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ABSTRACT

This guidebook provides basic information to assist charter schools in accessing the federal programs and resources available to them. The programs represented in this guide are those that are commonly considered the most beneficial to charter schools. Most of the programs are administered directly by the U.S. Department of Education (ED). Chapter 1 provides a brief overview of ED, the Public Charter Schools Program, and the processes involved in applying for federal education funds; it contains examples of charter schools that have used federal funding. This chapter also describes sources of information on federal programs and provides overviews of the ED, the Public Charter School Program, the federal-funding process, variations in state laws and legal status of charter schools, responsibilities of utilizing federal funds, federal waivers, and federal legislation. Chapter 2 contains a matrix that introduces the 25 selected federal programs, including those that affect underserved students, school reform, and professional development, followed by indepth profiles and contacts for each of these programs. Chapter 3 describes other ED initiatives related to charter schools, and chapter 4 contains information for federally funded technical-assistance providers and other resources. Information for official state department of education contacts is provided in the appendix. (RJM)

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ACCESSING FEDERAL PROGRAMS

A Guidebook for Charter School Operators and Developers

U.S. Department of Education
Office of Elementary and Secondary Education

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ACCESSING FEDERAL PROGRAMS

A Guidebook for Charter School Operators and Developers

U.S. Department of Education
Office of Elementary and Secondary Education

U.S. Department of Education
Richard W. Riley
Secretary

Judith Johnson
Acting Assistant Secretary
Office of Elementary and Secondary Education

March 1999

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This publication is also available from 1-877-4ED-PUBS.

For more information about public charter schools, please contact:
U.S. Department of Education
Public Charter Schools Program
Office of Elementary and Secondary Education
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Washington, DC 20202
Telephone: (202) 260-2671
FIRS 1-800-877-8339, 8 a.m. - 8 p.m., ET, M-F

For general information on U.S. Department of Education programs, please call 1-800-USA-LEARN or visit http://www.ed.gov/programs.html.

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Chapter 1 — Introduction

About this Guidebook

This guidebook provides, in compact form, some basic information to assist charter schools in accessing the federal programs and resources available to them. Not all federal programs available to charter schools are represented in this guide. The programs selected are those that are commonly considered the most beneficial to charter schools. Most of the selected programs are administered directly by the U.S. Department of Education (ED). Whenever possible, information about a federal program is provided with the unique circumstances and flexibility of charter schools in mind.

The primary purpose of this document is to provide brief and helpful guidance. It creates no new rights or responsibilities. Given the legal complexity of many of these programs, readers must consult the full text of statutes, regulations, and relevant case law 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 Public Charter Schools Program, and the process involved in applying for federal education funds; it also contains examples of charter schools that have used federal funding in innovative ways;
- **Chapter 2:** contains a matrix which introduces the 25 selected federal programs, followed by in-depth profiles and contact information for each of these programs;
- **Chapter 3:** describes other ED initiatives related specifically to charter schools;
- **Chapter 4:** contains contact information for federally funded technical assistance providers and other resources.
- **Appendix:** contains information for official state department of education contacts.

Other Sources of Information on Federal Programs

The information for this guidebook draws from several other more extensive sources of information. For a comprehensive overview of all the programs offered by each of the federal agencies, see *The Catalog of Federal Domestic Assistance* (CFDA).[1] Upcoming competitions for all federal grant programs, whether in ED or other

[1] This catalog provides a wealth of information on such topics as the organizational structure of federal agencies and grant proposals. For more information, please visit (http://www.gsa.gov/fdac/queryfdac.htm). The catalog can be ordered through the Government Printing Office (GPO) by calling (202) 708-5126) or visit their home page at (http://www.access.gpo.gov/index.html).

agencies, are announced through the Federal Register. These announcements are published over the Internet through the U.S. Department of Education Federal Register Documents web page.[2]

For a comprehensive listing of programs administered by ED, visit ED's Internet home page (http://www.ed.gov). Two helpful sections on the ED web site are *Funding Opportunities* and *Programs and Services*. This extensive web site publishes electronic versions of many documents which provide additional guidance on accessing federal funds, including the *Guide to U.S. Department of Education Programs*,[3] *The New Teacher's Guide to the U.S. Department of Education* and *What Should I Know About ED Grants*.[4]

Overview of the U.S. Department of Education

One of the primary roles of ED is to fund and administer education programs for a variety of purposes and populations. It also recognizes and rewards excellence and improvement by students, schools, and communities. ED is organized into eight broad areas of responsibility for program administration, which are known as Principal Offices. Each is responsible for overseeing a portion of the programs established by Congress and administered by ED. The Principal Offices are:

- Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
- Office for Civil Rights (OCR)
- Office of Educational Research and Improvement (OERI)
- Office of Elementary and Secondary Education (OESE)
- Office of Postsecondary Education (OPE)
- Office of Special Education and Rehabilitative Services (OSERS)
- Office of Student Financial Assistance Programs (OSFAP)
- Office of Vocational and Adult Education (OVAE)

The Principal Offices are further subdivided into Program Offices, which administer ED's grant programs on a daily basis. Typically, the Program Office conducts the review of applications, makes recommendations for funding, and then negotiates and awards the grants. The organizational chart (Figure 1, p. 3) illustrates the relationships between the different ED offices.

The Public Charter Schools Program

When signing the Charter School Expansion Act of 1998, President Clinton stated his goal for the creation of 3,000 charter schools by the year 2002. Currently, thirty-four states, the District of Columbia, and Puerto Rico, have passed charter school laws and many more states are considering similar legislation. During the

[2] (http://www.ed.gov/legislation/FedRegister/) You can either search an archive of past announcements on-line, or you can subscribe to have future announcements sent to you via e-mail. You may also call (202) 708-5126 for more information.

[3] (http://web99.ed.gov/GTEP/Program2.nsf).

[4] (http://www.ed.gov/pubs/KnowAbtGrants/).

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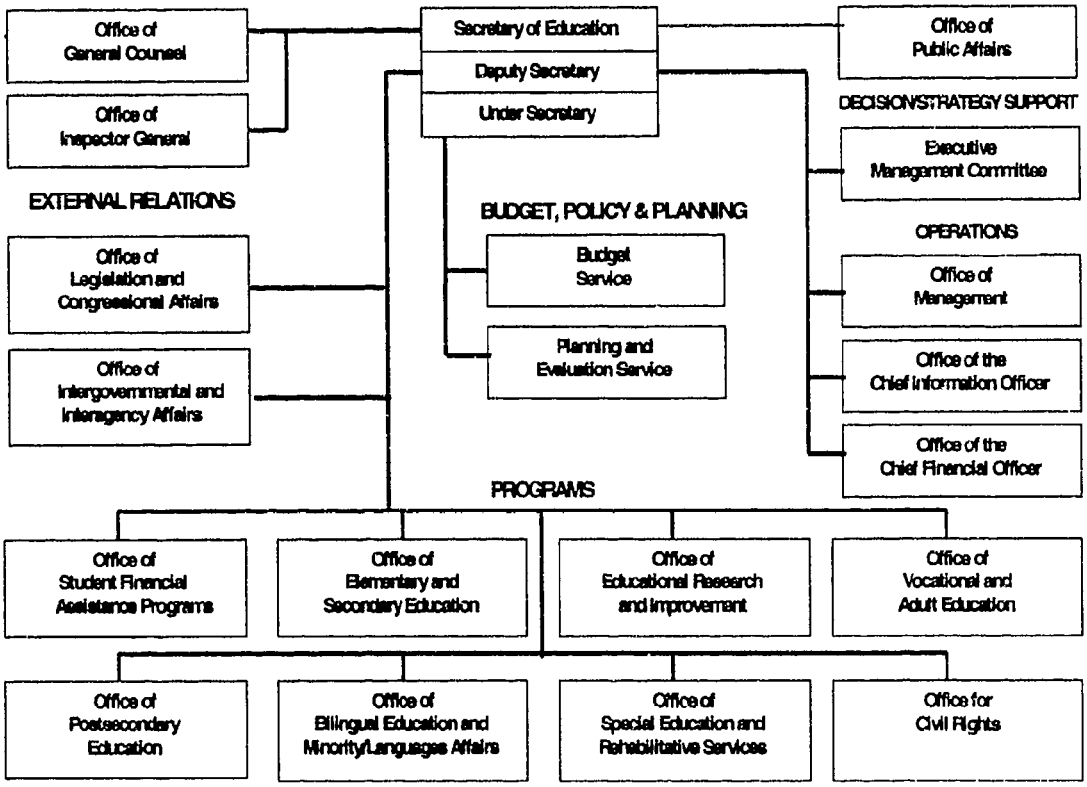
Figure 1: Organizational Chart of the U.S. Department of Education



1998-1999 school year there were more than 1,100 charter schools in operation.

In 1994, Congress authorized the creation of the Public Charter Schools Program through Title X of the Elementary and Secondary Education Act (ESEA). Located organizationally within the Office of Elementary and Secondary Education (OESE) under the School Improvement Programs (SIP), the Public Charter Schools Program helps charter schools with the costs associated with starting a charter school. ED also works to increase public awareness of charter schools and supports technical assistance, research, and evaluation efforts through other ED programs and offices.

In 1998, the authorizing legislation of the Public Charter Schools Program was amended by H.R. 2616 and signed into law by the president in October as the "Charter School Expansion Act of 1998". Among its many changes, the new law:

- requires ED to give priority in awarding grants to states in which the performance of every charter school is reviewed at least once every 5 years to ensure the school is fulfilling the terms of its charter and students are meeting achievement requirements and goals;

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- will reward states that have made progress in increasing the number of high-quality, accountable charter schools;
- makes it clear that any charter school receiving funding under this program must be measured by the same state assessments as other public schools;
- provides new authority for successful charter schools to serve as models, not just for other charter schools, but for public schools generally. These schools will provide advice, materials, and other information on various aspects of their programs–helping to start new public schools and helping existing schools learn from their successes.

At this time, official guidance on the new law is being developed and more information on how it will benefit charter schools will be forthcoming.

The Public Charter School program has grown dramatically in the past five years from $6 million in fiscal year (FY) 1995 to $100 million in FY 1999. ED awards funds to states through a competitive grant process. States receiving the funds then award subgrants to authorized public chartering agencies in partnership with developers of charter schools [see Chapter 2 for more information on this program]. Currently, the program supports schools in 29 states, the District of Columbia, and Puerto Rico. The amount awarded to each state can vary depending on the strength of its application, the type of charter school program it establishes and the amount of funding required. The average size of an award a state received in FY 1999 was $2 million.

To be eligible for a federal public charter schools grant, states must pass a specific law establishing a charter school program. In accordance with the federal legislation for this program, all charter schools that receive federal funds must:

- be fair, open, and accessible to all students;[5]
- be non-sectarian; and
- comply with all federal regulations.[6]

Individual charter schools may use the funds only for the specific purpose of post-award planning and design of the education program of the charter school. Post-award planning may include refining the desired education results and the methods for measuring progress toward achieving those results. Schools can also

[5] The legislation requires that charter schools cannot charge tuition and must admit students on the basis of a lottery, if more students apply for admission than can be accommodated.

[6] Charter schools must comply with the Individuals with Disabilities Education Act (IDEA) and with federal civil rights laws. Information on the IDEA is provided on pp. 10 and 28 of this Guidebook. The federal civil rights laws protect students and other participants from discrimination on the basis of race, color, national origin, sex, disability and age in programs and activities that receive federal financial assistance. These federal civil rights laws are: 1) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin; 2) Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; 3) Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability; and 4) the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age. Also, Title II of the Americans with Disabilities Act prohibits discrimination on the basis of disability by public entities, including public charter schools and public school districts, regardless of whether they receive federal financial assistance.

use the funds for initial implementation of the charter school, which may include informing the community about the charter school, acquiring necessary equipment, materials, and supplies, and other operational costs that cannot be met from state and local sources.

In addition to granting awards directly to state agencies and charter schools to assist in the development of charter schools, ED has allocated funds to support additional research and technical assistance activities for charter schools. Examples of technical assistance activities include identifying assessments, developing curriculum, investing in technology, and updating facilities. One of the main information dissemination efforts supported by ED is the U.S. Charter Schools web site (http://www.uscharterschools.org), which provides technical assistance-related information over the Internet to charter school operators and developers. For an overview of the technical assistance, research, and evaluation efforts being coordinated by ED, turn to Chapter 3, *ED Initiatives Related to Charter Schools.*

The Federal Funding Process

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

ED distributes most federal public education funds directly to state departments of education, which then disburse the funds to individual schools and districts. 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). After funds are distributed to a SEA, they are then allocated through a formula, on a discretionary (competitive) or other basis, to LEAs or other eligible applicants. The type of allocation depends on the authorizing legislation. To find out more about how

The Family Learning Center: Technology Literacy Program, Title III

The Family Learning Center (FLC), located in St. Paul, MN, began in 1996 with 50 students in K-4. The school partnered with an outside group, Designs for Learning, for an array of administrative and management services. Since that time, three new charters have all joined FLC in using the same management arrangement. FLC is based on a philosophy which "prizes the innate talents of every person and nurtures courageous, caring and responsible citizens." The school is an autonomous district in the state with its own school board, which includes 5 teachers and 4 parent members.

Serving an urban population that is approximately 1/3 white, 1/3 African-American, and 1/3 Hmong, and of which 70 percent are on free or reduced-price lunch, the school has implemented a number of innovative strategies to deliver quality instruction. For example, parent conferences and narrative reports replace report cards, and each student has a personal learning plan determined by the student's advisor and parents. The personal learning plan states learning goals, which are periodically reviewed.

As part of these efforts, the school recently competed for a Technology Literacy Challenge Grant under Title III. FLC received approximately $170 thousand and is the fiscal agent for the project. The grant has helped the school develop a personal learning plan software program aligned with Minnesota's new learning standards. The goal is to produce a web-based product that any platform can access and to produce approximately a half-dozen new adventure learning packages. To implement the project, FLC has partnered with two outside groups. The first is Transforming Schools Consortium (TSC), which has about 10 school districts in Minnesota as members. Each participating district receives a file server and the software. The second is Learning Outfitters, an affiliated firm with Designs for Learning, which produces adventure learning packages for school and home markets.

a specific SEA distributes funds to LEAs, contact your state department of education representative directly. All official state and territorial representatives for charter schools are listed in the Appendix.

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, or some other measure of need, or a combination of measures specified in the authorizing legislation. For example, the Title I, Part A, program targets low-achieving students in high-poverty schools. Program funds are allocated to SEAs based on the number of students in the state whose families meet specified eligibility requirements, such as eligibility for Aid to Families with Dependent Children (AFDC) or the Free and Reduced Price Lunch program; requirements can vary from state to state. SEAs then disburse funds to LEAs (schools and/or districts) based on a formula, eligibility requirements, or other criteria.[7]

Discretionary Grants. A discretionary grant, otherwise known as a competitive grant, is one that ED or another branch of the federal government awards through a competitive process. Under such grants, ED is able to 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 grants require the establishment of criteria for eligibility, for program size and growth, and some mechanism for competition among applicants.

Similar to formula grants, many discretionary grants are available only to SEAs. In some cases, however, a SEA may elect not to participate in a federal program. Consequently, ED or other branches of the federal government may distribute funds directly to LEAs in order to allow interested LEAs to participate. In such cases, a separate application process is established, and the LEA applies directly to ED.

Each time it invites applications for a new grant award competition, ED publishes a notice in the Federal Register. The general requirements and selection criteria for discretionary grants are available through the federal program office or in the program regulations. For most discretionary grant programs, ED publishes specific program regulations in the Federal Register and codifies them annually in the Code of Federal Regulations.[8] In cases where specific regulations are not available, applicants should consult the Education Department General Administrative Regulations (EDGAR).[9] For more information on the application process, please consult the document *What Should I Know About ED Grants.*[10] This helpful resource contains detailed information on applying for and receiving discretionary grants.

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[7] 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.

[8] (http://www.access.gpo.gov/nara/about-cfr.html)

[9] (http://ocfo.ed.gov/grntinfo/edgar.htm)

[10] For ordering information, call (202) 708-5126 or see (http://www.ed.gov/pubs/KnowAbtGrants/)

Variations in State Laws and Legal Status of Charter Schools

One factor that determines the degree to which charter schools may access federal funds is the nature of the state rules governing charter schools. State laws and regulations that establish charter schools vary widely among states.[11] Of particular importance 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 highly 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.

The variation in the legal status of a charter school affects the process by which a given charter school either applies or receives a discretionary grant, or participates in a formula grant program. For example, if a charter school is considered an independent LEA by state law, the school can apply directly to their SEA for many of the formula-driven grant programs. If a school is not considered an independent LEA, the school will most likely participate in the program through its parent district.

Fenton Avenue Charter School: Free and Reduced-Price Lunch Program

Fenton Avenue Charter School is a year-round, multi-track, elementary (K-5), conversion charter school that serves an ethnically diverse, economically disadvantaged population of over 1,300 students. Located in the Lake View Terrace area of Los Angeles, California, some 62 percent of the school's students are limited English proficient and 85 percent are eligible for Title I services. Ten years ago, the school was considered one of the worst in San Fernando Valley. After converting to charter status in 1994, the school steadily improved its instructional program and other services. In May of 1997, the school was named a California Distinguished School.

Insuring that Fenton students arrive in the classroom ready to learn has been an integral part of the school's program. In order to help accomplish this goal, the school has participated in the federal National School Lunch and School Breakfast Programs to obtain free and reduced-price meals for the school's students. Yet the school has done more than just participate in the program; it has used the funds in innovative ways. In partnership with another local charter school, Fenton has contracted with an outside vendor. The vendor not only provides management support to deliver meals, it also provides access to the vendor's food and supply purchasing contracts, thus reducing costs to the school. Moreover, the vendor provides the assistance of a nutritionist to help plan nutritionally sound meals that meet federal requirements for food quality.

In order to ensure that District reimbursement for free and reduced-price meals is accurately reported and received, the school has maintained an efficient record-keeping system for food, supplies, and costs associated with operation of the cafeteria. The school has also been able to use some funds it has saved for capital improvements (equipment replacement) to the kitchen and for improved food services operations.

[11] In *A Study of Charter Schools: First-Year Report*, a Federally sponsored national study, the authors reviewed as part of their first-year findings the 25 state charter school laws which were in existence as of July 1996. In summarizing their findings on the legal status of charter schools, the report found that in 15 states and the District of Columbia, charter schools are independent entities, corporate entities, or nonprofit organizations, but in eight states charter schools remain legally a part of their local school districts. The legislation in two other states, California and Wyoming, does not directly address the legal status of charter schools. In California, schools have formed as a variety of legal entities, ranging from independent nonprofit corporations to a legal branch of the sponsoring district.

Given these complexities, the particular 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, Report to Congressional Requesters, *Charter Schools: Federal Funding Available but Barriers Exist.*[12]

Responsibilities of Utilizing Federal Funds

While many state charter school laws provide complete or partial waivers from many state administrative and reporting regulations, state laws cannot supercede or modify federal law, including federal reporting regulations. When applying for federal funds or undertaking a project funded by ED or another branch of the federal government, a charter school should consider the added regulations and responsibilities that accompany the funds. These regulations ensure that public funds are used properly.

When using federal funds, in addition to performing the work promised in the application for funds, a charter school operator or developer is expected to:

- exercise proper stewardship of federal funds;
- comply with all statutory and regulatory requirements; and
- comply with all financial and performance reporting requirements.

If a school makes the decision to utilize federal support, it must be prepared to accept the responsibilities associated with administering the grant. Schools need to realistically assess the administrative requirements of grant management when making the decision to pursue federal program opportunities. Operators should put as much care into the timely, accurate, and comprehensive reporting of activities undertaken as part of a federal grant as they put into planning those activities when writing the application.

State department of education officials who have responsibility for managing federal programs can be of assistance in helping you understand the requirements of specific funds that you are interested in obtaining. The federal government is working toward offering applicants the opportunity to report information electronically through an automated process of data exchange. However, in the meantime, paper remains the primary medium of communication between the charter school and the funding source about the status of the grant.

Federal Waivers

In certain cases, Congress has granted ED the authority to waive the reporting and administrative requirements of a number of different federal programs. ED has several different waiver authorities, but the

[12] (http://www.gao.gov).

most relevant for charter schools is the waiver authority granted under Title X, Part C, of the Elementary and Secondary Education Act (ESEA). In general, the Secretary may waive any statutory or regulatory requirement over which he exercises administrative authority except those requirements relating to the elements of a charter school described in section 10306(1) of the ESEA. In particular, a charter school must be a non-sectarian 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, and Part B of the Individuals with Disabilities Education Act. In addition, a charter school may not obtain waivers of requirements of the Americans with Disabilities Act. For more information, please see the Flexibility and Waivers home page on the ED web site.[13] For more information on how to apply for waivers for federal programs, you may call the Waiver Assistance line at ED at (202) 401-7801. To ascertain whether there are waivers for state program rules, contact your state representative.

Vaughn Next Century Learning Center: Title I and Schoolwide

Vaughn Next Century Learning Center in the Pacoima neighborhood of the San Fernando Valley, CA, is a former traditional public elementary school that converted to charter status in 1993. The school currently serves Kindergarten through 5th grade. Enrollment in 1996-97 was 94 percent Hispanic and 5 percent African American students, with about 83 percent LEP. The surrounding neighborhood is known for its high rate of poverty and population growth. In the last five years, the school has won national media acclaim and several honors, including the California Distinguished School and National Blue Ribbon awards. Its visitors have included First Lady Hillary Rodham Clinton and State Superintendent of Public Instruction Delaine Eastin.

Central to the efforts of the school to serve its students effectively has been the use of supplementary instructional programs, in part funded through federal Title I funds. Approximately 20 percent of the school's students qualify for AFDC (Aid to Families with Dependent Children), with over 97 percent qualifying for free or reduced-price lunches. In FY 1997-8, Vaughn received approximately $302,000 in additional revenues by participating in Title I. Moreover, by adopting schoolwide status, the school has been able to consolidate funding from its various categorical programs to help support its overall instructional program.

For example, the school provides parents with Saturday sessions, evening classes, and monthly parent forums as ways of involving and educating parents who cannot get to the school during the school day. The school has also lengthened its school year by 20 days, a program known as ESY (Extended School Year), which allows the teachers to pursue alternative grouping strategies. One teacher per grade works with a group of students for 10 days on remedial instruction, while another will work on enrichment activities with another group. The strategy has been so successful, school staff report, that a special Winter Academy tutoring session is also being planned this year.

Overview of Federal Legislation

In order to help charter schools navigate through the often complex world of federal education programs, we have provided in this section a summary of each of the major pieces of federal authorizing legislation for the programs listed in this guide.

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 in education policy. The law established the process for setting aside money for the education of specific categories of students, and hence established the use of categorical education programs at a national level. The law is the largest federal funding source for public schools.

[13] (http://www.ed.gov/flexibility).

The major portion of this legislation is Title I, which provides money to schools with significant numbers of poor students, American Indian students, children of migratory farm workers, neglected and delinquent children, and homeless children. The money is designated to provide supplemental instructional services to meet the special needs of these students.

ESEA also includes provisions for Safe and Drug Free Schools (Title IV), Bilingual Education (Title VII), Indian, Native Hawaiian, and Alaska Native Education (Title IX), and Gifted and Talented children (Title X-B). By law, Congress reviews the legislation every five years and decides whether or not to reauthorize it. The most recent reauthorization was in 1994, with the *Improving America's School Act (IASA).*

Goals 2000. President Clinton signed the *Goals 2000: Educate America Act* into law in March 1994. Its purpose is to provide a framework for meeting the National Education Goals by promoting coherent, nationwide, systemic education reform to improve the quality of learning and teaching in the classroom and in the workplace. This legislation marked the beginning of the federal government's emphasis on the development and implementation of state and local comprehensive school improvement plans based on high standards for all students.

Goals 2000 provides a national framework for education reform by promoting research, consensus building and the systemic changes needed for all students to achieve to high standards. It also encourages families to support the academic work of their children at home, and provides parents with skills to advocate effectively for their children at school. There are three major components of Goals 2000: National Education Goals; National Education Reform Leadership, Standards, and Assessments; State and Local Education Systemic Improvement

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 available to them 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 legislation was reauthorized by Public Law 105-17 in June 1997.

Funds under IDEA, Part B, are allocated to SEAs, and through them to local educational agencies, 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 twenty-second 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 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 maintenance 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.

Stewart B. McKinney Homeless Assistance Act. Congress passed the *Stewart B. McKinney Homeless Assistance Act* in 1987 to address the complex needs of the nation's rapidly increasing homeless population. In 1990, Congress amended the McKinney Act and took a major step toward improving the educational opportunities for homeless children and youth. The amendments prohibited using residency requirements as a barrier to enrolling children and youth. States were also required to review and revise all policies, practices, laws, and regulations that might act as barriers to the enrollment, attendance, and academic success of homeless children and youth.

In 1994, Congress amended the *McKinney Homeless Assistance Act* as part of the reauthorization of the *Improving America's Schools Act.* In this move, Congress increased legal protections of homeless children and youth to ensure their access to appropriate federal, state, and local educational services.

National School Lunch Act. The *National School Lunch Act* established by Congress and signed into law by President Harry Truman in 1946, authorizes the National School Lunch Program (NSLP). *The Child Nutrition Act* of 1966 authorized the National School Breakfast Program (NSBP), which is a companion program. These programs are Federally assisted meal programs operating in more than 95,000 public and nonprofit private schools and residential child care institutions.

Pirmeria Alta, Inc.
Bilingual Education, Title VII

Pimeria Alta, Inc., which first opened in October of 1995, is both an independent corporation and a public charter school. Located near the small border city of Nogales, Arizona, the school serves 134 students, aged 13 to 22, with a year-round, individualized program in which students may pursue either a self-paced or an accelerated curriculum. Once a student has completed the minimum 21 credits (which exceeds the state's minimum requirements) at the pace he or she chooses, the student may then choose either a December or a June graduation. Eighty-two percent of Pimeria's students come from homes in poverty, 60 percent work full time, 24 percent are parents, and 67 percent are LEP. With their innovative individualized program, Pimeria has demonstrated impressive gains. In its first three years, the suspension rate has dropped from 24 percent, to 3 percent; its dropout rate has fallen from 16 percent to 5 percent; and its postsecondary enrollment rate (including colleges, universities, trade and technical schools) has climbed from 1 percent to 12 percent.

Central to the school's efforts has been its career education programs. The school has established 32 business partners throughout Nogales and has 7 different school-to-work programs within the community. For example, students are able to receive job training and certification for nursing assistant positions through one of its internship programs. With the school located in a county that has an unemployment rate of 28 percent, Pimeria has used its job training opportunities to help 43 percent of its students move on to schools or jobs elsewhere in the state.

To help reach its goals, Pimeria has used Bilingual Education Program grants to enhance its career education and core instructional program. As Sandra Potter, the school's lead operator explains, "We've now reached, program-wise, where we wanted to be in 8 years. We could not have afforded the expansion of school-to-work and the arts programs without federal monies because of the small size of the school. We have gotten better faster. Most importantly, we wouldn't have had as many successes with students." With these funds, the school can supplement its 10 certified teachers with 4 assistants, all of whom are in college programs to finish their degrees. It can also maintain a regular program of staff development, curriculum development, technology acquisition and parental involvement.

Currently, more than 26 million children participate in the programs, receiving nutritionally balanced, low-cost or free lunches and breakfasts each school day. The U.S. Department of Agriculture Food and Nutrition Service administers the program at the federal level. State education agencies operate the program through agreements with local school districts. School districts and agencies receive cash subsidies and commodities from the U.S. Department of Agriculture for each meal they serve.

Carl D. Perkins Vocational and Technical Education Act. The purpose of the *Carl D. Perkins Vocational and Technical Education Act* is to ensure that the United States is competitive in the world economy by fully developing the academic and occupational skills of all segments of the population. The Perkins Act concentrates resources on improving educational programs that focus on the academic and occupational skill competencies needed to work in a technologically advanced society.

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 the Appendix. Each of the profiles of the federal programs 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 SEA 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 particular issues.

Many regions of the country with large numbers of charter schools contain publicly and privately run 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 particular state. For contact information on these organizations, please consult the State Information and Contacts area of the U.S. Charter Schools web site (http://www.uscharterschools.org).

Overview of Sections

The profiles of federal programs contained in the next chapter are divided into eight categories to help you find relevant programs quickly. Below is a concise summary of each category.

Charter School Development. As states continue to enact charter school legislation, the federal government has kept stride with this school reform movement by making funds available to help initiate new

charter schools. Between 1997 and 1999, Congress almost doubled the allocation from $51 million to $100 million of funds available to implement new charter schools.

Underserved Students and Students with Special Needs. Programs under this heading comprise the greatest amount of federal funds available for schools through ED. More than $12 billion are allocated to states through Title I and Special Education (IDEA) programs alone. Charter schools that utilize federal program dollars have reported that these supplemental funds constitute between 0.5 percent and 10 percent of their overall operational budgets. Most of these programs are formula funds that are disbursed to schools through SEAs and are allocated based on certain eligibility requirements of students served. Also, schools with 50 percent or more children living in poverty may use Title I funds to develop a schoolwide reform effort, which allows schools to combine funds from multiple federal and local funding sources (e.g., Title I, Title IV, Migrant, Perkins, Goals 2000, etc.).

School Reform and Improvement. Since the late 1980s, the federal government has promoted a number of "school reform" or "school improvement" initiatives to states. Goals 2000, National Education Goals, Blue Ribbon Schools, and Comprehensive School Reform Demonstration are examples of such initiatives. Common elements to all these reform efforts include schools and states developing: academic content standards that all students must achieve, with accompanying assessments; improved professional development efforts; improved technology strategies; meaningful involvement by parents and communities; and improved school management and effectiveness.

Professional Development. The preparation of teachers is no longer viewed as the sole responsibility of colleges of education. Throughout their career, teachers need opportunities to build on and improve their skills. As referenced in all federal school reform legislation, the training and development of teachers must be addressed in any school or school district's plan for improvement. If schools choose to utilize federal program dollars to assist in school improvement, they must always include the professional development of staff in their strategies and goals.

Technology. In all the branches and programs, the federal government is aggressively working to address the role of technology in its functions and in the activities of the organizations and communities it serves. In education, technology initiatives began with the Goals 2000 legislation and continue today with programs such as the highly publicized E-Rate (Education rate) for schools and libraries and the President's goal of providing access to computers to all public school students and teachers in their own classrooms. Since technology can be used to support teacher training, curriculum and instruction, or library services, a number of school efforts can be supported with federal technology funds.

Career Education. School-based vocational education programs sponsored by the federal government have been redesigned to address current workplace needs for a global community. Vocational education programs are now part of "school-to-work" systems that provide occupational preparation and workforce development

to help prepare students for today's workplace. Many of the national school reform initiatives emphasize "workplace readiness" as it relates to academic content standards and technology.

Early Childhood. The federal government has invested heavily in research to understand the importance of the first few years of child development in an effort to improve the development and learning of young children from birth to age eight. How to prepare and support young children academically, and how to prepare the parents of these same young children to be their children's "first teacher" are the goals of early childhood programs such as Even Start.

Serving Communities. As the nation continues to evaluate and improve its education system, an increased emphasis is being placed on the communities where schools are located and the important role that community plays in sustaining quality education programs. Locating public assistance services in schools, creating violence-free and drug-free school zones, and changing schools into places where not just children learn but where parents and community members can also learn are some examples of how federal programs are supporting communities through schools.

Program Description Matrix

Program Title	Description	Authorizing Legislation	Funding Process for Schools	Page Number
Charter School Development				
1. Public Charter Schools Program	Provides financial assistance for the planning, design and initial implementation of charter schools. Specifically targeted to charter school operators and developers.	ESEA Title X, as amended by IASA	Competitive grants available from SEA or ED	18
Underserved Students and Students with Special Needs				
2. Education of Disadvantaged Children – ESEA, Title I, Part A	Provides financial assistance to school districts to improve teaching and learning of low-achieving children in high-poverty schools to enable them to meet challenging state content and student performance standards.	ESEA Title I, as amended by IASA	Formula-based funding from LEA or SEA	19
3. Migrant Education – ESEA, Title I, Part C	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.	ESEA Title I, as amended by IASA	Formula-based funding from LEA or SEA .	20
4. Prevention and Intervention Programs for Children and Youth Who Are Neglected and Delinquent or at Risk of Dropping Out – ESEA, Title I, Part D	Provides financial assistance to state agencies that operate education programs for neglected or delinquint children in state-supported institutions, community day programs and adult correctional institutions to supplement and improve the educational services provided to these children. Also provides assistance to local education agencies for dropout prevention programs that meet the needs of at-risk children and youth.	ESEA Title I, as amended by IASA	Formula-based funding from LEA or SEA	21
5. Bilingual Education Programs – ESEA, Title VII	Supports whole-school reform to improve bilingual education or English as a second language programs to help students achieve high academic standards. Supports professional development activities for bilingual education teachers and other educational personnel.	ESEA Title VII, as amended by IASA	Competitive grants available from ED in coordination with SEA	22
6. Education for Homeless Children and Youth	Provides assitance to establish a state office to coordinate education for homeless children and youth; to provide services to homeless children and youth to enable them to enroll in, attend and succeed in school; and to develop and implement professional development programs related to the specific problems in the education of homeless children and youth.	Stewart B. McKinney Homeless Assistance Act	Formula-based funding from LEA or SEA	23

7. Indian Education – ESEA, Title IX	Supports elementary and secondary school reform programs that serve Indian students, including preschool children.	ESEA Title IX, as amended by IASA	Formula-based funding from LEA or ED	24
8. Native Hawaiian Education – ESEA, Title IX	Improves education opportunities and addresses culturally related academic needs of Native Hawaiian children.	ESEA Title IX, as amended by IASA	Formula-based funding from SEA	25
9. Alaska Native Education – ESEA, Title IX	Improves education opportunites and addresses culturally related academic needs of Alaska Native children.	ESEA Title IX, as amended by IASA	Competitive grants available from ED	26
10. 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.	National School Lunch Act, Child Nutrition Act	Formula-based funding from SEA	27
11. Education of Children with Disabilities – IDEA, Part B	The Grants to States program assists states in meeting the costs of providing special education and related services to children with disabilities aged 3 through 21. The Preschool Grants program provides additional funds to assist states in meeting the costs of providing special education and related services to children with disabilities aged 3 through 5.	IDEA, as reauthorized in 1997	Formula-based funding from SEA	28
School Reform and Improvement				
12. Comprehensive School Reform Demonstration Program	Assists schools in developing comprehensive school reforms based on reliable research and effective practices.	Fiscal Year 1998 ED Appropriations Act	Competitive grants available from SEA	29
13. Innovative Education Program Strategies – ESEA, Title VI	Supports local education reform efforts that are consistent with and support statewide reform efforts under Goals 2000: Educate America Act. Provides funding to enable state and local education agencies to implement promising education reform programs.	ESEA Title VI, as amended by IASA	Formula-based funding from SEA	30
14.. State and Local Education Systemic Improvement – Goals 2000	Assists states and communities in developing and implementing challenging academic content standards, student performance standards and assessments, and plans for improving teacher training.	Goals 2000	Competitive grants available from SEA	31
15. Blue Ribbon Schools (Fund for the Improvement of Education – ESEA, Title X)	Identifies and gives public recognition to outstanding public and private schools throughout the nation. Provides criteria for school effectiveness and success.	ESEA Title X, as amended by IASA	Competitive awards from ED (non-monetary awards)	32
Professional Development				
16. Eisenhower Professional Development State Grants – ESEA, Title II, Part B	Supports professional development efforts at the state, higher education, district and school levels in the core academic subjects with a continued focus in mathematics and science.	ESEA Title II, as amended by IASA	Formula-based funding from SEA	33

Technology				
17. Technology Literacy Challenge Fund – ESEA, Title III	Provides resources to speed the implementation of state-wide strategies designed to enable all schools to integrate technology fully into school curricula and to strengthen instruction through the use of technology.	ESEA Title III, as amended by IASA	Competitive grants available from SEA	34
18. Technology Innovation Challenge Grant Program – ESEA, Title III	Provides grants to consortia to improve and expand new applications of technology.	ESEA Title III, as amended by IASA	Competitive consortia grants available from ED	35
19. E-Rate	Provides schools and libraries with affordable access to telecommunications and information services.	Telecommunications Act of 1996	Competitive grants available from Schools and Libraries Division	36
Career Education				
20. Vocational Education-Basic Grants to States	Assists states in improving their programs of vocational education and ensuring access to special populations.	Carl D. Perkins Vocational and Technical Education Act	Formula-based funding from SEA	37
21. Vocational Education-Tech-Prep Education, Perkins Act	Enables states to provide occupational training through linkages between secondary and postsecondary schools.	Carl D. Perkins Vocational and Technical Education Act	Competitive grants and formula based funding available from SEA	38
Early Childhood				
22. Even Start – ESEA, Title I, Part B	Supports family literacy programs for low-income families with children from birth through age seven that integrate early childhood education, adult literacy or basic education, and parenting education.	ESEA Title I, Part B, as amended by IASA	Competitive grants available from SEA to school or community partnerships	39
Serving Communities				
23. 21st Century Community Learning Centers – ESEA, Title X	Supports schools with projects that benefit the education, health, social service, cultural, and recreational needs of a rural or inner-city community.	ESEA Title X, as amended by IASA	Competitive grants available from ED	40
24. Safe and Drug-Free Schools and Communities – ESEA, Title IV, Part A	Provides support to SEAs for a variety of drug and violence prevention activities focused primarily on school-age youth.	ESEA Title IV, as amended by IASA	Formula-based funding from SEA	41
25. Impact Aid – ESEA, Title VIII	Provides assistance to LEAs that have lost property tax due to the presence of tax-exempt federal property or that have experienced increased expenditures due to the enrollment of federally connected children.	ESEA Title VIII, as amended by IASA	Formula-based funding from ED	42

Charter School Development

1. Public Charter Schools Program – ESEA, Title X, Part C

➲ What is the purpose of this program?

This program provides competitive grants for the planning, design, and initial implementation of charter schools created by teachers, parents, and other members of local communities. Grants may be made for a period of up to three years.

Total FY 1999 Funding: $100 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title X, Part C, as amended, 20 U.S.C. 8061-8067

➲ How can these funds be used?

Funds may be used to plan and design the education program of the charter school and to evaluate the effects of charter schools. This may include such activities as: refinement of the desired education results and the methods for measuring progress toward achieving those results; the initial implementation of the charter school; informing the community about the charter school; acquiring necessary equipment, materials, supplies, and other operational costs that cannot be met from state and local sources. Funds support activities not to exceed three years in duration.

➲ What are the eligibility requirements?

While exact eligibility requirements are determined by the participating SEAs and vary from state to state, grants are made to authorized public chartering agencies in partnership with local developers of charter schools.

➲ What is the application or allocation process?

Grants are available to SEAs on a competitive basis. SEAs then make subgrants to authorized public chartering agencies. SEAs establish guidelines for how the funds are to be distributed.

Contact your state department of education to learn about the application process, timelines, eligibility requirements, and when funds are disbursed. Typically, announcements of the competition are made in the winter, awards are made in the spring, and funds are made available to successful candidates in the early summer.

If a SEA does not participate, eligible local partnerships may apply directly to ED.

➲ What are the reporting requirements?

Reporting requirements vary from state to state, but typically an annual progress report, which includes budget information and a brief narrative on progress toward achieving goals/outcomes, is required each year. At the end of the granting period, a summary report is required with comprehensive reporting on how funds were spent, what goals were achieved, and how outcomes were assessed.

SEAs may have additional reporting and/or monitoring requirements.

➲ Who can help with additional information?

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

ED Contact: Public Charter Schools Program, School Improvement Programs, (202) 260-2671

Underserved Students and Students with Special Needs

2. Education of Disadvantaged Children - ESEA, Title I, Part A

➲ What is the purpose of this program?

The program provides assistance to improve the teaching and learning of children in high-poverty schools to enable those children to meet challenging academic content and performance standards.

Total FY 1999 Funding: $7 billion

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title I, Part A, as amended, 20 U.S.C. 6301-6514

➲ How can these funds be used?

Title I, Part A, funds provide additional academic support and learning opportunities to help low-achieving children in high-poverty schools master challenging curriculum and meet state standards in core academic subjects. Funds support extra instruction in reading, mathematics, science, and computers, and special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

Schools with 50 percent or more children living in poverty may use Title I, Part A, funds to develop a schoolwide reform effort, which allows schools to combine funds from multiple federal and local funding sources, (for example, Title I, Title IV, Migrant, Perkins, and Goals 2000).

➲ What are the eligibility requirements?

Exact eligibility requirements vary from state to state, but funds target children from families living in poverty. The poverty criteria used typically include Aid to Families with Dependent Children (AFDC) or Free and Reduced-Price Lunch count. In multiple school LEAs, the district awards funds to the poorest schools first using poverty criteria.

➲ What is the application or allocation process?

Federal funds are available to SEAs, and SEAs then allocate funds to LEAs based on formulas using poverty criteria. Federal funds are allocated through two formulas, with most of the funds distributed as Basic Grants to states. Concentration Grants provide additional funds to LEAs where the number of poor children exceeds 6,500 or 15 percent of the total school-age population.

Contact your state department of education or local district to learn about the allocation process, timelines, eligibility requirements, and when funds are disbursed.

➲ Who can help with additional information?

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

ED Contact: Compensatory Education Programs, (202) 260-4021

Additional Contacts: Comprehensive Centers (see Chapter 4)

3. Migrant Education - ESEA, Title I, Part C

➲ What is the purpose of this program?

This program provides formula funds to support high-quality education programs that address the special needs of migratory children and youth, and to help ensure that migratory children have the opportunity to meet the same challenging state content and performance standards that all children are expected to meet.

Total FY 1999 Funding: $355 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title I, Part C, as amended, 20 U.S.C. 6391-6399

➲ How can these funds be used?

States use program funds to identify eligible children and provide education and support services, including: academic instruction, enrichment and compensatory instruction, bilingual instruction, college preparation, vocational instruction, career education services, special guidance, counseling and testing services, health services, and preschool services.

➲ What are the eligibility requirements?

Funds target youth who are migrant agricultural workers or fisherman or whose parent, spouse or guardian is a migrant agricultural worker or fisherman.

➲ What is the application or allocation process?

Federal funds are available to SEAs, and SEAs then subgrant funds to LEA applicants with concentrations of needy migrant children.

Contact your state department of education or local district to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

➲ Who can help with additional information?

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

ED Contact: Office of Migrant Education, (202) 260-1164

Additional Contacts: Comprehensive Centers (see Chapter 4), SEAs

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4. Prevention and Intervention Programs for Children and Youth Who Are Neglected and Delinquent or at Risk of Dropping Out - ESEA, Title I, Part D

➲ What is the purpose of this program?

This program provides assistance to state agencies that operate education programs for neglected or delinquent children in state-supported institutions, community day programs, and adult correctional institutions to supplement and improve the education services provided to these children. Also provides assistance to local educational agencies for dropout prevention programs that meet the needs of at-risk children and youth.

Total FY 1999 Funding: $40.3 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title I, Part D, as amended, 20 U.S.C. 6421-6472

➲ How can these funds be used?

Typically, funds are used for supplemental instruction in core subject areas as well as tutoring and counseling.

➲ What are the eligibility requirements?

State agencies responsible for providing free public education for children in institutions for neglected or delinquent children, in adult correctional facilities, and in community day programs for neglected or delinquent children apply to the SEA. Local education agencies with high numbers or percentages of youth in local correctional facilities may also receive subgrants from the SEA.

To be eligible for state funding, juvenile institutions must provide 20 hours a week of instruction using non-federal funds; adult correctional institutions must provide 15 hours a week of instruction using non-federal funds.

➲ What is the application or allocation process?

Grants are available to SEAs, and SEAs then allocate subgrants to LEAs based on formulas.

Contact your state department of education or local district to determine the application process, timelines, eligibility requirements, and when funds are disbursed.

➲ Who can help with additional information?

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

ED Contact: Compensatory Education Programs, (202) 260-4021

Additional Contacts: Comprehensive Centers (see Chapter 4)

5. Bilingual Education Programs – ESEA, Title VII

➲ What is the purpose of this program?

The program provides discretionary grants for whole school reform to implement and expand programs that build upon the strengths of linguistically and culturally diverse students with the goal of helping them achieve to high academic standards. Supports professional development activities for bilingual education teachers and other educational personnel.

There are four functional discretionary grant categories: Program Development and Implementation Grants, Program Enhancement Projects, Comprehensive School, and Systemwide Improvement Grants.

Total FY 1999 Funding: $160 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title VII, as amended, 20 U.S.C. 7424

➲ How can these funds be used?

Programs should reform, restructure, and upgrade relevant programs and operations that serve all limited English proficient (LEP) students in a particular school. Grants may be used for family education, parent outreach, curriculum development, instructional materials, improved assessment procedures, education software, tutoring, counseling, and staffing and professional development that improves services to LEP students.

➲ What are the eligibility requirements?

Exact eligibility requirements vary from state to state, but funds typically target programs and operations that serve all (or virtually all) children and youth of LEP.

➲ What is the application or allocation process?

Grants are available to LEAs on a competitive basis. LEAs apply directly to ED with coordination from SEAs.

Contact your state department of education or local district to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

One or more local education agencies may apply alone or in collaboration with an institution of higher education, community-based organizations, or other local or SEAs.

The programs usually include two types of reporting requirements, an Annual Performance Report and a Biennial Evaluation Report.

➲ Who can help with additional information?

Federal Administering Office: Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

ED Contact: OBEMLA, (202) 205-5463

Additional Contacts: Comprehensive Centers (see Chapter 4)

6. Education for Homeless Children and Youth - ESEA, Title VII, Subtitle B

➲ What is the purpose of this program?

The purpose of the Education for Homeless Children and Youth program is to ensure that all homeless children and youth have equal access to the same free, appropriate public education, including public preschool education, provided to other children and youth. State and local educational agencies are required to develop, review, and revise policies to remove barriers to the enrollment, attendance, and success in school of homeless children and youth and provide such children and youth with the opportunity to meet the same challenging state content and state performance standards to which all students are held.

Total FY 1999 Funding: $28.8 million

Authorizing Legislation: Stewart B. McKinney Homeless Assistance Act of 1987, Title VII, Subtitle B, as amended, 42 U.S.C. 11431-11435

➲ How can these funds be used?

LEAs have considerable flexibility in using their subgrant funds. Funds may be used to provide enriched supplemental instruction, transportation, professional development, referrals to health care, and other services facilitating the enrollment, attendance, and success in school of homeless children and youth.

➲ What are the eligibility requirements?

Exact eligibility requirements vary from state to state, but funds typically serve children and families defined as homeless. A homeless individual is one who (1) lacks a fixed, regular, and adequate residence or (2) lives in doubled-up accommodations (3) has a primary night time residence in a supervised publicly or privately operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), and institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings (Section 103 (a)(1)(2) of the Act).

➲ What is the application or allocation process?

Grants are available to SEAs, and then SEAs award subgrants to LEAs on the basis of need.

Contact your state department of education or local district to learn about the application process, timelines, eligibility requirements, and when funds are disbursed

➲ Who can help with additional information?

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

ED Contact: Compensatory Education Programs, (202) 260-0826

Additional Contacts: Comprehensive Centers (see Chapter 4)

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7. Indian Education - ESEA, Title IX, Part A

➲ What is the purpose of this program?

Formula grants are provided to reform elementary and secondary school programs that serve Indian students, including preschool children.

Total FY 1999 Funding: $62 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title IX, Part A, Subpart 1, as amended, 20 U.S.C. 7811-7818

➲ How can these funds be used?

The grants are designed to support schools and school districts in their efforts to reform elementary and secondary education programs that serve Indian students in order to ensure that these programs are based on challenging state content standards and student performance standards, and are designed to assist Indian students to meet these standards. Funds may be used to provide professional development for teachers and other school professionals who are new in the Indian community, and all teachers involved in this program who work with Indian children.

➲ What are the eligibility requirements?

Grants are available to local education agencies (LEAs), Indian tribes under certain conditions, Bureau of Indian Affairs (BIA)-supported schools, and BIA-operated schools.

➲ What is the application or allocation process?

Each LEA or school applying for a formula grant must develop a comprehensive plan for meeting the needs of Indian children. This plan must be consistent with any state and local improvement plans approved or being developed under the Goals 2000: Educate American Act, or Title I of the Elementary and Secondary Education Act.

The plan must include student performance goals, a description of any professional development activities that the applicant will carry out, and an explanation of how the district or tribe will assess students' progress toward meeting the goals and then provide the results of this assessment to the local Indian parent committee and the community.

Contact your state department of education to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

➲ Who can help with additional information?

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

ED Contact: Office of Indian Education (202) 260-1683

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8. Native Hawaiian Education – ESEA, Title IX, Part B

➲ What is the purpose of this program?

Discretionary grants are awarded to address the unique educational needs of Native Hawaiians within a cultural context.

Programs supported within the Elementary and Secondary Education Act (EASA) are the Native Hawaiian Special Education, the Family-Based Centers Education Program, the Gifted and Talented Program, the Curriculum Development, Teacher Training and Recruitment Program, and the Community-Based Centers Program.

Total FY 1999 Funding: $17 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, as amended, Title IX, Part B

➲ How can these funds be used?

The funds can be used to: (1) authorize and develop supplemental educational programs to assist Native Hawaiians in reaching the National Education Goals; (2) provide direction and guidance to appropriate federal, state and local agencies to focus resources, including resources made available under this part, on Native Hawaiian education, through the establishment of a Native Hawaiian Education Council and five island councils; (3) supplement and expand existing programs and authorities in the area of education to further the purposes of the title; and (4) encourage the maximum participation of Native Hawaiians in planning and managing Native Hawaiian Education Programs.

➲ What are the eligibility requirements?

Exact eligibility requirements vary from state to state, but grants are available to LEAs, Native Hawaiian educational organizations, educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language

➲ What is the application or allocation process?

Grants are available to SEAs, and then SEAs allocate subgrants to LEAs based on formulas.

Contact your state department of education to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

Each LEA or school applying for a formula grant must develop a comprehensive plan for meeting the needs of Native Hawaiian children. This plan must be consistent with any state and local improvement plans approved or being developed under the Goals 2000: Educate American Act, or Title I of the Elementary and Secondary Education Act.

➲ Who can help with additional information?

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

ED Contact: OESE, (202) 260-2502

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9. Alaska Native Education - ESEA, Title IX, Part C

➲ What is the purpose of this program?

Discretionary grants are provided to address the unique educational needs of Alaska Natives.

Programs supported are the Native Education Council, the Family-Based Centers Education Program, the Gifted and Talented Program, the Curriculum Development, Teacher Training and Recruitment Program, and the Community-Based Centers Program.

Total FY 1999 Funding: $8 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, as amended, Title IX, Part C 20 U.S.C. 7931-7938

➲ How can these funds be used?

Funds can: (1) support projects that recognize and address the unique educational needs of Alaska Native students through consolidation, development, and implementation of educational plans and strategies to improve schooling for Alaska Natives, development of curricula, and the training and recruitment of teachers; (2) support home instruction programs for preschool Alaska Native children that develop parents as educators for their children and ensure the active involvement of parents in the education of their children from the earliest ages; and (3) support projects that provide enrichment programs and family support services for Alaska Native students from rural areas who are preparing to enter village high schools so that they may excel in science and mathematics

➲ What are the eligibility requirements?

Grants are available to Alaska Native educational organizations or educational entities with experience in developing or operating Alaska Native programs or partnerships including Alaska Native organizations.

➲ What is the application or allocation process?

A Federal Register notice has been published that invites applicants to apply for new awards under three direct grant programs: (1) Alaska Native Educational Planning, Curriculum Development, Teacher Training and Recruitment Program; (2) Alaska Native Home-Based Education for Preschool Children; and (3) Alaska Native Student Enrichment Programs.

➲ Who can help with additional information?

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

ED Contact: OESE, (202) 260-1541

10. National School Lunch and School Breakfast Programs

➲ What is the purpose of this program?

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 and breakfasts to more than 26 million children each school day.

Total FY 1998 Funding: NSLP $4.5 billion, NSBP $1.3 billion

Authorizing Legislation: National School Lunch Act 1946, Child Nutrition Act of 1966, as amended

➲ How can these funds be used?

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.

➲ What are the eligibility requirements?

Public schools or non-profit private schools of high school grade or under, and residential child care 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 (currently $21,385 for a family of four) are eligible for free meals. Those between 130 percent and 185 percent of the poverty level (currently $30,433 for a family of four) are eligible for reduced-price meals, for which students can be charged no more than 40 cents.

➲ What is the application or allocation process?

At the state level, the NSLP or NSBP are usually administered by SEAs, which operate the programs through agreements with local school districts.

Contact your state department of education or local district to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

For the lunch program, most of the support USDA provides to schools comes in the form of cash reimbursement for each meal served. The current (July 1, 1998 through June 30, 1999) basic cash reimbursement rates are: Free meals - $1.9425; Reduced-price meals - $1.5425; Paid meals – 18 cents. Higher reimbursement rates are in effect for Alaska and Hawaii, and for some schools with high percentages of low-income children.

➲ Who can help with additional information?

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

USDA Contact: USDA Food and Nutrition Service, (703) 305-2286

Additional Contacts: USDA Regional Offices, (202) 205-8451 (see Chapter 4)

11. Education of Children with Disabilities – IDEA, Part B

➲ What is the purpose of this program?

This program includes two funding authorizations. The Grants to States program (Section 611) provides formula grants to assist states in meeting the costs of providing special education and related services to children with disabilities aged 3 through 21. The Preschool Grants program (Section 619) provides additional funding to states for special education and related services to children with disabilities aged 3 through 5, and at a state's discretion to 2 year-olds with disabilities who will turn three during the school year.

Total FY 1999 Funding: Grants to States (Section 611) - $4.3 billion; Preschool Grants (Section 619) - $374 million

Authorizing Legislation: Individuals with Disabilities Education Act, Part B, Sec. 611-619, as reauthorized in 1997, 20 U.S.C. 1411-1419

➲ How can these funds be used?

Funds are used to pay the excess costs of providing special education and related services to children with disabilities.

➲ What are the eligibility requirements?

The extensive requirements regarding SEA eligibility can be found in IDEA Section 612. The topics include free appropriate public education for children with disabilities, individualized education programs, and least restrictive environments.

Extensive requirements dealing with LEA eligibility, which includes charter schools considered LEAs, are set forth in IDEA Section 613. These requirements cover topics such as use of funds, public information, and coordinated service systems. LEAs, including charter schools that are constituted as LEAs, are eligible for subgrants. There is no requirement that an LEA provide funds directly to any of its constituent schools, including charter schools that are part of the LEA. However, IDEA Section 613 (a)(5) requires that, "in carrying out this part with respect to charter schools that are public schools of the local educational agency, the local educational agency – (A) serves children with disabilities attending those schools in the same manner as it serves children with disabilities in its other schools; and (B) provides funds under this part to those schools in the same manner as it provides those funds to its other schools."

➲ What is the application or allocation process?

Federal funds are combined with state and local funds to make a free appropriate public education available to all children with disabilities, including special education and related services. Application and reporting requirements for this program are specific and comprehensive. It is advisable to obtain information from officials from SEAs or LEAs who are knowledgeable about funding for the IDEA Part B program. Contact your state department of education or local district to learn about eligibility requirements, timelines, and funding cycles.

➲ Who can help with additional information?

Federal Administering Office: Office of Special Education and Rehabilitative Servies (OSERS)

ED Contact: Office of Special Education Programs (OSEP), Division of Monitoring and State Improvement Planning, (202) 205-8824

School Reform and Improvement

12. Comprehensive School Reform Demonstration Program

➲ What is the purpose of this program?

This program provides competitive grants to schools to adopt comprehensive school reforms based on reliable research and effective practices. States are encouraged to target funds to schools that have low levels of student achievement and high dropout or poverty rates. Schools receive annual awards of not less than $50,000.

Total FY 1999 Funding: $145 million

Authorizing Legislation: Fiscal Year 1998 Department of Education Appropriations Act, Pub. L. No. 105-78 (November 13, 1997)

➲ How can these funds be used?

Schools must use program funds to adopt or develop research-based comprehensive school reform approaches that: (1) employ innovative strategies and proven methods for student learning, teaching, and school management; (2) design a schoolwide reform plan that enables all students to meet challenging state content and performance standards by aligning instruction, assessment, classroom management, and professional development with the school's curriculum and technology; (3) provide high-quality and continuous teacher and staff professional development and training; (4) have measurable goals for student performance and benchmarks for meeting those goals; (5) are supported by school faculty, administrators, and staff; (6) provide for the meaningful involvement of parents and the local community in planning and implementing school improvement activities; (7) utilize high-quality external support and assistance from a comprehensive school reform entity (which may be a university); (8) include a plan for the evaluation of the implementation of school reforms and the student results achieved; and (9) identify how other resources (federal/state/local/private) available to the school will be utilized to coordinate services to support and sustain the school reform.

➲ What are the eligibility requirements?

Formula grants are available to SEAs, and SEAs then make subgrants to LEAs on a competitive basis. LEAs apply on behalf of specific schools that wish to adopt specific comprehensive reform programs. Approximately 80 percent of the funding is available to Title I eligible schools, while approximately 20 percent is available to both Title I and non-Title I schools.

➲ What is the application or allocation process?

Funds are allocated to states on the basis of each state's share of prior year Title I Basic Grants. Contact your state department of education or local district to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

➲ Who can help with additional information?

Federal Administering Office: Office of Elementary and Secondary Education (OESE) / Comprehensive School Reform Demonstration Program (CSRD)

ED Contact: CSRD (202) 205-4292; http://www.cd.gov/offices/OESE/compreform

Additional Contact: Regional Education Laboratories and Comprehensive Centers (see Chapter 4)

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13. Innovative Education Program Strategies - ESEA, Title VI

➲ What is the purpose of this program?

These formula grants assist local education reform efforts that are consistent with statewide reform efforts under Goals 2000: Educate America Act. They also support state and local efforts to accomplish the National Education Goals.

Total FY 1999 Funding: $375 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title VI, as amended, 20 U.S.C. 7301-7373

➲ How can these funds be used?

Provides funding to enable state and local education agencies to implement promising education reform programs. Typically, Title VI funds have fewer restrictions than Title I funds.

➲ What are the eligibility requirements?

Title VI funding is allocated to LEAs based in part on poverty criteria such as AFDC and Free and Reduced-price lunch count.

➲ What is the application or allocation process?

Grants are available to SEAs, and then SEAs allocate subgrants to LEAs based on a formula.

Contact your state department of education or local district to learn about the application process, eligibility requirements, and when funds are disbursed.

Specific reporting requirements and timelines are determined by the state and LEA based on statutory requirements.

➲ Who can help with additional information?

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

ED Contact: School Improvement Programs, (202) 260-2544

14. State and Local Education Systemic Improvement - Goals 2000: Educate America Act

➲ What is the purpose of this program?

This program provides grants to SEAs to help them develop and implement comprehensive reform plans to help all children reach challenging academic standards. States pass on the majority of funds to school districts to develop local comprehensive reform plans and to fund pre-service teacher training and professional development programs and reform initiatives.

Total FY 1999 Funding: $461 million

Authorizing Legislation: Goals 2000: Educate America Act, Title III, 20 U.S.C. 5881-5899

➲ How can these funds be used?

Goals 2000 is a catalyst for initiating and enhancing school reform and may be used as a framework for formula grant programs under ESEA. The separate programs under ESEA have several cross-cutting themes–standards, assessments, and professional development. LEAs can generally use these funds for professional development, preservice training, and comprehensive local reform planning.

➲ What are the eligibility requirements?

Eligibility requirements are determined by the SEA and vary from state to state.

➲ What is the application or allocation process?

Funds are available to SEAs on a formula basis, and SEAs then make subgrants to LEAs on a competitive basis. After a state's first year of participation in Goals 2000, at least 90 percent of a state's allocation must be awarded to local districts on a competitive basis.

Contact your state department of education or local district to learn about the application process, eligibility requirements, and when funds are disbursed. In cases where SEAs do not participate, grants may be available to LEAs by application directly to ED.

Reporting requirements are linked to accountability measures in the approved state plan and include providing budget, demographic and achievement data at certain intervals throughout the duration of the grant.

➲ Who can help with additional information?

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

ED Contact: Goals 2000, (202) 401-0039

15. Blue Ribbon Schools (Fund for the Improvement of Education) - ESEA, Title X, Part A

➲ What is the purpose of this program?

Its purpose is threefold: (1) to identify and give public recognition to outstanding public and private schools across the United States; (2) to make available a comprehensive framework of key criteria for school effectiveness that can serve a basis for participatory self-assessment and planning in schools; and (3) to facilitate communication and sharing of best practices within and among schools based on a common understanding of criteria related to success. The program has developed into a national school improvement strategy and many states now have related programs.

Total FY 1998 Funding: $1.2 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title X, Part A, as amended, 20 U.S.C. 8001-8007

➲ How can these funds be used?

No funds are provided to schools through the Blue Ribbon Schools Program. The funds are used to administer the program.

➲ What are the eligibility requirements?

Public schools are nominated to ED through the states. Private schools are nominated through the Council for American Private Education (CAPE).

➲ What is the application or allocation process?

The entire process, including a list of the telephone numbers and address of state liaisons and CAPE, is on the Internet on the BRS home page at http://www.ed.gov/offices/OERI/Blue RibbonSchools/. On the Department's home page at http://www.ed.gov click on Topics A-Z, then on B for Blue Ribbon Schools.

➲ Who can help with additional information?

Federal Administering Office: Office of Educational Research and Improvement (OERI)

ED Contact: Blue Ribbon Schools Program, (202) 219-2149

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Professional Development

16. Eisenhower Professional Development State Grants – ESEA, Title II, Part B

➲ What is the purpose of this program?

The program improves the teaching and learning of all students through professional development activities in the core academic subjects with a continued focus in mathematics and science to help ensure that teachers, administrators and other staff have access to sustained and intensive high-quality professional development that is aligned to challenging state content standards and challenging state student performance standards.

Total FY 1999 Funding: $335 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title II, Part B, as amended, 20 U.S.C. 6641-6651

➲ How can these funds be used?

Activities at the district level may include: (1) professional development in the effective use of technology as a classroom tool; (2) the formation of professional development networks that allow educators to exchange information on advances in content and pedagogy; or (3) peer training and mentoring programs for teachers and administrators. State-level activities may include: (1) reviewing and reforming state requirements for teacher and administrator licensure; and (2) providing incentives for teachers to be involved in assessment and curriculum development.

➲ What are the eligibility requirements?

Priorty is given to professional development activities that focus on mathematics and science.

➲ What is the application or allocation process?

Grants are available to SEAs, and SEAs then make subgrants to LEAs based on formulas.

Contact your state department of education to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

Statutory triennial reporting on performance indicators is required.

➲ Who can help with additional information?

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

ED Contact: School Improvement Programs, (202) 260-2544

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Technology

17. Technology Literacy Challenge Fund - ESEA, Title III, Part A

➲ What is the purpose of this program?

The Technology Literacy Challenge Fund provides formula grants to states to accelerate the implementation of statewide educational technology plans by providing financial assistance through the states to school systems. SEAs and LEAs are encouraged to use this assistance to leverage additional support from business and industry and other public and private entities, including museums, libraries, and institutions of higher education to use technology to improve America's schools.

Total FY 1999 Funding: $425 million

Authorizing Legislation: Elementary and Secondary Education Act, Title III, Part A, Subpart 2, P.L. 103-382.

➲ How can these funds be used?

To the extent possible, funds shall be used by local education agencies for five major purposes: (1) to apply technology to support school reform; (2) to acquire hardware and software to improve student learning; (3) to acquire connections to telecommunications networks to obtain access to resources and services; (4) to provide ongoing professional development in the integration of technology into improvements of the school curriculum; and (5) to provide better educational services for adults and families. Section 3134 of the ESEA sets out in full how LEAs are to use funds under this program.

➲ What are the eligibility requirements?

The state selects subgrantees that propose projects that are of sufficient duration, size, scope, and quality to: develop, adapt, or expand their use of technology to support school reform; improve student learning; acquire connectivity linkages, resources, and services; provide professional development; connect to wide area networks; and provide educational services for adults and families. (See Sections 3132 and 3134 of the ESEA.)

The LEAs application must also be consistent with the systemic state-wide plan. In addition to other factors it deems relevant, the state shall also take into account, consistent with its application, the statute's goal of assisting those local educational agencies with the highest rates or numbers of children in poverty and that demonstrate the greatest need for technology to improve teaching and learning.

➲ What is the application or allocation process?

Funds are allocated to SEAs based on formulas, and SEAs then make subgrants to LEAs on a competitive basis. Contact your state department of education to learn about the application process, timelines, eligibility requirements, and when funds are disbursed. In states that choose not to participate, LEAs may apply directly to ED.

Reporting requirements are linked to accountability measures in the approved state plan and include providing budget, demographic, and achievement data at certain intervals throughout the duration of the grant.

➲ Who can help with additional information?

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

ED Contact: Goals 2000, (202) 401-0039

18. Technology Innovation Challenge Grant Program - ESEA, Title III, Part A

➲ What is the purpose of this program?

This program provides discretionary grants to consortia to improve and expand new applications of technology that strengthen the school reform effort, improve student learning, and provide sustained professional development of teachers, administrators, and school library media personnel.

Total FY 1999 Funding: $115.1 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965 as amended, Title III, Part A, Subpart 2, as amended, Sections 3136-3137, 20 U.S.C. 6846-6847

➲ How can these funds be used?

The statute authorizes the use of funds for activities similar to the following activities:

(a) developing, adapting, or expanding existing and new applications of technology to support the school reform effort;
(b) providing ongoing professional development in the integration of quality educational technologies into school curriculum and long-term planning for implementing educational technologies;
(c) funding projects of sufficient size and scope to improve student learning and, as appropriate, support professional development, and provide administrative support;
(d) acquiring connectivity linkages, resources, and services, including the acquisition of hardware and software, for use by teachers, students, and school library media personnel in the classroom or in school library media centers, in order to improve student learning by supporting the instructional program offered and to ensure that students in schools will have meaningful access on a regular basis to such linkages, resources, and services;
(e) acquiring connectivity with wide area networks for purposes of accessing information and educational programming sources, particularly with institutions of higher education and public libraries; and
(f) providing educational services for adults and families.

➲ What are the eligibility requirements?

Applications must be submitted by an LEA on behalf of a consortium. Only consortia may receive grants under this program. A consortium must include at least one LEA with a high percentage or number of children living below the poverty line.

Consortia may also include other LEAs, the SEA, institutions of higher education, businesses, academic content experts, software designers, museums, libraries, or other appropriate entities.

➲ What is the application or allocation process?

Information on the application process is available through the OERI office listed below or through the Federal Register.

➲ Who can help with additional information?

Federal Administering Office: Office of Educational Research and Improvement (OERI)

ED Contact: Office of Reform Assistance and Dissemination, (202) 208-2116

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19. E-Rate - Telecommunications Act of 1996

➲ What is the purpose of this program?

On May 8, 1997, the Federal Communications Commission (FCC) established a fund of up to $2.25 billion annually to provide all eligible schools and libraries with affordable access to modern telecommunications and information services.

Authorizing Legislation: Telecommunications Act of 1996

➲ How can these funds be used?

Funds may be used for telecommunications services, internal connections, and Internet access. Schools will be offered discounts ranging from 20 to 90 percent, depending on the school's or library's economic need and location (urban or rural).

➲ What are the eligibility requirements?

Local public and private schools and public libraries are eligible. The level of discount is based upon the percentage of students eligible for participation in the federal free and reduced-price school lunch program. Libraries will use the school lunch eligibility percentage and urban/rural status for their local school district.

➲ What is the application or allocation process?

Schools should apply directly to the Schools and Libraries Division of the Universal Service Administrative Company. Discounts are awarded on a competitive basis.

Schools must develop a comprehensive technology plan that addresses the telecommunication services they seek and have that plan approved by local or state authorities.

The percentage discount mechanism for administering this program means that this program is not a grant program. Schools and libraries are required to pay only the "non-discounted" portion of their costs for telecommunications services, Internet access, and internal connections. The discounted portions of the services are directly applied to reduce the bills to be paid by schools and libraries and these amounts will be reimbursed directly to the service providers from the fund administrator.

Contact your state department of education for additional information on the application process.

➲ Who can help with additional information?

Federal Contact: Contact the Schools and Libraries Division (SLD) at the toll free number (888) 203-8100, or by visiting SLC's web site at http://www.slcfund.org

State Level Information: Contact your state department of education

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Career Education

20. Vocational Education – Basic Grants to States, Perkins Act

➲ What is the purpose of this program?

This formula grant program provides support for vocational and technical education programs that improve the academic, vocational, and technical skills of students. It also provides support for programs for special populations that lead to high skill, high wage careers. The program assists with the preparation for nontraditional training and employment as well as providing support for partnerships among local education agencies, institutions of higher education, adult education providers, and other entities.

Total FY 1999 Funding: $1.01 billion

Authorizing Legislation: Carl D. Perkins Vocational and Technical Education Act, as amended, 20 U.S.C. 2311-2343

➲ How can these funds be used?

The funds can be used to support developing, improving, and expanding the use of technology in vocational and technical education and to support professional development programs. This program also requires that the state education agencies conduct an assessment of vocational and technical education programs, including an assessment of how the needs of special populations are being met.

➲ What are the eligibility requirements?

Eligible recipients for subgrants under the State Basic Grants are local educational agencies and postsecondary institutions.

The distribution of funds within a state is directed to priority items established by the state in accordance with an approved state plan for vocational-technical education.

➲ What is the application or allocation process?

Grants are available to SEAs, and SEAs then make subgrants to LEAs based on formulas.

Contact your state department of education or local district to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

➲ Who can help with additional information?

Federal Administering Office: Office of Vocational and Adult Education (OVAE)

ED Contact: Division of Vocational-Technical Education, (202) 205-9441

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21. Vocational Education - Tech-Prep Education, Perkins Act

➲ What is the purpose of this program?

This program provides assistance to enable states to provide tech-prep education leading to an associate degree or a two-year certificate in a specific career field and to provide strong links between secondary and postsecondary schools.

Total FY 1999 Funding: $106 million

Authorizing Legislation: Carl D. Perkins Vocational and Technical Education Act, as amended, 20 U.S.C. 2394-2394e

➲ How can these funds be used?

These funds may be used for planning and demonstration grants to consortia of local education agencies and postsecondary education institutions for the development and operation of programs consisting of the last two or four years of secondary education and two years of postsecondary education.

➲ What are the eligibility requirements?

Eligible recipients for subgrants under the Tech-Prep grants are consortia of local educational agencies and postsecondary institutions.

The distribution of funds within a state is directed to priority items established by the state in accordance with an approved state plan for vocational-technical education.

➲ What is the application or allocation process?

Grants are available to SEAs, and SEAs then make subgrants to consortia based on formulas or competitors.

Contact your state department of education or local district to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

➲ Who can help with additional information?

Federal Administering Office: Office of Vocational and Adult Education (OVAE)

ED Contact: Division of Vocational-Technical Education, (202) 205-9441

Early Childhood

22. Even Start – ESEA, Title I, Part B

➲ What is the purpose of this program?

Even Start provides funds for family-centered education projects for low-income families with young children to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide literacy training for their parents.

Total FY 1999 Funding: $135 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title I, Part B, as amended, 20 U.S.C. 6361-6570

➲ How can these funds be used?

Projects supply or arrange for early childhood education, adult basic education and literacy training, and parenting education for participating families. Such services are coordinated through cooperative agreements with government agencies, colleges and universities, public schools, Head Start programs, and other public and private community-based groups.

➲ What are the eligibility requirements?

Priority is given to proposals that target low-income families living in areas of highly concentrated poverty. The statute requires that grants be equitably distributed among urban and rural areas in the state and that local projects assume an increasing share of program costs over a four-year period, beginning with 10 percent in the first year and ending with 40 percent in the fourth year, and 50 percent in all subsequent years.

➲ What is the application or allocation process?

Grants are available to SEAs, and then SEAs make competitive grants to non-profit partnerships between one or more communities and one or more LEAs.

Contact your state department of education or local district to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

➲ Who can help with additional information?

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

ED Contact: Compensatory Education Programs, (202) 260-0826, or Comprehensive Centers (see Chapter 4)

Serving Communities

23. 21st Century Community Learning Centers – ESEA, Title X

➲ What is the purpose of this program?

This program provides discretionary grants to rural and inner-city public elementary or secondary schools to plan, implement, or expand projects that benefit the education, health, social service, cultural, and recreational needs of a rural or inner-city community.

Total FY 1999 Funding: $200 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, as amended, Title X, Part I, 20 U.S.C. 8242-8247

➲ How can these funds be used?

The focus of this program will be to provide expanded learning opportunities for participating children in a safe, drug-free and supervised environment.

The 21st Century Community Learning Centers program will enable schools to stay open longer; provide a safe place for homework centers, intensive mentoring in basic skills, and drug and violence prevention counseling; help middle school students to prepare to take college prep courses in high school; provide enrichment in the core academic subjects as well as opportunities to participate in recreational activities, chorus, band and the arts, technology education programs and services for children and youth with disabilities.

➲ What are the eligibility requirements?

Only rural or inner-city public schools or consortia of such schools – in collaboration with other public and non-profit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), and scientific/cultural, and other community institutions – are eligible to participate.

ED intends to provide grants that will fund between 300-400 new Centers for a period not to exceed three years.

➲ What is the application or allocation process?

Grants are available to LEAs on a competitive basis. LEAs apply directly to ED.

Applications are available on the 21st Century Community Learning Centers web site at: http://www.ed.gov/offices/OERI/21stCCLC/.

➲ Who can help with additional information?

Federal Administering Office: Office of Educational Research and Improvement

ED Contact: Office of Reform Assistance and Dissemination, (202) 219-2089 or 2180; e-mail: 21stCCLC@ed.gov

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24. Safe and Drug-Free Schools and Communities - ESEA, Title IV, Part A

➲ What is the purpose of this program?

This program provides formula grants for a variety of drug and violence prevention activities focused primarily on school-age youth. SEAs are awarded funds to disburse to local education agencies. Governors' offices are awarded funds to disburse to programs that serve youth and children not normally served by SEAs and LEAs.

Total FY 1999 Funding: $566 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title IV, Part A, as amended, 20 U.S.C. 7111-7143

➲ How can these funds be used?

Funds support activities such as: curriculum, instruction, staff development, student assistance programs, referral services, community service projects, establishing safe zones of passage for students to and from school, acquiring and installing metal detectors, and hiring security personnel.

➲ What are the eligibility requirements?

Governors' offices and SEAs award subgrants to reach populations that need special or additional resources such as youth in juvenile detention facilities, runaway or homeless youth, and school dropouts.

➲ What is the application or allocation process?

Grants are available to SEAs and governors' offices, which then award subgrants to LEAs based on formulas.

Contact your state department of education or Governor's office to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

➲ Who can help with additional information?

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

ED Contact: Safe and Drug-Free Schools Program, (202) 260-3954

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25. Impact Aid - ESEA, Title VIII

➲ What is the purpose of this program?

Impact Aid provides assistance to LEAs that have lost property tax due to the presence of tax-exempt federal property or that have experienced increased expenditures due to the enrollment of federally connected children. These formula funds are intended to help LEAs meet the local costs of educating these federally connected children.

Total FY 1999 Funding: $864 million

Authorizing Legislation: Elementary and Secondary Education Act of 1965, Title VIII, as amended, 20 U.S.C. 7701-7714

➲ How can these funds be used?

Basic support payments are used for basic operating costs within the LEA, including teacher salaries, special education costs, utilities, books, and supplies.

➲ What are the eligibility requirements?

LEAs that educate high percentages of federally connected children are eligible. Federally connected children are those whose parents live on, work on, or are employed on federal property (for example, Indian lands, a military base, or a federal building).

Any LEA that is eligible to receive basic support payments on behalf of federally connected children may receive additional funds for children with disabilities.

➲ What is the application or allocation process?

Basic support payments are provided to approximately 2,000 LEAs across the country. Payments generally are deposited to eligible LEAs' general fund accounts and are used for basic operating costs within the LEA.

Contact the Impact Aid Program at ED to learn about the application process, timelines, eligibility requirements, and when funds are disbursed.

➲ Who can help with additional information?

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

ED Contact: Impact Aid Program, (202) 260-3858

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Chapter 3 — ED Initiatives Related to Charter Schools

ED, through the Office of Educational Research and Improvement, is currently sponsoring a number of research and technical support initiatives related to charter schools. These various projects are intended to assist charter schools in their development, as well as to provide information on the status and progress of charter schools nationwide.

Research and Studies

National Study of Charter Schools. At the recommendation of Congress, ED is sponsoring a nationwide comprehensive study to help charter school leaders and policy makers understand charter schools and learn how they can operate most successfully. This four-year study, which began in 1995, is being conducted by Research, Policy and Practice (RPP) International and the University of Minnesota Center for Applied Research and Educational Improvement (CAREI). It includes an annual survey of charter schools, site visits, and analyses of charter school policy issues.

In an effort to document and analyze the charter school movement, this study provides descriptive information on the number and type of charter schools that become operational and factors that facilitate or hinder the charter schools' development and implementation. It analyzes the impact of charter schools on student achievement and on local and state public education systems. The first-year report included data from 90 percent of all charter schools in operation during the 1995-1996 school year. The second-year report was released during summer 1998.

Research on Charter School Accountability. A key feature of charter schools is that they are to be held accountable for meeting the standards of student performance stated in their charter and for following equitable procedures in student admissions. This two-year study on charter school accountability, initiated in 1997, will document ways charter schools and government agencies approach accountability, and trace the consequences of different accountability methods for schools' ability to pursue coherent instructional programs and serve families and children.

Charter Schools and Students with Disabilities. This two-year study, which began in 1997, is examining how charter schools are serving students with disabilities through intensive case studies in 32 charter schools nationwide. Research will include the reasons parents are enrolling students with disabilities in charter schools, the nature of services provided, and the outcome goals charter schools have for students with disabilities.

The Charter School Roadmap. Commissioned by the National Institute on Educational Governance, Finance Policymaking and Management, and sponsored by ED, this publication provides a survey or 'map' of

the charter school landscape and the differences between laws in different states. Prepared by the Education Commission of the States and the National Conference of State Legislatures, the document helps guide policymakers through areas they need to examine in their initial consideration of charter schools or their reevaluation of existing charter school legislation.

Project SEARCH (Special Education as Requirements in Charter Schools). Project SEARCH is a qualitative research study at the National Association of State Directors of Special Education (NASDSE) funded under a field-initiated grant from ED, Office of Special Education Programs (OSEP). The research is designed to investigate current special education policies and practices in charter schools and develop a set of policy recommendations. A variety of data gathering strategies are being used, including structured phone interviews and site visits, to study policy issues related to the administration of special education in charter schools. The culminating activity will be the development of a set of policy recommendations that will be presented for review and validation at a national policy meeting of federal-, state- and district-level general and special educators, parents, representatives of charter schools, and other interested parties.

Projects

U.S. Charter Schools Web Site. The U.S. Charter Schools (USCS) web site, first opened to the public in April 1997, provides technical assistance information to charter school operators and developers. This information clearinghouse and on-line community was developed by WestEd in partnership with the U.S. Department of Education and California State University Institute for Education Reform. The site is located at http://www.uscharterschools.org.

Northwest Regional Education Laboratory (NWREL) Charter School Leadership Academy. The purpose of the NWREL Charter School Leadership Academy is to demonstrate and assess strategies for leadership training for those who plan to found or have recently founded charter schools. The project is being conducted by NWREL and is funded by the U.S. Department of Education.

SouthEastern Regional Vision for Education (SERVE) Leaders Institute. The SERVE Leaders Institute is a three-year project that addresses the challenges faced by charter and other public school leaders. The Institute provides opportunities for these leaders to collaborate and leverage resources for mutual benefit. The leadership program is based on: innovative learning experiences that are supported with multiple technologies; content grounded in the practical issues faced by today's school leaders; the inclusion of individuals who are excited by challenges, committed to creating change, demonstrating continuous learning, and representing diverse communities; and results-driven formative evaluation models which provide data for both individual and program success.

SRI International and the National Education Association (SRI/NEA). A collaboration between SRI and the NEA Charter School Initiative, this project is designed to develop and assess strategies for promoting communication and sharing of practices between charter schools and other potential partners. It

builds on a five-year effort by the NEA to work with ten schools, including charter schools in Arizona, California, Colorado, Connecticut, Georgia, and Hawaii.

Public School Forum of North Carolina (NC Forum). The NC Forum is developing a Success in Schools Project (SIS), a two-year project to foster collaboration among charter and other public schools. Its focus is on dissemination. The main thrust of the project is to develop multi-site, cross-fertilization networks between charter schools and other public schools in the Southeast. Through the networks schools will have the ability to share information on promising practices, provide relevant information to education leaders and policy makers, and engage reform networks and community resources. The project will monitor charter schools, conduct site visits at exemplary schools, and distribute information via newsletters, conferences and a web site.

City on a Hill/Boston Public Schools/TERC. TERC, the City on the Hill Charter Public High School , and the Jeremiah Burke High School are collaborating to create a teacher-researcher community to work on the shared goals of improving mathematics education in the city of Boston and preparing all students to study calculus by the 12th grade. A team of teachers and researchers meet monthly throughout the school year, in structured, day-long meetings, to reflect on their own work as mathematicians, their classroom practices, and broader systemic issues. The team will develop publications, presentations, and workshops to help other groups create this type of teacher-researcher team, and will make recommendations about mathematics education in Boston.

Business-Linked Charter School Project. Public Policy Associates, in collaboration with the National Alliance of Business and Michigan Future, Inc., is working to support the development of new employer-linked, career-oriented charter schools. The first phase of the project featured the development of a national inventory of existing career-oriented charter programs along with case studies of selected schools. The case studies capture compelling descriptions, images, and success stories to be shared with business and other community stakeholders potentially interested in developing new employer-linked charter schools. The full text of these reports, as well as a Practitioner's Guide and other useful technical assistance materials, are available at the project's web site.[14] The second phase of the project focuses on outreach activities which will link the project's "Talent Bank" of educators and employers with experience in developing career-oriented charter school programs to a learning network of school organizers and developers interested in developing similar programs. In addition, site-based technical assistance will be offered on a limited basis. This multifaceted approach to disseminating project findings and materials should stimulate the development of a significant number of new employer-linked charter schools in the next 12 to 24 months.

Council for Basic Education (CBE) Charter School Teacher Fellowship Program. To strengthen the academic content of public charter schools in the United States, the Council for Basic Education (CBE) developed the Charter School Teacher Fellowship Program funded by the U.S. Department of Education.

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[14] (http://www.nab.com/schooltowork/charterschools/project.cfm)

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The program is designed for four-member teams of teachers from charter schools in the United States to spend six weeks of self-directed, independent study to focus on serious ideas that support the academic content of the curriculum. Awards of $10,500 are made to teams that consist of a team of K-12 teachers in public charter schools. Each teacher will receive $2,500, and $500 will be awarded to the charter school for books and materials directly related to the fellowship.

Clearinghouses for Children and Youth with Disabilities. Three clearinghouses focus on children with disabilities, postsecondary education for individuals with disabilities, and professions in special education. Additional information: (202) 205-8971.

Comprehensive Regional Assistance Centers: The Centers help coordinate and integrate the implementation of ESEA and other federal education programs with state and local activities in ways that support federal, state, and local efforts to improve teaching and learning, and to increase the academic achievement of all children. The Centers administer and implement Improving America's Schools Act (IASA) programs. For general information on the Centers, call (202) 260-2476 or visit http://www.ccnetwork.org. The fifteen Centers are:

Region I – Grantee: Education Development Center, Inc.
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
(800) 332-0226, (http://www.edc.org/NACAC/)

Region II – Grantee: Metropolitan Center for Urban Education School of Education, New York University
(New York State)
(800) 469-8224, (http://www.nyu.edu/education/metrocenter/nytac/nytac.html)

Region III – Grantee: The George Washington University
(Delaware, Maryland, New Jersey, Ohio, Pennsylvania, Washington, D.C.)
(800) 925-3223, (http://www.ceee.gwu.edu/)

Region IV – Grantee: Appalachia Educational Laboratory, Inc.
(Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia)
(800) 624-9120, (http://www.ael.org/cac/)

Region V – Grantee: Southwest Educational Development Laboratory
(Alabama, Arkansas, Georgia, Louisiana, Mississippi)
(800) 644-8671, (http://www.sedl.org/secac/)

Region VI – Grantee: University of Wisconsin-Madison
(Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin)
(888) 862-7763, (http://www.wcer.wisc.edu/ccvi)

Region VII – Grantee: University of Oklahoma
(Illinois, Indiana, Kansas, Missouri, Nebraska, Oklahoma)
(800) 228-1766, (http://www.tel.occe.uoknor.edu/comp/comp.html)

Region VIII – Grantee: Intercultural Development Research Association
(Texas)
(888) FYI-STAR, (http://www.starcenter.org)

Region IX – Grantee: New Mexico Highlands University
(Arizona, Colorado, Nevada, New Mexico, Utah)
(505) 891-6111, (http://www.cesdp.nmhu.edu/swcc/index/html)

Region X – Grantee: Northwest Regional Educational Laboratory
(Idaho, Montana, Oregon, Washington, Wyoming)
(503) 275-9479, (http://www.nwrac.org)

Region XI – Grantee: WestEd
(Northern California: Includes all counties except Imperial, Inyo, Los Angeles, Mono, Orange, Riverside, San Bernadino, and San Diego)
(800) 64LEARN, (http://www.wested.org/cc)

Region XII – Grantee: Los Angeles Office of Education
(Southern California: Includes Imperial, Inyo, Los Angeles, Mono, Orange, Riverside, San Bernadino, and San Diego Counties)
(562) 922-6343, (http://www.sccac.lacoe.edu)

Region XIII – Grantee: South East Regional Resource Center
(Alaska)
(907) 586-6806, (http://www.AKRAC.k12.ak.us)

Region XIV – Grantee: Educational Testing Service
(Florida, Puerto Rico, U.S. Virgin Islands)
(800) 241-3865, (http://www.ets.org/ccxiv)

Region XV – Grantee: Pacific Resources for Education and Learning
(American Samoa, Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia (Chunk, Kosrae, Phnpei, Yap), Guam, Hawaii, Republic of the Marshall Islands (RMI), Republic of Palau)
(808) 533-6000, www.prel.hawaii.edu/programs/Pc/pacific-center.html

Early Childhood Technical Assistance Center. The Center conducts periodic needs assessments, develops and delivers technical assistance plans, and evaluates its services to states, territories and projects funded through the program. Additional information: (919) 962-2001, http://www.nectas.unc/edu.

Eisenhower National Clearinghouse for Mathematics and Science Education (ENC). The clearinghouse collects, catalogues, and disseminates K-12 curriculum materials and resources in mathematics and science. It also provides teachers with technical assistance in referencing and printing publications. Their catalogue of information is available on-line and on CD-ROM. Additional information: (800) 621-5785, http:/www.enc.org.

Eisenhower Regional Mathematics and Science Education Consortia. The 10 Regional Mathematics and Science Education Consortia provide information, technical assistance, and exemplary materials to schools for improved mathematics and science programs. Additional information: (202) 219-2169.

Equity Assistance Centers. The 10 Equity Assistance Centers 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, and national origin equity to public school districts to promote equal educational opportunities.

Region I – New England Desegregation Assistance Center
(*Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, Vermont*)
(http://www.brown.edu/Research/The_Education_Alliance/DAC/dac.html)

Region II – Equity Assistance Center
(*New Jersey, New York, Puerto Rico, Virgin Islands*)
(http://www.nyu.edu/education/metrocenter/eac/eac.html)

Region III – The Mid-Atlantic Equity Center
(*District of Columbia, Delaware, Maryland, Pennsylvania, Virginia, West Virginia*)
(http://www.maec.org/)

Region IV – Southeastern Equity Center
(*Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee*)

Region V – Programs for Educational Opportunity
(*Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin*)
(http://www.umich.edu/~eqtynet)

Region VI – IDRA Desegregation Assistance Center
(*Arkansas, Louisiana, New Mexico, Oklahoma, Texas*)
(http://www.idra.org/dac-scc/)

Region VII – Midwest Desegregation Assistance Center
(*Iowa, Kansas, Missouri, Nebraska*)
(http://mdac.educ.ksu.edu/)

Region VIII – Educational Equity Center
(*Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming*)
(http://clem.mscd.edu/~eec_svcs/)

Region IX – Southwest Center for Educational Equity
(*Arizona, California, Nevada*)
(http://www.swrl.org/DAC/DACdesc.html)

Region X – Equity Center
(formerly the Center for National Origin, Race, and Sex Equity)
(*Alaska, American Samoa, Federated States of Micronesia, Guam, Hawaii, Idaho, Republic of the Marshall Islands, Commonwealth of the Northern Mariana Islands, Oregon, Republic of Palau, Washington*)
(http://www.nwrel.org/cnorse/)

National Center for Research in Vocational Education (NCRVE). The charter carries out collaborative and applied research and development, dissemination, and training activities that address nationally significant problems and issues in vocational education. Additional information: (800) 762-4093, http://ncrve.berkeley.edu.

National Center to Improve Practice (NCIP). The Center promotes effective and efficient uses of technology, media, and materials by improving special education and related services. It collects and analyzes research and provides access to this information via research briefs, electronic networks, training materials, and an on-line multimedia magazine. Additional information: (617) 969-7100 x2387, http://www.edc.org/FSC/NCIP/.

National Center to Improve the Tools of Educators. The Center, through leadership, improves the quality of technology, educational media, and materials (TMM) for individuals with disabilities by developing research reviews, collaborating with policy makers on content standards, and assisting developers of TMM. Additional information: (503) 683-7543, http://darkwing.uoregon.edu~ncite/.

National Clearinghouse for Bilingual Education (NCBE): The Clearinghouse provides practitioners with information on the education of limited English proficient students by compiling information on resources related to this population and making it available through newsletters, referral services, and the NCBE web site. Additional information: (202) 467-0867, http://www.ncbe.gwu.edu.

National Education Research and Development Centers. Funded by the Office of Educational Research and Improvement, the Centers research and develop initiatives that address problems and issues in education such as: student achievement in math and science – (608) 263-3605; assessment – (310) 206-1530; cultural diversity – (408) 459-4114; early childhood – (919) 966-4250; education reform – (215) 573-0700; postsecondary education – (415) 723-7727; reading – (706) 542-3678; at-risk students – (410) 516-8800; and gifted and talented students – (860) 486-4676.

National Information Center for Children and Youth with Disabilities. The Center provides timely and high-quality information on children and youth with disabilities to parents, professionals, and the larger public to promote awareness. The Center has a special emphasis on disseminating information to underrepresented groups. Additional information: (800) 695-0285, http://www.aed.org.nichcy/.

National Library of Education (NLE). NLE is the largest Federally sponsored library devoted to education information in all forms. Material is accessible between 9:00 a.m. and 5:00 p.m. (Eastern time). Additional information: (800) 424-1626.

National Transition Alliance. The Alliance provides technical assistance for policy makers, teachers, administrators, and persons with disabilities on ways to promote the transition of youth with disabilities, such as school-to-work programs that are supported under the Individuals with Disabilities Education Act (IDEA) and the Vocational Rehabilitation Act. Additional information: 217-333-2325, http://www.aed.org.Transition/Alliance/NTA.html.

Office for Civil Rights, U.S. Department of Education. The Office for Civil Rights (OCR) is responsible for enforcing federal civil rights 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. These laws are: 1) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color and national origin; 2) Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; 3) section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability; and 4) the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age. Also, OCR is responsible for enforcing Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability by any public entities, including public charter schools and public school districts, regardless of whether they receive federal financial assistance.

OCR investigates complaints filed by individuals, or their representatives, who believe that they have been discriminated against under the federal civil rights. OCR also initiates compliance reviews of institutions and agencies. OCR provides technical assistance to help entities with responsibilities under the civil rights laws enforced by OCR achieve voluntary compliance by understanding their legal obligations, and to help those protected by the laws it enforces to understand their rights.

OCR consists of administrative offices that are located at the Department of Education's headquarters in Washington, D.C. and twelve enforcement offices around the country. Telephone numbers for the enforcement offices are provided below:

Boston Enforcement Office
(*Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont*)
(617) 223-9662; (617) 223- 9695 (TDD)

New York Enforcement Office
(*New Jersey, New York, Puerto Rico, Virgin Islands*)

(212) 637-6466; (212) 637-99478 (TDD)

Philadelphia Enforcement Office
(*Delaware, Maryland, Kentucky, Pennsylvania, West Virginia*)
(215) 656-8541; (215) 656-8604 (TDD)

Atlanta Enforcement Office
(*Alabama, Florida, Georgia, South Carolina, Tennessee*)
(404) 562-6350; (404) 331-4761 (TDD)

Dallas Enforcement Office
(*Arkansas, Louisiana, Mississippi, Oklahoma, Texas*)
(214) 880-2459; (214) 880-2456 (TDD)

Washington, D.C. Enforcement Office
(*North Carolina, Virginia, Washington, D.C.*)
(202) 208-2545; (202) 208-7741 (TDD)

Chicago Enforcement Office
(*Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin*)
(312) 886-8434; (312) 353-2540 (TDD)

Cleveland Enforcement Office
(*Michigan, Ohio*)
(216) 522-4970; (216) 522-4944 (TDD)

Kansas City Enforcement Office
(*Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota*)
(816) 880-4200; (816) 891-0582 (TDD)

Denver Enforcement Office
(*Arizona, Colorado, Montana, New Mexico, Utah, Wyoming*)
(303) 844-5695; (303) 844-3417 (TDD)

San Francisco Enforcement Office
(*California*)
(415) 437-7700; (415) 437-7786 (TDD)

Seattle Enforcement Office
(*Alaska, Hawaii, Idaho, Nevada, Oregon, Washington, American Samoa, Guam, and the Northern Mariana Islands*)
(206) 220-7900; (206) 220-7907 (TDD)

PRO-NET Professional Development Network. PRO-NET (a three-year project) promotes professional development for adult education educators. Its resources include: a professional development resource guide for adult educators, national professional development conferences, an on-line action research project, and technical assistance to professional development organizations for adult educators. Additional information: (202) 944-5300.

Regional Educational Laboratories. Ten OERI funded laboratories serve specific regions in the United States by identifying school improvement techniques and providing technical assistance to state and local educators through research and the sharing of information via newsletters, conferences, and electronic media. The laboratories cover the following regions:

Northeast and Islands Laboratory at Brown University (LAB)
(Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands)
Providence, Rhode Island (800) 521-9550, (http://www.lab.brown.edu)

Mid-Atlantic Laboratory for Students Success (LSS)
(Delaware, District of Columbia, Maryland, New Jersey, and Pennsylvania)
Philadelphia, Pennsylvania (800) 892-5550, (http://www.temple.edu/departments/lss)

Appalachia Educational Laboratory (AEL)
(Kentucky, Tennessee, Virginia, and West Virginia)
Charleston, West Virginia (800) 624-9120, (http://www.ael.org)

SouthEastern Regional Vision for Education (SERVE)
(Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina)
Greensboro, North Carolina (800) 755-3277, (http://www.serve.org)

North Central Regional Educational Laboratory (NCREL)
(Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin)
Oak Brook, Illinois (800) 356-2735, (http://www.ncrel.org)

Southwestern Educational Development Laboratory (SEDL)
(Arkansas, Louisiana, New Mexico, Oklahoma, and Texas)
Austin, Texas (800) 476-6861, (http://www.sdel.org)

Mid-Continental Regional Educational Laboratory (McREL)
(Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming)
Aurora, Colorado (303) 337-0990, (http://www.mcrel.org)

WestEd
(Arizona, California, Nevada, and Utah)
San Francisco, California (415) 565-3000, (http://www.wested.org)

Northwestern Regional Laboratory (NWREL)
(Alaska, Idaho, Montana, Oregon, and Washington)
Portland, Oregon (503) 275-0448, (http://www.nwrel.org)

Pacific Resources for Education and Learning (PREL)
(Hawaii, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, the Republic of the Marshall Islands, and the Republic of Palau)
Honolulu, Hawaii (808) 533-6000, (http://www.prel.hawaii.edu)

Regional Resource and Federal Centers Network. The Regional Resource Centers provide consultation, technical assistance and training, as requested by SEAs, to aid in providing special education, related services and early intervention services to infants, toddlers, children and youth with disabilities, and their families. Additional information: (202) 205-8451, http://www.dssc.org/frc/rrfc.htm.

Federal Resource Center for Special Education (FRC)
Washington, D.C. Voice: (202) 884-8215 TTY: (202) 884-8200
http://www.dssc.org/frc/

Region 1 – Northeast Regional Resource Center (NERRC)
Burlington, Vermont Voice: (802) 658-5036 TTY: (802) 860-1428
http://www.trinityvt.edu/nerrc

Region 2 – Mid-South Regional Resource Center (MSRRC)
Lexington, Kentucky Voice: (606) 257-4921 TTY: (606) 257-2903
http://www.ihdi.uky.edu/projects/MSRRC/index.htm

Region 3 – Southeast Regional Resource Center (SARRC)
Montgomery, Alabama Voice: (334) 244-3879
http://edla.aum.edu/serrc/serrc.html

Region 4 – Great Lakes Area Regional Resource Center (GLARRC)
Columbus, Ohio Voice: (614) 447-0844 TTY: (614) 447-8776
http://www.csnp.ohio-state.edu/glarrc.htm

Region 5 – Mountain Plains Regional Resource Center (MPRRC)
Logan, Utah Voice: (801) 752-0238 TTY: (801) 753-9750
http://www.usu.edu/~mprrc/

Region 6 – Western Regional Resource Center (WRRC)
Eugene, Oregon Voice: (541) 346-5641 TTY: (541) 346-0367
http://interact.uoregon.edu/wrrc/wrrc.html

Regional Technology in Education Consortia (R-TEC). The six R-TECs help states, school districts, and other educational institutions use advanced technology to support improved teaching and student achievement. They work collaboratively to ensure that technology is used effectively to support school reform. There are six regions: Southeast and Islands – (800) 659-3204, http://www.serve.org.seirtec/; North Central – (630) 571-4700, http://www.ncrel.org.ncret ; South Central – (913) 864-0699, http://wwwscrtec.org ; Pacific/Southwest – (562) 985-1570, http://www.csulb.edu-clmer/pswrtc.htm; Northwest – (800) 211-9435, http://www.netc.org.

Appendix - State Charter School Representatives

Alaska

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