



**EVERY STUDENT SUCCEEDS ACT (ESSA)**

# ESSA Federal Funding Guide

*Programs authorized under the current version of  
the Elementary and Secondary Education Act  
(ESEA) known as the Every Student Succeeds Act  
(ESSA)*

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Funding opportunities under ESSA indexed alphabetically by primary term, such as family engagement, with detailed descriptions of how funds can be used under each grant program.

ESSA programs not included in this edition:

Impact Aid (Title VII)

**A Title I, Part A funds are allocated through four separate formulas.** All four formulas are based on the number of “formula children”—primarily children from low-income families in each LEA, and such factors as the LEA’s poverty rate and State per-pupil expenditures for education. Eligible LEAs receive funding under one or more of the formulas, but the final outcome of the Federal-State allocation process is a single Title I, Part A award to each qualifying LEA.

**1 Basic Grants** are awarded to school districts with **at least 10** formula children who make up **more than 2 percent** of their school-age population (children ages 5 to 17).

**C Within-district allocations to schools.** LEAs also use poverty data—generally the number of students eligible for free- or reduced-price lunch—to make within-district allocations to schools. LEAs with **more than 1,000** students must serve, in rank order by poverty rate, all schools with a poverty rate **above 75 percent**, including middle and high schools, before serving schools with less needy student populations. Under ESSA, an LEA may lower the service threshold for high schools from **75 to 50 percent**.



**2 Concentration Grants** provide additional funds to LEAs in which the number of formula children **exceeds 6,500 or 15 percent** of the total school-age population.

**3 Targeted Grants’** formula weights child counts to make higher payments to LEAs with high numbers or percentages of formula students. To be eligible for Targeted Grants, an LEA must have **at least 10** formula children counted for Basic Grant purposes, and the count of formula children must equal **at least 5 percent** of the school-age population.

**4 Education Finance Incentive Grants’** formula uses State-level “equity” and “effort” factors to make allocations to States that are intended to encourage States to spend more on education and to improve the equity of State funding systems. Once State allocations are determined, sub-allocations to the LEA level are based on a modified version of the Targeted Grants formula.

**Administration.** States are permitted to reserve **up to 1 percent, or \$400,000**, whichever is greater, to cover State costs of administering Title I programs, except that such amounts may not exceed the level that is provided if the total appropriation for Parts A, C, and D of Title I of the ESEA equals **\$14 billion**.

**Direct Student Services.** A State may also reserve **up to 3 percent** of its allocation to make grants to LEAs to carry out direct student services. Of the amount reserved, the SEA may use **not more than 1 percent** to administer the program.

**B State reservations and adjustments to LEA grant awards.** The single Title I, Part A grant award to each qualifying LEA is also reduced or augmented by State reservations for administration, direct student services, and school improvement activities; and, may be further adjusted for other purposes, such as LEA boundary changes or the creation of new LEAs.



**current funding**

**\$15.8 billion**  
FY 2018

**National reservations:** of the total funds available, 0.7 percent is reserved for the Bureau of Indian Education, 0.4 percent for the Outlying Areas, and a small amount for the Census Bureau for LEA poverty estimates.

**purpose:** *to provide supplemental education funding, especially in high-poverty areas, for local programs that provide extra academic support to help students in high-poverty schools meet college- and career-ready State academic standards.*



**children counted for**

Children counted for allocation purposes (“formula children”) include the number of children from low-income families; children in families above the poverty line receiving Temporary Assistance for Needy Families (the main Federal-State income maintenance program); children in foster homes; and, children in local institutions for neglected and delinquent (N&D) children.

**allocation purposes**



**ED** The Education Department (ED) allocates program funds to States by formula and through a competitive grant process.

## STATE FORMULA-ALLOCATED & COMPETITIVE GRANT PROGRAMS



**current funding**

**\$378 million**  
FY 2018



ED must reserve 0.5 percent of the funds that are equal to or less than the trigger amount for the Bureau of Indian Education and 0.5 percent for the Outlying Areas.

if the appropriation is greater than the trigger amount...



### Excess Amount Above Trigger for Competitive Grants for State Assessments

For any fiscal year that the appropriation exceeds the trigger amount, the Secretary must use those excess funds to make grant awards on a competitive basis to SEAs or consortia of SEAs. In determining the amount of a grant, the Secretary must ensure that a State or consortium's grant is an amount that is proportional to the number of students aged 5 through 17 in the State, or in each State that comprises the consortium.



### Remaining Funds

Any amounts remaining after the Secretary awards funds competitively must be allotted to each State, or consortium of States, that did not receive a grant in an amount that is proportional to the number of students aged 5 through 17 in the State, or in the States of the consortium.

**purpose:** to pay the costs of developing the standards and high-quality assessments required by Title I of the ESEA; to pay for the administration of the assessments and for other related activities; to carry out audits of State and local assessments; and, to improve the quality, validity, and reliability of State academic assessments.



### Assessment System Audits

The Secretary must reserve **up to 20 percent** for grants to States. The minimum grant amount is **\$1.5 million**. For States not applying, funds are reallocated proportionately according to each State's relative share of the number of students aged 5 through 17.

### Formula Grants for State Assessments

After the reservation for assessment system audits, the Secretary must allocate remaining amounts by formula to States. Each State receives **\$3 million**, assuming sufficient funds. If not, each State's amount is ratably reduced. Any remaining funds are allocated proportionately according to each State's relative share of the number of students aged 5 through 17.

**\$3,000,000**  
base amount



### Innovative Assessment & Accountability Demonstration

The Secretary may provide an SEA, or a consortium of SEAs, with the authority to establish an innovative assessment system for a period **not to exceed 5 years** (plus an optional **2-year** extension) using existing grant funds. In the first 3 years, the number of states participating is **limited to 7**.

**\$1,500,000**  
minimum

**at least 20%**



### Subgrants to LEAs

Each State must reserve **not less than 20 percent** of the grant funds awarded to it under Assessment System Audits to make subgrants to LEAs, or consortia of LEAs, based on demonstrated need in the agency's or consortium's application.

**deferral:** State compliance with the Title I assessment requirements is contingent on the annual appropriations level for the State Assessments program. For any year for which Congress appropriates less than a "trigger amount" of **\$369.1 million**, States may defer the commencement or administration of State assessments.

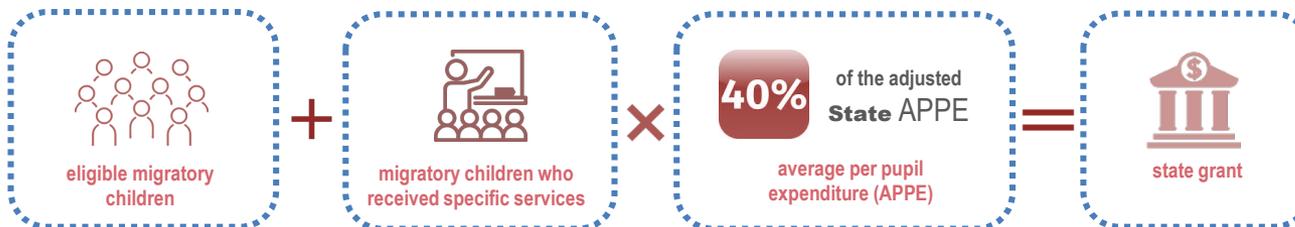


**DELAYED**



## State Allocations

## STATE FORMULA-ALLOCATED GRANT PROGRAM



the average number of identified eligible migratory children **aged 3 through 21** residing in the State, based on data for the preceding 3 years

the number of identified eligible migratory children, **aged 3 through 21**, who received services under this part in summer or intersession programs provided by the State during the previous year

**40 percent** of the average per-pupil expenditure (APPE) in the State, except that the amount determined must not be **less than 32 percent, nor more than 48 percent**, of the average per-pupil expenditure in the United States

under a hold harmless provision, States are assured of **at least 90 percent** of their previous years' allocations for each of fiscal years 2017 through 2019



current funding

**\$374.8 million**  
FY 2018

**purpose:** to provide financial assistance to SEAs to establish and improve programs of education for children of migratory farmworkers and fishers. Program services help migratory children overcome the educational disruption that results from repeated moves.



### Eligible Children

Children of migratory agricultural workers or migratory fishers, or who are migratory agricultural workers or fishers themselves, and who have made a "qualifying move" within the last 3 years. A move is considered to be a qualifying move if it is a change of residence due to economic necessity and (1) involves crossing school district boundaries; (2) is made in order to obtain, or resulted in, temporary or seasonal work in agriculture or fishing; and (3) was made in the preceding 36 months.



### Coordination of Migrant Education Activities

The Education Department (ED) may set aside **up to \$10 million** from the annual appropriation for contracts and grants to SEAs, LEAs, institutions of higher education, and other public and private entities to improve inter- and intra-State migrant coordination activities, including academic credit accrual and exchange programs for migrant students. ED is required to consult with States receiving allocations of **\$1 million or less** about whether they can increase the cost-effectiveness of their programs by entering into inter-state consortium arrangements. Grants may be awarded for **not more than 5 years**.



### Consortium Incentive Grants

ED may reserve **up to \$3 million** from coordination funds to award grants of **not more than \$250,000** on a competitive basis to SEAs that propose a consortium arrangement with another State or other appropriate entity approved by the Secretary to improve the delivery of services to migratory children whose education is interrupted.

### program changes under ESSA:

revising the allocation formula to include current data; more clearly defining student eligibility (e.g., including moves that result in obtaining agricultural work even if that was not the original purpose of the move); and clarifying that migratory children who made a qualifying move in the previous year and children who have dropped out of school should receive priority for services under the program.

Program funds are allocated by formula to States. Of the total appropriation, the Education Department (ED) may reserve **up to 2.5 percent** for national activities, including technical assistance to help build the capacity of State agency programs.

**ED**

## STATE FORMULA-ALLOCATED GRANT PROGRAM



**current funding**

**\$47.6 million**  
FY 2018



### State Allocations



# of neglected or delinquent children and youth



**40%**

of the adjusted **State APPE**

average per pupil expenditure (APPE)



state grant

the number of neglected or delinquent children and youth in State-run institutions, attending community day programs, and in adult correctional facilities who are enrolled for at least 15 hours per week in education programs in adult correctional institutions; and, are enrolled for at least 20 hours per week in education programs in institutions for neglected or delinquent children and youth, or in community day programs for neglected or delinquent children and youth

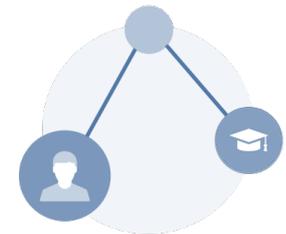
**40 percent** of the average per-pupil expenditure (APPE) in the State, except that the amount determined must not be **less than 32 percent, nor more than 48 percent**, of the average per-pupil expenditure in the United States



### Transition Services

States are required to reserve **between 15 and 30 percent** of their allocations for projects to help neglected and delinquent participants make the transition from State institutions to locally operated programs, or to support the successful entry of youth offenders into postsecondary and career and technical education programs.

**purpose:** to provide financial assistance to SEAs for the provision of education services to neglected and delinquent children and youth in State-run institutions, attending community day programs, and in correctional facilities.



**program changes under ESSA:** emphasizing the attainment of regular high school diplomas as the preferred program outcome; improving transitions for youth between correctional facilities and local education programs and schools, particularly to provide for educational continuity, to ensure credit accrual, and to support the successful completion of high school and pathways into postsecondary education and the workforce; expanding the programs to better include students served by the Bureau of Indian Education or tribal schools; focusing on the unique needs of children who have interacted with both the child welfare system and the justice system; and allowing local programs to use funds for pay-for-success initiatives.

The Education Department (ED) allocates program funds to States by formula. The Bureau of Indian Education (BIE) and the Outlying Areas each receive **0.5 percent** of the appropriation.



## STATE FORMULA-ALLOCATED GRANT PROGRAM



**current funding**

**\$2.06 billion**  
 FY 2018

(known as Improving Teacher Quality State Grants under NCLB)

**purpose:** *to improve academic achievement, particularly among low-income and minority students, by increasing the quality and effectiveness of teachers, principals, and other school leaders. SEAs and LEAs have flexibility to carry out a wide variety of activities consistent with their specific needs.*



**stakeholder engagement:** LEAs must consult with teachers, principals, and other stakeholders in determining the best uses of Title II, Part A funds. States may require LEAs to confirm in their applications that they have involved these stakeholders not only in determining how to use the funds, but how to do so in ways that are likely to increase the probability that the funds have a necessary and positive impact on student achievement.

**Base Allocation/Hold Harmless**  
 Each State receives an amount equal to the total amount that each State received for fiscal year 2001 (pre-NCLB) under the antecedent grant programs, Eisenhower Professional Development State Grants and Class Size Reduction.

**Hold Harmless Phase-Out**  
 For each fiscal year, beginning in 2017 through 2022, the base allocation, or hold harmless, will be reduced by a factor of **14.29 percent** multiplied by the number of years removed from 2016.

$$[(\text{fiscal year}) - 2016] \times 0.1429 = \text{phase-out \%}$$

**Ratable Reduction**  
 If the appropriation is insufficient to meet the base allocation, State allocations would be ratably reduced.

**Remaining Funds**  
 If the appropriation is sufficient to meet the amount required under the base allocation/hold harmless, then the remaining funds are allocated according to a formula:

	FY 2017	FY 2018	FY 2019	FY 2020...
according to population (ages 5-17)	35%	30%	25%	20%
according to poverty (ages 5-17)	65%	70%	75%	80%

**Exception:** no State may receive less than **0.5 percent** of the remaining funds above the base allocation

### State Use of Funds



**≤1%**  
**Administration**  
 States may use **up to 1 percent** for administrative costs.

**0-4%**  
**State Activities**  
 States may use remaining funds after other reservations for State-level activities.

**≥95%**  
**Subgrants**  
 States must reserve **at least 95 percent** for subgrants to LEAs.

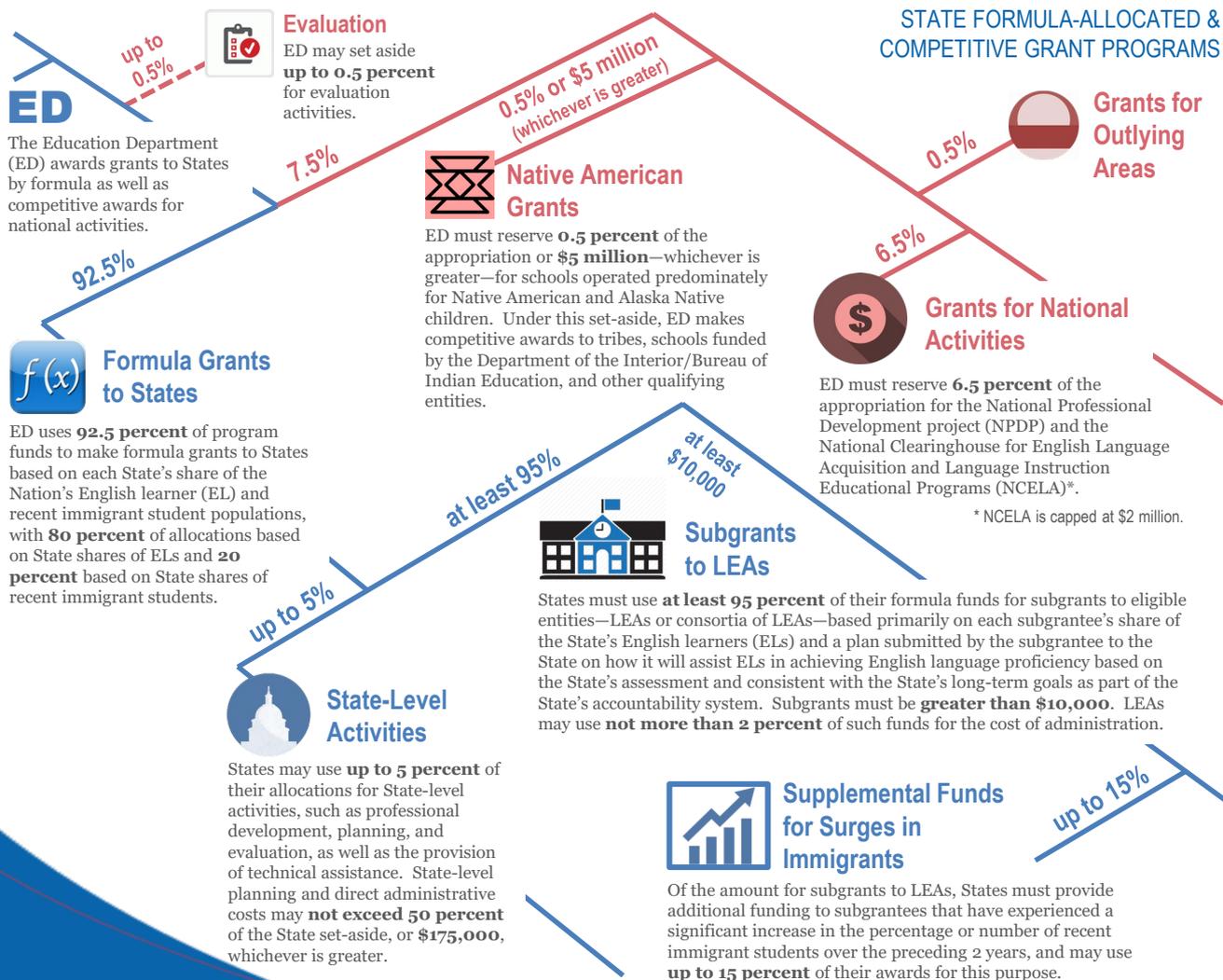
**≤3%**  
**School Leaders**  
 Of the amount reserved for subgrants to LEAs, States may reserve **up to 3 percent** for a range of State-level activities aimed at improving the effectiveness of principals and other school leaders.

### Subgrants to LEAs

States allocate funds to LEAs using the following formula:

- 20%** based on each LEA's share of children aged 5 through 17
- 80%** based on each LEA's share of children aged 5 through 17 from low-income families





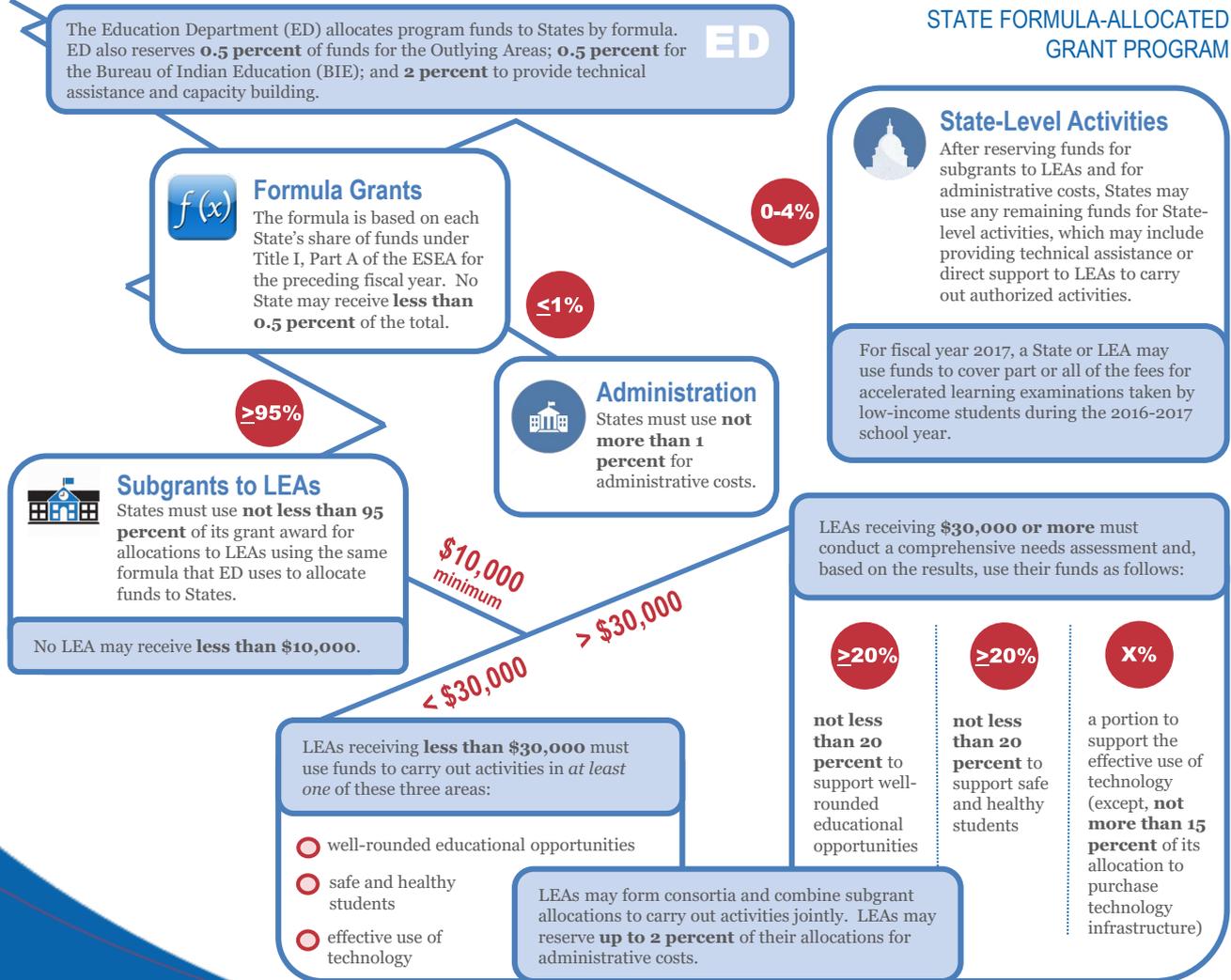
**current funding**

**\$737.4 million**  
FY 2018

**purpose:** to provide effective language instruction educational programs to improve the education of English learners and immigrant youth by helping them to learn English and meet the same challenging college- and career-ready academic standards as other students.



**counts:** the Secretary may use American Community Survey (ACS) data provided by the Census Bureau, State-provided data, or data from a combination of these two sources, to determine the counts of both English learners and immigrant students. ESSA provided authority to implement the recommendations of a 2011 National Academy of Sciences study to use a combination of ACS data and State-reported data to determine each State's English learners count and continue using ACS data for the State count of immigrant students.



**current funding**

**\$1.1 billion**  
FY 2018

**purpose:** *to improve academic achievement by increasing the capacity of States and LEAs to provide students with access to a well-rounded education, including rigorous coursework, and to improve school conditions and use of technology.*



**LEAs must prioritize support to:**

-  schools with the greatest needs as determined by the LEA;
-  schools with the highest concentrations of educationally disadvantaged children;
-  schools that are identified for comprehensive support and improvement (i.e., are among the lowest-achieving schools) or implementing targeted support and improvement plans (i.e., are consistently underperforming student subgroups) under Title I, Part A; or
-  schools that are identified as persistently dangerous schools.

## STATE FORMULA-ALLOCATED GRANT PROGRAM

Program funds are allocated by formula to States. Of the total appropriation, the Education Department (ED) reserves **up to 1 percent** to carry out national activities and **up to 1 percent** for grants to the Outlying Areas and to the Bureau of Indian Education (BIE).

ED



### Formula Grants to States

The formula is based on each State's share of funds under Title I, Part A of the ESEA for the preceding fiscal year. No State may receive **less than 0.5 percent** of the total.

≥93%

at least \$50,000/year for 3 to 5 years

≤5%



### State-Level Activities

A State may reserve **up to 5 percent** of its allocation for monitoring local programs, providing technical assistance and training, and evaluating the effectiveness of the State's program.



### Administration

A State may reserve **up to 2 percent** of its allocation for administrative expenses.

≤2%



### Subgrants to LEAs

States must award **at least 93 percent** of their allocations **competitively** to LEAs, community-based organizations, Indian tribes or tribal organizations, faith-based organizations, or other public or private entities that can demonstrate experience or the promise of success in providing educational and related activities. States must make awards of **at least \$50,000** per year for a **period of 3 to 5 years**.



**matching requirements:** a State may require an eligible entity to match subgrant funds (which may be in the form of in-kind contributions), except the match may not exceed the amount of the subgrant and may not be derived from other Federal or State funds.

1

2

3

**priority applications:** in making awards, States give priority to applications that (1) propose to target services to students who attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Title I; (2) are submitted jointly by at least one LEA that receives funds under Part A of Title I and another eligible entity; and (3) demonstrate that the activities proposed in the application are not otherwise accessible to the students who would be served by the program or the activities would expand accessibility to high-quality services.



current funding

**\$1.2 billion**  
FY 2018



After School Program

**purpose:** to enable communities to establish or expand centers that provide additional student learning opportunities, such as before- and after-school programs and summer school programs, aimed at improving student academic outcomes.



**use of funds:** program funds may be used to provide activities that complement and reinforce the regular school-day program of participating students and may also fund local activities that are included as part of an expanded learning time program that provides students at least 300 additional program hours before, during, or after the traditional school day. Funds may be used for a broad range of activities.

The Rural Education Achievement Program (REAP) includes two distinct programs: **Small, Rural School Achievement (SRSA)** and Rural and Low-Income Schools (RLIS). Funds appropriated for REAP are divided equally between the SRSA and the RLIS programs.

## STATE FORMULA-ALLOCATED GRANT PROGRAM



**current funding**

**\$90.4 million**  
FY 2018



### Formula Allocation

The Education Department (ED) makes formula allocations directly to eligible LEAs.

#### Initial Allocation (up to a maximum of \$60,000)

For each eligible LEA, ED calculates an initial allocation that is equal to **\$20,000 plus \$100** for each child in average daily attendance (ADA) **above 50**, with a maximum initial allocation of **\$60,000**.

$$\$20,000 + [ \$100 \times \# \text{children in ADA} > 50 ], \text{ capped at } \$60,000$$

#### Final Allocation

An LEA's final allocation is equal to the initial allocation minus the amount received in "applicable funding," which are funds allocated in the previous fiscal year under two programs: Supporting Effective Instruction State Grants (Part A of Title II) and Student Support and Academic Enrichment State Grants (Part A of Title IV).

$$\text{initial allocation (maximum of } \$60,000) - [ \text{Title II-A} + \text{Title IV-A allocations in the previous year} ]$$



### Eligibility

Eligible LEAs must have a total average daily attendance (ADA) of **less than 600 students** or serve only schools that are located in counties that have a population density of **fewer than 10 persons per square mile**; and serve only schools that have a National Center for Education Statistics (NCES) locale code of 41 (Rural, Fringe), 42 (Rural, Distant), or 43 (Rural, Remote), or are located in an area of the State defined as rural by a governmental agency of the State.

$$\text{ADA} < 600 \text{ students } \text{or} \text{ schools in counties of } < 10 \text{ people/square mile}$$



NCES LOCALE CODE 41 Rural, Fringe  
 42 Rural, Distant  
 43 Rural, Remote

state defined as rural



### program changes under ESSA:

updates the locale codes used for determining the eligibility of LEAs; clarifies that LEAs within educational service agencies are to be considered for SRSA eligibility; and gives an LEA the option of which program it receives funds under if it is eligible for both SRSA and RLIS.



### REAP-Flex Authority

Eligible LEAs also may consolidate funds (under the "REAP-Flex" authority) they receive from the sources below (except for Title I, Part A) to carry out effective activities under any of the authorized programs, including Title I, Part A.



### Use of funds

LEAs may use program funds to carry out activities authorized under:

#### PART A, TITLE I

Improving Basic Programs Operated by LEAs

#### PART A, TITLE II

Supporting Effective Instruction State Grants

#### PART A, TITLE III

English Language Acquisition State Grants

#### PART A, TITLE IV

Student Support and Academic Enrichment State Grants

#### PART B, TITLE IV

21st Century Community Learning Centers

The Rural Education Achievement Program (REAP) includes two distinct programs: Small, Rural School Achievement (SRSA) and **Rural and Low-Income Schools (RLIS)**. Funds appropriated for REAP are divided equally between the SRSA and the RLIS programs.

## STATE FORMULA-ALLOCATED GRANT PROGRAM



**current funding**

**\$90.4 million**  
FY 2018



### State Allocations

The Education Department (ED) allocates **one-half of 1 percent** of RLIS funds to the Bureau of Indian Education (BIE) and an equal amount to the Outlying Areas. Remaining funds are allocated by formula to States based on each State's share of children in average daily attendance (ADA) in all eligible LEAs.

$$\frac{\text{\# of children in ADA in eligible LEAs in state}}{\text{\# of children in ADA in eligible LEAs in all states}} = \text{STATE SHARE}$$



### Subgrants to LEAs

States have three options for allocating funds to eligible LEAs:

1

competitively

2

through a formula based on the number of children in ADA in eligible LEAs within the State

3

an alternative formula if the state can demonstrate that it would better target funds to eligible LEAs that serve the highest concentrations of poor students



### Eligibility

Eligible LEAs must have a Census child-poverty rate of **at least 20 percent**, and serve only schools that have a National Center for Education Statistics (NCES) locale code of 32 (Town, Distant), 33 (Town, Remote), 41 (Rural, Fringe), 42 (Rural, Distant), or 43 (Rural, Remote).

$$\text{CENSUS CHILD-POVERTY RATE} \geq 20\%$$



NCES LOCALE CODE

32 Town, Distant    41 Rural, Fringe  
 33 Town, Remote    42 Rural, Distant  
 43 Rural, Remote



### Use of funds

LEAs may use program funds to carry out activities authorized under:

#### PART A OF TITLE I

Improving Basic Programs Operated by LEAs

#### PART A OF TITLE II

Supporting Effective Instruction State Grants

#### PART A OF TITLE III

English Language Acquisition State Grants

#### PART A OF TITLE IV

Student Support and Academic Enrichment State Grants

#### PARENTAL INVOLVEMENT ACTIVITIES

**purpose:** to assist rural school districts in carrying out activities to help improve the quality of teaching and learning in their schools. The Rural and Low-Income Schools (RLIS) program provides funds to rural LEAs that serve high concentrations of poor students, regardless of the LEA's size.



### program changes under ESSA:

updates the locale codes used for determining the eligibility of LEAs; extends to RLIS the alternative State certification option for meeting the rural criterion (it already exists for SRSA); gives an LEA the option of which program it receives funds under if it is eligible for both SRSA and RLIS; expands the State RLIS application requirements; and updates the accountability provisions.

## Eligibility

LEAs or Bureau of Indian Education schools:

# of American Indian/Alaska Native children

**≥ 10** or **≥ 25%**  
of total enrollment

**exempt:** LEAs in Alaska, California, and Oklahoma, and those located on or near reservations

Indian tribes, Indian organizations, or Indian community-based organizations:

# of American Indian/Alaska Native children

**≥ 50%**  
of total enrollment

in the schools of an LEA that does not apply for funding

Note: LEAs may form a consortium for the purpose of obtaining grants under this program.

## Formula Allocation

# of Indian children in an LEA × greater of average per pupil expenditure (APPE) in the LEA's state or 80% of the US APPE = grant award\*

minimum allocation for an LEA: \$3,000

\* ratable reductions—if the sums appropriated for any fiscal year are insufficient to pay in full the amounts determined for LEAs according to the formula, then each of those amounts must be ratably reduced

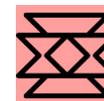
## STATE FORMULA-ALLOCATED GRANT PROGRAM



### application and comprehensive plan:

each applicant must annually develop and submit to the Secretary of Education\* a comprehensive plan for meeting the needs of Indian children. Each applicant must develop this plan in collaboration with a local committee comprised primarily of parents and family members of Indian children and must include student performance goals, an explanation of how it will assess and report on students' progress toward meeting these goals, and a description of proposed professional development activities.

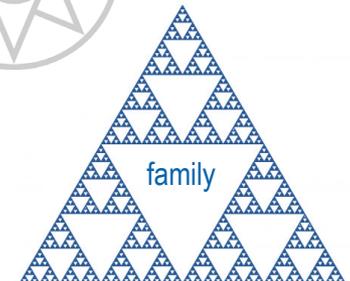
\* before submitting an application to the Secretary, an LEA must submit the application to the SEA, which may comment on the application.



current funding

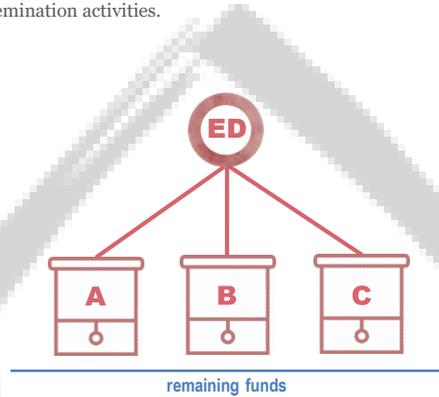
**\$105.4** million  
FY 2018

**purpose:** to provide assistance to elementary and secondary schools for programs serving Indian students, including preschool children, that are designed to help meet the unique cultural, language, and educational needs of such students and ensure that all students meet the challenging State academic standards.



**1 ED's National Reservations.** The Education Department (ED) reserves **0.1 percent** of available funds for the Outlying Areas, **1 percent** for the Bureau of Indian Education, and may reserve funds to provide technical assistance (if requested by a State), and conduct evaluation and dissemination activities.

- A** Grants for Outlying Areas 0.1%
- B** Bureau of Indian Education 1.0%
- C** National Activities X%



**4 Local Use of Funds.** LEAs may use subgrant funds for such activities as providing enriched supplemental instruction, transportation, professional development, referrals to health care, and other services to facilitate the enrollment, attendance, and success in school of homeless children, including preschool-aged children, and youth.

## STATE FORMULA-ALLOCATED GRANT PROGRAM

**2 Formula Grants to States.** After reserving funds for the national set asides, ED allocates remaining funds to States by formula. The formula is based on each State's share of funds under Title I, Part A of ESEA, however a State may not receive **less than \$150,000; 0.25 percent** of the total program appropriation for the fiscal year; or the amount of the State's fiscal year 2001 allocation, whichever is greatest.

**D** Formula: each State's share under Title I, Part A

**3 State Use of Funds.** After receiving its allocation, a State may reserve **up to 25 percent** (or in the case of a State receiving the minimum award, **50 percent**) of its allocation for State-level activities, and then must distribute remaining funds to LEAs. A State awards subgrants to LEAs competitively on the basis of need for a term **not to exceed 3 years**.

**E** State-Level Activities up to 25%

**F** Subgrants to LEAs at least 75%



**current funding**

**\$85 million**  
FY 2018

McKinney-Vento Homeless Assistance Act, Title VII, Subpart B as amended by ESSA

**purpose:** *to ensure that all homeless children have equal access to the same free, appropriate public education available to other children through grants to States to establish or designate an Office of Coordinator of Education of Homeless Children and Youth; develop and carry out a State plan for the education of homeless children; and make subgrants to LEAs to support the education of those children.*



### key program changes:

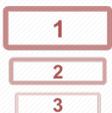
greater inclusion of and supports for homeless children in preschool; an increased emphasis on the identification of homeless children and youth and on connecting homeless students to postsecondary opportunities; new provisions to ensure that student-centered factors are considered when determining the school that is in a child's best interest to attend; and strengthened provisions to ensure that LEAs coordinate homeless education and special education services for homeless students with disabilities.

**RESERVED**

**national reservation:** the Institute for Education Sciences (IES) must evaluate the effectiveness of the program. The Secretary may reserve **up to 1 percent** of each year's appropriation for this purpose as well as to provide technical assistance to grantees.



**eligible applicants:** LEAs, including charter schools that are LEAs; SEAs or other designated State agencies; the Bureau of Indian Education (BIE); and partnerships of LEAs, State agencies, and the BIE with nonprofit or for-profit entities.



**priority applications:** the Secretary is required to give priority to applicants that support teachers, principals, and other school leaders in high-need schools and to ensure an equitable geographic distribution of grants, including the distribution of grants between rural and urban areas. (The statute defines high-need schools as public elementary or secondary schools located in an area in which at least 30 percent of students are from low-income families.)



**duration of grant awards:** the grant period is **up to 3 years**, with the option of renewal for an **additional 1 or 2 years** if the grantee demonstrates success. An LEA is permitted to receive (whether individually or as part of a consortium) a grant under this program only twice.



**matching requirements:** grantees must provide matching funds, in cash or in kind, from non-Federal sources **equal to 50 percent** of the amount of their grants.



**use of funds:** grant funds must be used in collaboration with teachers, principals, other school leaders, and members of the public.

**COMPETITIVE GRANT PROGRAM**



**human capital management systems:**

systems by which an LEA makes and implements human capital decisions, such as decisions on hiring, professional development, dismissal, tenure, and promotion and that include a **performance-based compensation system**, which are systems of compensation for teachers, principals, or other school leaders that differentiate levels of compensation based in part on measureable increases in student academic achievement. The systems also may include differentiated levels of compensation for positions in hard-to-staff schools and subject areas, as well as for recognition of skills and knowledge of teachers, principals, and other school leaders demonstrated through additional responsibilities and evidence of professional achievement.



**current funding**

**\$200 million**  
FY 2018

(known as Teacher Incentive Fund under NCLB)

**purpose:** to help eligible entities develop, implement, improve, or expand human capital management systems or performance-based compensation systems in schools served by the grantees.



**changes under ESSA:** compared to the predecessor program, Teacher Incentive Fund, the program authorized under ESSA places a greater focus on the development of comprehensive human capital management systems that include performance-based compensation systems, while adding a new emphasis on the role of principals and school leaders in promoting effective instruction in high-need schools.

An SEA may reserve **up to 5 percent** of its allocation for activities related to implementing its comprehensive literacy plan and administering subgrants. All remaining funds (**at least 95 percent**) must be used to make competitive subgrants to one or more LEAs or, for the purposes of providing early literacy services, to one or more early childhood education programs.

SEAs are also required to ensure that **at least 15 percent** of the subgranted funds are used to serve children from birth through age 5; and **40 percent** each to serve students in kindergarten through

grade 5 and students in grades 6 through 12. Further, States must equitably distribute funds among grades within the kindergarten through grade 5 and grades 6 through 12 spans.

**State Use of Funds:**

State Activities.....up to 5%

Competitive Subgrants.....at least 95%

**Subgrant Distribution Requirements:**

Birth through Age 5.....at least 15%

K through Grade 5.....40%

Grades 6 through 12.....40%

The Secretary is required to reserve **one-half of 1 percent** for the Department of the Interior to carry out comprehensive literacy programs in schools operated or funded by the Bureau of Indian Education; and, **one-half of 1 percent** for the Outlying Areas. Also, the Secretary may reserve **up to 5 percent** for national activities, which includes a national evaluation, technical assistance and training, data collection, and reporting.

Remaining funds are used to provide

competitive grants to SEAs. In awarding grants, the Secretary is required to give priority to SEAs that will use grant funds for evidence-based activities.

**National Reservations:**

Bureau of Indian Education.....0.5%

Outlying Areas.....0.5%

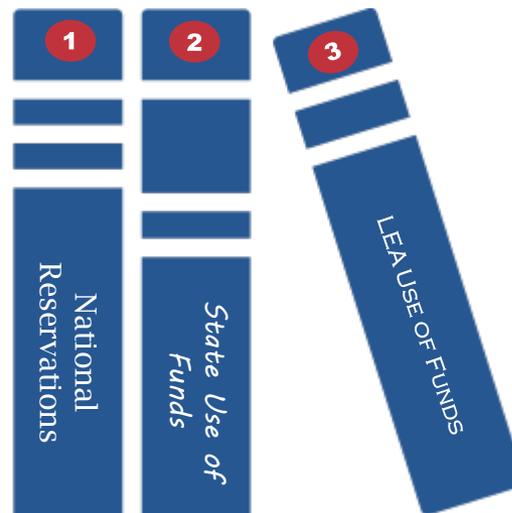
National Activities.....up to 5%

LEAs or early childhood education programs that receive subgrants from SEAs under this program must serve a high percentage of disadvantaged children, such as children from low-income families, children with disabilities, or English learners, and must represent diverse geographical areas.

Early childhood education programs that receive subgrants must have a demonstrated record of providing comprehensive literacy instruction for children aged birth through 5.

## COMPETITIVE GRANT PROGRAM

The End

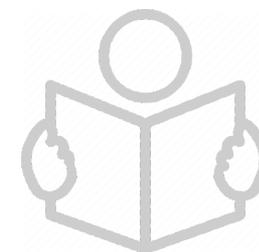


current funding

**\$190 million**  
FY 2018

(known as Striving Readers under NCLB)

**purpose:** to support efforts to improve literacy instruction in high-need schools or early childhood education programs.



**duration of grant**

**awards:** grants are awarded for a period of **not more than 5 years**. Grants may be renewed for an additional **2-year period** upon

the termination of the initial period of the grant if the grant recipient meets the terms of the Secretary.



**priority applications:**

SEAs that will use the grant funds for evidence-based activities.



## COMPETITIVE GRANT PROGRAM



**eligibility:** the program may award grants, contracts, or cooperative agreements to one or more LEAs in which **at least 20 percent** of the students are from low-income families; the Bureau of Indian Education; or eligible national non-profit organizations to promote programs that develop literacy skills in low-income communities.



**current funding**

**\$27 million**  
FY 2018

**purpose:** to support projects that develop and enhance school libraries and support professional development for school librarians, provide early literacy services to young children, and provide high-quality books to children and adolescents in low-income communities.



**use of funds:** to— develop or enhance existing school library programs by providing professional learning opportunities to school

librarians or refreshing library materials in high-need schools; support early literacy services, including conducting outreach to parents of young children to ensure that families have access to developmentally appropriate materials and are encouraged to read aloud to their young children; and distribute high-quality books to children and adolescents to increase students' reading motivation, performance, and frequency.



THE WHITE HOUSE

## Presidential Academies for the Teaching of American History and Civics:

offer workshops of **at least 2 weeks** to elementary and secondary school teachers (**between 50 and 300**) to strengthen their knowledge through instruction and interaction with primary scholars and accomplished teachers in these fields. Teachers selected receive a fixed stipend based on the length of the program.



**eligible applicants:** institutions of higher education and nonprofit educational organizations, museums, libraries, and research centers with demonstrated expertise in historical methodology or the teaching of American history and civics; or a consortium of these same entities.



**priority applications:** the Secretary may make **no more than 12 grants** in a fiscal year and must give priority for Presidential Academies grants to applicants that propose to use the resources of the National Parks and coordinate or align their projects with the National Park Service National Centennial Parks initiative.



**matching requirements:** grantees must provide matching funds from non-Federal sources in an amount **equal to 100 percent** of the grant amount.



**duration of grant awards:** the grant period is for **up to 5 years**.

## COMPETITIVE GRANT PROGRAM



CAPITOL BUILDING

## Congressional Academies for Students of American History and Civics:

offer similar workshops of similar duration to secondary school students (**between 100 and 300**) to enrich their understanding of American history and civics, with a similar fixed stipend.



current funding

**\$3.5 million**  
FY 2018

**purpose:** to improve the quality of teaching and learning in American history, civics, and government education. Funds support Presidential Academies for teachers, Congressional Academies for students, and national activities to promote innovative instruction and professional development for teachers and school leaders.



## National Activities Grants:

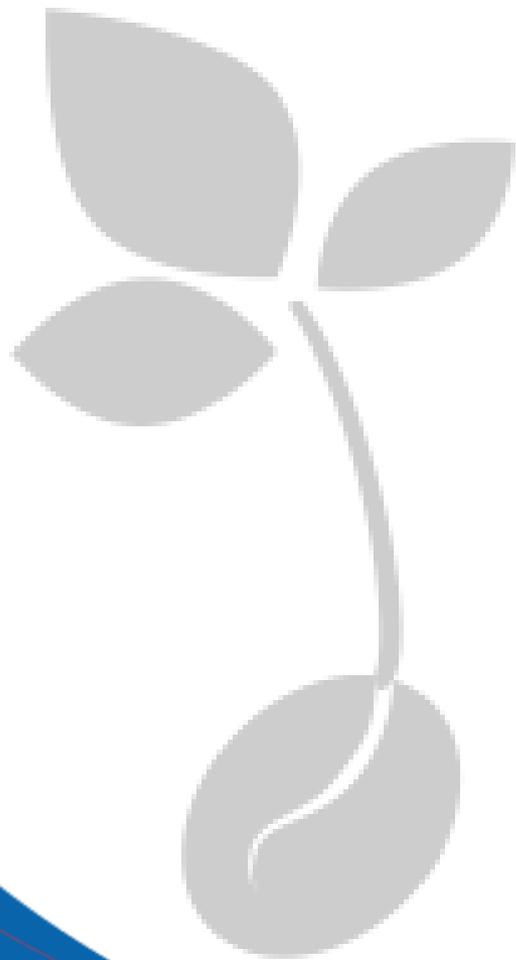
to promote evidence-based instructional methods and professional development programs in American history, civics and government, and geography, particularly those methods and programs that benefit students from low-income families and underserved student populations.



**eligible applicants:** institutions of higher education and other nonprofit or for-profit organizations with demonstrated expertise.



**duration of grant awards:** for an initial period of **up to 3 years**, and may renew grants for an **additional 2 years**.



## COMPETITIVE GRANT PROGRAM



**eligible applicants:** institutions of higher education (IHEs), national nonprofit entities, and the Bureau of Indian Education, or to partnerships of one or more IHEs and national nonprofit organizations with a for-profit entity.



**1 priority applications:** in awarding grants, the Secretary must give priority to an eligible entity that will implement evidence-based activities. Otherwise, the Secretary must ensure that, to the extent practicable, grants are distributed among eligible entities that will serve geographically diverse areas, including urban, suburban, and rural areas. No entity may receive more than one grant in a single competition.



**duration of grant awards:** grants may be awarded for **up to 3 years** and may be renewed for **one additional 2-year period** if the grantee demonstrates success.



**matching requirements:** grantees must use non-Federal sources, in cash or in kind, to cover **at least 25 percent** of project costs each year. The Secretary may waive or modify this cost-sharing requirement in cases of demonstrated financial hardship.



**current funding**

**\$75 million**  
FY 2018

(previously a set aside under the Title II, Part A grant program from 2011 to 2016 through appropriations language)

**purpose:** (1) supporting pathways that allow teachers, principals, or other school leaders with nontraditional preparation and certification to obtain employment in traditionally underserved LEAs; (2) providing evidence-based professional development activities that address literacy, numeracy, remedial education, or other needs of LEAs and the students they serve; (3) providing professional development to improve instruction in dual enrollment programs or early college high school settings; (4) making services and learning opportunities freely available to LEAs, including through publicly accessible electronic means; or (5) providing teachers, principals, or other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential.





**eligible applicants:** LEAs that serve high-need schools\*, SEAs, and the Bureau of Indian Education, or any of those entities in consortia with nonprofit organizations or institutions of higher education.



**matching requirements:** grantees must use non-Federal sources, in cash or in kind, to cover **at least 25 percent** of the project costs each year. The Secretary may waive or modify the cost-sharing requirement in cases of demonstrated financial hardship.



**priority applications:** in awarding grants, the Secretary must give priority to applicants that will implement evidence-based activities and that have a demonstrated ability to prepare or develop principals who have improved school-level student outcomes, have become principals in high-need schools, and remain principals in such schools for multiple years.



**duration of grant awards:** grants are awarded for **up to 5 years**, with an optional **2-year extension**.

## COMPETITIVE GRANT PROGRAM



**use of funds:** activities may include—

- developing or implementing leadership training programs designed to prepare and support principals or other school leaders in high-need schools, including through new or alternative pathways or school leader residency programs;
- developing or implementing programs or activities for recruiting, selecting, and developing aspiring or current principals or other school leaders to serve in high-need schools;
- developing or implementing programs for recruiting, developing, and placing school leaders in schools implementing comprehensive or targeted support and improvement activities as required under ESSA;
- developing other evidence-based programs or activities focused on principals or other school leaders in high-need schools that can be used by SEAs and LEAs implementing Title II Supporting Effective Instruction State grants;
- providing continuous professional development for principals and other school leaders in high-need schools; and
- developing and disseminating information on best practices and strategies for effective school leadership in high-need schools.



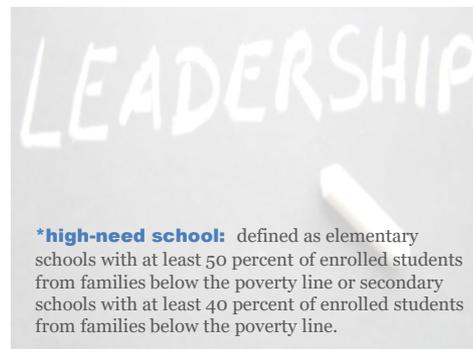
**current funding**

**\$0 million**  
FY 2018

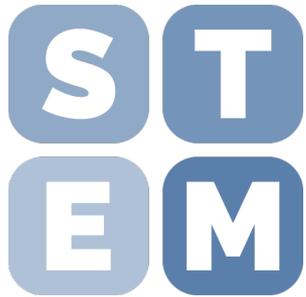
(known as School Leadership under NCLB)

**purpose:** to

*improve the recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools.*



**\*high-need school:** defined as elementary schools with at least 50 percent of enrolled students from families below the poverty line or secondary schools with at least 40 percent of enrolled students from families below the poverty line.



## COMPETITIVE GRANT PROGRAM

### STEM Master Teacher Corps defined:

a State-led effort to elevate the status of the STEM teaching profession by recognizing, rewarding, attracting, and retaining outstanding science, technology, engineering, and mathematics teachers, particularly in high-need and rural schools. States would be required to identify candidates for the corps based on content knowledge, pedagogical knowledge, and success in teaching, and to offer master teachers opportunities to (1) work together in scholarly communities, (2) participate in and lead high-quality professional development, and (3) receive additional compensation for their contributions to improved teaching and learning in STEM fields.



**eligible applicants:** SEAs to support the development of a state-wide STEM Master Teacher Corps; or SEAs, or non-profit organizations in partnership with SEAs, to support the implementation, replication, or expansion of effective STEM professional development programs in schools across the state through collaboration with school administrators, principals, and STEM educators.

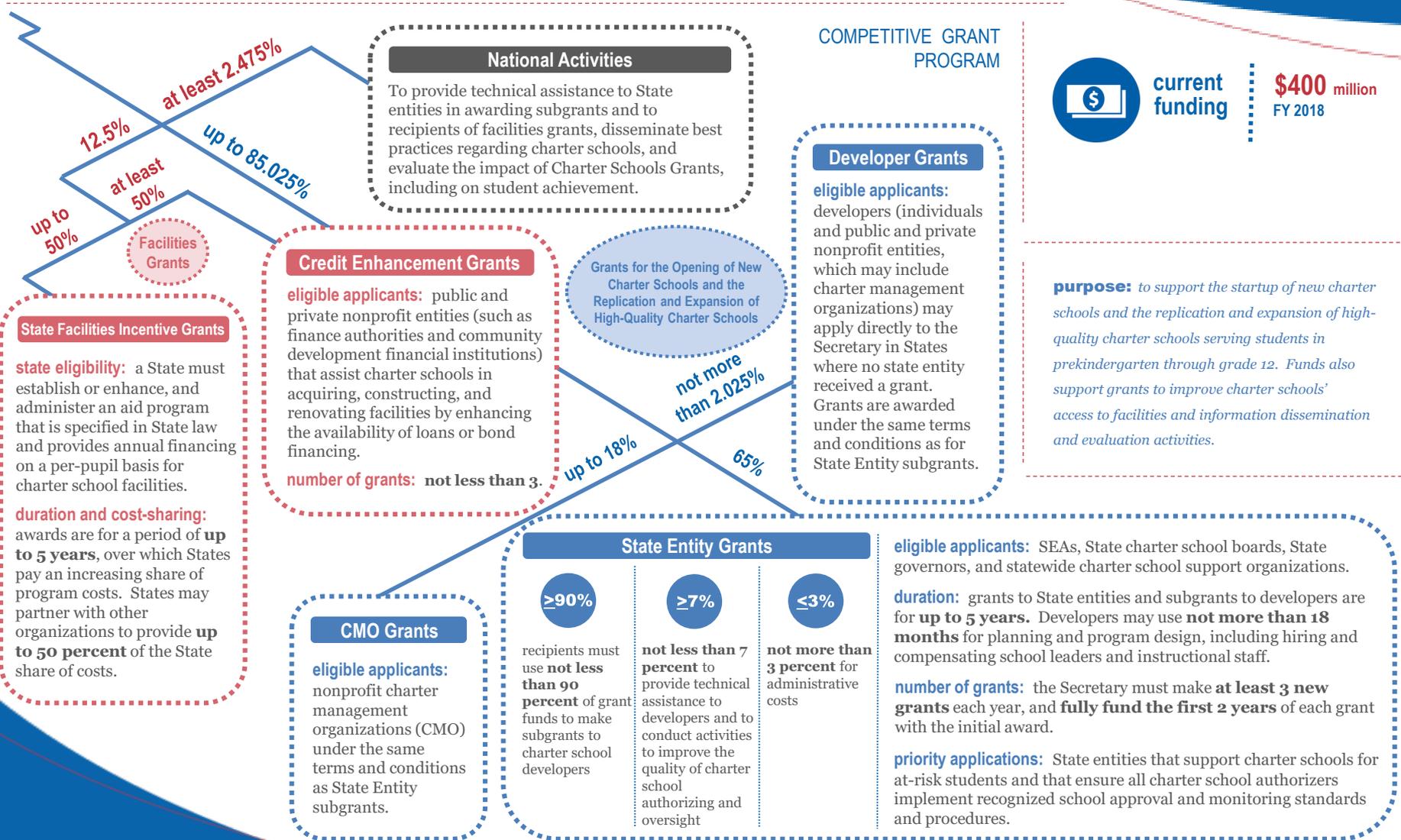


current funding

**\$0 million**  
FY 2018

**purpose:** *to support efforts to develop statewide master teacher programs in science, technology, engineering, and mathematics (STEM) fields (including computer science) and to improve the quality of STEM professional development programs across a State.*







**eligible applicants:** an LEA, or consortium of LEAs where appropriate, is eligible to receive a grant as part of a court-ordered, agency-ordered, or federally approved voluntary desegregation plan.

- 1
- 2
- 3

**priority applications:** the Secretary gives priority to applicants that: (1) demonstrate the greatest need for assistance; (2) propose to carry out new, evidence-based magnet school programs, significantly revise existing programs using evidence-based methods and practices, or replicate an existing magnet school program with a demonstrated record of success of increasing student achievement and reducing racial isolation; (3) use methods other than academic examinations (such as a lottery) to admit students; and (4) increase racial integration by designing and implementing magnet school programs that would increase socioeconomic diversity. Applicants that did not receive a grant the previous year receive priority **for any funds appropriated above \$75 million.**



**use of funds:** for activities that will improve academic achievement and may be used for planning and promotional activities; acquiring books, materials, and equipment; and paying the salaries of effective teachers and other instructional personnel. Grantees may spend **no more than 50 percent** of project costs in the first year and **15 percent** in the second and third years on planning activities. Additionally, funds may be used to transport students enrolled in magnet schools, provided the costs do not consume a significant portion of the grant award and that the transportation strategy is sustainable at the end of the grant period.



**national reservation:** the Secretary may use **up to 1 percent** of funds to provide technical assistance and disseminate best practices.

## COMPETITIVE GRANT PROGRAM



**current funding**

**\$105 million**  
FY 2018

**purpose:** *to provide federal resources to assist eligible LEAs in the desegregation of schools by providing high-quality educational options to the students they serve. The ultimate goal is to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools while strengthening students' knowledge of academic subjects and equipping them with college- and career-ready skills.*



**definition:** the term “magnet school” means a public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.



**eligible applicants:** statewide organizations (or consortia of such organizations).



**priority applications:** the Secretary must give priority to statewide family engagement centers that will use funds for evidence-based activities.



**matching requirements:** each organization or consortium receiving assistance must demonstrate that, for each fiscal year after the first fiscal year for which the organization or consortium is receiving assistance, a portion of the services provided by the organization or consortium is supported through non-Federal contributions, which may be in cash or in-kind.



**grantee funding requirements:** grantees must use **at least 65 percent** of funds awarded in each fiscal year to serve LEAs, schools, and community-based organizations that serve high concentrations of disadvantaged students, including students who are English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students; and grantees must use **at least 30 percent** of the funds awarded for each fiscal year to establish or expand technical assistance for evidence-based parent education programs.



**national reservation for technical assistance:** the Secretary must reserve **not more than 2 percent** of the funds appropriated to provide technical assistance, by competitive grant or contract, for the establishment, development, and coordination of statewide family engagement centers.



**minimum grant award:** the Secretary must, to the extent practicable, ensure that a grant is awarded for a statewide family engagement center in an amount **not less than \$500,000**.

## COMPETITIVE GRANT PROGRAM



**current funding**

**\$10 million**  
FY 2018

**purpose:** *to establish statewide family engagement centers that—(1) carry out parent education, and family engagement in education programs; or (2) provide comprehensive training and technical assistance to SEAs, LEAs, schools identified by SEAs and LEAs, organizations that support family-school partnerships, and other organizations that carry out such programs.*





**3 types of grants:** the program incorporates a tiered-evidence framework that supports larger awards for projects with the strongest evidence base as well as promising earlier-stage projects operated by grantees that are willing to undergo rigorous evaluation. Funds may be used for:

1

**early-phase grants** for the development, implementation, and feasibility testing of an intervention or innovation which prior research suggests has promise, in order to determine whether the intervention can improve student academic outcomes (similar to Development grants under i3);

2

**mid-phase grants** for implementation and rigorous evaluation of interventions that have been successfully implemented under early-phase grants or have met similar criteria for documenting program effectiveness (similar to Validation grants under i3); and

3

**expansion and replication** of interventions or innovations that have been found to produce a sizable impact under a mid-phase grant or have met similar criteria for documenting program effectiveness (similar to Scale-up grants under i3).



**eligible applicants:** LEAs; SEAs; the Bureau of Indian Education (BIE); consortia of LEAs or SEAs; nonprofit organizations; or SEAs, LEAs, or the BIE in consortia with a nonprofit organization, a business, an educational service agency, or an institution of higher education.



**national reservation:** the Secretary may reserve **up to 5 percent** of program funds to provide technical assistance and disseminate best practices.



**set aside for rural areas:** **at least 25 percent** of the funds appropriated for the program must be used for awards to serve rural areas, contingent on receipt of enough applications of sufficient quality.



**matching requirements:** grantees must provide matching funds **equal to 10 percent** of their grant award (in cash or in-kind) from Federal, State, local, or private sources. The Secretary may waive this requirement on a case-by-case basis upon a showing of exceptional circumstances.



**evaluation:** all grantees must carry out a rigorous independent evaluation of the effectiveness of their project.

## COMPETITIVE GRANT PROGRAM



**current funding**

**\$120 million**  
FY 2018

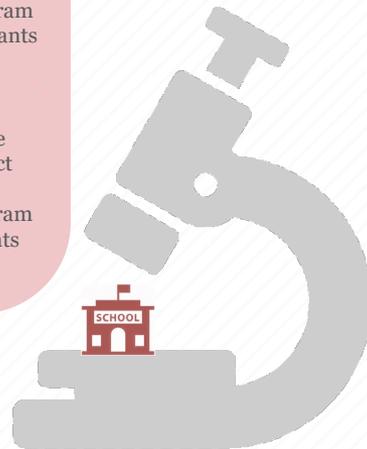
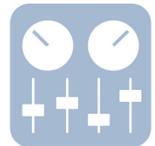
(known as Investing in Innovation, or i3, under ARRA)

**purpose:** *to support the creation, development, implementation, replication, and scaling up of evidence-based, field-initiated innovations designed to improve student achievement and attainment for high-need students; and to subject the innovations to rigorous evaluation.*



## changes under ESSA:

changes from the predecessor program, i3, include expansion of the entities eligible to receive funds, a new rural set-aside, and more flexible requirements for matching funds.

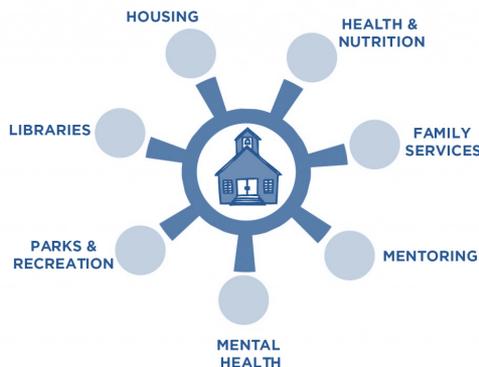




**national reservation:** to ensure that grantees continue to use and build evidence, the Secretary reserves **up to 5 percent** of the appropriation for technical assistance and to evaluate the implementation and impact of program activities.



**eligibility:** institutions of higher education (IHEs), Indian tribes or tribal organizations, or one or more non-profit organizations in partnership with a high-need LEA, IHE, local government, or an Indian tribe or tribal organization.



**public reporting:** grantees are required to report publicly information about their projects, including the number and percentage of children participating in their programs and progress on performance metrics.



**required activities for grantees:** to include planning activities to develop pipeline services\*; implement those pipeline services; and continuously evaluate and improve their programs based on outcome data. Grantees must use **at least 50 percent** of their first-year awards, and **at least 25 percent** of their second-year awards, for planning activities to develop and implement pipeline services.



**duration of grant awards:** grants are awarded for a period of **not more than 5 years**, and may be extended for an additional period of **not more than 2 years**.

## COMPETITIVE GRANT PROGRAM



**priority applications:** neighborhoods with schools implementing comprehensive or targeted improvement activities under Title I, Part A of the ESEA; and, applicants that incorporate evidence-based activities into their proposals.



**matching requirements:** an amount equal to **not less than 100 percent** of the amount of the grant, and must come from Federal, State, local, and private sources. A portion of the matching funds must come from private sources, which may include in-kind contributions.



**current funding**

**\$78.3 million**  
FY 2018

**purpose:** to support distressed communities in implementing a comprehensive, effective continuum of coordinated services designed to improve the academic and developmental outcomes for children, youth, and their families from birth through college, specifically in neighborhoods with high rates of poverty, childhood obesity, academic failure, and involvement of community members in the justice system.



**\*pipeline services:** a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education and career attainment, and includes, at a minimum, high-quality early childhood programs; high-quality school and out-of-school programs and strategies; transition support for children between elementary and middle school, middle and high school, and high school and postsecondary education and the workforce; family and community engagement support; activities that prepare students for postsecondary education and the workforce, such as job training, internships, and career counseling; support for students that encourages continued connection to their communities; social, health, nutrition, and mental health services and supports; and juvenile crime prevention and rehabilitation programs.



**matching requirements:** to ensure meaningful partnerships, grantees must secure matching funds from non-Federal sources to amplify and sustain project activities. The Secretary may not require that an applicant secure matching funds in an amount that exceeds the amount of the grant award, and the Secretary cannot consider an applicant's ability to secure matching funds when making funding decisions.



**minimum grant award:** the Secretary may not award a grant to an eligible entity in an amount that is **less than \$75,000** for each year of the grant period, subject to the availability of appropriations.



**requirements for grantees:** grantees must implement evidence-based activities, evaluate the effectiveness of their projects, and comply with any evaluations of the Full-Service Community Schools program conducted by the Institute of Education Sciences.



**eligibility:** LEAs or the Bureau of Indian Education, in partnership with community-based organizations, nonprofit organizations, or other public or private entities.



**set aside for rural areas:** at least 15 percent of funds awarded under Full-Service Community Schools and Promise Neighborhoods must support projects in rural areas, assuming these programs receive applications of sufficient number and quality from applicants in rural areas.

## COMPETITIVE GRANT PROGRAM



**duration of grant awards:** grants are awarded for a period of **not more than 5 years**, and may be extended for an additional period of **not more than 2 years**.



**planning:** the Secretary may authorize a grantee to use **not more than 10 percent** of the total amount of grant funds for planning purposes during the first year of the grant.



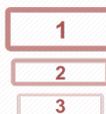
**current funding**

**\$17.5 million**  
FY 2018

**purpose:** to provide support for the planning, implementation, and operation of full-service community



*schools that improve the coordination and integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools. Full-service community schools provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children.*



**priority applications:** eligible entities that (1) will serve a minimum of two or more full-service community schools eligible for a Title I schoolwide program as part of a community- or district-wide strategy, or include an LEA that is eligible under the Rural Education Achievement Program (Title V, Part B); (2) are consortiums comprised of a broad representation of stakeholders or consortiums demonstrating a history of effectiveness; and (3) will use funds for evidence-based activities.



## types of financial assistance

**available:** activities under the program may be carried out through grants, contracts, or cooperative agreements with public and private organizations or individuals, or through agreements with other Federal agencies.

## Examples of projects funded previously—

grants to SEAs and LEAs for school climate transformation; grants to LEAs for prevention efforts to break the cycle of violence; grants to LEAs to promote student resilience; and training and technical assistance for schools, LEAs, and institutions of higher education to develop, implement, and improve their emergency management plans.

RESERVED

## Project School Emergency Response to Violence

**(Project SERV):** the Secretary must use a **portion** of the funds reserved for school safety national activities for Project SERV.



**eligibility for Project SERV:** an LEA, institution of higher education, or a school operated or funded by the Bureau of Indian Education in which the learning environment has been disrupted due to a violent or traumatic crisis.



## COMPETITIVE GRANT PROGRAM

A YOUTH VIOLENCE PREVENTION PROGRAM FROM SANDY HOOK PROMISE



## Project SERV extended services grant

**awards:** funds made available for extended services grants under Project SERV may be used by an eligible entity to initiate or strengthen violence prevention activities as part of the activities designed to restore the learning environment that was disrupted by the violent or traumatic crisis in response to which the grant was awarded.



## application requirements for an extended services grant:

grantees must include the following—  
 (1) a demonstration of the need for funds due to a continued disruption or a substantial risk of disruption to the learning environment; (2) an explanation of the proposed activities that are designed to restore and preserve the learning environment; and (3) a budget and budget narrative for the proposed activities. For an eligible entity that has already received an extended services grant under Project SERV, the entity must submit an addition to the original application that meets the requirements described above.



current funding

**\$90 million**  
 FY 2018

(known as Safe and Drug-Free Schools and Communities National Activities under NCLB)

## purpose: to

support activities that improve students' safety and well-being both during and after



the school day, with an emphasis on promoting overall school safety and positive school environments. The reauthorization also incorporated the longstanding Project School Emergency Response to Violence (Project SERV) program into the ESEA. Project SERV provides education-related services—including counseling and referral to mental health services as needed—to LEAs and institutions of higher education in which the learning

environment has been disrupted by a violent or traumatic crisis.





**eligible applicants:** LEAs in which 20 percent or more of the students are from low-income families; SEAs; national nonprofit organizations; institutions of higher education; organizations with expertise in the arts; museums or cultural institutions; the Bureau of Indian Education; and partnerships of these entities.

1

**priority applications:** in awarding grants, the Secretary must give priority to eligible entities that are national nonprofit organizations, which means an organization of national scope that is supported by staff, which may include volunteers, or affiliates at the State and local levels; and demonstrates effectiveness or high-quality plans for addressing arts education activities for disadvantaged students or students with disabilities.

2

3



**use of funds:** (1) professional development for arts educators, teachers, and principals; (2) development and dissemination of accessible instructional materials and arts-based educational programming, including online resources, in multiple arts disciplines; and (3) national and community outreach activities that strengthen and expand partnerships among schools, LEAs, communities, or centers for the arts, including national centers for the arts.



**conditions:** the Secretary must require each eligible entity, as a condition of receiving assistance— (1) to coordinate, to the extent practicable, each project or program carried out with appropriate activities of public or private cultural agencies, institutions, and organizations, including museums, arts education associations, libraries, and theaters; and (2) to use the assistance only to supplement, and not to supplant, any other assistance or funds made available from non-Federal sources for the activities assisted under this grant program.



**consultation:** the Secretary must consult with Federal agencies or institutions, arts educators (including professional arts education associations), and organizations representing the arts (including State and local arts agencies involved in arts education).



**duration of grant awards:** 4 years.

## COMPETITIVE GRANT PROGRAM

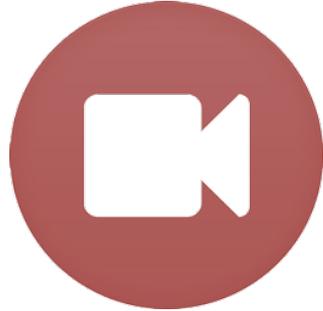


**current funding**

**\$29 million**  
FY 2018



**purpose:** to support national demonstration and Federal leadership activities to promote arts education for students, including disadvantaged students and students with disabilities.



**eligible applicants:** only public telecommunications entities are eligible to receive awards.

## COMPETITIVE GRANT PROGRAM



**capacity requirements:** applicants must have the capacity to—develop and distribute high-quality educational and instructional television programming that is accessible to disadvantaged preschool and elementary school children; contract with the producers of children’s television programming; negotiate these contracts in a manner that returns to the grantee an appropriate share of income from sales of program-related products; and target programming and materials to meet specific State and local needs, while providing educational outreach at the local level.



**consultation:** grantees are required to consult with the Departments of Education and Health and Human Services on strategies for maximizing the use of quality educational programming for preschool and elementary school children.



**coordination:** grantees must also coordinate activities with other Federal programs that have major training components related to early childhood development.



**use of funds:** at least 60 percent of the funding must be used to—develop educational television programming for preschool and elementary school children and the accompanying support materials and services that can be used to promote the effective use of such programming; develop television programming (and digital content, such as applications and online educational games, containing RTL-based children’s programming) that is specifically designed for nationwide distribution over public television stations’ digital broadcasting channels and the Internet, along with accompanying resources for parents and caregivers; and support contracts with public telecommunications and related entities to ensure that programs are widely distributed. Remaining funds may be used to develop and disseminate education and training materials, including interactive programs that are designed to promote school readiness through the effective use of educational video programs.



**current funding**

**\$27.7 million**  
 FY 2018

**purpose:** to facilitate student academic achievement by supporting the development and distribution of educational video programming for preschool and elementary school children and their parents, caregivers, and teachers.





**eligible applicants:** SEAs, LEAs, the Bureau of Indian Education of the Department of the Interior, institutions of higher education (IHEs), and other public and private agencies and organizations, including an award to one or more IHEs or SEAs to establish a National Research Center for the Education of Gifted and Talented Children.

1

**priority applications:** projects that include evidence-based activities or that develop new information to improve the capacity of schools to operate gifted and talented education programs or to assist schools in identifying and serving traditionally underserved students.

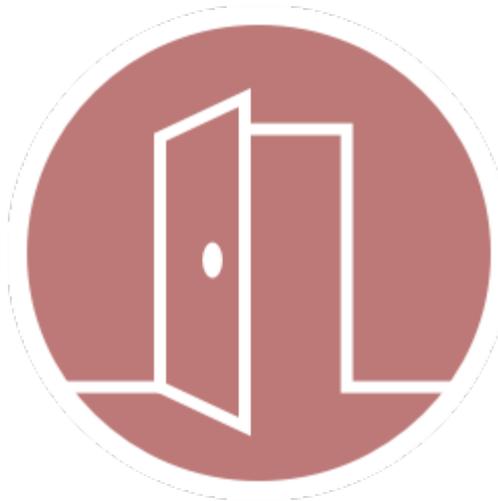
2

3



**use of funds:** conducting research on methods and techniques for identifying and teaching gifted and talented students and on applying gifted and talented educational methods to all students, including low-income and at-risk students; establishing and operating gifted and talented education programs, including innovative methods and strategies for identifying and teaching students traditionally underserved in such programs; and providing technical assistance and disseminating information.

## COMPETITIVE GRANT PROGRAM



**current funding**

**\$12 million**  
FY 2018

**purpose:** *to support a coordinated program of research, demonstration projects, innovative strategies, and other activities to build and enhance the capacity of elementary and secondary schools to identify gifted and talented students and meet their special educational needs.*



## Special Programs and Projects to Improve Educational Opportunities for Indian Children

## COMPETITIVE GRANT PROGRAM

Funds support the following programs:

**Improvement of Educational Opportunities for Indian Children and Youth**



**eligible applicants**

SEAs, LEAs, Indian Tribes and organizations, federally supported elementary or secondary schools for Indian students, and Indian institutions (including Indian institutions of higher education), or a consortium of such institutions

**Professional Development**

institutions of higher education (IHEs); or SEAs, LEAs, Indian Tribes and organizations, and BIE-funded schools, in consortium with IHEs



**use of funds**

The statute authorizes demonstration grants in such areas as—

- ❖ innovative educational programs,
- ❖ remedial instruction,
- ❖ bilingual and bicultural programs,
- ❖ health and nutrition services,
- ❖ programs to increase high school graduation rates for Indian children and youth,
- ❖ guidance and counseling,
- ❖ early childhood and kindergarten programs,
- ❖ partnership projects between LEAs and institutions of higher education,
- ❖ partnership projects between schools and local businesses,
- ❖ secondary-to-postsecondary education transition programs,
- ❖ school-to-work programs, and
- ❖ family literacy services

to increase the number of Indian individuals qualified in teaching, school administration, and other education professions, and to improve the skills of those individuals. Individuals receiving training under this program are required to secure employment in a field related to their education and benefiting Indians, or to pay back the amount of the assistance. Awards focus on pre-service teacher and pre-service administrator training.



**duration of grant awards**

**4 years**

**5 years**



**current funding**

**\$68 million**  
FY 2018

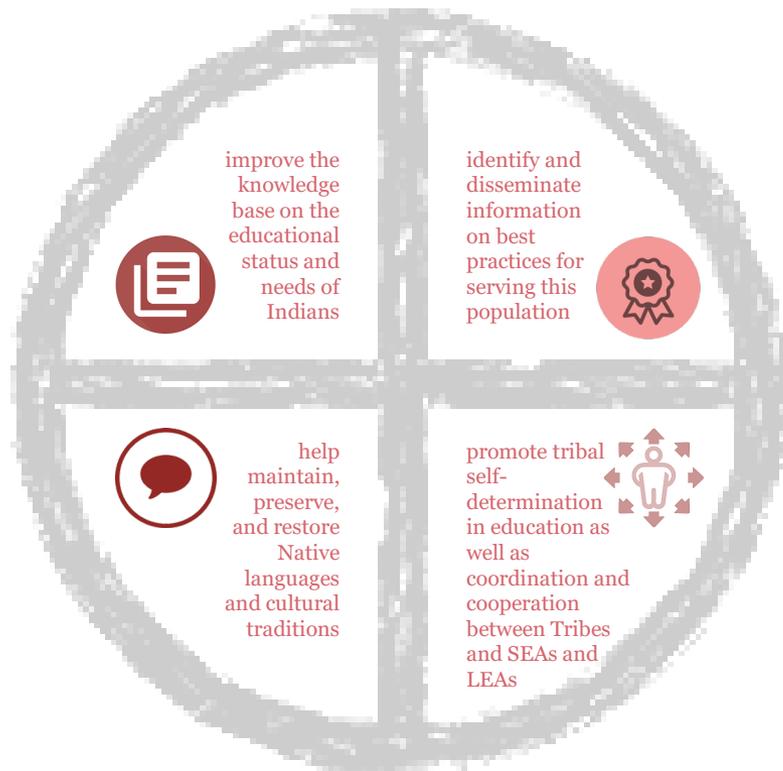
**purpose:** *to improve the quality of education for Indian students and to prepare and train Indians to serve as teachers and school administrators.*



**overview of funded projects:** from 2009 to 2015, the U.S. Department of Education funded demonstration grant projects in the areas of early childhood and secondary-to-postsecondary-education transition. In 2015, the Department transitioned to using funding for Native Youth Community Projects to support community-driven strategies to improve the college- and career-readiness of Native youth.



National activities help the U.S. Department of Education to:



**ESSA established two new authorities within National Activities:**

**1.** The first formally authorizes a program for Tribal educational agencies (TEAs) to build their capacity in administering education programs and promote increased collaboration with SEAs.

**2.** The second new authority establishes a Native language immersion grant program to support projects that develop and maintain, or improve and expand, school-based programs using Native languages as the primary languages of instruction.

## COMPETITIVE GRANT PROGRAM



### eligible applicants:

The Secretary may carry out National Activities directly or through grants to, or contracts or cooperative agreements with, Indian tribes, Indian organizations, SEAs, LEAs, institutions of higher education (IHEs), including Indian IHEs, and other public and private agencies and institutions.



### use of research funds:

to augment broader research and statistical activities to ensure that they include significant coverage of the Indian population and provide data that can be used to track the educational progress of Indians over time and to compare the status of Indians with that of other groups. The research program also responds to Executive Order 13592, on American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities, which requires the Secretary of Education to study and collect information on the education of American Indian and Alaska Native students.



**current funding**

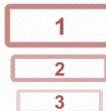
**\$6.9 million**  
FY 2018

**purpose:** to support three types of activities: (1) research, evaluation, and data collection to provide information on the educational status of the Indian population and on the effectiveness of Indian Education programs; (2) grants to support native language immersion schools and programs; and (3) grants to Tribes for administrative planning, development, and coordination related to education systems.





**eligible applicants:** Native Hawaiian educational organizations and community-based organizations, public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language, and other entities.



**priority applications:** the Secretary must give priority to entities proposing projects that are designed to address beginning reading and literacy among students in kindergarten through third grade; the needs of at-risk children and youth; needs in fields or disciplines in which Native Hawaiians are underemployed; and the use of the Hawaiian language in instruction.



**use of funds:** activities may include—

- ≈ early childhood education,
- ≈ family-based education centers,
- ≈ beginning reading and literacy in either the Hawaiian or the English language among Native Hawaiian students,
- ≈ educational needs of Native Hawaiian students with disabilities,
- ≈ gifted and talented education,
- ≈ the development of academic and vocational curricula to address the needs of Native Hawaiian children and adults,
- ≈ professional development for educators,
- ≈ community-based education learning centers,
- ≈ those that enable Native Hawaiians to enter and complete programs of postsecondary education, and
- ≈ research and data collection to determine the educational status and needs of Native Hawaiian children and adults.



**Native Hawaiian Education Council:** the Council coordinates the educational and related services and programs available to Native Hawaiians, directly or through subgrants. It also provides administrative support and financial assistance to island councils authorized by the statute. The Council must receive a **minimum award of \$500,000 annually.**

## COMPETITIVE GRANT PROGRAM



**current funding**

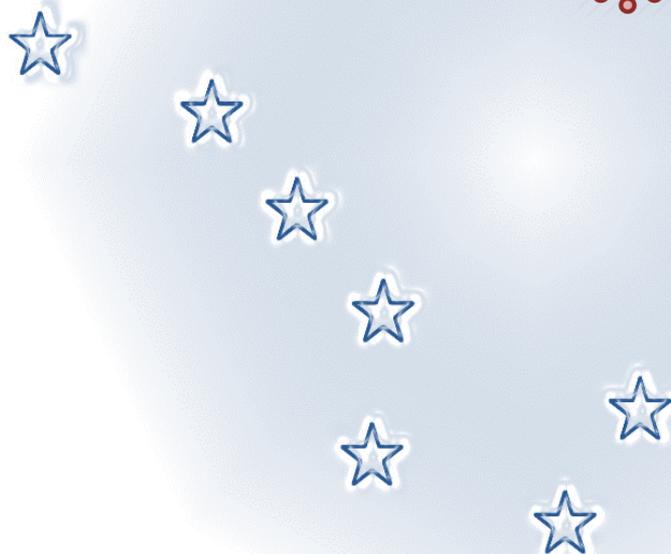
**\$36.4 million**  
FY 2018

**purpose:** *to authorize and develop innovative educational programs to assist Native Hawaiians; provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this grant program, on Native Hawaiian education, and to provide periodic assessment and data collection; supplement and expand programs and authorities in the area of education; and encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs.*





**eligible applicants:** Alaska Native organizations and entities located in Alaska with experience operating Alaska Native programs that have been granted a charter from an Alaska Native tribe or Alaska Native organization; or Alaska Native organizations without the requisite experience but who are in partnership with an SEA or LEA or an Alaska Native organization that does.



## COMPETITIVE GRANT PROGRAM



**use of funds: mandatory activities** include—

- ≈ the development and implementation of plans, methods, strategies, and activities to improve the educational outcomes of Alaska Natives; and
- ≈ the collection of data to assist in the evaluation of the programs that are carried out.

**permissible activities** may include—

- ≈ the development of curricula and programs that address the educational needs of Alaska Native students, including curriculum materials that are culturally informed and are intended to preserve and promote Alaska Native languages;
- ≈ professional development for educators;
- ≈ early childhood and parenting education activities designed to improve the school readiness of Alaska Native children;
- ≈ student enrichment programs, including programs in science, technology, engineering, and mathematics;
- ≈ programs designed to increase the graduation rates of Alaska Native students;
- ≈ strategies designed to increase the involvement of parents in their children's education, and that increase connections between and among schools, families, and communities; and
- ≈ career preparation activities to enable Alaska Native children and adults to prepare for meaningful employment.



**current funding**

**\$35.5 million**  
 FY 2018

**purpose:** *to recognize and address the unique educational needs of Alaska Natives; to recognize the role of Alaska Native languages and cultures in the educational success and long-term well-being of Alaska Native students; to integrate Alaska Native cultures and languages into education, develop Alaska Native students' positive identity, and support local place-based and culture-based curriculum and programming; to authorize the development, management, and expansion of effective supplemental educational programs to benefit Alaska Natives; to provide direction and guidance to appropriate Federal, State and local agencies to focus resources, including resources made available under this grant program, on meeting the educational needs of Alaska Natives; and to ensure the maximum participation by Alaska Native educators and leaders in the planning, development, implementation, management, and evaluation of programs designed to serve Alaska Native students.*



**ED** The Education Department (ED) awards planning and renewal grants to States (including the District of Columbia, Puerto Rico, and the Outlying Areas) on a competitive basis.



**Planning Grants:** to support—statewide needs assessments; a strategic plan that identifies opportunities to coordinate programs and build partnerships, including among Head Start providers, LEAs, State, local, and Tribal government, and private entities; families’ knowledge and awareness of early childhood education options and involvement in their child’s development; the sharing of best practices among early childhood education programs; and improving the quality of programs in the State.



**eligibility:** States.



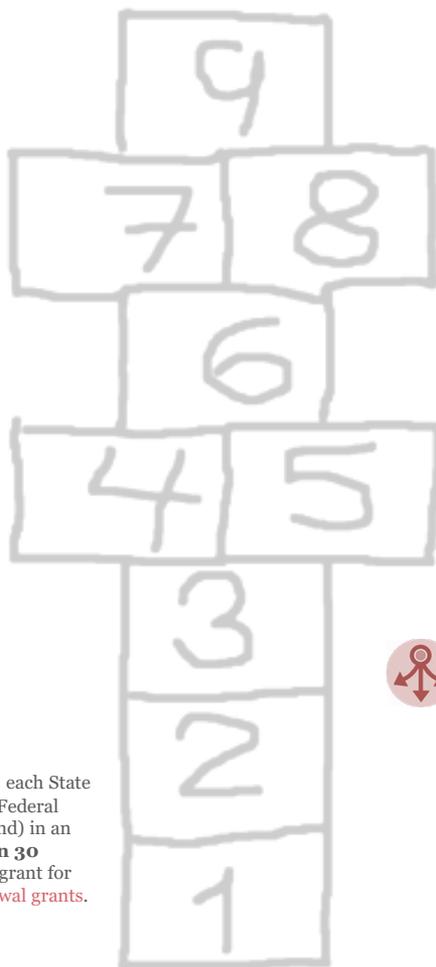
**priority applications:** States that have never received either a planning grant, or a grant for development or expansion under the program that existed prior to ESSA.



**duration of grant awards:** for a period of **not more than 1 year** and may be renewed.



**matching requirements:** each State must provide funds from non-Federal sources (either in cash or in kind) in an amount equal to **not less than 30 percent** of the amount of the grant for both planning grants and **renewal grants**.



## COMPETITIVE GRANT PROGRAM



**Renewal Grants:** to improve the overall quality of programs in the State and, through subgrants to programs in a mixed delivery system, expand access to such programs; and to develop new programs to address the needs of children and families eligible for, but not served by, existing programs.



**eligibility:** States that have received a planning grant and the grant period has concluded; or States that have received a grant for development or expansion under the program that existed prior to ESSA, and the grant period has concluded, and the Secretary allows the State to apply directly (and bypass a planning grant) and the State includes an updated needs assessment with its application.



**duration of grant awards:** for a period of **not more than 3 years** with no renewal.



**subgrant awards:** States may use renewal grant funds to award subgrants to programs in a mixed delivery system across the State designed to benefit low-income and disadvantaged children prior to entering kindergarten; however, in the first year, States may use **not more than 60 percent** of the grant funds available for subgrants; and in the second and third years, States may use **not more than 75 percent** of the grant funds available for subgrants. A State must prioritize activities to improve areas in which there are State-identified needs that would improve services for low-income and disadvantaged children living in rural areas.



**current funding**

**\$250 million**  
FY 2018

Preschool Development Grants are now funded through the Department of Health & Human Services (HHS), and jointly administered by ED and HHS



**purpose:** to coordinate early childhood education programs in a mixed delivery system of providers including schools, licensed child care centers, Head

Start, or other community-based organizations that will prepare low-income and disadvantaged children to enter kindergarten. Grants awarded will include a focus on expanding access to high-quality preschool for children from low- and moderate-income households.

### planning and transition:

the recipient of a grant award for development or expansion under the program that existed prior to ESSA may continue to receive funds in accordance with the terms of the prior award. The Secretaries of HHS and ED must take the steps necessary to ensure an orderly transition to, and implementation of, the program from the preschool development grants for development or expansion program that existed prior to ESSA.





## Allowable transfers by SEAs of funds allocated for State-level activities:



## Allowable transfers by LEAs of funds allocated to them

For example, an LEA may transfer all or a portion of funds it receives under Title IV, Part A to one or more of the following programs: Part A, C, or D of Title I; Part A of Title II; Part A of Title III; Part B of Title IV; or Part B of Title V.



**purpose:** SEAs and LEAs may transfer funds they receive by formula under certain programs to other programs to address State and local needs.

## changes under ESSA:

removed limits on the amount of funds that may be transferred, and changed the programs from and to which an SEA or LEA may transfer funds.



## eligible programs

An SEA or LEA may not transfer funds it receives under any other ESEA program other than those listed here.

Funds can only be transferred to these programs, never from them:

- Title I, Part A:** Improving Basic Programs  
Operated by LEAs
  - Title I, Part C:** Education of Migratory Children
  - Title I, Part D:** Neglected and Delinquent
  - Title III, Part A:** English Language Acquisition
  - Title V, Part B:** Rural Education
- Funds can be transferred to and from these programs:
- Title II, Part A:** Supporting Effective Instruction
  - Title IV, Part A:** Student Support and Academic Enrichment
  - Title IV, Part B:** 21<sup>st</sup> Century Community Learning Centers

APPLY NOW

## Eligible Applicants

The Secretary is authorized to enter into local flexibility demonstration agreements with **up to 50 LEAs**.



## Duration of Local Flexibility Demonstration Agreements

The agreements are for **not more than 3 years**, but may be **renewed for additional 3-year terms** if the LEA has met requirements and is likely to continue to do so.



## Application Assurances

Among other assurances, applicants must provide:

- ▶ a description of the school funding system based on weighted per-pupil allocations;
- ▶ a list of funding sources the LEA will include in the system;
- ▶ the amount and percentage of total LEA funding that will be allocated through the system; and
- ▶ per-pupil expenditures of State and local education funds and the per-pupil amount of eligible Federal funds for the preceding fiscal year for each school served by the LEA.

## Requirements of the LEA's School Funding System



allocate a significant portion of funds, including State and local education funds and eligible Federal funds, to the school level based on the number of students in a school and a formula developed by the LEA that determines per-pupil weighted amounts



allocate substantially more funding, using weights or allocation amounts, to English learners, students from low-income families, and students with any other characteristics associated with educational disadvantage chosen by the LEA, than to other students



ensure that each high-poverty school receives, in the first year of the demonstration agreement, (1) more per-pupil funding for low-income students than in the year prior, and (2) at least as much per-pupil funding for English learners than in the year prior



be used to allocate to schools a significant percentage, as agreed upon during the application process, of all the LEA's State and local education funds and eligible Federal funds



include all school-level actual expenditures, both personnel expenditures for instructional staff and non-personnel expenditures, in the calculation of the LEA's State and local education funds and eligible Federal funds that will be allocated



**continued demonstration:** each LEA must demonstrate annually that, as compared to the previous year, no high-poverty school received less per-pupil funding for either low-income students or English learners. Each LEA must also make public detailed per-pupil expenditures for each school it serves.

**purpose:** to provide LEAs with flexibility to consolidate eligible Federal funds and State and local education funding in order to create a single school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students.



**consultation:** the LEA must develop and implement the local flexibility demonstration agreement in consultation with teachers, principals, other school leaders (including charter school leaders in a LEA that has charter schools), administrators of Federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders.



## expansion of local flexibility demonstration agreements:

beginning with the 2019–2020 academic year, the Secretary may extend funding flexibility to any LEA that submits and has approved an application, as long as a significant majority of the initial demonstration agreements with LEAs met, and continue to meet, the requirements as of the end of the 2018–2019 academic year.



# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
<b>A</b> academic enrichment learning		academic enrichment learning programs that are aligned with the challenging State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a	21st Century Community Learning Centers	Title IV, Part B
after school		after school programs and activities that advance student academic achievement and support student success	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
Alaska Native education	at-risk students	education programs for at-risk urban Alaska Native students that are designed to improve academic proficiency and graduation rates, use strategies otherwise permissible under this program, and incorporate a strong data collection and continuous evaluation component	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	career and technical education	support for the development and operational activities of regional vocational schools in rural areas of Alaska to provide students with necessary resources to prepare for skilled employment opportunities	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Alaska Native education	career preparation	career preparation activities to enable Alaska Native children and adults to prepare for meaningful employment, including programs providing tech-prep, mentoring, training, and apprenticeship activities	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	certification and licensing	programs that will lead to the certification and licensing of Alaska Native teachers, principals, other school leaders, and superintendents	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	comprehensive school or community-based support services	activities designed to enable Alaska Native students served under this program to meet the challenging State academic standards or increase the graduation rates of Alaska Native students, such as comprehensive school or community-based support services, to include services that address family instability and trauma; and improve conditions for learning at home, in the community, and at school	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Alaska Native education	culturally-based education programs	activities designed to enable Alaska Native students served under this program to meet the challenging State academic standards or increase the graduation rates of Alaska Native students, such as culturally based education programs, to include programs of study and other instruction in Alaska Native history and ways of living to share the rich and diverse cultures of Alaska Natives among Alaska Native youth and elders, non-Native students and teachers, and the larger community; instructing Alaska Native youth in leadership, communication, and Alaska Native culture, arts, history, and languages; intergenerational learning and internship opportunities to Alaska Native youth and young adults; providing cultural immersion activities aimed at Alaska Native cultural preservation; native language instruction and immersion activities, including native language immersion nests or schools; school-within-a-school model programs; and preparation for postsecondary education and career planning	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	curricula development	the development of curricula and programs that address the educational needs of Alaska Native students, including curriculum materials that are culturally informed and reflect the cultural diversity, languages, history, or the contributions of Alaska Native people, including curricula intended to preserve and promote Alaska Native culture; instructional programs that make use of Alaska Native languages and cultures; and networks that develop, test, and disseminate best practices and introduce successful programs, materials, and techniques to meet the educational needs of Alaska Native students in urban and rural schools	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	enrichment programs	the development and operation of student enrichment programs, including programs in science, technology, engineering, and mathematics that are designed to prepare Alaska Native students to excel in such subjects; provide appropriate support services to enable such students to benefit from the programs; and include activities that recognize and support the unique cultural and educational needs of Alaska Native children and incorporate appropriately qualified Alaska Native elders and other tradition bearers	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Alaska Native education	exchange and cross-cultural immersion programs	student and teacher exchange programs, cross-cultural immersion programs, and culture camps designed to build mutual respect and understanding among participants	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	family and community engagement	programs and strategies that increase connections between and among schools, families, and communities, including positive youth-adult relationships, to promote the academic progress and positive development of Alaska Native children and youth; and improve conditions for learning at home, in the community, and at school	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	leadership academies	regional leadership academies that demonstrate effectiveness in building respect and understanding, and fostering a sense of Alaska Native identity in Alaska Native students to promote their pursuit of and success in completing higher education or career training	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Alaska Native education	parental engagement	strategies designed to increase the involvement of parents in their children's education	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	professional development	training and professional development activities for educators, including pre-service and in-service training and professional development programs to prepare teachers to develop appreciation for, and understanding of, Alaska Native history, cultures, values, and ways of knowing and learning in order to effectively address the cultural diversity and unique needs of Alaska Native students and improve the teaching methods of educators	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	recruitment and preparation	recruitment and preparation of Alaska Native teachers	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Alaska Native education	remedial and enrichment programs	activities designed to enable Alaska Native students served under this program to meet the challenging State academic standards or increase the graduation rates of Alaska Native students, such as remedial and enrichment programs	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	research and evaluation	research and data collection activities to determine the educational status and needs of Alaska Native children and adults and other such research and evaluation activities related to programs funded under this part of ESSA	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C
Alaska Native education	school readiness	early childhood and parenting education activities designed to improve the school readiness of Alaska Native children, including the development and operation of home visiting programs for Alaska Native preschool children, to ensure the active involvement of parents in their children's education from the earliest ages; training, education, and support, including in-home visitation, for parents and caregivers of Alaska Native children to improve parenting and caregiving skills (including skills relating to discipline and cognitive development, reading readiness, observation, storytelling, and critical thinking); family literacy services; activities carried out under the Head Start Act; programs for parents and their infants, from the prenatal period of the infant through age 3; early childhood education programs; and native language immersion within early childhood education programs, Head Start, or preschool programs	Alaska Native organizations with experience operating programs that fulfill the purposes of this part of ESSA; Alaska Native organizations that do not have such experience but are in partnership with an SEA or an LEA or an Alaska Native organization that does have the requisite experience; an entity located in Alaska, and predominately governed by Alaska Natives, that does not meet the definition of an Alaska Native organization under this part of ESSA but has experience operating programs that fulfill the purposes of this part of ESSA, and is granted an official charter or sanction from at least one Alaska Native tribe or Alaska Native organization	Alaska Native Education	Title VI, Part C

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
alternative certification	principals, or other school leaders	carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State experiences a shortage of educators), principals, or other school leaders, for individuals with a baccalaureate or master's degree, or other advanced degree; mid-career professionals from other occupations; paraprofessionals; former military personnel; and recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
alternative certification	teachers	carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State experiences a shortage of educators), principals, or other school leaders, for individuals with a baccalaureate or master's degree, or other advanced degree; mid-career professionals from other occupations; paraprofessionals; former military personnel; and recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
American history	seminar or institute for students	establishing a Congressional Academy that offers a seminar or institute for outstanding students of American history and civics, which broadens and deepens such students' understanding of American history and civics; is led by a team of primary scholars and core teachers who are accomplished in the field of American history and civics; is conducted during the summer or other appropriate time; and is of not less than 2 weeks and not more than 6 weeks in duration	institution of higher education or nonprofit educational organization, museum, library, or research center with demonstrated expertise; or a consortium of such entities	American History and Civics Education	Title II, Part B, Subpart 3
arts education	professional development	promoting arts education for students, including disadvantaged students and students who are children with disabilities, through activities such as professional development for arts educators, teachers, and principals	SEAs; LEAs (in which 20 percent or more of the students are from families with an income below the poverty line); consortium of LEAs; institutions of higher education; museums or cultural institutions; Bureau of Indian Education; national nonprofit organizations; or private agencies, institutions, or organizations	Arts in Education	Title IV, Part F, Subpart 4,
arts education		promoting arts education for students, including disadvantaged students and students who are children with disabilities, through activities such as development and dissemination of accessible instructional materials and arts-based educational programming, including online resources, in multiple arts disciplines	SEAs; LEAs (in which 20 percent or more of the students are from families with an income below the poverty line); consortium of LEAs; institutions of higher education; museums or cultural institutions; Bureau of Indian Education; national nonprofit organizations; or private agencies, institutions, or organizations	Arts in Education	Title IV, Part F, Subpart 4,
arts education		promoting arts education for students, including disadvantaged students and students who are children with disabilities, through activities such as community and national outreach activities that strengthen and expand partnerships among schools, LEAs, communities, or centers for the arts, including national centers for the arts	SEAs; LEAs (in which 20 percent or more of the students are from families with an income below the poverty line); consortium of LEAs; institutions of higher education; museums or cultural institutions; Bureau of Indian Education; national nonprofit organizations; or private agencies, institutions, or organizations	Arts in Education	Title IV, Part F, Subpart 4,
at-risk students	schoolwide programs	together with other Federal, State, and local funds, upgrading the entire educational program of an eligible school	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	schoolwide programs, dual or concurrent enrollment programs	a secondary school operating a schoolwide program may use funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards, including the costs of training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program; tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and transportation to and from such program	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	schoolwide programs, early childhood education	a school that operates a schoolwide program may use funds to establish or enhance preschool programs for children who are under 6 years of age	LEAs	Grants to Local Educational Agencies	Title I, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
at-risk students	schoolwide programs, early intervention services	addressing the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	schoolwide programs, expanded learning time	increasing the amount and quality of learning time	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	schoolwide programs, non-academic skills improvement	addressing the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	schoolwide programs, preparation for postsecondary education and the workforce	addressing the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	schoolwide programs, professional development	addressing the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	schoolwide programs, recruitment and retention	addressing the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include recruitment and retention of effective teachers, particularly in high-need subjects	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	schoolwide programs, transitioning from early	addressing the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include strategies for assisting	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	schoolwide programs, well-rounded education	providing an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	targeted assistance programs	providing services to eligible children identified as having the greatest need for special assistance	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	targeted assistance programs, comprehensive services	if health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds may be used as a last resort to provide such services, including the provision of basic medical equipment, such as eyeglasses and hearing aids; compensation of a coordinator; family support and engagement services; integrated student supports; and professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	targeted assistance programs, dual or concurrent enrollment programs	a secondary school operating a targeted assistance program may use funds to provide dual or concurrent enrollment program services to eligible children who are identified as having the greatest need for special assistance	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	targeted assistance programs, early intervention services	using methods and instructional strategies to strengthen the academic program of the school through activities, which may include a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	targeted assistance programs, expanded learning time	using methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and afterschool programs, and summer programs and opportunities	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	targeted assistance programs, parent engagement	implementing strategies to increase the involvement of parents of eligible children	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	targeted assistance programs, professional development	providing professional development, which may include other sources of funding, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in targeted assistance programs or in the regular education program	LEAs	Grants to Local Educational Agencies	Title I, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
at-risk students	targeted assistance programs, transitioning from early childhood education	coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the Comprehensive Literacy Development Grants program, or State-run preschool programs to elementary school programs	LEAs	Grants to Local Educational Agencies	Title I, Part A
at-risk students	targeted assistance programs, well-rounded education	helping eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education	LEAs	Grants to Local Educational Agencies	Title I, Part A
<b>B</b> before school		before school programs and activities that advance student academic achievement and support student success	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
<b>C</b> career opportunities and advancement	teachers	developing, or assisting LEAs in developing career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
career readiness		supporting programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	LEAs	Grants to Local Educational Agencies	Title I, Part A
career readiness	local workforce skills	programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Innovation and Opportunity Act	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
certification	principals, or other school leaders	reforming principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
certification	teachers	reforming teacher certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
certification	teachers	reforming teacher certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that teacher certification or licensing requirements are aligned with such challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
certification	teachers	enabling States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
charter schools	community engagement	carrying out community engagement activities, which may include paying the cost of student and staff recruitment	charter schools	Charter Schools Grants	Title IV, Part C
charter schools	expand high-quality charter schools	enabling eligible applicants to expand high-quality charter schools	charter schools or charter management organizations	Charter Schools Grants	Title IV, Part C
charter schools	facilities financing	guaranteeing, insuring, and reinsuring bonds, notes, evidences of debt, loans, and interests therein, the proceeds of which are used for either the acquisition (by purchase, lease, donation, or otherwise) of an interest (including an interest held by a third party for the benefit of a charter school) in improved or unimproved real property that is necessary to commence or continue the operation of a charter school; the construction of new facilities, or the renovation, repair, or alteration of existing facilities, necessary to commence or continue the operation of a charter school; or the predevelopment costs required to assess sites for acquisition or construction or renovation that are necessary to commence or continue the operation of a charter school	State or local governments, private nonprofits, or a consortium of these same entities	Charter Schools Grants	Title IV, Part C

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
charter schools	facilities financing	guaranteeing and insuring leases of personal and real property for either the acquisition (by purchase, lease, donation, or otherwise) of an interest (including an interest held by a third party for the benefit of a charter school) in improved or unimproved real property that is necessary to commence or continue the operation of a charter school; the construction of new facilities, or the renovation, repair, or alteration of existing facilities, necessary to commence or continue the operation of a charter school; or the predevelopment costs required to assess sites for acquisition or construction or renovation that are necessary to commence or continue the operation of a charter school	State or local governments, private nonprofits, or a consortium of these same entities	Charter Schools Grants	Title IV, Part C
charter schools	facilities financing	facilitating financing by identifying potential lending sources, encouraging private lending, and other similar activities that directly promote lending to, or for the benefit of, charter schools	State or local governments, private nonprofits, or a consortium of these same entities	Charter Schools Grants	Title IV, Part C
charter schools	facilities financing	facilitating the issuance of bonds by charter schools, or by other public entities for the benefit of charter schools, by providing technical, administrative, and other appropriate assistance (including the recruitment of bond counsel, underwriters, and potential investors and the consolidation of multiple charter school projects within a single bond issue)	State or local governments, private nonprofits, or a consortium of these same entities	Charter Schools Grants	Title IV, Part C
charter schools	facilities financing	establishing or enhancing, and administering, a per-pupil facilities aid program for charter schools; and carrying out evaluations, providing technical assistance, and disseminating information	State governments	Charter Schools Grants	Title IV, Part C
charter schools	hiring and compensating	preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with hiring and compensating, during the eligible applicant's planning period specified in the application, one or more of the following: teachers, school leaders, specialized instructional support personnel	charter schools	Charter Schools Grants	Title IV, Part C
charter schools	new charter schools	enabling eligible applicants to open and prepare for the operation of new charter schools	charter schools	Charter Schools Grants	Title IV, Part C
charter schools	professional development	preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with providing professional development	charter schools	Charter Schools Grants	Title IV, Part C
charter schools	renovations and minor facilities repairs	carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction)	charter schools	Charter Schools Grants	Title IV, Part C
charter schools	replicate high-quality charter schools	enabling eligible applicants to open and prepare for the operation of replicated high-quality charter schools	charter schools or charter management organizations	Charter Schools Grants	Title IV, Part C
charter schools	resources	acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials)	charter schools	Charter Schools Grants	Title IV, Part C
charter schools	technical assistance	providing technical assistance to eligible applicants and authorized public chartering agencies in carrying out the awarding of subgrants to eligible applicants to enable eligible applicants to open and prepare for the operation of new charter schools, open and prepare for the operation of replicated high-quality charter schools, or expand high-quality charter schools; and working with authorized public chartering agencies in the State to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools	SEAs, State charter school boards, State Governors, or charter school support organizations	Charter Schools Grants	Title IV, Part C
charter schools	transportation	providing one-time, startup costs associated with providing transportation to students to and from the charter school	charter schools	Charter Schools Grants	Title IV, Part C
charter schools		providing for other appropriate, non-sustained costs related to opening and preparing for the operation of new charter schools, replicated high-quality charter schools, or expansion of high-quality charter schools when such costs cannot be met from other sources	charter schools	Charter Schools Grants	Title IV, Part C
child sexual abuse awareness and prevention	paraprofessionals	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
child sexual abuse awareness and prevention	principals, or other school leaders	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
child sexual abuse awareness and prevention	specialized instructional support personnel	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
child sexual abuse awareness and prevention	teachers	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
children enrolled in private schools		providing eligible children who are enrolled in private elementary schools and secondary schools special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs which are equitable in comparison to services and other benefits for public school children participating in Title I programs	LEAs	Grants to Local Educational Agencies	Title I, Part A

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
civics	seminar or institute for students	establishing a Congressional Academy that offers a seminar or institute for outstanding students of American history and civics, which broadens and deepens such students' understanding of American history and civics; is led by a team of primary scholars and core teachers who are accomplished in the field of American history and civics; is conducted during the summer or other appropriate time; and is of not less than 2 weeks and not more than 6 weeks in duration	institution of higher education or nonprofit educational organization, museum, library, or research center with demonstrated expertise; or a consortium of such entities	American History and Civics Education	Title II, Part B, Subpart 3
class size	recruitment and hiring	reducing class size to a level that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
community schools	community-based support for students	coordinating not less than 3 existing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment; and, includes, at a minimum, strategies to address through services or programs--including integrated student supports--community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce), as of the date of the grant award, and providing not less than 2 additional pipeline services, at 2 or more public elementary schools or secondary schools	a consortium of one or more LEAs, or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities	Full-Service Community Schools	Title IV, Part F, Subpart 2,
community schools	family and community engagement and supports	coordinating not less than 3 existing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment; and, includes, at a minimum, strategies to address through services or programs--including integrated student supports--family and community engagement and supports, which may include engaging or supporting families at school or at home), as of the date of the grant award, and providing not less than 2 additional pipeline services, at 2 or more public elementary schools or secondary schools	a consortium of one or more LEAs, or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities	Full-Service Community Schools	Title IV, Part F, Subpart 2,
community schools	high-quality early childhood education	coordinating not less than 3 existing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment; and, includes, at a minimum, strategies to address through services or programs--including integrated student supports--high-quality early childhood education programs), as of the date of the grant award, and providing not less than 2 additional pipeline services, at 2 or more public elementary schools or secondary schools	a consortium of one or more LEAs, or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities	Full-Service Community Schools	Title IV, Part F, Subpart 2,
community schools	high-quality school and out-of-school-time	coordinating not less than 3 existing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment; and, includes, at a minimum, strategies to address through services or programs--including integrated student supports--high-quality school and out-of-school-time programs and strategies), as of the date of the grant award, and providing not less than 2 additional pipeline services, at 2 or more public elementary schools or secondary schools	a consortium of one or more LEAs, or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities	Full-Service Community Schools	Title IV, Part F, Subpart 2,
community schools	juvenile crime prevention and rehabilitation	coordinating not less than 3 existing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment; and, includes, at a minimum, strategies to address through services or programs--including integrated student supports--juvenile crime prevention and rehabilitation programs), as of the date of the grant award, and providing not less than 2 additional pipeline services, at 2 or more public elementary schools or secondary schools	a consortium of one or more LEAs, or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities	Full-Service Community Schools	Title IV, Part F, Subpart 2,
community schools	postsecondary and workforce readiness	coordinating not less than 3 existing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment; and, includes, at a minimum, strategies to address through services or programs--including integrated student supports--activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling), as of the date of the grant award, and providing not less than 2 additional pipeline services, at 2 or more public elementary schools or secondary schools	a consortium of one or more LEAs, or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities	Full-Service Community Schools	Title IV, Part F, Subpart 2,
community schools	services and supports	coordinating not less than 3 existing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment; and, includes, at a minimum, strategies to address through services or programs--including integrated student supports--social, health, nutrition, and mental health services and supports), as of the date of the grant award, and providing not less than 2 additional pipeline services, at 2 or more public elementary schools or secondary schools	a consortium of one or more LEAs, or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities	Full-Service Community Schools	Title IV, Part F, Subpart 2,

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
community schools	transitioning to each grade span and into the workforce	coordinating not less than 3 existing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment); and, includes, at a minimum, strategies to address through services or programs—including integrated student supports—support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary), as of the date of the grant award, and providing not less than 2 additional pipeline services, at 2 or more public elementary schools or secondary schools	a consortium of one or more LEAs, or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities	Full-Service Community Schools	Title IV, Part F, Subpart 2,
community schools		integrating multiple pipeline services into a comprehensive, coordinated continuum to achieve the annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are prepared for kindergarten, achieving academically, and safe, healthy, and supported by engaged parents to meet the holistic needs of children	a consortium of one or more LEAs, or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities	Full-Service Community Schools	Title IV, Part F, Subpart 2,
community schools		coordinating and integrating services provided by community-based organizations and government agencies with services provided by specialized instructional support personnel	a consortium of one or more LEAs, or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities	Full-Service Community Schools	Title IV, Part F, Subpart 2,
community support	community-based support for students	supporting planning activities to develop pipeline services or implementing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment); and, includes, at a minimum, strategies to address through services or programs (including integrated student supports) community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce	institutions of higher education (IHEs); Indian tribes or tribal organizations; or one or more nonprofit entities in partnership with a high-need LEA, IHE, local government office of the chief elected official, or Indian tribe or tribal organization	Promise Neighborhoods	Title IV, Part F, Subpart 2,
community support	evaluation and program improvement	evaluating continuously the success of the program and improving the program based on data and outcomes	institutions of higher education (IHEs); Indian tribes or tribal organizations; or one or more nonprofit entities in partnership with a high-need LEA, IHE, local government office of the chief elected official, or Indian tribe or tribal organization	Promise Neighborhoods	Title IV, Part F, Subpart 2,
community support	family and community engagement and supports	supporting planning activities to develop pipeline services or implementing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment); and, includes, at a minimum, strategies to address through services or programs (including integrated student supports) family and community engagement and supports, which may include engaging or supporting families at school or at home	institutions of higher education (IHEs); Indian tribes or tribal organizations; or one or more nonprofit entities in partnership with a high-need LEA, IHE, local government office of the chief elected official, or Indian tribe or tribal organization	Promise Neighborhoods	Title IV, Part F, Subpart 2,
community support	high-quality early childhood education	supporting planning activities to develop pipeline services or implementing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment); and, includes, at a minimum, strategies to address through services or programs (including integrated student supports) high-quality early childhood education programs	institutions of higher education (IHEs); Indian tribes or tribal organizations; or one or more nonprofit entities in partnership with a high-need LEA, IHE, local government office of the chief elected official, or Indian tribe or tribal organization	Promise Neighborhoods	Title IV, Part F, Subpart 2,
community support	high-quality school and out-of-school-time	supporting planning activities to develop pipeline services or implementing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment); and, includes, at a minimum, strategies to address through services or programs (including integrated student supports) high-quality school and out-of-school-time programs and strategies	institutions of higher education (IHEs); Indian tribes or tribal organizations; or one or more nonprofit entities in partnership with a high-need LEA, IHE, local government office of the chief elected official, or Indian tribe or tribal organization	Promise Neighborhoods	Title IV, Part F, Subpart 2,
community support	juvenile crime prevention and rehabilitation	supporting planning activities to develop pipeline services or implementing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment); and, includes, at a minimum, strategies to address through services or programs (including integrated student supports) juvenile crime prevention and rehabilitation programs	institutions of higher education (IHEs); Indian tribes or tribal organizations; or one or more nonprofit entities in partnership with a high-need LEA, IHE, local government office of the chief elected official, or Indian tribe or tribal organization	Promise Neighborhoods	Title IV, Part F, Subpart 2,

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
community support	postsecondary and workforce readiness	supporting planning activities to develop pipeline services or implementing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment); and, includes, at a minimum, strategies to address through services or programs (including integrated student supports) activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling	institutions of higher education (IHEs); Indian tribes or tribal organizations; or one or more nonprofit entities in partnership with a high-need LEA, IHE, local government office of the chief elected official, or Indian tribe or tribal organization	Promise Neighborhoods	Title IV, Part F, Subpart 2,
community support	services and supports	supporting planning activities to develop pipeline services or implementing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment); and, includes, at a minimum, strategies to address through services or programs (including integrated student supports) social, health, nutrition, and mental health services and supports	institutions of higher education (IHEs); Indian tribes or tribal organizations; or one or more nonprofit entities in partnership with a high-need LEA, IHE, local government office of the chief elected official, or Indian tribe or tribal organization	Promise Neighborhoods	Title IV, Part F, Subpart 2,
community support	transitioning to each grade span and into the workforce	supporting planning activities to develop pipeline services or implementing pipeline services (which are a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment); and, includes, at a minimum, strategies to address through services or programs (including integrated student supports) support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary	institutions of higher education (IHEs); Indian tribes or tribal organizations; or one or more nonprofit entities in partnership with a high-need LEA, IHE, local government office of the chief elected official, or Indian tribe or tribal organization	Promise Neighborhoods	Title IV, Part F, Subpart 2,
compliance		ensuring that any eligible entity that receives an award from the State aligns the activities provided by the program with the challenging State academic standards, and that eligible entities identify and partner with external organizations, if available, in the community (external organizations: a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described initially to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities); and providing a list of prescreened external organizations	SEAs	21st Century Community Learning Centers	Title IV, Part B
coordination		coordinating funds received under this program with other Federal and State funds to implement high-quality programs	SEAs	21st Century Community Learning Centers	Title IV, Part B
cultural programs		cultural programs	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
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direct student services	academic tutoring	components of a personalized learning approach, which may include high-quality academic tutoring	LEAs	Grants to Local Educational Agencies	Title I, Part A
direct student services	accelerated coursework	activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutions of higher education (including Advanced Placement and International Baccalaureate courses), which may include reimbursing low-income students to cover part or all of the costs of fees for such examinations	LEAs	Grants to Local Educational Agencies	Title I, Part A
direct student services	advanced courses	enrollment and participation in academic courses not otherwise available at a student's school, including advanced courses	LEAs	Grants to Local Educational Agencies	Title I, Part A
direct student services	career and technical education	enrollment and participation in academic courses not otherwise available at a student's school, including career and technical education coursework that is aligned with the challenging State academic standards; and leads to industry-recognized credentials that meet the quality criteria established by the State	LEAs	Grants to Local Educational Agencies	Title I, Part A
direct student services	credit recovery and academic acceleration courses	credit recovery and academic acceleration courses that lead to a regular high school diploma	LEAs	Grants to Local Educational Agencies	Title I, Part A
direct student services	outreach and communication	outreach and communication to parents about available direct student services in the LEA and State	LEAs	Grants to Local Educational Agencies	Title I, Part A
direct student services	transportation	transportation to allow a student enrolled in a school identified for comprehensive support and improvement to transfer to another public school (which may include a charter school) that has not been so identified by the State	LEAs	Grants to Local Educational Agencies	Title I, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
discipline practices		supporting efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	LEAs	Grants to Local Educational Agencies	Title I, Part A
dropout prevention		meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including providing effective transitions of students to middle grades and high school to decrease the risk of students dropping out	LEAs	Grants to Local Educational Agencies	Title I, Part A
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early childhood education		providing early childhood education programs for eligible children	LEAs	Grants to Local Educational Agencies	Title I, Part A
early childhood literacy		coordinating the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children from birth through kindergarten	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
early college high school or dual or concurrent enrollment	principals, or other school leaders	developing, or assisting LEAs in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment programs	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
early college high school or dual or concurrent enrollment	teachers	developing, or assisting LEAs in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment programs	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
engagement		working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve State policies and practices to support the implementation of effective programs	SEAs	21st Century Community Learning Centers	Title IV, Part B
English learners	academic or career and technical education	providing to English learners tutorials and academic or career and technical education	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	after-school activities	programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
English learners	dual or concurrent enrollment	offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	immigrant children and youth	enhanced instructional opportunities for immigrant children and youth, which may include family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
English learners	immigrant children and youth	enhanced instructional opportunities for immigrant children and youth, which may include recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	immigrant children and youth	enhanced instructional opportunities for immigrant children and youth, which may include provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	immigrant children and youth	enhanced instructional opportunities for immigrant children and youth, which may include identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	immigrant children and youth	enhanced instructional opportunities for immigrant children and youth, which may include basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	immigrant children and youth	enhanced instructional opportunities for immigrant children and youth, which may include other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	immigrant children and youth	enhanced instructional opportunities for immigrant children and youth, which may include activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	instruction	providing to English learners intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
English learners	instruction	improving the instruction of English learners, which may include English learners with a disability, by providing for the acquisition or development of educational technology or instructional materials	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	instruction	improving the instruction of English learners, which may include English learners with a disability, by providing for access to, and participation in, electronic networks for materials, training, and communication	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	instruction	improving the instruction of English learners, which may include English learners with a disability, by providing for incorporation of educational technology or instructional materials or electronic networks for materials, training, and communication into curricula and programs	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	instructional program	improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	language instruction educational programs	increasing the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency, and student academic achievement	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	language instruction educational programs	developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	language proficiency and academic achievement	improving the English language proficiency and academic achievement of English learners	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
English learners	parent, family, and community engagement	providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities; and may include strategies that serve to coordinate and align related programs	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	parent, family, and community engagement	providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to improve the English language skills of English learners	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	parent, family, and community engagement	providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	planning and evaluation	planning and evaluation activities	SEAs	English Language Acquisition State Grants	Title III, Part A
English learners	professional development	providing effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is designed to improve the instruction and assessment of English learners	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	professional development	providing effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	professional development	providing effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	professional development	providing effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
English learners	professional development	effective preservice or inservice professional development programs that will improve the qualifications and skills of educational personnel involved in the education of English learners, including personnel who are not certified or licensed and educational paraprofessionals, and for other activities to increase teacher and school leader effectiveness in meeting the needs of English learners	institutions of higher education or public or private entities with relevant experience and capacity (in consortia with SEAs or LEAs)	English Language Acquisition State Grants	Title III, Part A
English learners	professional development	developing curricula or other instructional strategies appropriate to the needs of the consortia participants involved	institutions of higher education or public or private entities with relevant experience and capacity (in consortia with SEAs or LEAs)	English Language Acquisition State Grants	Title III, Part A
English learners	professional development	supporting strategies that strengthen and increase parent, family, and community member engagement in the education of English learners	institutions of higher education or public or private entities with relevant experience and capacity (in consortia with SEAs or LEAs)	English Language Acquisition State Grants	Title III, Part A
English learners	professional development	developing, sharing, and disseminating effective practices in the instruction of English learners and in increasing the student academic achievement of English learners, such as through the use of technology-based programs	institutions of higher education or public or private entities with relevant experience and capacity (in consortia with SEAs or LEAs)	English Language Acquisition State Grants	Title III, Part A
English learners	professional development	in conjunction with other Federal need-based student financial assistance programs, for financial assistance, and costs related to tuition, fees, and books for enrolling in courses required to complete the degree involved, to meet certification or licensing requirements for teachers who work in language instruction educational programs or serve English learners	institutions of higher education or public or private entities with relevant experience and capacity (in consortia with SEAs or LEAs)	English Language Acquisition State Grants	Title III, Part A
English learners	professional development	supporting strategies that promote school readiness of English learners and their transition from early childhood education programs, such as Head Start or State-run preschool programs, to elementary school programs	institutions of higher education or public or private entities with relevant experience and capacity (in consortia with SEAs or LEAs)	English Language Acquisition State Grants	Title III, Part A
English learners	program objectives and instructional strategies	upgrading program objectives and effective instructional strategies	one or more LEAs, or one or more LEAs in consortia or collaboration with an IHE, educational service agency, community-based organization, or SEA; Indian tribes or tribal organizations, or schools operated or funded by the Bureau of Indian Education	English Language Acquisition State Grants	Title III, Part A
English learners	recognition for significant improvement	providing recognition, which may include providing financial awards, to recipients of subgrants that have significantly improved the achievement and progress of English learners in meeting the State-designed long-term goals, including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessment	SEAs	English Language Acquisition State Grants	Title III, Part A
English learners	recognition for significant improvement	providing recognition, which may include providing financial awards, to recipients of subgrants that have significantly improved the achievement and progress of English learners in meeting the challenging State academic standards	SEAs	English Language Acquisition State Grants	Title III, Part A
English learners	standardized statewide entrance and exit procedures	establishing and implementing, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized statewide entrance and exit procedures, including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State	SEAs	English Language Acquisition State Grants	Title III, Part A
English learners	teacher and principal preparation	providing effective teacher and principal preparation, effective professional development activities, and other effective activities related to the education of English learners, which may include assisting teachers, principals, and other educators in meeting State and local certification and licensing requirements for teaching English learners	SEAs	English Language Acquisition State Grants	Title III, Part A
English learners	teacher and principal preparation	providing effective teacher and principal preparation, effective professional development activities, and other effective activities related to the education of English learners, which may include assisting teachers, principals, and other educators in improving teaching skills in meeting the diverse needs of English learners, including how to implement effective programs and curricula on teaching English learners	SEAs	English Language Acquisition State Grants	Title III, Part A
English learners	technical assistance	providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency, including assistance in identifying and implementing effective language instruction educational programs and curricula for teaching English learners	SEAs	English Language Acquisition State Grants	Title III, Part A
English learners	technical assistance	providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency, including assistance in helping English learners meet the same challenging State academic standards that all children are expected to meet	SEAs	English Language Acquisition State Grants	Title III, Part A
English learners	technical assistance	providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency, including assistance in identifying or developing, and implementing, measures of English proficiency	SEAs	English Language Acquisition State Grants	Title III, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
English learners	technical assistance	providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency, including assistance in strengthening and increasing parent, family, and community engagement in programs that serve English learners	SEAs	English Language Acquisition State Grants	Title III, Part A
environmental literacy		environmental literacy programs	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
equitable access to effective teachers		improving equitable access to effective teachers	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
equitable access to effective teachers		identifying and addressing any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers	LEAs	Grants to Local Educational Agencies	Title I, Part A
equitable per-pupil funding		providing LEAs with flexibility to consolidate eligible Federal funds and State and local education funding in order to create a single school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students	LEAs	Flexibility for Equitable Per-Pupil Funding	Title I, Part E
evaluation		evaluating programs and activities, including conducting a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities	SEAs	21st Century Community Learning Centers	Title IV, Part B
evaluation and support systems	principals, or other school leaders	developing, improving, or providing assistance to LEAs to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
evaluation and support systems	principals, or other school leaders	developing, improving, or providing assistance to LEAs to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decisionmaking about professional development, improvement strategies, and personnel decisions	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
evaluation and support systems	principals, or other school leaders	developing, improving, or providing assistance to LEAs to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by developing a system for auditing the quality of evaluation and support systems	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
evaluation and support systems	principals, or other school leaders	developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based in part on evidence of student achievement, which may include student growth; and must include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
evaluation and support systems	principals, or other school leaders	developing or improving an evaluation and support system, including as part of a human capital management system as applicable, that reflects clear and fair measures of teacher, principal, or other school leader performance, based in part on demonstrated improvement in student academic achievement; and provides teachers, principals, or other school leaders with ongoing, differentiated, targeted, and personalized support and feedback for improvement, including professional development opportunities designed to increase effectiveness	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	principals, or other school leaders	conducting outreach within an LEA or a State to gain input on how to construct an evaluation and support system and to develop support for the evaluation and support system, including by training appropriate personnel in how to observe and evaluate teachers, principals, or other school leaders	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	principals, or other school leaders	providing principals or other school leaders with balanced autonomy to make budgeting, scheduling, and other school-level decisions in a manner that meets the needs of the school without compromising the intent or essential components of the policies of the LEA or State	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
evaluation and support systems	principals, or other school leaders	providing principals or other school leaders with authority to make staffing decisions that meet the needs of the school, such as building an instructional leadership team that includes teacher leaders or offering opportunities for teams or pairs of effective teachers or candidates to teach or start teaching in high-need schools together	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	principals, or other school leaders	implementing, as part of a comprehensive performance-based compensation system, a differentiated salary structure, which may include bonuses and stipends, to principals or other school leaders who serve in high-need schools and raise student academic achievement in the schools	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	principals, or other school leaders	improving the LEA's system and process for the recruitment, selection, placement, and retention of effective teachers, principals, or other school leaders in high-need schools, such as by improving LEA policies and procedures to ensure that high-need schools are competitive and timely in attracting, hiring, and retaining effective educators	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	principals, or other school leaders	improving the LEA's system and process for the recruitment, selection, placement, and retention of effective teachers, principals, or other school leaders in high-need schools, such as by improving LEA policies and procedures to ensure that high-need schools are competitive and timely in offering bonuses or higher salaries to effective educators	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	principals, or other school leaders	improving the LEA's system and process for the recruitment, selection, placement, and retention of effective teachers, principals, or other school leaders in high-need schools, such as by improving LEA policies and procedures to ensure that high-need schools are competitive and timely in establishing or strengthening school leader residency programs and teacher residency programs	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	principals, or other school leaders	instituting career advancement opportunities characterized by increased responsibility and pay that reward and recognize effective teachers, principals, or other school leaders in high-need schools and enable them to expand their leadership and results, such as through teacher-led professional development, mentoring, coaching, hybrid roles, administrative duties, and career ladders	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	teachers	developing, improving, or providing assistance to LEAs to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
evaluation and support systems	teachers	developing, improving, or providing assistance to LEAs to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by developing a system for auditing the quality of evaluation and support systems	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
evaluation and support systems	teachers	developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based in part on evidence of student achievement, which may include student growth; and must include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
evaluation and support systems	teachers	developing or improving an evaluation and support system, including as part of a human capital management system as applicable, that reflects clear and fair measures of teacher, principal, or other school leader performance, based in part on demonstrated improvement in student academic achievement; and provides teachers, principals, or other school leaders with ongoing, differentiated, targeted, and personalized support and feedback for improvement, including professional development opportunities designed to increase effectiveness	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	teachers	conducting outreach within an LEA or a State to gain input on how to construct an evaluation and support system and to develop support for the evaluation and support system, including by training appropriate personnel in how to observe and evaluate teachers, principals, or other school leaders	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
evaluation and support systems	teachers	implementing, as part of a comprehensive performance-based compensation system, a differentiated salary structure, which may include bonuses and stipends, to teachers who teach in high-need schools or high-need subjects; raise student academic achievement; or take on additional leadership responsibilities	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	teachers	improving the LEA's system and process for the recruitment, selection, placement, and retention of effective teachers, principals, or other school leaders in high-need schools, such as by improving LEA policies and procedures to ensure that high-need schools are competitive and timely in attracting, hiring, and retaining effective educators	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	teachers	improving the LEA's system and process for the recruitment, selection, placement, and retention of effective teachers, principals, or other school leaders in high-need schools, such as by improving LEA policies and procedures to ensure that high-need schools are competitive and timely in offering bonuses or higher salaries to effective educators	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	teachers	improving the LEA's system and process for the recruitment, selection, placement, and retention of effective teachers, principals, or other school leaders in high-need schools, such as by improving LEA policies and procedures to ensure that high-need schools are competitive and timely in establishing or strengthening school leader residency programs and teacher residency programs	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
evaluation and support systems	teachers	instituting career advancement opportunities characterized by increased responsibility and pay that reward and recognize effective teachers, principals, or other school leaders in high-need schools and enable them to expand their leadership and results, such as through teacher-led professional development, mentoring, coaching, hybrid roles, administrative duties, and career ladders	SEA or other state agency so designated; LEA or a consortium of LEAs; Bureau of Indian Education; or any one of these in partnership with at least one nonprofit or for-profit entity	Teacher and School Leader Incentive Grants	Title II, Part B, Subpart 1
<b>F</b>					
family engagement		providing training and technical assistance to SEAs, LEAs, and organizations that support family-school partnerships	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E
family engagement		activities, services, and training for LEAs, school leaders, educators, and parents	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E
family engagement		assisting parents in participating effectively in their children's education and helping their children meet challenging State academic standards, such as by assisting parents to engage in activities that will improve student academic achievement, including understanding how parents can support learning in the classroom with activities at home and in after school and extracurricular programs	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E
family engagement		assisting parents in participating effectively in their children's education and helping their children meet challenging State academic standards, such as by assisting parents to communicate effectively with their children, teachers, school leaders, counselors, administrators, and other school personnel	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E
family engagement		assisting parents in participating effectively in their children's education and helping their children meet challenging State academic standards, such as by assisting parents to become active participants in the development, implementation, and review of school-parent compacts, family engagement in education policies, and school planning and improvement	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E
family engagement		assisting parents in participating effectively in their children's education and helping their children meet challenging State academic standards, such as by assisting parents to participate in the design and provision of assistance to students who are not making academic progress	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E
family engagement		assisting parents in participating effectively in their children's education and helping their children meet challenging State academic standards, such as by assisting parents to participate in State and local decision-making	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E
family engagement		assisting parents in participating effectively in their children's education and helping their children meet challenging State academic standards, such as by assisting parents to train other parents	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E
family engagement		assisting parents in participating effectively in their children's education and helping their children meet challenging State academic standards, such as by assisting parents in learning and using technology applied in their children's education	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E
family engagement		developing and implementing, in partnership with the SEA, statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E
family engagement		developing and implementing parental involvement policies	Statewide organizations, or a consortium of statewide organizations	Statewide Family Engagement Centers	Title IV, Part E

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
financial literacy		financial literacy programs	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
foster care		providing transportation to maintain children in foster care in their school of origin	LEAs	Grants to Local Educational Agencies	Title I, Part A
<b>G</b> gifted and talented students		conducting evidence-based research on methods and techniques for identifying and teaching gifted and talented students and for using gifted and talented programs and methods to identify and provide the opportunity for all students to be served, particularly low-income and at-risk students	SEAs, LEAs, Bureau of Indian Education, institutions of higher education, and other public and private agencies and organizations	Javits Gifted and Talented Students Education	Title IV, Part F, Subpart 4,
gifted and talented students		establishing and operating programs and projects for identifying and serving gifted and talented students, including innovative methods and strategies (such as summer programs, mentoring programs, peer tutoring programs, service learning programs, and cooperative learning programs involving business, industry and education) for identifying and educating students who may not be served by traditional gifted and talented programs	SEAs, LEAs, Bureau of Indian Education, institutions of higher education, and other public and private agencies and organizations	Javits Gifted and Talented Students Education	Title IV, Part F, Subpart 4,
gifted and talented students		providing technical assistance and disseminating information, which may include how gifted and talented programs and methods may be adapted for use by all students, particularly low-income and at-risk students	SEAs, LEAs, Bureau of Indian Education, institutions of higher education, and other public and private agencies and organizations	Javits Gifted and Talented Students Education	Title IV, Part F, Subpart 4,
gifted and talented students		assisting schools in identifying and serving gifted and talented students	LEAs	Grants to Local Educational Agencies	Title I, Part A
<b>H</b> homeless children and youths	early childhood education	providing developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	emergency assistance	providing other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	expanded learning time	providing homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	non-school facilities	providing supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	Office of the Coordinator	supporting the activities conducted by the Office of the Coordinator, such as gathering and making publicly available reliable, valid, and comprehensive information on the number of homeless children and youths identified in the State, which shall be posted annually on the State educational agency's website; the nature and extent of the problems homeless children and youths have in gaining access to public preschool programs and to public elementary schools and secondary schools; the difficulties in identifying the special needs and barriers to the participation and achievement of such children and youths; any progress made by the SEA and LEA in the State in addressing such problems and difficulties; and the success of the programs in identifying homeless children and youths and allowing such children and youths to enroll in, attend, and succeed in, school	SEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	Office of the Coordinator	supporting the activities conducted by the Office of the Coordinator, such as developing and carrying out the State's McKinney-Vento plan	SEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	Office of the Coordinator	supporting the activities conducted by the Office of the Coordinator, such as collecting data for and transmitting to the Secretary a report containing information necessary to assess the educational needs of homeless children and youths within the State	SEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
homeless children and youths	Office of the Coordinator	supporting the activities conducted by the Office of the Coordinator, such as coordinating activities and collaborating with educators, including teachers, special education personnel, administrators, and child development and preschool program personnel; providers of services to homeless children and youths and their families, including public and private child welfare and social services agencies, law enforcement agencies, juvenile and family courts, agencies providing mental health services, domestic violence agencies, child care providers, runaway and homeless youth centers, and providers of services and programs funded under the Runaway and Homeless Youth Act; providers of emergency, transitional, and permanent housing to homeless children and youths, and their families, including public housing agencies, shelter operators, operators of transitional housing facilities, and providers of transitional living programs for homeless youths; LEA liaisons, as designated, for homeless children and youths; and community organizations and groups representing homeless children and youths and their families	SEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	Office of the Coordinator	supporting the activities conducted by the Office of the Coordinator, such as providing technical assistance to and conducting monitoring of LEAs in coordination with LEA liaisons, as designated, to ensure that LEAs comply with the requirements of the McKinney-Vento Act	SEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	Office of the Coordinator	supporting the activities conducted by the Office of the Coordinator, such as providing professional development opportunities for LEA personnel and the LEA liaison, as designated, to assist such personnel and liaison in identifying and meeting the needs of homeless children and youths, and providing training on the definitions of terms related to homelessness to the liaison	SEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	Office of the Coordinator	supporting the activities conducted by the Office of the Coordinator, such as responding to inquiries from parents and guardians of homeless children and youths, and (in the case of unaccompanied youths) such youths, to ensure that each child or youth who is the subject of such an inquiry receives the full protections and services provided under law	SEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	parental engagement	providing education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youths in the education of such children or youths	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	professional development	providing professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this program, and the specific educational needs of runaway and homeless youths	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	referral for health services	providing referral services to homeless children and youths for medical, dental, mental, and other health services	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	school supplies	providing school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	specialized instructional support services	providing specialized instructional support services (including violence prevention counseling) and referrals for such services	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths	transportation	providing assistance to defray the excess cost of transportation for students, not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend their school of origin	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths		providing services to homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live; a liaison for homeless children and youths; and transportation	LEAs	Grants to Local Educational Agencies	Title I, Part A
homeless children and youths		providing tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youths	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths		providing expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and English learners, services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in career and technical education, and school nutrition programs)	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths		providing services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non-homeless children and youths	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths		providing, if necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs or services	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
homeless children and youths		developing coordination between schools and agencies providing services to homeless children and youths in order to expand and enhance such services, including services and programs funded under the Runaway and Homeless Youth Act	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
homeless children and youths		providing activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems	LEAs	Education for Homeless Children and Youths	McKinney-Vento Homeless
incentive pay	principals, or other school leaders	developing, or assisting LEAs in developing strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
incentive pay	teachers	developing, or assisting LEAs in developing strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
Indian education	art	educational services that are not available to Indian children and youth in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the subjects of English, mathematics, science, foreign languages, art, history, and geography	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	bilingual and bicultural programs	bilingual and bicultural programs and projects	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	career preparation	career preparation activities to enable Indian students to participate in programs such as the programs supported by the Carl D. Perkins Career and Technical Education Act, including programs for tech-prep education, mentoring, and apprenticeship	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	career preparation	partnership projects between schools and local businesses for career preparation programs designed to provide Indian youth with the knowledge and skills such youth need to make an effective transition from school to a high-skill career	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	college preparation	programs designed to encourage and assist Indian students to work toward, and gain entrance into, institutions of higher education	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	culturally related activities	culturally related activities that support the program described in the application submitted by the LEA	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	culturally related activities	activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	culturally related activities	activities that recognize and support the unique cultural and educational needs of Indian children and youth, and incorporate traditional leaders	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	culturally responsive teaching and learning	activities that promote the incorporation of culturally responsive teaching and learning strategies into the educational program of the LEA	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Indian education	dropout prevention	dropout prevention strategies for Indian students	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	English	educational services that are not available to Indian children and youth in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the subjects of English, mathematics, science, foreign languages, art, history, and geography	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	enrichment programs	enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging State academic standards	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	equipment acquisition	the acquisition of equipment, but only if the acquisition of the equipment is essential to meeting the unique cultural, language, and educational needs of Indian students, and to ensuring that all students meet the challenging State academic standards	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	evaluation	evaluating federally assisted education programs from which Indian children and adults may benefit	Indian tribes, Indian organizations, SEAs, LEAs, institutions of higher education, including Indian institutions of higher education, and other public and private agencies and institutions	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education	family literacy	family literacy services	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	family literacy services	family literacy services	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	foreign languages	educational services that are not available to Indian children and youth in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the subjects of English, mathematics, science, foreign languages, art, history, and geography	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	geography	educational services that are not available to Indian children and youth in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the subjects of English, mathematics, science, foreign languages, art, history, and geography	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	guidance, counseling, and testing services	comprehensive guidance, counseling, and testing services	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	high school graduation	special compensatory and other programs and projects designed to assist and encourage Indian children and youth to enter, remain in, or reenter school, and to increase the rate of high school graduation for Indian children and youth	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Indian education	history	educational services that are not available to Indian children and youth in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the subjects of English, mathematics, science, foreign languages, art, history, and geography	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	Indian students in or transitioning from correctional facilities	strategies to meet the educational needs of at-risk Indian students in correctional facilities, including such strategies that support Indian students who are transitioning from such facilities to schools served by LEAs	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	innovative programs	innovative programs related to the educational needs of educationally disadvantaged Indian children and youth	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	mathematics	educational services that are not available to Indian children and youth in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the subjects of English, mathematics, science, foreign languages, art, history, and geography	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	Native American language programs	activities that support Native American language programs and Native American language restoration programs, which may be taught by traditional leaders	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	parental and family engagement	integrated educational services in combination with other programs that meet the needs of Indian children and their families, including programs that promote parental involvement in school activities and increase student achievement	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	professional development, administrators	continuing education programs, symposia, workshops, and conferences; direct financial support; and programs designed to train traditional leaders and cultural experts to assist administrators, as appropriate, with relevant Native language and cultural mentoring, guidance, and support	institutions of higher education, including Tribal Colleges or Universities; or the same entities in consortium with either SEAs, or LEAs, or Indian tribes, or Indian organizations, or a Bureau-funded school	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	professional development, counselors	continuing education programs, symposia, workshops, and conferences; direct financial support; and programs designed to train traditional leaders and cultural experts to assist counselors, as appropriate, with relevant Native language and cultural mentoring, guidance, and support	institutions of higher education, including Tribal Colleges or Universities; or the same entities in consortium with either SEAs, or LEAs, or Indian tribes, or Indian organizations, or a Bureau-funded school	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	professional development, paraprofessionals	high-quality professional development of teaching professionals and paraprofessionals	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	professional development, paraprofessionals	continuing education programs, symposia, workshops, and conferences; direct financial support; and programs designed to train traditional leaders and cultural experts to assist paraprofessionals, as appropriate, with relevant Native language and cultural mentoring, guidance, and support	institutions of higher education, including Tribal Colleges or Universities; or the same entities in consortium with either SEAs, or LEAs, or Indian tribes, or Indian organizations, or a Bureau-funded school	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Indian education	professional development, principals, or other school leaders	continuing education programs, symposia, workshops, and conferences; direct financial support; and programs designed to train traditional leaders and cultural experts to assist principals or other school leaders, as appropriate, with relevant Native language and cultural mentoring, guidance, and support	institutions of higher education, including Tribal Colleges or Universities; or the same entities in consortium with either SEAs, or LEAs, or Indian tribes, or Indian organizations, or a Bureau-funded school	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	professional development, social workers	continuing education programs, symposia, workshops, and conferences; direct financial support; and programs designed to train traditional leaders and cultural experts to assist social workers, as appropriate, with relevant Native language and cultural mentoring, guidance, and support	institutions of higher education, including Tribal Colleges or Universities; or the same entities in consortium with either SEAs, or LEAs, or Indian tribes, or Indian organizations, or a Bureau-funded school	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	professional development, specialized instructional support personnel	continuing education programs, symposia, workshops, and conferences; direct financial support; and programs designed to train traditional leaders and cultural experts to assist specialized instructional support personnel, as appropriate, with relevant Native language and cultural mentoring, guidance, and support	institutions of higher education, including Tribal Colleges or Universities; or the same entities in consortium with either SEAs, or LEAs, or Indian tribes, or Indian organizations, or a Bureau-funded school	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	professional development, staff and administrators	providing professional development for teachers and, as appropriate, staff and administrators to strengthen the overall language and academic goals of the school that will be served by the grant program	Indian tribes; Tribal Colleges or Universities; tribal education agencies; LEAs; schools operated by the Bureau of Indian Education; Alaska Native Regional Corporation; private, tribal, or Alaska Native nonprofit organizations; or nontribal for-profit organizations	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education	professional development, teachers	high-quality professional development of teaching professionals and paraprofessionals	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	professional development, teachers	continuing education programs, symposia, workshops, and conferences; teacher mentoring programs, professional guidance, and instructional support provided by educators, local traditional leaders, or cultural experts, as appropriate for teachers during their first 3 years of employment as teachers; direct financial support; and programs designed to train traditional leaders and cultural experts to assist teachers, as appropriate, with relevant Native language and cultural mentoring, guidance, and support	institutions of higher education, including Tribal Colleges or Universities; or the same entities in consortium with either SEAs, or LEAs, or Indian tribes, or Indian organizations, or a Bureau-funded school	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	professional development, teachers	providing professional development for teachers and, as appropriate, staff and administrators to strengthen the overall language and academic goals of the school that will be served by the grant program	Indian tribes; Tribal Colleges or Universities; tribal education agencies; LEAs; schools operated by the Bureau of Indian Education; Alaska Native Regional Corporation; private, tribal, or Alaska Native nonprofit organizations; or nontribal for-profit organizations	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education	research	conducting research related to effective approaches for the education of Indian children and adults	Indian tribes, Indian organizations, SEAs, LEAs, institutions of higher education, including Indian institutions of higher education, and other public and private agencies and institutions	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education	safe and healthy students	activities to educate individuals so as to prevent violence, suicide, and substance abuse	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Indian education	safe and healthy students	special health and nutrition services, and other related activities, that address the special health, social, and psychological problems of Indian children and youth	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	school readiness	early childhood and family programs that emphasize school readiness	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	school readiness	early childhood education programs that are effective in preparing young children to make sufficient academic growth by the end of grade 3, including kindergarten and pre-kindergarten programs, family-based preschool programs that emphasize school readiness, screening and referral	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	schoolwide programs	schoolwide programs, if approved by a representative committee defined under ESSA, is designed to meet the unique cultural, language, and educational needs of Indian students, and to ensure that all students meet the challenging State academic standards, and the LEA identifies in its application how the use of such funds in a schoolwide program will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education	science	educational services that are not available to Indian children and youth in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the subjects of English, mathematics, science, foreign languages, art, history, and geography	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	statistics	collecting and analyzing data on the educational status and needs of Indians	Indian tribes, Indian organizations, SEAs, LEAs, institutions of higher education, including Indian institutions of higher education, and other public and private agencies and institutions	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education	students with disabilities	services to Indian children and youth with disabilities	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education	transition from secondary to postsecondary education	partnership projects between LEAs and institutions of higher education that allow secondary school students to enroll in courses at the postsecondary level to aid such students in the transition from secondary to postsecondary education	SEAs, LEAs, Indian tribes, Indian organizations, federally supported elementary or secondary schools for Indian students, Tribal Colleges or Universities, or a consortium of these same entities	Indian Education-Special Programs and Projects	Title VI, Part A, Subpart 2
Indian education		carrying out the comprehensive program of the LEA for Indian students as described in the application the LEA submitted to the Secretary solely for the services and activities described in the application, which are designed to be responsive to the language and cultural needs of the Indian students, and that supplement and enrich the regular school program of the LEA	LEAs, Indian tribes, Indian organizations, Indian community-based organizations, or a consortium of two or more of the same entities	Indian Education-Grants to Local Educational Agencies	Title VI, Part A, Subpart 1
Indian education		planning and developing a tribal educational agency, if the tribe or organization has no current tribal educational agency, for a period of not more than 1 year	Indian tribes or tribal organizations approved by Indian tribes, or a tribal educational agency	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education		directly administering education programs, including formula grant programs under ESSA, consistent with State law and under a written agreement between the parties	Indian tribes or tribal organizations approved by Indian tribes, or a tribal educational agency	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education		building capacity to administer and coordinate education programs, and to improve the relationship and coordination between applicants and the SEAs and LEAs that educate students from the tribe	Indian tribes or tribal organizations approved by Indian tribes, or a tribal educational agency	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education		receiving training and support from the SEA and LEA, in areas such as data collection and analysis, grants management and monitoring, fiscal accountability, and other areas as needed	Indian tribes or tribal organizations approved by Indian tribes, or a tribal educational agency	Indian Education-National Activities	Title VI, Part A, Subpart 3

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Indian education		training and supporting the SEA and LEA in areas related to tribal history, language, or culture	Indian tribes or tribal organizations approved by Indian tribes, or a tribal educational agency	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education		building on existing activities or resources rather than replacing other funds	Indian tribes or tribal organizations approved by Indian tribes, or a tribal educational agency	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education		supporting Native American or Alaska Native language education and development	Indian tribes; Tribal Colleges or Universities; tribal education agencies; LEAs; schools operated by the Bureau of Indian Education; Alaska Native Regional Corporation; private, tribal, or Alaska Native nonprofit organizations; or nontribal for-profit organizations	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education		developing or refining curriculum, including teaching materials and activities, as appropriate	Indian tribes; Tribal Colleges or Universities; tribal education agencies; LEAs; schools operated by the Bureau of Indian Education; Alaska Native Regional Corporation; private, tribal, or Alaska Native nonprofit organizations; or nontribal for-profit organizations	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education		creating or refining assessments written in the Native American or Alaska Native language of instruction that measure student proficiency and that are aligned with State or tribal academic standards	Indian tribes; Tribal Colleges or Universities; tribal education agencies; LEAs; schools operated by the Bureau of Indian Education; Alaska Native Regional Corporation; private, tribal, or Alaska Native nonprofit organizations; or nontribal for-profit organizations	Indian Education-National Activities	Title VI, Part A, Subpart 3
Indian education		carrying out other activities that promote the maintenance and revitalization of the Native American or Alaska Native language relevant to the grant program	Indian tribes; Tribal Colleges or Universities; tribal education agencies; LEAs; schools operated by the Bureau of Indian Education; Alaska Native Regional Corporation; private, tribal, or Alaska Native nonprofit organizations; or nontribal for-profit organizations	Indian Education-National Activities	Title VI, Part A, Subpart 3
individuals with disabilities		services for individuals with disabilities	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
induction and mentoring	principals, or other school leaders	developing, or assisting LEAs in developing new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to improve classroom instruction and student learning and achievement, including through improving school leadership programs	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
induction and mentoring	principals, or other school leaders	developing, or assisting LEAs in developing new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to increase the retention of effective teachers, principals, or other school leaders	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
induction and mentoring	teachers	developing, or assisting LEAs in developing new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to improve classroom instruction and student learning and achievement, including through improving school leadership programs	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
induction and mentoring	teachers	developing, or assisting LEAs in developing new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to increase the retention of effective teachers, principals, or other school leaders	SEAs	Supporting Effective Instruction State Grants	Title II, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
innovation and research		developing, implementing, and testing the feasibility of a program, which prior research suggests has promise, for the purpose of determining whether the program can successfully improve student achievement or attainment for high-need students	SEAs; LEAs; Bureau of Indian Education (BIE); consortium of SEAs or LEAs; nonprofit organizations; or an SEA, LEA, consortium of SEAs or LEAs, or BIE in partnership with a nonprofit organization, business, educational service agency, or an institution of higher education	Education Innovation and Research	Title IV, Part F, Subpart 1
innovation and research		implementing and rigorously evaluating a program that has been successfully implemented under an early-phase grant or other effort meeting similar criteria, for the purpose of measuring the program's impact and cost effectiveness, if possible using existing administrative data	SEAs; LEAs; Bureau of Indian Education (BIE); consortium of SEAs or LEAs; nonprofit organizations; or an SEA, LEA, consortium of SEAs or LEAs, or BIE in partnership with a nonprofit organization, business, educational service agency, or an institution of higher education	Education Innovation and Research	Title IV, Part F, Subpart 1
innovation and research		implementing and rigorously evaluating a program for replication that has been found to produce sizable, important impacts under a mid-phase grant or other effort meeting similar criteria, for the purposes of determining whether such impacts can be successfully reproduced and sustained over time; and identifying the conditions in which the program is most effective	SEAs; LEAs; Bureau of Indian Education (BIE); consortium of SEAs or LEAs; nonprofit organizations; or an SEA, LEA, consortium of SEAs or LEAs, or BIE in partnership with a nonprofit organization, business, educational service agency, or an institution of higher education	Education Innovation and Research	Title IV, Part F, Subpart 1
<b>J,K</b> <b>L</b> library		expanded library service hours	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
licensing	principals, or other school leaders	reforming principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
licensing	teachers	reforming teacher certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
licensing	teachers	reforming teacher certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that teacher certification or licensing requirements are aligned with such challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
licensing	teachers	enabling States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
literacy coaches	K-12	recruiting, placing, training, and compensating literacy coaches	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy coaches	training programs	developing literacy coach training programs and training literacy coaches	SEAs	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
literacy development	family engagement	engaging families and encouraging family literacy experiences and practices to support literacy development	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy development	family engagement	training families and caregivers to support the improvement of adolescent literacy	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy education		literacy education programs	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
literacy instruction	grades 6 through 12	developing and implementing a comprehensive literacy instruction plan across content areas for children in grades 6 through 12 that serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level; provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy instruction	grades 6 through 12	assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy instruction	grades 6 through 12	providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy instruction	grades 6 through 12	coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children in grades 6 through 12	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
literacy instruction	K-12	connecting out-of-school learning opportunities to in-school learning in order to improve children's literacy achievement	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy instruction	K-12	providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy instruction	kindergarten through grade 5	developing and implementing a comprehensive literacy instruction plan across content areas for children in kindergarten through grade 5 that serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level; provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy instruction	kindergarten through grade 5	coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) in the literacy development of children in kindergarten through grade 5	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy instruction	pre-service	coordinating with institutions of higher education in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods	SEAs	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy instruction	promising practices	making publicly available, including on the SEA's website, information on promising instructional practices to improve child literacy achievement	SEAs	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy instruction	state licensure or certification standards	reviewing and updating, in collaboration with teachers and institutions of higher education, State licensure or certification standards in the area of literacy instruction in early education through grade 12	SEAs	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy programs	K-12	forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in one or more schools to ensure success	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy programs	low-income communities	promoting literacy programs that support the development of literacy skills in low-income communities, including developing and enhancing effective school library programs, which may include providing professional development for school librarians, books, and up-to-date materials to high-need schools	LEA (in which 20 percent or more of the students are from families with an income below the poverty line), a consortium of such LEAs, Bureau of Indian Education, or an eligible national nonprofit organization	Innovative Approaches to Literacy	Title II, Part B, Subpart 2, s

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Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
literacy programs	low-income communities	promoting literacy programs that support the development of literacy skills in low-income communities, including early literacy services, including pediatric literacy programs through which, during well-child visits, medical providers trained in research-based methods of early language and literacy promotion provide developmentally appropriate books and recommendations to parents to encourage them to read aloud to their children starting in infancy	LEA (in which 20 percent or more of the students are from families with an income below the poverty line), a consortium of such LEAs, Bureau of Indian Education, or an eligible national nonprofit organization	Innovative Approaches to Literacy	Title II, Part B, Subpart 2, s
literacy programs	low-income communities	promoting literacy programs that support the development of literacy skills in low-income communities, including programs that provide high-quality books on a regular basis to children and adolescents from low-income communities to increase reading motivation, performance, and frequency	LEA (in which 20 percent or more of the students are from families with an income below the poverty line), a consortium of such LEAs, Bureau of Indian Education, or an eligible national nonprofit organization	Innovative Approaches to Literacy	Title II, Part B, Subpart 2, s
literacy programs	technical assistance	providing technical assistance, or engaging qualified providers to provide technical assistance, to eligible entities to enable the eligible entities to design and implement literacy programs	SEAs	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
literacy services	K-12	providing for a multi-tier system of supports for literacy services	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
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magnet schools		planning and promotional activities directly related to the development, expansion, continuation, or enhancement of academic programs and services offered at magnet schools	LEAs or consortium of LEAs	Magnet Schools Assistance	Title IV, Part D
magnet schools		acquiring books, materials, and equipment, including computers and the maintenance and operation of materials, equipment, and computers, necessary to conduct programs in magnet schools only if the activities are directly related to improving student academic achievement based on the challenging State academic standards or directly related to improving student reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving career, technical, and professional skills	LEAs or consortium of LEAs	Magnet Schools Assistance	Title IV, Part D
magnet schools		compensating, or subsidizing the compensation, of elementary school and secondary school teachers who are effective, and instructional staff where applicable, who are necessary to conduct programs in magnet schools only if the activities are directly related to improving student academic achievement based on the challenging State academic standards or directly related to improving student reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving career, technical, and professional skills	LEAs or consortium of LEAs	Magnet Schools Assistance	Title IV, Part D
magnet schools		where magnet school programs are offered to less than the entire student population of a school, the instructional activities that are designed to make available the special curriculum that is offered by the magnet school program to students who are enrolled in the school but who are not enrolled in the magnet school program	LEAs or consortium of LEAs	Magnet Schools Assistance	Title IV, Part D
magnet schools		activities, which may include professional development, that will build the recipient's capacity to operate magnet school programs once the grant period has ended	LEAs or consortium of LEAs	Magnet Schools Assistance	Title IV, Part D
magnet schools		enabling the LEA, or consortium of such agencies, to have more flexibility in the administration of a magnet school program in order to serve students attending a school who are not enrolled in a magnet school program	LEAs or consortium of LEAs	Magnet Schools Assistance	Title IV, Part D
magnet schools		enabling the LEA, or consortium of such agencies, to have flexibility in designing magnet schools for students in all grades	LEAs or consortium of LEAs	Magnet Schools Assistance	Title IV, Part D
magnet schools		enabling the LEA, or consortium of such agencies, or other organizations partnered with such agency or consortium, to establish, expand, or strengthen interdistrict and regional magnet programs	LEAs or consortium of LEAs	Magnet Schools Assistance	Title IV, Part D
magnet schools		providing transportation to and from the magnet school, provided that such transportation is sustainable beyond the grant period, and the costs of providing transportation do not represent a significant portion of the grant funds received by the eligible LEA	LEAs or consortium of LEAs	Magnet Schools Assistance	Title IV, Part D
mentoring		mentoring programs that are aligned with the challenging State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
migrant education	family literacy	offering family literacy services if the program or project serves a substantial number of migratory children whose parents do not have a high school diploma or its recognized equivalent or who have low levels of literacy	SEAs or a consortium of SEAs	Education of Migratory Children	Title I, Part C
migrant education	outreach and communication	providing advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services	SEAs or a consortium of SEAs	Education of Migratory Children	Title I, Part C
migrant education	professional development	providing professional development programs, including mentoring, for teachers and other program personnel	SEAs or a consortium of SEAs	Education of Migratory Children	Title I, Part C
migrant education		supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school	SEAs or a consortium of SEAs	Education of Migratory Children	Title I, Part C
migrant education		programs and projects based on the State's comprehensive assessment of needs for services in the State, including the acquisition of equipment	SEAs or a consortium of SEAs	Education of Migratory Children	Title I, Part C
migrant education		promoting interstate and intrastate coordination of services for migratory children, including providing for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year	SEAs or a consortium of SEAs	Education of Migratory Children	Title I, Part C
migrant education		coordinating with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families	SEAs or a consortium of SEAs	Education of Migratory Children	Title I, Part C
migrant education		providing for the integration of information technology into educational and related programs	SEAs or a consortium of SEAs	Education of Migratory Children	Title I, Part C
migrant education		providing programs to facilitate the transition of secondary school students to postsecondary education or employment	SEAs or a consortium of SEAs	Education of Migratory Children	Title I, Part C
migrant education		improving the interstate and intrastate coordination of migrant education activities, including through the establishment or improvement of programs for credit accrual and exchange, available to migratory children	SEAs, LEAs, institutions of higher education, and other public and private entities	Education of Migratory Children	Title I, Part C
monitoring		monitoring programs and activities	SEAs	21st Century Community Learning Centers	Title IV, Part B
<b>N</b> Native Hawaiian education	academic and vocational curricula	the development of academic and vocational curricula to address the needs of Native Hawaiian children and adults, including curriculum materials in the Hawaiian language and mathematics and science curricula that incorporate Native Hawaiian tradition and culture	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B
Native Hawaiian education	children with disabilities	activities to meet the special needs of Native Hawaiian students with disabilities, including the identification of such students and their needs; the provision of support services to the families of such students; and other activities consistent with the requirements of the Individuals with Disabilities Education Act	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Native Hawaiian education	community-based learning centers	the operation of community-based learning centers that address the needs of Native Hawaiian students, parents, families, and communities through the coordination of public and private programs and services, including early childhood education programs; before, after, and summer school programs, expanded learning time, or weekend academies; career and technical education programs; and programs that recognize and support the unique cultural and educational needs of Native Hawaiian children, and incorporate appropriately qualified Native Hawaiian elders and seniors	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B
Native Hawaiian education	early childhood education	development and maintenance of a statewide Native Hawaiian early education and care system to provide a continuum of services for Native Hawaiian children from the prenatal period of the children through age 5	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B
Native Hawaiian education	early childhood education	operation of family-based education centers that provide such services as programs for Native Hawaiian parents and their infants from the prenatal period of the infants through age 3; preschool programs for Native Hawaiians; and research on, and development and assessment of, family-based, early childhood, and preschool programs for Native Hawaiians	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B
Native Hawaiian education	early childhood literacy	activities that enhance beginning reading and literacy in either the Hawaiian or the English language among Native Hawaiian students in kindergarten through grade 3 and assistance in addressing the distinct features of combined English and Hawaiian literacy for Hawaiian speakers in grades 5 and 6	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B
Native Hawaiian education	gifted and talented students	activities that address the special needs of Native Hawaiian students who are gifted and talented, including educational, psychological, and developmental activities designed to assist in the educational progress of those students; and activities that involve the parents of those students in a manner designed to assist in the educational progress of such students	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
Native Hawaiian education	postsecondary readiness	activities, including program co-location, to enable Native Hawaiians to enter and complete programs of postsecondary education, including family literacy services; and counseling, guidance, and support services for students	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B
Native Hawaiian education	professional development	professional development activities for educators, including the development of programs to prepare prospective teachers to address the unique needs of Native Hawaiian students within the context of Native Hawaiian culture, language, and traditions; in-service programs to improve the ability of teachers who teach in schools with high concentrations of Native Hawaiian students to meet the unique needs of such students; and the recruitment and preparation of Native Hawaiians, and other individuals who live in communities with a high concentration of Native Hawaiians, to become teachers	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B
Native Hawaiian education	research	research and data collection activities to determine the educational status and needs of Native Hawaiian children and adults	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B
Native Hawaiian education	research and evaluation	other research and evaluation activities related to programs carried out	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B
Native Hawaiian education		other activities, consistent with the purposes of this program, to meet the educational needs of Native Hawaiian children and adults	Native Hawaiian educational organizations; Native Hawaiian community-based organizations; public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; consortia of these same entities; and charter schools	Native Hawaiian Education	Title VI, Part B
neglected and delinquent education		meeting the educational needs of children and youth in institutions for neglected or delinquent children and youth; attending community day programs for neglected or delinquent children and youth; or in adult correctional institutions	SEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
neglected and delinquent education		programs and projects consistent with the State plan, including the acquisition of equipment	SEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		programs and projects that concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment	SEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		programs and projects that may include pay-for-success initiatives	SEAs and LEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		programs and projects that may include providing targeted services for youth who have come in contact with both the child welfare system and juvenile justice system	SEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		programs and projects designed to support educational services that are provided to children and youth identified by the State agency as failing, or most at-risk of failing, to meet the challenging State academic standards	SEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		upgrading the entire educational effort of an institution for neglected or delinquent children and youth (other than an adult correctional institution) or a community-day program if the State agency has developed, and the SEA has approved, a comprehensive plan for that institution or program	SEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		supporting projects that facilitate the transition of children and youth between State-operated institutions, or institutions in the State operated by the Secretary of the Interior, and schools served by LEAs or schools operated or funded by the Bureau of Indian Education	SEAs, one or more LEAs, other public agencies, or private nonprofit organizations	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		supporting the successful reentry of youth offenders, who are age 20 or younger and have received a regular high school diploma or its recognized equivalent, into postsecondary education, or career and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education, or career and technical training programs, such as preplacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses, or through programs provided in institutional settings	SEAs, one or more LEAs, other public agencies, or private nonprofit organizations	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		supporting the successful reentry of youth offenders, who are age 20 or younger and have received a regular high school diploma or its recognized equivalent, into postsecondary education, or career and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education, or career and technical training programs, such as worksite schools, in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment	SEAs, one or more LEAs, other public agencies, or private nonprofit organizations	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		supporting the successful reentry of youth offenders, who are age 20 or younger and have received a regular high school diploma or its recognized equivalent, into postsecondary education, or career and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education, or career and technical training programs, such as essential support services to ensure the success of the youth, which may include personal, career and technical, and academic, counseling; placement services designed to place the youth in a university, college, or junior college program; information concerning, and assistance in obtaining, available student financial aid; counseling services; and job placement services	SEAs, one or more LEAs, other public agencies, or private nonprofit organizations	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education	LEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		dropout prevention programs which serve at-risk children and youth	LEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education	LEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
neglected and delinquent education		special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education	LEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		programs providing mentoring and peer mediation	LEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected and delinquent education		programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the area served by the LEA that are operated by the Secretary of the Interior or Indian tribes	LEAs	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Title I, Part D
neglected children		providing services to children in local institutions for neglected children	LEAs	Grants to Local Educational Agencies	Title I, Part A
neglected or delinquent children		providing services to children in local institutions for delinquent children, and neglected or delinquent children in community day programs	LEAs	Grants to Local Educational Agencies	Title I, Part A
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parent and family engagement	best practices	disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members	LEAs	Grants to Local Educational Agencies	Title I, Part A
parent and family engagement	collaborating with other entities	collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement	LEAs	Grants to Local Educational Agencies	Title I, Part A
parent and family engagement	literacy training	providing necessary literacy training if the LEA has exhausted all other reasonably available sources of funding for such training	LEAs	Grants to Local Educational Agencies	Title I, Part A
parent and family engagement	outreach and communication	supporting programs that reach parents and family members at home, in the community, and at school	LEAs	Grants to Local Educational Agencies	Title I, Part A
parent and family engagement	professional development	supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members	LEAs	Grants to Local Educational Agencies	Title I, Part A
parent and family engagement	transportation and child care	paying reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions	LEAs	Grants to Local Educational Agencies	Title I, Part A
parent and family engagement		implementing effective parent and family engagement strategies, programs, activities, and procedures	LEAs	Grants to Local Educational Agencies	Title I, Part A
parental involvement	parenting skills	parenting skills programs that promote parental involvement and family literacy	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
preparation academies	principals, or other school leaders	establishing or expanding teacher, principal, or other school leader preparation academies, if allowable under State law; the State enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for State financial aid to the same extent as participants in other State-approved teacher or principal preparation programs, including alternative certification, licensure, or credential programs; and the State enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the State while enrolled in a teacher, principal, or other school leader preparation academy	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
preparation academies	teachers	establishing or expanding teacher, principal, or other school leader preparation academies, if allowable under State law; the State enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for State financial aid to the same extent as participants in other State-approved teacher or principal preparation programs, including alternative certification, licensure, or credential programs; and the State enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the State while enrolled in a teacher, principal, or other school leader preparation academy	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
preparation and residency programs	principals, or other school leaders	reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs	SEAs	Supporting Effective Instruction State Grants	Title II, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
preparation and residency programs	teachers	reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
preparation program	principals, or other school leaders	reforming principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
preparation program	teachers	reforming teacher certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
preparation program	teachers	reforming teacher certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that teacher certification or licensing requirements are aligned with such challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
preschool	best practices	sharing best practices among early childhood education program providers in the State to increase collaboration and efficiency of services, including to improve transitions from such programs to elementary school	Governor-appointed State entity	Preschool Development Grants	Title IX, section 9212
preschool	needs assessment	conducting a periodic statewide needs assessment of the availability and quality of existing programs in the State, including such programs serving the most vulnerable or underserved populations and children in rural areas; to the extent practicable, the unduplicated number of children being served in existing programs; and to the extent practicable, the unduplicated number of children awaiting service in such programs	Governor-appointed State entity	Preschool Development Grants	Title IX, section 9212
preschool	parental and family engagement	maximizing parental choice and knowledge about the State's mixed delivery system of existing programs and providers by ensuring that parents are provided information about the variety of early childhood education programs for children from birth to kindergarten entry in the State's mixed delivery system; and promoting and increasing involvement by parents and family members, including families of low-income and disadvantaged children, in the development of their children and the transition of such children from an early childhood education program into an elementary school	Governor-appointed State entity	Preschool Development Grants	Title IX, section 9212
preschool	quality improvement	after conducting a statewide needs assessment and developing a strategic plan, improving the overall quality of early childhood education programs in the State, including by developing and implementing evidence-based practices that meet the requirements under ESSA, to improve professional development for early childhood education providers and educational opportunities for children	Governor-appointed State entity	Preschool Development Grants	Title IX, section 9212
preschool	strategic plan	developing a strategic plan that recommends collaboration, coordination, and quality improvement activities (including activities to improve children's transition from early childhood education programs into elementary schools) among existing programs in the State and LEAs, and includes information that identifies opportunities for, and barriers to, collaboration and coordination among existing programs in the State, including among State, local, and tribal (if applicable) agencies responsible for administering such programs	Governor-appointed State entity	Preschool Development Grants	Title IX, section 9212
preschool	strategic plan	developing a strategic plan that recommends collaboration, coordination, and quality improvement activities (including activities to improve children's transition from early childhood education programs into elementary schools) among existing programs in the State and LEAs, and includes information that recommends partnership opportunities among Head Start providers, LEAs, State and local governments, Indian tribes and tribal organizations, and private entities (including faith- and community-based entities) that would improve coordination, program quality, and delivery of services	Governor-appointed State entity	Preschool Development Grants	Title IX, section 9212
preschool	strategic plan	developing a strategic plan that recommends collaboration, coordination, and quality improvement activities (including activities to improve children's transition from early childhood education programs into elementary schools) among existing programs in the State and LEAs, and includes information that builds on existing plans and goals with respect to early childhood education programs, including improving coordination and collaboration among such programs, of the State Advisory Council while incorporating new or updated Federal, State, and local statutory requirements, including the requirements of the Child Care and Development Block Grant Act of 1990 and when appropriate, information found in the report required under section 13 of the Child Care and Development Block Grant Act of 2014	Governor-appointed State entity	Preschool Development Grants	Title IX, section 9212
preschool	strategic plan	developing a strategic plan that recommends collaboration, coordination, and quality improvement activities (including activities to improve children's transition from early childhood education programs into elementary schools) among existing programs in the State and LEAs, and includes information that describes how accomplishing the activities described in the strategic plan will better serve children and families in existing programs and how such activities will increase the overall participation of children in the State	Governor-appointed State entity	Preschool Development Grants	Title IX, section 9212

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
preschool		implementing activities addressing areas in need of improvement as determined by the State or expanding access to existing programs	Preschool program providers including schools, licensed child care centers, Head Start, or other community-based organizations	Preschool Development Grants	Title IX, section 9212
preschool		developing new programs to address the needs of children and families eligible for, but not served by, such programs, if the State ensures that the distribution of subgrants supports a mixed delivery system; and funds made available will be used to supplement, and not supplant, any other Federal, State, or local funds that would otherwise be available to carry out the activities assisted under this program	Preschool program providers including schools, licensed child care centers, Head Start, or other community-based organizations	Preschool Development Grants	Title IX, section 9212
professional development	instructional leadership teams	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development	principals	providing assistance to LEAs for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
professional development		providing evidence-based professional development activities that address literacy, numeracy, remedial, or other needs of LEAs and the students the agencies serve	institution of higher education; national nonprofit entity with a demonstrated record of effectiveness; a partnership consisting of one or more of such entities and a for-profit entity; or Bureau of Indian Education	Supporting Effective Educator Development	Title II, Part B, Subpart 4, s
professional development		making freely available services and learning opportunities to LEAs, through partnerships and cooperative agreements or by making the services or opportunities publicly accessible through electronic means	institution of higher education; national nonprofit entity with a demonstrated record of effectiveness; a partnership consisting of one or more of such entities and a for-profit entity; or Bureau of Indian Education	Supporting Effective Educator Development	Title II, Part B, Subpart 4, s
professional development, advance credentialing	principals, or other school leaders	providing teachers, principals, or other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential	institution of higher education; national nonprofit entity with a demonstrated record of effectiveness; a partnership consisting of one or more of such entities and a for-profit entity; or Bureau of Indian Education	Supporting Effective Educator Development	Title II, Part B, Subpart 4, s
professional development, advance credentialing	teachers	providing teachers, principals, or other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential	institution of higher education; national nonprofit entity with a demonstrated record of effectiveness; a partnership consisting of one or more of such entities and a for-profit entity; or Bureau of Indian Education	Supporting Effective Educator Development	Title II, Part B, Subpart 4, s
professional development, American history	teachers	expanding, developing, implementing, evaluating, and disseminating for voluntary use, innovative, evidence-based approaches or professional development programs in American history, civics and government, and geography, which must show potential to improve the quality of student achievement in, and teaching of, American history, civics and government, or geography, in elementary schools and secondary schools; and demonstrate innovation, scalability, accountability, and a focus on underserved populations	institution of higher education or other nonprofit or for-profit organization with demonstrated expertise	American History and Civics Education	Title II, Part B, Subpart 3
professional development, American history	teachers	expanding, developing, implementing, evaluating, and disseminating for voluntary use, innovative, evidence-based approaches or professional development programs in American history, civics and government, and geography, which may include hands-on civic engagement activities for teachers and students; and programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights	institution of higher education or other nonprofit or for-profit organization with demonstrated expertise	American History and Civics Education	Title II, Part B, Subpart 3
professional development, American history and civics	teachers	establishing a Presidential Academy that offers a seminar or institute for teachers of American history and civics, which provides intensive professional development opportunities for teachers of American history and civics to strengthen such teachers' knowledge of the subjects of American history and civics; is led by a team of primary scholars and core teachers who are accomplished in the field of American history and civics; is conducted during the summer or other appropriate time; and is of not less than 2 weeks and not more than 6 weeks in duration	institution of higher education or nonprofit educational organization, museum, library, or research center with demonstrated expertise; or a consortium of such entities	American History and Civics Education	Title II, Part B, Subpart 3

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
professional development, assessments	principals, or other school leaders	providing training, technical assistance, and capacity-building in LEAs to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, assessments	teachers	providing training, technical assistance, and capacity-building in LEAs to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, career and technical education	principals, or other school leaders	supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
professional development, career and technical education	teachers	supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
professional development, child sexual abuse	paraprofessionals	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, child sexual abuse	principals, or other school leaders	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, child sexual abuse	specialized instructional support personnel	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, child sexual abuse	teachers	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, civics and government	teachers	expanding, developing, implementing, evaluating, and disseminating for voluntary use, innovative, evidence-based approaches or professional development programs in American history, civics and government, and geography, which must show potential to improve the quality of student achievement in, and teaching of, American history, civics and government, or geography, in elementary schools and secondary schools; and demonstrate innovation, scalability, accountability, and a focus on underserved populations	institution of higher education or other nonprofit or for-profit organization with demonstrated expertise	American History and Civics Education	Title II, Part B, Subpart 3
professional development, civics and government	teachers	expanding, developing, implementing, evaluating, and disseminating for voluntary use, innovative, evidence-based approaches or professional development programs in American history, civics and government, and geography, which may include hands-on civic engagement activities for teachers and students; and programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights	institution of higher education or other nonprofit or for-profit organization with demonstrated expertise	American History and Civics Education	Title II, Part B, Subpart 3
professional development, data use	principals, or other school leaders	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the "Family Educational Rights and Privacy Act of 1974") and State and local policies and laws in the use of such data	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
professional development, data use	teachers	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the "Family Educational Rights and Privacy Act of 1974") and State and local policies and laws in the use of such data	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, dual or concurrent enrollment and early college high school	principals, or other school leaders	providing teachers, principals, or other school leaders with professional development activities that enhance or enable the provision of postsecondary coursework through dual or concurrent enrollment programs and early college high school settings across an LEA	institution of higher education; national nonprofit entity with a demonstrated record of effectiveness; a partnership consisting of one or more of such entities and a for-profit entity; or Bureau of Indian Education	Supporting Effective Educator Development	Title II, Part B, Subpart 4, s
professional development, dual or concurrent enrollment and early college high school	teachers	providing teachers, principals, or other school leaders with professional development activities that enhance or enable the provision of postsecondary coursework through dual or concurrent enrollment programs and early college high school settings across an LEA	institution of higher education; national nonprofit entity with a demonstrated record of effectiveness; a partnership consisting of one or more of such entities and a for-profit entity; or Bureau of Indian Education	Supporting Effective Educator Development	Title II, Part B, Subpart 4, s
professional development, early childhood literacy	early childhood educators	carrying out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, early childhood literacy	instructional leaders	carrying out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, early childhood literacy	paraprofessionals	carrying out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, early childhood literacy	principals, or other school leaders	carrying out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
professional development, early childhood literacy	providers and personnel	training providers and personnel to develop and administer evidence-based early childhood education literacy initiatives	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, early childhood literacy	specialized instructional support personnel	carrying out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, early childhood literacy	teachers	carrying out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, early learning	principals, or other school leaders	providing programs and activities to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, early learning	principals, or other school leaders	providing programs and activities to increase the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, early learning	teachers	providing programs and activities to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, English learners	teachers	developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, experiential learning	principals, or other school leaders	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to participate in opportunities for experiential learning through observation	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, experiential learning	teachers	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to participate in opportunities for experiential learning through observation	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
professional development, geography	teachers	expanding, developing, implementing, evaluating, and disseminating for voluntary use, innovative, evidence-based approaches or professional development programs in American history, civics and government, and geography, which must show potential to improve the quality of student achievement in, and teaching of, American history, civics and government, or geography, in elementary schools and secondary schools; and demonstrate innovation, scalability, accountability, and a focus on underserved populations	institution of higher education or other nonprofit or for-profit organization with demonstrated expertise	American History and Civics Education	Title II, Part B, Subpart 3
professional development, gifted and talented students	teachers	providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as early entrance to kindergarten; enrichment, acceleration, and curriculum compacting activities; and dual or concurrent enrollment programs in secondary school and postsecondary education	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, grades 6-12 literacy	other LEA personnel	training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, grades 6-12 literacy	principals, or other school leaders	training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, grades 6-12 literacy	school librarians	training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, grades 6-12 literacy	specialized instructional support personnel	training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, K-5 literacy	English as a second language specialists	providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
professional development, K-5 literacy	literacy coaches	providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, K-5 literacy	literacy specialists	providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, K-5 literacy	other LEA personnel	training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, K-5 literacy	paraprofessionals	providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, K-5 literacy	principals, or other school leaders	providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, K-5 literacy	principals, or other school leaders	training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
professional development, K-5 literacy	school librarians	providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, K-5 literacy	specialized instructional support personnel	providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, K-5 literacy	specialized instructional support personnel	training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, K-5 literacy	teachers	providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff	One or more LEAs that serve a high percentage of high-need schools; one or more early childhood education programs serving low-income or otherwise disadvantaged children; or any one of these in partnership with one or more public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness	Comprehensive Literacy Development Grants	Title II, Part B, Subpart 2, s
professional development, parent and family and community engagement	principals, or other school leaders	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to effectively engage parents, families, and community partners, and coordinate services between school and community	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, parent and family and community engagement	teachers	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to effectively engage parents, families, and community partners, and coordinate services between school and community	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, policy development	principals, or other school leaders	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to develop policy with school, LEA, community, or State leaders	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, policy development	teachers	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to develop policy with school, LEA, community, or State leaders	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
professional development, postsecondary education and the workforce	principals, or other school leaders	providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, postsecondary education and the workforce	teachers	providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, school conditions for student learning	school personnel	carrying out in-service training for school personnel in addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, STEM subjects	principals, or other school leaders	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics (STEM) subjects, including computer science	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
professional development, STEM subjects	principals, or other school leaders	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, STEM subjects	teachers	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics (STEM) subjects, including computer science	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
professional development, STEM subjects	teachers	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, STEM subjects	teachers	supporting the implementation, replication, or expansion of effective science, technology, engineering, and mathematics professional development programs in schools across the State through collaboration with school administrators, principals, and STEM educators	SEAs, or SEAs in partnership with nonprofit organizations	STEM Master Teacher Corps	Title II, Part B, Subpart 4, s
professional development, student academic success	principals, or other school leaders	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to help all students develop the skills essential for learning readiness and academic success	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, student academic success	teachers	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to help all students develop the skills essential for learning readiness and academic success	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, student privacy	teachers	supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected and in accordance with State student privacy laws and LEA student privacy and technology use policies	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
professional development, students with special needs	teachers	developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, technology	principals, or other school leaders	supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing blended learning projects	SEAs	Supporting Effective Instruction State Grants	Title II, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
professional development, technology	principals, or other school leaders	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy)	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, technology	teachers	supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing blended learning projects	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
professional development, technology	teachers	providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy)	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, trauma or mental illness	school personnel	carrying out in-service training for school personnel in the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, trauma or mental illness	school personnel	carrying out in-service training for school personnel in the use of referral mechanisms that effectively link students affected by trauma, and children with, or at risk of, mental illness to appropriate treatment and intervention services in the school and in the community, where appropriate	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
professional development, trauma or mental illness	school personnel	carrying out in-service training for school personnel in forming partnerships between school-based mental health programs and public or private mental health organizations	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
<b>Q</b> <b>R</b> recertification	principals, or other school leaders	reforming principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
recertification	teachers	reforming teacher certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
recertification	teachers	reforming teacher certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that teacher certification or licensing requirements are aligned with such challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
recruitment	nontraditional candidates	recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	coaches	developing and providing training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decisionmaking about professional development, improvement strategies, and personnel decisions	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	evaluators	developing and providing training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decisionmaking about professional development, improvement strategies, and personnel decisions	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	mentors	developing and providing training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decisionmaking about professional development, improvement strategies, and personnel decisions	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
recruitment and retention	paraprofessionals	teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	principals, or other school leaders	developing, improving, and implementing mechanisms to assist LEAs and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	principals, or other school leaders	developing, improving, and implementing mechanisms to assist LEAs and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	principals, or other school leaders	differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	principals, or other school leaders	teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	principals, or other school leaders	new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	principals, or other school leaders	developing and providing training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decisionmaking about professional development, improvement strategies, and personnel decisions	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	teachers	developing, improving, and implementing mechanisms to assist LEAs and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through opportunities for effective teachers to lead evidence-based (to the extent the State determines that such evidence is reasonably available) professional development for the peers of such effective teachers	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	teachers	developing, improving, and implementing mechanisms to assist LEAs and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	teachers	developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	teachers	expert help in screening candidates and enabling early hiring	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	teachers	differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	teachers	teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
recruitment and retention	teachers	new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
recruitment and retention	teachers	providing financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement activities or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers	LEAs	Grants to Local Educational Agencies	Title I, Part A
recruitment and retention, high-need schools	principals, or other school leaders	improving the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools, which may include developing or implementing leadership training programs designed to prepare and support principals or other school leaders in high-need schools, including through new or alternative pathways or school leader residency programs	LEAs or educational service agencies that serve a high-need school or a consortium of such agencies; SEA or consortium of SEAs; SEA in partnership with one or more LEAs or educational service agencies that serve a high-need school; Bureau of Indian Education; or any such entities in partnership with one or more nonprofit organizations or institutions of higher education	School Leader Recruitment and Support	Title II, Part B, Subpart 4, s
recruitment and retention, high-need schools	principals, or other school leaders	improving the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools, which may include developing or implementing programs or activities for recruiting, selecting, and developing aspiring or current principals or other school leaders to serve in high-need schools	LEAs or educational service agencies that serve a high-need school or a consortium of such agencies; SEA or consortium of SEAs; SEA in partnership with one or more LEAs or educational service agencies that serve a high-need school; Bureau of Indian Education; or any such entities in partnership with one or more nonprofit organizations or institutions of higher education	School Leader Recruitment and Support	Title II, Part B, Subpart 4, s
recruitment and retention, high-need schools	principals, or other school leaders	improving the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools, which may include developing or implementing programs for recruiting, developing, and placing school leaders to improve schools implementing comprehensive support and improvement activities and targeted support and improvement activities, including through cohort-based activities that build effective instructional and school leadership teams and develop a school culture, design, instructional program, and professional development program focused on improving student learning	LEAs or educational service agencies that serve a high-need school or a consortium of such agencies; SEA or consortium of SEAs; SEA in partnership with one or more LEAs or educational service agencies that serve a high-need school; Bureau of Indian Education; or any such entities in partnership with one or more nonprofit organizations or institutions of higher education	School Leader Recruitment and Support	Title II, Part B, Subpart 4, s
recruitment and retention, high-need schools	principals, or other school leaders	improving the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools, which may include providing continuous professional development for principals or other school leaders in high-need schools	LEAs or educational service agencies that serve a high-need school or a consortium of such agencies; SEA or consortium of SEAs; SEA in partnership with one or more LEAs or educational service agencies that serve a high-need school; Bureau of Indian Education; or any such entities in partnership with one or more nonprofit organizations or institutions of higher education	School Leader Recruitment and Support	Title II, Part B, Subpart 4, s
recruitment and retention, high-need schools	principals, or other school leaders	improving the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools, which may include developing and disseminating information on best practices and strategies for effective school leadership in high-need schools, such as training and supporting principals to identify, develop, and maintain school leadership teams using various leadership models	LEAs or educational service agencies that serve a high-need school or a consortium of such agencies; SEA or consortium of SEAs; SEA in partnership with one or more LEAs or educational service agencies that serve a high-need school; Bureau of Indian Education; or any such entities in partnership with one or more nonprofit organizations or institutions of higher education	School Leader Recruitment and Support	Title II, Part B, Subpart 4, s
recruitment and retention, STEM subjects	teachers	supporting the development of a State-wide STEM master teacher corps	SEAs, or SEAs in partnership with nonprofit organizations	STEM Master Teacher Corps	Title II, Part B, Subpart 4, s

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
recruitment, principals or other school leaders	underserved LEAs	providing teachers, principals, or other school leaders from nontraditional preparation and certification routes or pathways to serve in traditionally underserved LEAs	institution of higher education; national nonprofit entity with a demonstrated record of effectiveness; a partnership consisting of one or more of such entities and a for-profit entity; or Bureau of Indian Education	Supporting Effective Educator Development	Title II, Part B, Subpart 4, s
recruitment, teachers	underserved LEAs	providing teachers, principals, or other school leaders from nontraditional preparation and certification routes or pathways to serve in traditionally underserved LEAs	institution of higher education; national nonprofit entity with a demonstrated record of effectiveness; a partnership consisting of one or more of such entities and a for-profit entity; or Bureau of Indian Education	Supporting Effective Educator Development	Title II, Part B, Subpart 4, s
remedial education		remedial education activities that are aligned with the challenging State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
rural education		any activity authorized under Part A of title I (Improving Basic Programs Operated by Local Educational Agencies)	LEAs that qualify as rural according to criteria defined in the law	Small, Rural School Achievement Program	Title V, Part B, Subpart 1
rural education		any activity authorized under Part A of title II (Supporting Effective Instruction State Grants)	LEAs that qualify as rural according to criteria defined in the law	Small, Rural School Achievement Program	Title V, Part B, Subpart 1
rural education		any activity authorized under title III (English Language Acquisition State Grants)	LEAs that qualify as rural according to criteria defined in the law	Small, Rural School Achievement Program	Title V, Part B, Subpart 1
rural education		any activity authorized under Part A of title IV (Student Support and Academic Enrichment State Grants)	LEAs that qualify as rural according to criteria defined in the law	Small, Rural School Achievement Program	Title V, Part B, Subpart 1
rural education		any activity authorized under Part B of title IV (21st Century Community Learning Centers)	LEAs that qualify as rural according to criteria defined in the law	Small, Rural School Achievement Program	Title V, Part B, Subpart 1
rural education		any activity authorized under Part A of title I (Improving Basic Programs Operated by Local Educational Agencies)	SEAs	Rural and Low-Income School Program	Title V, Part B, Subpart 2
rural education		any activity authorized under Part A of title II (Supporting Effective Instruction State Grants)	SEAs	Rural and Low-Income School Program	Title V, Part B, Subpart 2
rural education		any activity authorized under title III (English Language Acquisition State Grants)	SEAs	Rural and Low-Income School Program	Title V, Part B, Subpart 2
rural education		any activity authorized under Part A of title IV (Student Support and Academic Enrichment State Grants)	SEAs	Rural and Low-Income School Program	Title V, Part B, Subpart 2
rural education		parental involvement activities	SEAs	Rural and Low-Income School Program	Title V, Part B, Subpart 2
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safe and healthy students	athletic programs	providing LEAs with resources that are evidence-based (to the extent the State determines that such evidence is reasonably available) addressing ways to integrate health and safety practices into school or athletic programs	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	athletic programs	integrating health and safety practices into school or athletic programs	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	best practices and evaluation	disseminating best practices and evaluating program outcomes relating to any LEAs activities to promote student safety and violence prevention through effective communication	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	bullying and harassment prevention	preventing bullying and harassment	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	child sexual abuse awareness and prevention	child sexual abuse awareness and prevention, such as programs or activities designed to provide age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	drug and violence prevention	drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
safe and healthy students	drug and violence prevention	drug and violence prevention programs	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
safe and healthy students	drug and violence prevention, professional development and training	drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	effective learning skills	establishing learning environments and enhancing students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	eligible partners	institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities to support safe and healthy students	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	exclusionary discipline reduction	supporting LEAs in providing programs and activities that implement a youth PROMISE plan to reduce exclusionary discipline	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	exclusionary discipline reduction	designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that is consistent with best practices; includes strategies that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); and is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a "youth PROMISE plan"	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	health and well-being	supporting a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	healthy and active lifestyle	programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
safe and healthy students	mental health	supporting LEAs in expanding access to or coordinating resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	mental health	school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	mental health	school-based mental health services partnership programs that are conducted in partnership with a public or private mental health entity or health care entity; and provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available), coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act, and provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	mental health awareness training	supporting LEAs in implementing mental health awareness training programs that are evidence-based to provide education to school personnel regarding resources available in the community for students with mental illnesses and other relevant resources relating to mental health or the safe de-escalation of crisis situations involving a student with a mental illness	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	parent involvement	promoting the involvement of parents in the activity or program	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	pay for success initiatives	pay for success initiatives aligned with activities to support safe and healthy students	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	positive behavioral interventions and supports	implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act, in order to improve academic outcomes and school conditions for student learning	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
safe and healthy students	relationship-building skills	improving instructional practices for developing relationship-building skills, such as effective communication, and improving safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	school counseling	providing mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	school counseling	counseling programs	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
safe and healthy students	school dropout and reentry	establishing or improving school dropout and reentry programs	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	site resource coordinator	designating a site resource coordinator at a school or LEA to provide a variety of services, such as establishing partnerships within the community to provide resources and support for schools; ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and strengthening relationships between schools and communities	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students	training for school personnel	high-quality training for school personnel, including specialized instructional support personnel, related to suicide prevention; effective and trauma-informed practices in classroom management; crisis management and conflict resolution techniques; human trafficking; school-based violence prevention strategies; drug abuse prevention, including educating children facing substance abuse at home; and bullying and harassment prevention	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students		supporting LEAs in providing programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
safe and healthy students		fostering safe, healthy, supportive, and drug-free environments that support student academic achievement	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
school climate and safety	behavioral interventions	improving school conditions for student learning, including through reducing the use of aversive behavioral interventions that compromise student health and safety	LEAs	Grants to Local Educational Agencies	Title I, Part A
school climate and safety	bullying and harassment prevention	improving school conditions for student learning, including through reducing incidences of bullying and harassment	LEAs	Grants to Local Educational Agencies	Title I, Part A
school improvement	comprehensive support and improvement	implementing comprehensive support and improvement activities	LEAs	Grants to Local Educational Agencies	Title I, Part A
school improvement	comprehensive support and improvement	providing comprehensive support and improvement activities directly (with the approval of the LEA) or arranging for their provision through other entities such as school support teams, educational service agencies, or nonprofit or for-profit external providers with expertise in using evidence-based strategies to improve student achievement, instruction, and schools	SEAs	Grants to Local Educational Agencies	Title I, Part A
school improvement	evaluation	evaluating the use of funds by LEAs receiving a grant for school improvement	SEAs	Grants to Local Educational Agencies	Title I, Part A
school improvement	monitor	monitoring the use of funds by LEAs receiving a grant for school improvement	SEAs	Grants to Local Educational Agencies	Title I, Part A
school improvement	targeted support and improvement	implementing targeted support and improvement activities	LEAs	Grants to Local Educational Agencies	Title I, Part A
school improvement	targeted support and improvement	providing targeted support and improvement activities directly (with the approval of the LEA) or arranging for their provision through other entities such as school support teams, educational service agencies, or nonprofit or for-profit external providers with expertise in using evidence-based strategies to improve student achievement, instruction, and schools	SEAs	Grants to Local Educational Agencies	Title I, Part A
school improvement	technical assistance	providing technical assistance to each LEA in the State serving a significant number of schools implementing comprehensive support and improvement plans; or schools implementing targeted support and improvement plans	SEAs	Grants to Local Educational Agencies	Title I, Part A
school improvement		reducing barriers and providing operational flexibility, as appropriate, for schools in the implementation of comprehensive support and improvement activities	SEAs	Grants to Local Educational Agencies	Title I, Part A
school improvement		reducing barriers and providing operational flexibility, as appropriate, for schools in the implementation of targeted support and improvement activities	SEAs	Grants to Local Educational Agencies	Title I, Part A
school library programs	instructional services	supporting the instructional services provided by effective school library programs	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
school library programs		supporting the instructional services provided by effective school library programs	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
school library programs		assisting schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement	LEAs	Grants to Local Educational Agencies	Title I, Part A
school readiness	early childhood education program directors	supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
school readiness	early childhood education program providers	supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
school readiness	paraprofessionals	supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
school readiness	principals, or other school leaders	supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
school readiness	teachers	supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
school readiness		developing, producing, and distributing accessible educational and instructional video programming for preschool and elementary school children and their parents in order to facilitate student academic achievement	public telecommunications entities	Ready to Learn Programming	Title IV, Part F, Subpart 4,
school readiness		facilitating the development, directly or through contracts with producers of children's and family educational television programming, of educational programming for preschool and elementary school children, and the accompanying support materials and services that promote the effective use of such programming	public telecommunications entities	Ready to Learn Programming	Title IV, Part F, Subpart 4,
school readiness		facilitating the development of programming and digital content containing Ready-to-Learn programming and resources for parents and caregivers that is specially designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet	public telecommunications entities	Ready to Learn Programming	Title IV, Part F, Subpart 4,
school readiness		contracting with entities (such as public telecommunications entities) so that programming developed under this program is disseminated and distributed to the widest possible audience appropriate to be served by the programming, and through the use of the most appropriate distribution technologies	public telecommunications entities	Ready to Learn Programming	Title IV, Part F, Subpart 4,
school readiness		developing and disseminating education and training materials, including interactive programs and programs adaptable to distance learning technologies, that are designed to promote school readiness	public telecommunications entities	Ready to Learn Programming	Title IV, Part F, Subpart 4,
school readiness		developing and disseminating education and training materials, including interactive programs and programs adaptable to distance learning technologies, that are designed to promote the effective use of materials among parents, family members, teachers, principals and other school leaders, Head Start providers, providers of family literacy services, child care providers, early childhood educators, elementary school teachers, public libraries, and after-school program personnel caring for preschool and elementary school children	public telecommunications entities	Ready to Learn Programming	Title IV, Part F, Subpart 4,
school safety	technical assistance	providing technical assistance to States and LEAs carrying out school safety activities	public or private entities or individuals, or other federal agencies	School Safety National Activities	Title IV, Part F, Subpart 3
school safety		improving students' safety and well-being, during and after the school day	public or private entities or individuals, or other federal agencies	School Safety National Activities	Title IV, Part F, Subpart 3
school safety		for the Project School Emergency Response to Violence program (Project SERV), which supports activities designed to restore the learning environment that was disrupted by a violent or traumatic crisis, including initiating or strengthening violence prevention activities	LEAs, institutions of higher education, or the Bureau of Indian Education in which the learning environment has been disrupted due to a violent or traumatic crisis	School Safety National Activities	Title IV, Part F, Subpart 3
school working conditions	feedback mechanisms	developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback	LEAs; for-profit or nonprofit entities through a grant or contract from an LEA; or an LEA in partnership with an IHE, Indian tribe, or tribal organization	Supporting Effective Instruction State Grants	Title II, Part A
state assessments	alignment	refining State assessments to ensure their continued alignment with the challenging State academic standards and to improve the alignment of curricula and instructional materials	SEAs	State Assessment Grants	Title I, Part B

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
state assessments	appropriate accommodations	ensuring the provision of appropriate accommodations available to English learners and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice	SEAs	State Assessment Grants	Title I, Part B
state assessments	appropriate accommodations	providing for appropriate accommodations to maximize inclusion of children with disabilities and English learners participating in assessments	LEAs	State Assessment Grants	Title I, Part B
state assessments	assessment audit	auditing State assessment systems and ensuring that LEAs audit local assessments	SEAs	State Assessment Grants	Title I, Part B
state assessments	assessment audit	eliminating any unnecessary assessments, which may include paying the cost associated with terminating procurement contracts	SEAs and LEAs	State Assessment Grants	Title I, Part B
state assessments	assessment audit	supporting the dissemination of best practices from LEAs or other States that have successfully improved assessment quality and efficiency to improve teaching and learning	SEAs	State Assessment Grants	Title I, Part B
state assessments	assessment audit	supporting LEAs or consortia of LEAs to carry out efforts to streamline local assessment systems and implement a regular process of review and evaluation of assessment use in LEAs	SEAs	State Assessment Grants	Title I, Part B
state assessments	assessment audit	conducting an audit of local assessments	LEAs	State Assessment Grants	Title I, Part B
state assessments	assessment instruments	evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology-based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model	SEAs	State Assessment Grants	Title I, Part B
state assessments	children with disabilities	developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities, and using the principles of universal design for learning	SEAs	State Assessment Grants	Title I, Part B
state assessments	English learners	developing or improving assessments for English learners, including assessments of English language proficiency and academic assessments in languages other than English to meet the State's obligations under its State plan	SEAs	State Assessment Grants	Title I, Part B
state assessments	multiple measures	measuring student academic achievement using multiple measures of student academic achievement from multiple sources	SEAs	State Assessment Grants	Title I, Part B
state assessments	quality, validity, and reliability	allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments under ESSA	SEAs	State Assessment Grants	Title I, Part B
state assessments	report cards	designing the report cards and reports required under ESSA in an easily accessible, user friendly-manner that cross-tabulates student information by any category the State determines appropriate, as long as such crosstabulation does not reveal personally identifiable information about an individual student; and is derived from existing State and local reporting requirements	SEAs	State Assessment Grants	Title I, Part B
state assessments	science assessments	at the discretion of the State, refining science assessments required under ESSA in order to integrate engineering design skills and practices into such assessments	SEAs	State Assessment Grants	Title I, Part B
state assessments	student progress or student growth	developing or improving models to measure and assess student progress or student growth on State assessments under ESSA and other assessments not required under ESSA	SEAs	State Assessment Grants	Title I, Part B
state assessments	validity and reliability	ensuring the continued validity and reliability of State assessments	SEAs	State Assessment Grants	Title I, Part B
state assessments		paying the costs of the development of the State assessments and standards adopted under the State's plan, which may include the costs of working in voluntary partnerships with other States, at the sole discretion of each such State	SEAs	State Assessment Grants	Title I, Part B
state assessments		administering the assessments adopted as part of the State plan	SEAs	State Assessment Grants	Title I, Part B
state assessments		developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under the State plan	SEAs	State Assessment Grants	Title I, Part B
state assessments		developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting LEAs in developing or improving such assessments	SEAs	State Assessment Grants	Title I, Part B
state assessments		improving assessment delivery systems and schedules, including by increasing access to technology and assessment proctors, where appropriate	LEAs	State Assessment Grants	Title I, Part B
state assessments		hiring instructional coaches, or promoting teachers who may receive increased compensation to serve as instructional coaches, to support teachers in the development of classroom-based assessments, interpreting assessment data, and designing instruction	LEAs	State Assessment Grants	Title I, Part B
state assessments		improving the capacity of teachers, principals, and other school leaders to disseminate assessment data in an accessible and understandable format for parents and families, including for children with disabilities and English learners	LEAs	State Assessment Grants	Title I, Part B
state assessments		establishing an innovative assessment system, which is defined as a system of assessments that may include competency-based assessments, instructionally embedded assessments, interim assessments, cumulative year-end assessments, or performance-based assessments that combine into an annual summative determination for a student, which may be administered through computer adaptive assessments; and assessments that validate when students are ready to demonstrate mastery or proficiency and allow for differentiated student support based on individual learning needs	SEAs or a consortium of SEAs	State Assessment Grants	Title I, Part B

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
STEM		programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
summer recess		summer recess programs and activities that advance student academic achievement and support student success	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
support for eligible entities		providing capacity building, training, and technical assistance	SEAs	21st Century Community Learning Centers	Title IV, Part B
support for LEAs	technical assistance	fulfilling the SEA's responsibilities concerning proper and efficient administration and monitoring of the programs carried out, including provision of technical assistance to LEAs	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
support for LEAs		providing monitoring of, and training, technical assistance, and capacity building to, LEAs that receive an allotment	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
support for LEAs		identifying and eliminating State barriers to the coordination and integration of programs, initiatives, and funding streams that meet the purposes of the program, so that LEAs can better coordinate with other agencies, schools, and community-based services and programs	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
support for LEAs		providing training, technical assistance, and capacity-building to LEAs that receive a subgrant under this program	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
<b>T</b> technology	blended learning	carrying out blended learning projects, which must include planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	capacity and infrastructure	building technological capacity and infrastructure, which may include procuring content and ensuring content quality; and purchasing devices, equipment, and software applications in order to address readiness shortfalls	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	delivery of content	developing or using strategies that are innovative or evidence-based (to the extent the State determines that such evidence is reasonably available) for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	delivery of content	developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	effective use	providing teachers, paraprofessionals, school librarians and media personnel, specialized instructional support personnel, and administrators with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement, which may include coordination with teacher, principal, and other school leader preparation programs	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	open resources	making instructional content widely available through open educational resources, which may include providing tools and processes to support LEAs in making such resources widely available	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	promising practices	disseminating promising practices related to technology instruction, data security, and the acquisition and implementation of technology tools and applications, including through making such promising practices publicly available on the SEA's website	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	remote areas	supporting schools in remote areas to expand access to high-quality digital learning opportunities	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	remote areas	providing students in remote areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	rural areas	providing students in rural areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	rural schools	supporting schools in rural areas to expand access to high-quality digital learning opportunities	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
technology	STEM	providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	support for school personnel	providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to personalize learning to improve student academic achievement	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	support for school personnel	providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to discover, adapt, and share relevant high-quality educational resources	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	support for school personnel	providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	support for school personnel	providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	technical assistance to LEAs	providing technical assistance to LEAs to improve the ability of LEAs to identify and address technology readiness needs, including the types of technology infrastructure and access available to the students served by the LEA, including computer devices, access to school libraries, Internet connectivity, operating systems, software, related network infrastructure, and data security	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	technical assistance to LEAs	providing technical assistance to LEAs to improve the ability of LEAs to use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	technical assistance to LEAs	providing technical assistance to LEAs to improve the ability of LEAs to build capacity for principals, other school leaders, and LEA administrators to support teachers in using data and technology to improve instruction and personalize learning	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology	underserved areas	providing students in underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology		improving the use of technology to improve the academic achievement, academic growth, and digital literacy of all students	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
technology		telecommunications and technology education programs	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
tenure systems	principals, or other school leaders	reforming principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
tenure systems	teachers	reforming teacher certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
tenure systems	teachers	reforming teacher certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that teacher certification or licensing requirements are aligned with such challenging State academic standards	SEAs	Supporting Effective Instruction State Grants	Title II, Part A
transitions		implementing strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	LEAs	Grants to Local Educational Agencies	Title I, Part A
transportation	comprehensive support and improvement	providing transportation for students enrolled in a school identified for comprehensive support and improvement to transfer to another public school	LEAs	Grants to Local Educational Agencies	Title I, Part A
truant, suspended, or expelled students		programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
tutoring services		tutoring services that are aligned with the challenging State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
<b>U,V</b> <b>W</b>					
well-rounded education	accelerated learning examination fees	supporting LEAs in providing programs and activities that reimburse low-income students to cover part or all of the costs of accelerated learning examination fees	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	accelerated learning programs	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in accelerated learning programs that provide postsecondary level courses accepted for credit at institutions of higher education, including dual or concurrent enrollment programs, and early college high schools	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	accelerated learning programs	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in accelerated learning programs that provide postsecondary level instruction and examinations that are accepted for credit at institutions of higher education, including Advanced Placement and International Baccalaureate programs	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	accelerated learning programs	increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	accelerated learning programs, low-income students	reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	American history	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in American history	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	American history	promoting the development, implementation, and strengthening of programs to teach traditional American history	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	arts education	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in activities and programs in the arts	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	children with disabilities	supporting LEAs in providing programs and activities that offer access to a well-rounded education for all students, including children with disabilities	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	civics	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in civics	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	civics	promoting the development, implementation, and strengthening of programs to teach civics	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	college and career guidance and counseling	college and career guidance and counseling programs, such as postsecondary education and career awareness and exploration activities	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	college and career guidance and counseling	college and career guidance and counseling programs, such as training counselors to effectively use labor market information in assisting students with postsecondary education and career planning	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	college and career guidance and counseling	college and career guidance and counseling programs, such as financial literacy and Federal financial aid awareness activities	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	credit recovery or attainment	well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment	LEAs, community-based organizations, Indian tribes or tribal organizations, other public or private entities, or a consortium of 2 or more entities	21st Century Community Learning Centers	Title IV, Part B
well-rounded education	economics	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in economics	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	economics	promoting the development, implementation, and strengthening of programs to teach economics	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	eligible partners	institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities that support access to a well-rounded education	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	English learners	supporting LEAs in providing programs and activities that offer access to a well-rounded education for all students, including English learners	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A

# Funding Opportunities, Indexed Alphabetically by Primary Term

Primary Term	Secondary Term	Uses of Funds	Eligible Entities	Grant Program	Statutory Citation
well-rounded education	environmental education	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in environmental education	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	environmental education	environmental education	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	female students	supporting LEAs in providing programs and activities that offer access to a well-rounded education for all students, including female students	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	foreign languages	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in foreign languages	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	foreign languages	foreign language instruction	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	geography	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in geography	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	geography	promoting the development, implementation, and strengthening of programs to teach geography	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	government education	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in government education	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	government education	promoting the development, implementation, and strengthening of programs to teach government education	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	integration of multiple disciplines	supporting educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	low-income students	supporting LEAs in providing programs and activities that offer access to a well-rounded education for all students, including low-income students underrepresented in critical and enriching subjects	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	minority students	supporting LEAs in providing programs and activities that offer access to a well-rounded education for all students, including minority students	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	music and the arts	using music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	music education	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in activities and programs in music	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	social studies	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in social studies	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	STEM	supporting LEAs in providing programs and activities that increase student access to and improve student engagement and achievement in high-quality courses in science, technology, engineering, and mathematics, including computer science (STEM)	SEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	STEM	providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	STEM	supporting the creation and enhancement of STEM-focused specialty schools	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	STEM	facilitating collaboration among school, afterschool program, and informal program personnel to improve the integration of programming and instruction in the STEM subjects	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	STEM	integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	STEM, low-income students	supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	STEM, members of underrepresented groups	increasing access for students through grade 12 who are members of groups underrepresented in STEM (science, technology, engineering, and mathematics, including computer science) subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
well-rounded education	volunteerism and community involvement	promoting volunteerism and community involvement	LEAs	Student Support and Academic Enrichment Grants	Title IV, Part A
<b>X,W,Z</b>					