elementary and/or middle schools to:

- Develop programs designed to expand arts integration into the core curricula, improve arts instruction, and academic performance;
- Develop materials designed to help replicate or adapt arts programs;
- Document and assess the results and benefits of arts programs; and
- Develop products and services that can be used to replicate arts programs in other settings.

Applicants must describe an existing set of strategies for integrating the arts into the regular elementary and middle school curricula, which could then successfully be implemented, expanded, documented, evaluated, and disseminated.

Education Level (by category): Elementary, Middle School

Education Level (specifically): K-8

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U.S. Department of Education, OESE

Well-Rounded Education

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Washington, DC 20202

Link to Related Website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/well-rounded-education-programs/arts-in-education-model-development-and-dissemination-grants-program/>

Arts in Education—Professional Development for Arts Educators

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.351C

Also Known As: Arts in Education-Professional Development

Who May Apply (by category): Local Education Agencies

Who May Apply (specifically): A Local Education Agency (LEA) in which 20 percent or more of the students served by the LEA are from families with an income below the Federal poverty line, and which may be a charter school that is considered an LEA under State law and regulations, and that works in partnership with one or more of the following:

1. A Regional Service Agency;
2. A State Education Agency (SEA);
3. An institution of higher education; or
4. A museum or cultural institution, or another private agency, institution, or organization.

Eligibility Requirement:

Applicants must propose to implement professional development programs for arts educators and other instructional staff serving schools that meet the following requirement: 50 percent or more of the students served by the K-12 school are from low-income families (based on the poverty criteria in Title I, Section 1113(a)(5) of the ESEA).

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2013 \$1,229,244

Fiscal Year 2014 \$4,999,653

Fiscal Year 2017 \$7,034,782

Awards Information (most recent information available):

Number of New Awards Anticipated: not available

Program Details:

Legislative Citation: Title IV, Part F, Subpart 4 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Program Regulations: EDGAR

Program Description: This program specifically supports the implementation of high-quality model professional development programs for arts educators and other instructional staff in the areas of music, dance, drama, media arts, and visual arts, including folk arts, for students in kindergarten through grade 12 (K-12) in which 50 percent or more of the students are from low-income families.

Projects funded by this program use innovative instructional methods and current knowledge from education research and focus on (1) the development, enhancement, or expansion of standards-based arts education programs and/or (2) the integration of standards-based arts instruction with other core academic area content.

Education Level (by category): Postsecondary, Adult

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U.S. Department of Education, OESE

Well-Rounded Education

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Link to Related Website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/well-rounded-education-programs/arts-in-education-professional-development-for-arts-educators/>

Teacher and School Leader Incentive Fund

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA No.: 84.374A and 84.374B

Also Known As: Teacher Incentive Fund (TIF) or Teacher and School Leader (TSL) Incentive Program

Who May Apply (by category): Local Education Agencies (LEAs), Nonprofit Organizations, State Education Agencies (SEAs)

Who May Apply (specifically):

Under Section 2211(b)(1) of the ESSA, only the following types of applicants are eligible for a TSL award: (a) A local educational agency (LEA), including a charter school that is an LEA, or a consortium of LEAs; (b) A State educational agency (SEA) or other State agency designated by the chief executive of a State to participate; (c) The Department of the Interior's Bureau of Indian Education; or (d) A partnership consisting of— (i) One or more agencies described in (a), (b), or (c); and (ii) At least one nonprofit organization as defined in 2 CFR 200.70 or at least one for-profit entity. Note: Per ESEA Section 2212(b)(3), an LEA may receive a TSL grant (whether individually or as part of a consortium or partnership) only twice.

Type of Assistance (by category): Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2016 \$70,269,506

Fiscal Year 2017 \$95,888,300

Fiscal Year 2019 \$6,100,019

Awards Information (most recent information available):

Number of New Awards Anticipated: not available

Program Details:

Legislative Citation: The Teacher and School Leader Incentive Fund (TSL) program was established by Sections 2211-2213 of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized on December 10, 2015, by the Every Student Succeeds Act (ESSA). The TSL program replaces the Teacher Incentive Fund (TIF) program previously authorized in Pub. L. No. 109-149 — the Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2006, Title V, Part D. To download and read TSL's Authorizing legislation, please visit Part B, Subpart 1 of the ESSA Law.

Program Description: This program provides funding for projects that develop and implement performance-based teacher and principal compensation systems in high-need schools. Performance-based compensation systems must consider gains in student academic achievement as well as classroom evaluations conducted multiple times during each school year among other factors and provide educators with incentives to take on additional responsibilities and leadership roles. The purpose of the TIF program is to support the use of performance-based compensation, and other human capital strategies that enhance and sustain performance-based compensation, in order to increase students' access to

effective educators in high-need schools, and to expand the array of promising approaches that can help these educators and other personnel succeed.

Types of Projects: The program funds national, regional, statewide, and local projects.

Education Level (by category): K-12, Postsecondary

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Link to Related Website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/teacher-and-school-leader-incentive-program/>

Indian Education – Formula Grants to Local Educational Agencies

Administering Office: Office of Elementary and Secondary Education

Program Office: Office of Indian Education

CFDA No.: 84.060

Also Known As: Indian Education Formula Grants

Who May Apply (by category): Local Educational Agencies (LEAs) and certain schools funded by the Bureau of Indian Affairs, and Indian tribes under certain conditions.

Who May Apply (specifically): LEAs that enroll a threshold number of eligible Indian children, certain schools funded by the U.S. Department of the Interior, Bureau of Indian Affairs. Indian tribes, Indian organizations, and Indian community-based organizations under certain conditions, also may apply.

Type of Assistance: Formula Grants

Appropriations (most recent information available):

Fiscal Year 2015 \$100,381,000

Fiscal Year 2016 \$100,381,000

Fiscal Year 2017 \$100,190,176

Awards Information (most recent information available):

Number of New Awards Anticipated: 1,300 Average Award: \$77,069

Range of Awards: \$3,000 - \$3,058,055

Program Details:

Legislative Citation: Title VI, Part A, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. sections 7421-7429, 7491-7492).

Program Regulations: EDGAR

Program Description: 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 standards. The program is the Department's principal vehicle for addressing the 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.

Education Level (by category): Pre-K, K-12

Contact Information: Team Members Information

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Link to Related Website: <https://oese.ed.gov/offices/office-of-indian-education/indian-education-formula-grants/>

Office of Safe and Supportive Schools

School Climate Transformation Grant – Local Educational Agency Grants

Administering Office: Office of Safe and Supportive Schools

CFDA No.: 84.184G

Who May Apply (by category): Local Education Agencies (LEAs) or a consortia of LEAs

Who May Apply (specifically): Eligible Applicants include local educational agencies (LEAs), or consortia of LEAs, as defined by Section 9101(41) of the ESEA. Eligibility under this discretionary grant competition is limited to LEAs that have never received a grant under SCTG-LEA.

Type of Assistance: Discretionary/Competitive Grants

Appropriations (most recent information available): Not available

Awards Information (most recent information available):

Estimated Available Funds: \$40,000,000

Estimated Range of Awards: \$100,000 to \$750,000 per year for up to five years

Estimated Average Size of Awards: \$500,000

Maximum Award: \$750,000

Estimated Number of Awards: 80

Program Details:

Legislative Citation: Title IV, Part A, Subpart 2, Section 4121, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Program Description: 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: (1) build capacity for implementing a sustained, school-wide multi-tiered behavioral framework; (2) enhance capacity by providing training and technical assistance to schools; and (3) 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.

Education Level (by category): Pre-K, K-12

Contact Information: Members

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US Department of Education
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Office of Safe and Supportive Schools
400 Maryland Ave, SW.
Washington, DC 20202

Link to Related Website: <https://www2.ed.gov/programs/schoolclimatelea/index.html>

Office of Special Education Programs

Grants to States for Education of Children with Disabilities

Also Known As: Grants to States for Education of Children with Disabilities, Part B, Section 611

Administering Office: Office of Special Education Programs

CFDA No.: 84.027

Who May Apply (by category): State Education Agencies

Type of Assistance: Formula Grants

Appropriations (most recent information available):

Fiscal Year 2015 \$11,497,848,000

Fiscal Year 2016 \$11,912,848,000

Fiscal Year 2017 \$11,912,848,000 (Request)

Program Details:

Legislative Citation: Individuals with Disabilities Education Act, as amended, Part B, Section 611; 20 U.S.C. section 1411.

Program Regulations: 34 CFR 300

Program Description: The Grants to States program provides formula grants to assist the 50 states, the District of Columbia, Puerto Rico, the Department of the Interior, Outlying Areas, and the Freely Associated States in meeting the excess costs of providing special education and related services to children with disabilities. In order to be eligible for funding, states must serve all children with disabilities between the ages of three through 21, except that they are not required to serve children aged three through five or 18 through 21 years if services are inconsistent with State law or practice or the order of any court. A state that does not provide a free appropriate public education (FAPE) to children with disabilities aged three through five cannot receive base payment funds attributable to this age group or any funds under the Preschool Grants program.

Funds are allocated among states in accordance with a variety of factors, as outlined in the funding formula under Section 611(d) of the Individuals with Disabilities Education Act (IDEA). First, each state is allocated an amount equal to the amount that it received for fiscal year 1999. If the total program appropriation increases over the prior year, 85 percent of the remaining funds are allocated based on the number of children in the general population in the age range for which the states guarantee FAPE to children with disabilities. Fifteen percent of the remaining funds are allocated based on the number of children living in poverty that are in the age range for which the states guarantee FAPE to children with disabilities.

Most of the federal funds provided to states must be passed on to LEAs. However, a portion of the funds may be used for state-level activities. Any funds not set aside by the state must be passed through to LEAs.

These sub-state allocations are made in a fashion similar to that used to allocate funds among states when the amount available for allocation to States increases.

The *IDEA* also requires each state to maintain its level of state financial support for special education and related services from one year to the next. The *IDEA* also contains a local “maintenance of effort” requirement. Under this requirement, each LEA must maintain its total expenditures, including State and local contributions, on special education from one year to the next.

LEAs typically may use up to 15 percent of their allocation, less any amount used to reduce that LEA’s maintenance of effort level, for early intervening services. Early intervening services generally address the needs of students who require additional academic and behavioral supports to succeed, but who are not identified as needing special education.

The *IDEA* requires awards to the Freely Associated States of the Pacific Basin (Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands) to be the same amounts that they received from the fiscal year 2003 appropriation. *IDEA* requires that from the funds appropriated for Grants to States, 1.226 percent shall be set aside for the Department of the Interior. The *IDEA* also authorizes the Department to set aside a portion of the Grants to States appropriation to provide technical assistance to improve the capacity of States to meet data collection requirements necessary for the implementation of the program.

This is a forward-funded program that includes advance appropriations. A portion of the funds becomes available for obligation on July 1 of the fiscal year in which they are appropriated and remains available for federal obligation for 15 months.

Education Level (by category): K-12

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Office of Special Education Programs

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Link to Related Website: <https://www2.ed.gov/programs/osepgts/index.html>

Special Education – State Personnel Development Grants Program

Also Known As: Special Education-National Activities-State Improvement, State Improvement Grant Program

Administering Office: Office of Special Education Programs

CFDA No.: 84.323A

Who May Apply (by category): State Education Agencies

Who May Apply (specifically): Eligible applicants include a state education agency (SEA) of one of the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico or an outlying area (United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands).

Type of Assistance: Discretionary/Competitive Grants

Appropriations (most recent information available):

Fiscal Year 2015 \$41,630,000

Fiscal Year 2016 \$41,630,000

Fiscal Year 2017 \$41,630,000 (Request)

Awards Information (most recent information available):

Number of New Awards Anticipated: not available

Program Details:

Legislative Citation: 20 U.S.C. sections 1451-1455 and 1481 of IDEA.

Program Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 97, 98, and 99; The Education Department suspension and debarment regulations in 2 CFR part 3485; The notice of final priorities and definitions for this program as published in the *Federal Register*. The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Program Description: The SPD program focuses on professional development needs. Each state must spend at least 90 percent of its funds on professional development activities, including the recruitment and retention of qualified special education teachers. No more than 10 percent of the state's funds can be spent on state activities, such as reforming special education and regular education teacher certification (including recertification) or licensing requirements and carrying out programs that establish, expand, or improve alternative routes for state certification of special education teachers.

Awards are based on state personnel development plans that identify and address state and local needs for the preparation and professional development of personnel who serve infants, toddlers, preschoolers, or children with disabilities, as well as individuals who provide direct supplementary aids and services to children with disabilities. Plans must be designed to enable the state to meet the personnel requirements in Parts B and C (Sections 612(a)(14)) and 635(a)(8)-(9)) of the *Individuals with Disabilities Education Act (IDEA)*. These plans must also be integrated and aligned, to the maximum extent possible, with State plans

and activities under the Elementary and Secondary Education Act of 1965, as amended (ESEA), the Rehabilitation Act of 1973, and the Higher Education Act of 1965.

Education Level (by category): Pre-K, Early Childhood, K-12

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U.S. Department of Education, OSERS Office of Special Education Programs

400 Maryland Ave., SW, Rm. 4097, PCP

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Link to Related Website: <https://www2.ed.gov/programs/osepsig/index.html>

Office of Career, Technical, and Adult Education

Vocational Education – Basic Grants to States

Administering Office: Office of Career, Technical, and Adult Education (OCTAE)

Program Office: Grants and Programs for Career and Technical Education/Community Colleges

CFDA No.: 84.048A

Who May Apply (specifically): Awards are made to state eligible agencies for vocational education, which in turn award at least 85 percent of the funds based on statutory formulas to eligible recipients.

Type of Assistance: Formula Grants

Appropriations (most recent information available):

Fiscal Year 2009 \$1,141,988,150

Fiscal Year 2010 \$1,143,497,334

Fiscal Year 2011 \$1,106,804,290

Awards Information (most recent information available):

Number of New Awards Anticipated: 57

Range of Awards: \$153,764–\$119,242,094

Average New Award: \$20,855,538

Program Details:

Legislative Citation: Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 (Perkins Act), Title I (20 U.S.C. section 2321, et seq., Pub. L. No. 105–332).

Program Regulations: EDGAR

Program Description: Federal funds are made available to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CTE programs. In accordance with the statute, states must allocate at least 85 percent of the funds to eligible recipients, which include local education agencies (LEAs), two- and four-year colleges and universities that offer sub-baccalaureate CTE programs, area CTE centers, and postsecondary education institutions controlled by the Department of the Interior’s Bureau of Indian Education (BIE).

Types of Projects: This program provides states with support for state leadership activities, administration of the state plan for vocational and technical education, and subgrants to eligible recipients to improve vocational and technical education programs. To be eligible for a subgrant, an eligible recipient must operate a vocational and technical education program that:

- Strengthens the academic, vocational, and technical skills of students participating in vocational and technical education programs, achieved by integrating core academic subjects into vocational and technical education programs through a coherent sequence of courses;

- Provides students with strong experience in and understanding of all aspects of an industry;
- Develops, improves, or expands the use of technology in vocational and technical education;
- Provides professional development programs to teachers, counselors, and administrators;
- Develops and implements evaluations of the vocational and technical education programs carried out with funds under the Perkins Act, including an assessment of how the needs of special populations are being met;
- Initiates, improves, expands, and modernizes quality vocational and technical education programs;
- Provides services and activities that are of sufficient size, scope, and quality to be effective; and
- Links secondary vocational and technical education, including Tech-Prep programs, with postsecondary vocational and technical education programs.
- (Perkins IV Programs of Study: State by State Reviews, Program Year 2007-2008.)

Education Level (by category): Secondary, Postsecondary, Vocational, Adult

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Link to Related Website: <https://www2.ed.gov/programs/ctesbg/index.html>

U.S. Department of Agriculture

National School Lunch and School Breakfast Program

Administering Office: U.S. Department of Agriculture, Food and Nutrition Service

Who May Apply (by category): State Education Agencies

Type of Assistance: Formula Grants

Appropriations (most recent information available):

Appropriations: Not available

Program Details:

Legislative Citation: National School Lunch Act of 1946, Child Nutrition Act of 1996.

Program Description: These two federally assisted meal programs, the National School Lunch Program (NSLP) and the National School Breakfast Program (NSBP) provide nutritionally balanced, low-cost, or free lunches to more than 26 million children each school day.

At the state level, the NSLP and NSBP are usually administered by SEAs, which operate the programs through agreements with local school districts. Public schools or non-profit private schools of high school grade or under, and residential childcare institutions are eligible. School districts and independent schools must serve lunches or breakfasts that meet federal nutrition requirements, and they must offer free and reduced-price lunches to eligible children.

Any child at a participating school may purchase a meal through the programs. For the lunch program, children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents.

Types of Projects: School districts and independent schools that choose to take part in the lunch program receive cash reimbursement and donated commodity assistance from the U.S. Department of Agriculture (USDA) for each meal they serve. Funds can be applied to the costs of food, preparation, and other expenses associated with the food service.

Education Level (by category): Secondary, Postsecondary, Vocational, Adult

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Deputy Administrator
USDA Food and Nutrition Service
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Link to Related Website: <https://www.fns.usda.gov/nslp> and <https://www.fns.usda.gov/sbp/school-breakfast-program>

Community Facilities Direct Loan and Grant Program

Administering Office: U.S. Department of Agriculture, Rural Development

Who May Apply (by category): Public bodies, community-based non-profit corporations and federally recognized Tribes

Eligible areas: Rural areas including cities, villages, townships, and towns including Federally Recognized Tribal Lands with no more than 20,000 residents according to the latest U.S. Census Data are eligible for this program.

Type of Assistance: Low interest direct loans; grants; and a combination of the two above, as well as our loan guarantee program. These may be combined with commercial financing to finance one project if all eligibility and feasibility requirements are met.

Appropriations (most recent information available):

Appropriations: Not available

Program Details:

Legislative Citation: Direct Loans: 7 CFR Part 1942, Subpart A; Grants: 7 CFR Part 3570, Subpart A

Program Description: This program provides affordable funding to develop essential community facilities in rural areas. An essential community facility is defined as a facility that provides an essential service to the local community for the orderly development of the community in a primarily rural area, and does not include private, commercial, or business undertakings.

Types of Projects: Funds can be used to purchase, construct, or improve essential community facilities, purchase equipment, and pay related project expenses.

Examples of essential community facilities include:

- Healthcare facilities such as hospitals, medical clinics, dental clinics, nursing homes or assisted living facilities;
- Public facilities such as town halls, courthouses, airport hangars, or street improvements;
- Community support services such as childcare centers, community centers, fairgrounds, or transitional housing;
- Public safety services such as fire departments, police stations, prisons, police vehicles, fire trucks, public works vehicles, or equipment;
- Educational services such as museums, libraries, or charter schools;
- Utility services such as telemedicine or distance learning equipment; and
- Local food systems such as community gardens, food pantries, community kitchens, food banks, food hubs, or greenhouses.

For a complete list see Code of Federal Regulations 7 CFR, Part 1942.17(d) for loans; 7 CFR, Part 3570.62 for grants.

Contact Information: See state level contacts [here](#).

Chapter 3 | Federal and State Resources and Technical Assistance Providers

ED funds a variety of initiatives, field-initiated activities, and research that can support charter schools. To learn about technical assistance, research, and evaluation efforts coordinated by ED, visit the “Program and Grantee Support Services” section of the Office of Elementary and Secondary Education (OESE) [website](#). The Office of Program and Grantee Support Services (PGSS) oversees the design and delivery of results-driven, differentiated, and research-informed technical assistance opportunities to all States and the U.S. territories (i.e., Guam, American Samoa, Saipan, and Virgin Islands), including the Comprehensive Centers and Equity Assistance Centers.

This guide includes contacts for the following federally supported technical assistance providers:

1. Comprehensive Centers
2. Equity Assistance Centers
3. Regional Office of Civil Rights Offices
4. Regional Education Laboratories

In addition, state education agencies and state-level charter support organizations can be key resources for charter schools. A list of State Education Agencies and Charter Support Organizations, by state, follows the listing of federally supported entities.

Federal Resources

Comprehensive Centers

Regional Center	States Served	Director	Contact	Center Affiliation
National Comprehensive Center	National	Dean Nafziger	Email: DeanNafziger@westat.com Phone: (512) 983-4483	Westat, Inc.
Region 1	Massachusetts, Maine, New Hampshire, & Vermont	Susan Therriault	Email: stherriault@air.org Phone: (781) 373-7007	American Institutes for Research
Region 2	Connecticut, New York, & Rhode Island	Sarah Barzee	Email: sbarzee@wested.org Phone: (860) 638-8461	WestEd
Region 3	Puerto Rico & Virgin Islands	Alice Lindsay	Email: alindsay@ets.org Phone: (813) 957-0089	Educational Testing Services
Region 4	Delaware, District of Columbia, Maryland, New Jersey, & Pennsylvania	Brenda Turnbull	Email: bturnbull@policystudies.com Phone: (202) 939-5324	Policy Studies Associates, Inc.
Region 5	Kentucky, Tennessee, Virginia, & West Virginia	Kimberly Hambrick	Email: kimberlyhambrick@westat.com Phone: (304) 206-6819	Westat, Inc.

Regional Center	States Served	Director	Contact	Center Affiliation
Region 6	Georgia, North Carolina, & South Carolina	George Hancock	Email: ghancock@serve.org Phone: (336) 315-7435	The University of North Carolina at Greensboro
Region 7	Alabama, Florida, & Mississippi	Sheryl Turner	Email: sturner@rmcres.com Phone: (813) 915-0010	RMC Research Corporation
Region 8	Indiana, Michigan, & Ohio	Kandace Jones	Email: kandace.jones@icf.com Phone: (734) 926-0949	ICF Incorporated LLC
Region 9	Illinois & Iowa	Aaron Butler	Email: abutler@air.org Phone: (312) 288-7612	American Institutes for Research
Region 10	Minnesota & Wisconsin	Steven Kimball	Email: steven.kimball@wisc.edu Phone: (608) 265-6201	The Board of Regents of the University of Wisconsin System
Region 11	Nebraska, North Dakota, South Dakota, & Wyoming	Joseph Simpson	Email: jsimpson@mcrel.org Phone: (307) 222-5261	McREL International
Region 12	Colorado, Kansas, & Missouri	Dale Lewis	Email: dlewis@mcrel.org Phone: (303) 632-5522	McREL International
Region 13	Bureau of Indian Education, New Mexico, & Oklahoma	Marie Mancuso	Email: mmancus@wested.org Phone: (602) 549-3955	WestEd
Region 14	Arkansas, Louisiana, & Texas	Kristen Nafziger	Email: kristinnafziger@westat.com Phone: (512) 893-4503	Westat, Inc.
Region 15	Arizona, California, Nevada, & Utah	Deb Sigman	Email: dsigman@wested.org Phone: (916) 492-4073	WestEd
Region 16	Alaska, Oregon, & Washington	Gerald Briscoe	Email: gerryb@serrc.org Phone: (907) 586-6806	SERRC Southeast Regional Resource Center
Region 17	Idaho & Montana	Marybeth Flachbart	Email: marybeth.flachbart@educationnorthwest.org Phone: (503) 275-9636	Education Northwest
Region 18	Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, & Palau	Vidalino Raatior	Email: raatirov@prel.org Phone: (808) 441-1300	Pacific Resources for Education and Learning (PREL)
Region 19	American Samoa, Hawaii, & Republic of the Marshall Islands	Melly Wilson	Email: wilsonm@prel.org Phone: (808) 441-1354	Pacific Resources for Education and Learning (PREL)

Equity Assistance Centers

The four [Equity Assistance Centers](#) (EAC) are funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. They provide assistance in the areas of race, gender, national origin, and religion to public school districts to promote equal educational opportunities.

Region I

Serves Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, and West Virginia.

[Center for Education Equity](#)

Mid-Atlantic Equity Consortium

5272 River Road, Suite 340

Bethesda, MD 20816

Susan Shaffer, Director

PH: (301) 657-7741

F: (301) 657-8742

Region II

Serves Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

[Intercultural Development Research Association \(IDRA\) EAC-South](#) (formerly South Central Collaborative for Equity)

5815 Callaghan Road, Suite 101

San Antonio, TX 78228-1102

David Hinojosa, Director

PH: (210) 444-1710

F: (210) 444-1714

Region III

Serves Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin.

[Great Lakes Equity Center](#) (Midwest and Plains EAC)

Indiana University

902 West New York Street Indianapolis, IN 46202-5167

Seena M. Skelton

PH: (317) 278-6832

F: (317) 274-6864

Region IV

Serves Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

[Western Educational EAC](#)

Metropolitan State University of Denver

P.O. Box 173362, Campus Box 63 Denver, CO 80217-3362

Dr. Jan Perry Evenstad, Director

PH: (303) 556-6065

F: (303) 556-3912

Office for Civil Rights, U.S. Department of Education

The mission of the Office for Civil Rights (OCR) is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. OCR enforces federal laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance. OCR also enforces the Boy Scouts of America Equal Access Act, which generally addresses equal access to school facilities for the Boy Scouts and other designated youth groups. An important responsibility of OCR is investigating complaints of discrimination. In addition, OCR may initiate cases, typically called compliance reviews, to focus on specific compliance issues. OCR also provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces.

Office for Civil Rights, U.S. Department of Education Headquarters

400 Maryland Avenue, SW, Washington, DC 20202-1100

Customer Service Hotline #: (800) 421-3481

Facsimile: (202) 453-6012

TTY#: (800) 877-8339

Email: OCR@ed.gov

Web: <http://www.ed.gov/ocr>

Find the enforcement office serving your area here: https://ocracas.ed.gov/contact-ocr?field_state_value=

Regional Educational Laboratories

The network of 10 Regional Educational Laboratories works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research and practice. Each lab serves a region so that, collectively, the network serves all regions of the country.

With support from the U.S. Department of Education, Institute of Education Sciences (formerly the Office of Educational Research and Improvement or OERI), the Laboratories work as vital partners with state and local educators, community members, and policymakers in using research to tackle the difficult issues of education reform and improvement.

[REL Appalachia](#)

Kentucky, Tennessee, Virginia, & West Virginia

Contractor:

SRI International

1100 Wilson Boulevard Suite 2800 (28th floor) Arlington, VA 22209

1 (800) 452-4148

RELAppalachia@sri.com

[REL Central](#)

Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, & Wyoming

Contractor:

Marzano Research 12577 E. Caley Ave. Centennial, CO 80111

(888) 840-8510

relcentral@marzanoresearch.com

[REL Mid-Atlantic](#)

Delaware, Maryland, New Jersey, Pennsylvania, & Washington, DC

Contractor:

Mathematica Policy Research 600 Alexander Park, Suite 100

Princeton, NJ 08540

[REL Midwest](#)

Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, & Wisconsin

Contractor:

American Institutes for Research (AIR)

REL Midwest at American Institutes for Research

10 S. Riverside Plaza, Suite 600 Chicago, IL 60606

(866) 730-6735; (630) 649-6500

relmidwest@air.org

REL Northeast and Islands

Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, & the Virgin Islands

Contractor:

Education Development Center, Inc. 43 Foundry Avenue Waltham, MA 02453
(617) 969-7100
relneiinfo@edc.org

REL Northwest

Alaska, Idaho, Montana, Oregon, & Washington

Contractor:

Education Northwest
101 SW Main St., Suite 500 Portland, OR 97204
(800) 547-6339, ext. 454
relnw@educationnorthwest.org

REL Pacific

American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawai'i, Republic of the Marshall Islands, & Republic of Palau

Contractor:

Mid-continent Research for Education and Learning (McREL) International
4601 DTC Blvd. Suite 500 Denver, CO 80237
1 (800) 858-6830
RELpacific@mcrel.org

REL Southeast

Alabama, Florida, Georgia, Mississippi, North Carolina, & South Carolina

Contractor:

Florida State University 2010 Levy Avenue Suite 100 Tallahassee, FL 32310
(850) 644-9352
rel-se@fsu.edu

REL Southwest

Arkansas, Louisiana, New Mexico, Oklahoma, & Texas

Contractor:

REL Southwest at SEDL 4700 Mueller Blvd. Austin, TX 78723
(800) 476-6861
relsouthwest@air.org

REL West

Arizona, California, Nevada, & Utah

Contractor:

WestEd

730 Harrison Street San Francisco, CA 94107

(415) 565-3000

relwest@wested.org

State Education Agencies and Charter Support Organizations

Alabama

Alabama State Department of Education

Charter Schools and Flexibility

(334) 353-2154

<https://www.alsde.edu/ofc/cs/Pages/home.aspx>

Charter Support Organization: New Schools for Alabama

(205) 936-0932

<https://www.newschoolsforalabama.org/>

Alaska

Alaska Department of Education & Early Development

Charter Schools

(907) 465-2800

https://education.alaska.gov/alaskan_schools/charter

Arkansas

Arkansas Department of Education Division of Elementary and Secondary Education

Charter Schools

Little Rock, AR

(501) 683-5313

<https://dese.ade.arkansas.gov/Offices/special-education/non-traditional-programs/charter-schools>

Charter Support Organization:

Arkansas Public School Resource Center

Little Rock, AR

(501) 492-4300

<http://www.apsrc.net/>

California

California Department of Education

Charter Schools

Sacramento, CA

(916) 322-6029

<https://www.cde.ca.gov/sp/ch/index.asp>

Charter Support Organizations:

California Charter Schools Association

Los Angeles, CA

(916) 245-6173

<https://www.ccsa.org/>

Charter Schools Development Center

Sacramento, CA

(916) 538-6612

<http://www.chartercenter.org/>

Colorado

Colorado Department of Education

Colorado Charter Schools

Denver, CO

(303) 866-6600

<http://www.cde.state.co.us/cdechart>

Charter Support Organization:

Colorado League of Charter Schools

Denver, CO

(303) 989-5356

<https://coloradoleague.org/>

Connecticut

Connecticut State Department of Education

Charter Schools

Hartford, CT

(860) 713-6574

<https://portal.ct.gov/SDE/Charter-Schools/Charter-Schools>

Charter Support Organization:

Connecticut Charter Schools Association

New Haven, CT

(203) 772-8111

<https://ctcharters.org/>

Delaware

Delaware Department of Education

Charter Schools Office

(302) 735-4000

<https://www.doe.k12.de.us/domain/151>

Charter Support Organization:

Delaware Charter School Network

Wilmington, DE

(302) 735-4000

<http://www.decharternetwork.org/>

Florida

Florida Department of Education, Office of Independent Education & Parental Choice

Office of K-12 School Choice

Tallahassee, FL

(850) 245-0871

<http://www.fldoe.org/schools/school-choice/charter-schools/>

Charter Support Organizations:

Florida Charter School Alliance

Miami, FL

(305) 216-6208

<https://flcharterschool.org/>

Florida Consortium of Public Charter Schools

Fort Lauderdale, FL

(954) 463-9595

<https://www.floridacharterschools.org/>

Georgia

Georgia Department of Education, Policy, Flexibility, and External Affairs

Charter Schools

Atlanta, GA

(404) 657-0515

<https://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx>

Charter Support Organization:

Georgia Charter Schools Association

Atlanta, GA

(470) 236-0671

<http://www.gacharters.org/>

Hawaii

Hawaii Public Schools

Public Charter School Commission

Honolulu, HI

(808) 586-3775

<http://www.hawaiipublicschools.org/TeachingAndLearning/EducationInnovation/CharterSchools/Pages/home.aspx>

Idaho

Idaho Department of Education

Charter Schools

Boise, ID

(208) 332-6963

<http://www.sde.idaho.gov/school-choice/charter/>

Charter Support Organizations:

Bluum

Boise, ID

(208) 336-8400

<https://www.bluum.org/>

Idaho Charter School Network
Boise, ID
(208) 789-0914
<https://idahocsn.org/>

Illinois

Illinois State Board of Education
Charter Schools
Chicago, IL
(312) 814-2220
<https://www.isbe.net/Pages/Charter-Schools.aspx>

Charter Support Organization:
Illinois Network of Charter Schools
Chicago, IL
(312) 629-2063
<http://www.incschools.org/>

Indiana

Indiana Department of Education
Office of Charter Schools
Indianapolis, IN
(317) 233-0786
<https://www.doe.in.gov/grants/charter-school-resources>

Charter Support Organizations:
Indiana Charter School Network
Indianapolis, IN
(317) 870-2532
<http://www.n4qed.org/>

The Mind Trust
Indianapolis, IN
(317) 822-8102
<https://www.themindtrust.org/>

Iowa

Iowa Department of Education
Des Moines, IA
(515) 745-3385
<https://www.educateiowa.gov/pk-12/options-educational-choice/charter-schoolsschools>

Kansas

Kansas State Department of Education Division of Learning Services
Charter Schools

Topeka, KS

(785) 296-8447

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Charter-Schools>

Kentucky

Kentucky Department of Education Office of Continuous Improvement and Assessment

Division of Charter Schools

Frankfort, KY 40601

(502) 564-5130

<https://education.ky.gov/CommOfEd/chartsch/Pages/default.aspx>

Charter Support Organization:

Kentucky Public Charter Schools Association

Louisville, KY

<https://www.kentuckycharters.org/>

Louisiana

Louisiana Department of Education

Charter Schools

Baton Rouge, LA

(877) 435-2721

<http://www.louisianabelieves.com/schools/charter-schools>

Charter Support Organizations:

Louisiana Association of Public Charter Schools

Metairie, LA

(504) 291-8476

<https://lacharterschools.org/>

Greater New Orleans Collaborative of Charter Schools

New Orleans, LA

(504) 309-3245

<https://www.gnocollaborative.com/>

New Schools for New Orleans

New Orleans, LA

(504) 274-3645

<http://newschoolsforneworleans.org/>

Maine

Maine Department of Education

Charter School Commission

Augusta, ME (207) 543-6005

<https://www.maine.gov/csc/schools>

Charter Support Organization:
Maine Association for Charter Schools
Rockland, ME
(207) 624-6729
<http://www.mainecharterschools.org/>

Maryland

Maryland State Department of Education
Office of School Innovations
Baltimore, MD
(410) 767-3678
<http://marylandpublicschools.org/programs/pages/charter-schools/index.aspx>

Charter Support Organization:
Maryland Alliance of Public Charter Schools
Baltimore, MD
(410) 919-9678
<http://www.marylandcharterschools.org>

Massachusetts

Massachusetts Department of Elementary and Secondary Education
Office of Charter Schools and School Redesign
Malden, MA
(781) 338-3227
<http://www.doe.mass.edu/charter/>

Charter Support Organization:
Massachusetts Charter Public School Association
Hudson, MA
(978) 212-5507
<https://masscharterschools.org/>

Michigan

Michigan Department of Education Public School Academies Unit
Charter Public Schools
Lansing, MI
(517) 335-2797
https://www.michigan.gov/mde/0,4615,7-140-81351_81352_40088---,00.html

Charter Support Organization:
Michigan Association of Public School Academies
Lansing, MI
(517) 374-9167
<https://www.charterschools.org/>

Minnesota

Minnesota Department of Education
Charter Schools
Roseville, MN
(651) 582-8297
<https://education.mn.gov/MDE/dse/chart/>

Charter Support Organization:
Minnesota Association of Charter Schools
Saint Paul, MN
(651) 789-3090
<http://www.mncharterschools.org/>

Missouri

Missouri Department of Elementary and Secondary Education
Charter School Program Office
Jefferson City, MO
(573) 751-2453
<https://dese.mo.gov/quality-schools/charter-schools>

Charter Support Organization:
Missouri Charter Public School Association
St. Louis, MO
(314) 776-3551
<https://mocharterschools.org/>

Mississippi

Mississippi Department of Education
Charter Schools
Jackson, MS
(601) 359-3499
<https://www.mdek12.org/OFP/charter-schools>

Charter Support Organization:
Mississippi First
Jackson, MS
(601) 398-9008
<https://www.mississippifirst.org/we-support/charter-schools/>

Nevada

State Public Charter School Authority
Carson City, NV
(775) 687-9174
<http://charterschools.nv.gov/>

Charter Support Organization:
Charter School Association of Nevada
Las Vegas, NV
(775) 762-8006
<https://www.nevadacharters.info/>

New Hampshire

New Hampshire Department of Education
Office of Charter Schools
Concord, NH
(603) 271-6813
<https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-educational-opportunities/charter-schools>

Charter Support Organization:
New Hampshire Alliance for Public Charter Schools
Concord, NH
(603) 224-0366
<http://www.nhcharterschools.org/>

New Jersey

New Jersey Department of Education
Office of Charter Schools
Trenton, NJ
(609) 256-0119
<http://www.nj.gov/education/chartsch/>

Charter Support Organization:
New Jersey Public Charter Schools Association
Hamilton, NJ
(609) 989-9700
<https://www.njcharters.org/>

New Mexico

New Mexico Public Education Department Options for Parents & Families
Charter Schools
Santa Fe, NM
(505) 827-6909
<https://webnew.ped.state.nm.us/bureaus/charter-schools/>

Charter Support Organization:
Public Charter Schools of New Mexico
Albuquerque, NM
(505) 842-8203
<https://publiccharterschoolsofnewmexico.org/>

New York

New York State Education Department
Charter School Office

Albany, NY

(518) 474-1762

<http://www.p12.nysed.gov/psc/>

Charter Support Organizations:

New York Charter Schools Association

Albany, NY

(518) 218-6575

<https://nycharters.net/>

New York City Charter School Center

New York, NY

(212) 437-8300

<https://www.nyccharterschools.org/>

North Carolina

North Carolina Department of Public Instruction

Office of Charter Schools

Raleigh, NC

(919) 807-3300

<https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools>

Charter Support Organization:

North Carolina Association for Public Charter Schools

Asheboro, NC

(336) 669-9996

<http://ncpubliccharters.org/>

Ohio

Ohio Department of Education

Office of Community Schools

Columbus, OH

(614) 466-7058

<http://education.ohio.gov/Topics/School-Choice/Community-Schools>

Oklahoma

Oklahoma State Department of Education

Charter Schools

Oklahoma City, OK

(405) 521-3311

<https://sde.ok.gov/oklahoma-charter-schools-program>

Charter Support Organization:

Oklahoma Public School Resource Center
Oklahoma City, OK
(405) 212-4802
Tulsa, OK
(918) 236-8770
<https://www.opsrc.net/>

Oregon

Oregon Department of Education
Charter Schools
Salem, OR
(503) 947-5600
<https://www.oregon.gov/ode/learning-options/schooltypes/charter/Pages/default.aspx>

Charter Support Organization:
The League of Oregon Charter Schools
Portland, OR
(541) 405-4315
<http://www.oregonleaguecharters.org/>

Pennsylvania

Pennsylvania Department of Education
Charter Schools
Harrisburg, PA
(717) 346-8039
<https://www.education.pa.gov/K-12/Charter%20Schools/Pages/default.aspx>

Charter Support Organization:
Pennsylvania Coalition of Public Charter Schools
Mechanicsburg, PA
(717) 766-4538
<http://pacharters.org/>

Rhode Island

Rhode Island Department of Elementary and Secondary Education
Office of Charter Schools
Providence, RI
(401) 222-8399
<https://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/CharterSchools.aspx>

Charter Support Organization:
Rhode Island League of Charter Schools
Providence, RI
(401) 383-6069
<http://www.richarterschools.com/>

South Carolina

South Carolina State Department of Education
Charter Schools Program
Columbia, SC
(803) 734-2781

<https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/>

Charter Support Organization:
Public Charter School Alliance of South Carolina
Charleston, SC
(800) 691-7133

<https://www.sccharterschools.org/>

Tennessee

Tennessee Department of Education
Charter Schools Office
Nashville, TN
(615) 253-8298

<https://www.tn.gov/education/school-options/charter-schools.html>

Charter Support Organization:
Tennessee Charter School Center
Nashville, TN
(615) 933-3494

<http://www.tnchartercenter.org/>

Texas

Texas Education Agency
Charter Schools Office
Austin, TX
(512) 463-9575

https://tea.texas.gov/Texas_Schools/Charter_Schools

Charter Support Organization:
Texas Public Charter Schools Association
Austin, TX
(512) 584-8272

<http://txcharterschools.org/>

Utah

Utah State Board of Education
Charter Schools
Salt Lake City, UT
(801) 538-7500

<https://www.schools.utah.gov/charterschools>

Charter Support Organizations:

Utah Association of Public Charter Schools
Salt Lake City, UT
(801) 836-7028
<https://www.utahcharters.org/>

Utah Charter Network
<http://utcharternetwork.com/>

Virginia

Virginia Department of Education
Charter Schools
Richmond, VA
(804) 225-2034
http://www.doe.virginia.gov/instruction/charter_schools/index.shtml

Washington

Office of Superintendent of Public Instruction (OSPI)
Olympia, WA 98504
(360) 764-0212
<https://www.k12.wa.us/policy-funding/grants-grant-management/charter-school-program-grant>

Charter Support Organizations:

Washington Charter School Resource Center
Seattle, WA
(206) 634-0589

Washington State Charter Schools Association
Seattle, WA
(206) 424-2780
<https://wacharters.org/>

Washington, DC

Office of the State Superintendent of Education (OSSE)
Charter Schools Program
Washington, DC
(202) 741-5099
<https://osse.dc.gov/service/charter-schools-program-title-v-part-b>

District of Columbia Public Charter School Board
Washington, DC
(202) 328-2660
<http://www.dcpccb.org/>

Charter Support Organization:
DC Charter School Alliance
Washington, DC

(202) 387-0405
<https://dccharters.org/>

West Virginia

West Virginia Department of Education
Charter Schools
Charleston, WV
304-558-7010
<https://wvde.us/charter-schools/>

Wisconsin

Wisconsin Department of Public Instruction
Charter Schools
Madison, WI
(608) 266-5728
<https://dpi.wi.gov/sms/charter-schools>

Charter Support Organizations:
Wisconsin Resource Center for Charter Schools
Tomahawk, WI
715-453-1079
<https://wrccs.org/>

Milwaukee Charter School Advocates
Madison, WI
<https://www.milwaukeecharteradvocates.org/>

Wyoming

Wyoming Department of Education
Charter Schools Office
Cheyenne, WY
(307) 777-6210
<https://edu.wyoming.gov/beyond-the-classroom/school-programs/charter-schools/>