



U.S. Congressman Brad Carson
Second District of Oklahoma
www.carson.house.gov

Guide to Federal Government Programs

Assistance to Elementary and Secondary Schools



***“I strongly believe eastern Oklahoma deserves its fair share.”
-Congressman Brad Carson***

Since taking office as eastern Oklahoma’s Congressman, I have made it one of my top priorities to increase awareness of federal grant opportunities and to secure federal funding to the Second Congressional District.

I recognize navigating the federal grant system can be very confusing and difficult. I have compiled this guide to better assist schools in locating and applying for federal education discretionary grant programs.

As Oklahoma faces a severe budget crisis, many school districts have had to drastically reduce services and staff. While federal grants are not a solution to this situation, they may be beneficial in assisting you in this difficult time.

If I can ever be of any assistance, please do not hesitate to call on me.

Very truly yours,



Brad Carson

Member of Congress

Congressman Carson's Washington, D.C. and Oklahoma Offices

Washington, D.C. Office
317 Cannon House Office Building
Washington, D.C. 20002
(202) 225-2701 – Phone
(202) 225-3038 – Fax

Muskogee Office
215 State Street, Suite 815
Muskogee, Oklahoma 74001
(918) 687-2533 – Phone
(918) 682-8503 – Fax

Claremore Office
301 West 1st Street
Claremore, Oklahoma 74017
(918) 341-9336 – Phone
(918) 341-9437 – Fax

McAlester Office
321 South 3rd Street, Suite 4
McAlester, Oklahoma 74202
(918) 423-5951 – Phone
(918) 423-1940 – Fax

All requests for grant assistance can be directed to **Shane Jernigan** in Congressman Carson's Washington, D.C. or Claremore, Oklahoma offices. You can also reach him by e-mail at Shane.Jernigan@mail.house.gov.



U.S. Congressman Brad Carson
Second District of Oklahoma

www.carson.house.gov

One of my top priorities in Congress has been to assist eastern Oklahoma in obtaining grant funding from the federal government. I recognize navigating the grant process can be difficult, and I want to work with you in providing additional information.

This form will help me provide you information of when grants are available, and how you can apply for these valuable funds. You can return this form to:

Congressman Brad Carson
Attention: Shane Jernigan
301 West First Street
Claremore, Oklahoma 74017
Fax: (918) 341-9437
E-mail: Shane.Jernigan@mail.house.gov

If I can ever be of any assistance, please never hesitate to call on me.

Very truly yours,

X

Brad Carson
Member of Congress

Congressman Carson Grant Information Sign-Up Form

Agency: _____

Agency Head: _____

Grant Contact: _____

Mailing Address: _____

Phone Number: _____

Fax Number: _____

E-Mail: _____

Type of Grants your agency is looking for:



Resources for Elementary and Secondary Schools

Catalogue of Federal Domestic Assistance (CFDA)

The CFDA is a comprehensive source for federal government assistance programs. The CFDA is found online at www.cfda.gov and hardcopies can be found at public libraries.

The CFDA provides program information including eligibility requirements for funding, how funding can be utilized, type of assistance (grant or loan), contact information, and post award requirements.

Please be advised, the CFDA does not provide application deadlines.

U.S. Department of Education

The U.S. Department of Education is the primary provider of federal grant assistance to elementary and secondary schools. The Department's website, www.ed.gov, maintains a Grants and Contracts information page that details available programs, application deadlines, and provides application packages.

The U.S. Department of Education website is arguably the most comprehensive, and most user friendly, Federal Department website. The information is timely and useful.

Oklahoma State Department of Education

The Oklahoma Department of Education is the State Administating Agency for Federal Block Grant Programs, such as the 21st Century Community Learning Programs. The Department's website is www.sde.state.ok.us.

The Federal Register

The Federal Register provides notifications indicating which federal programs are soliciting applications, and when the deadlines are to submit requests for funding. The Federal Register can be found online at <http://www.access.gpo.gov>. The link to the Federal Register is found under "Quick Links."

It is recommended, however, school districts use the U.S. Department of Education website. The Department's website is much easier to use, and provides information in an easier to understand format.

U.S. Department of Education Discretionary Grant Programs for FY 2003 – Estimated Deadlines

The U.S. Department of Education has released an estimated timeline for virtually all programs and competitions under the Department. The dates are advisory only, and this is not an official notification. This was last updated on January 31, 2003. Updated listings can be found on the Department's website at www.ed.gov.

Office of Elementary and Secondary Education (OESE)

For any application notice not already published, the dates in this chart are estimates. For further information regarding any of the following competitions, please contact the person in the listing below at the Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue SW., room 3W344, Washington, DC 20202-6110. Telephone: (202) 260-1925. If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service at 1-800-877-8339.

To obtain Grant Application Packages, please contact: The Education Publication Center, PO Box 1398, Jessup Maryland 20794-1398. Telephone: 1-877-433-7827. TDD: 1-877-576-7734. Fax: 301-470-1244. Email: edpubs@inet.ed.gov or Web site: <http://www.ed.gov/about/ordering.jsp>

OESE CFDA No. and Name	Application Notice	Applications Available	Application Deadline	Estimated Average Size/ Number of Awards
84.184D Crisis Response Planning Grant	5/01/2003	5/01/2003	7/01/2003	\$150,000- \$250,000 46
<u>84.184H Safe and Drug-Free Schools - Grants to Institutions of Higher Education</u>	1/30/2003	1/30/2003	3/30/2003	TBA
<u>84.184L Safe and Drug Free Schools - Safe Schools/Healthy Students</u>	TBA	TBA	TBA	TBA
<u>84.186C Safe and Drug-Free Schools: Native Hawaiians Grants Program</u>	TBA	TBA	TBA	TBA

84.214A <u>Migrant Education Even Start Program</u>	TBA	TBA	TBA	TBA
84.258A <u>Even Start Literacy Program Grants for Federally Recognized Indian Tribes and Tribal Organizations</u>	4/18/2003	5/02/2003	6/27/2003	\$180,000 4
84.282A <u>Public Charter Schools Program</u>	2/10/2003	2/10/2003	3/10/2003	\$2,500,000 4-6
84.282B <u>Public Charter Schools Program - Non-SEA Planning, Design, Implementation</u>	2/10/2003	2/10/2003	3/10/2003	\$150,000 25-50
84.282C <u>Public Charter Schools Program - Non-SEA Dissemination</u>	2/10/2003	2/10/2003	3/10/2003	\$150,000 25-50
84.299A <u>Demonstration Grants for Indian Children</u>	TBA	TBA	TBA	\$275,000 15
84.299B <u>Indian Education - Professional Development Grants</u>	TBA	TBA	TBA	TBA
84.350A <u>Transition to Teaching</u>	TBA	TBA	TBA	TBA
84.354A <u>Charter Schools Facilities Financing Demonstration Program</u>	2/21/2003	2/21/2003	4/21/2003	\$14,000,000 4-10
84.364 <u>Improving Literacy Through School Libraries</u>	3/01/2003	3/01/2003	5/01/2003	\$20,000 - \$250,000 150

Office of Elementary and Secondary Education (OESE)

Office of Elementary and Secondary Education (OESE)

The mission of the Office of Elementary and Secondary Education is to promote academic excellence, enhance educational opportunities and equity for all of America's children and families, and to improve the quality of teaching and learning by providing leadership, technical assistance and financial support.

The Office is responsible for directing, coordinating, and recommending policy for programs designed to:

- Assist State and local educational agencies to improve the achievement of elementary and secondary school students.
- Help ensure equal access to services leading to such improvement for all children, particularly children who are educationally disadvantaged, Native American, children of migrant workers, or homeless.
- Foster educational improvement at the State and local levels.
- Provide financial assistance to local educational agencies whose local revenues are affected by Federal activities

The OESE can be found on the Internet at www.ed.gov/offices/OESE.

Grant Programs for Elementary and Secondary Schools

The following is a listing of competitive grant programs that Local Education Agencies (LEAs) may apply for that benefit elementary and secondary schools.

Carol White Physical Education Program

CFDA #84.215F

Who May Apply Local Education Agencies, Other Organizations and/or Agencies

Program Description This program provides grants to initiate, expand, and improve physical education programs for K-12 students in order to help them make progress toward meeting state standards for physical education.

Types of Projects Funds may be used to provide equipment and support to enable students to participate actively in physical education activities. Funds may also support staff and teacher training and education.

Demonstration Grants for Indian Children

CFDA # 84.299A

Type of Assistance Discretionary/Competitive Grants

Program Description Demonstration grants are awarded to provide financial assistance to projects to develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary, and secondary school American Indian children.

Types of Projects Supported activities include services to students from preschool to high school age in such areas as: family-based preschools emphasizing school readiness and parental skills; partnerships between schools and universities to aid, assist, and encourage students in moving from high school to college; enrichment programs to increase the achievement of American Indian children in one or more of the core academic subjects; programs designed to increase the rate of secondary school graduation; and programs that preserve and teach native languages and cultures.

Early Childhood Educator Professional Development

CFDA # 84.349A

Program Description The purpose of Early Childhood Educator Professional Development Program grants is to provide replicable high-quality professional development programs to improve the knowledge and skills of early childhood educators who work in early childhood programs located in urban or rural high-poverty communities and who serve primarily children from low-income families.

Types of Projects These professional development programs must primarily provide research-based training that will improve early childhood pedagogy and will further children's language and literacy skills to prevent them from encountering reading difficulties when they enter school.

Early Reading First Program

CFDA # 84.359

Program Title Early Reading First Program

Type of Projects Grants are designed to help early childhood centers improve their programs, creating centers of excellence that provide young children with a rich language, a cognitive, and an early reading foundation. Funds must be used to:

- Enhance children's language, cognitive and early reading skills through professional development for teachers;
- Demonstrate language and reading activities developed from scientifically based reading research;
- Provide preschool-age children with cognitive learning opportunities in high-quality language and literature-rich environments;
- Use screening assessments to effectively identify preschool children who may be at risk for reading failure; and
- Improve existing early childhood programs by using scientifically based reading research to improve all aspects of the program (including instructional materials, teaching strategies, curricula, parent engagement, and professional development).

Education Level Pre-K, Early Childhood

Elementary and Secondary School Counseling

CFDA #84.215E

Program Title Elementary and Secondary School Counseling Programs

Program Description This program provides funding to local education agencies to establish or expand elementary school counseling programs, with special consideration given to applicants that can:

- demonstrate the greatest need for counseling services in the schools to be served,
- propose the most innovative and promising approaches, and
- show the greatest potential for replication and dissemination.

Types of Projects will use a developmental, preventive approach, expand the inventory of effective counseling programs, include in-service training, and involve parents and community groups.

Even Start – Migrant Education

CFDA #84.214A

Also Known as Migrant Education Even Start

Program Description This program is designed to help break the cycle of poverty and improve the literacy of participating migrant families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.

Types of Projects This program supports family literacy projects.

GEAR-UP

CFDA #84.334

Program Title Gaining Early Awareness and Readiness for Undergraduate Programs (IHEs, LEAs)

Who May Apply Partnerships consisting of one or more local education agencies acting on behalf of one or more elementary and secondary schools; one or more degree-granting institutions of higher education; and at least two community-based organizations or entities, such as businesses, professional associations, community-based organizations, state agencies, or public or private agencies or organizations, may apply.

Program Description This program promotes and supports community-based efforts to encourage more young people to have high expectations, stay in school, study hard, and take the right courses to go to college.

Types of Projects Partnership projects provide mentoring, tutoring, counseling, and college preparation to entire grades of students, starting no later than the seventh grade, in schools in which at least 50 percent of the students are eligible for free or reduced-price lunches under the National School Lunch Program.

Education Level (by category) K-12, Postsecondary

Grants to Reduce Alcohol Abuse

CFDA #84.184A

Type of Assistance (by Discretionary/Competitive Grants category)

Program Description This program assists local education agencies (LEAs) in the development and implementation of innovative and effective alcohol abuse prevention programs for secondary school students. Up to 25 percent of funding may be reserved for grants to low-income and rural LEAs.

Types of Projects Funding is directed to innovative and effective alcohol abuse prevention programs for secondary school students.

Improving Literacy Through School Libraries

CFDA #84.364

Program Title Improving Literacy through School Libraries

Program Description The purpose of this program is to improve student literacy skills and academic achievement by providing increased access to up-to-date library materials, by providing well-equipped, technologically advanced school library media centers, and by providing well-trained, professionally certified school library media specialists.

Types of Projects To improve the services of school library media centers and the achievement of the students they serve, grantees in FY 2002 will implement programs in elementary schools in their districts that reflect the critical elements of effective school library media centers. Please note, projects may be carried out in both elementary and secondary schools. Applicants will implement projects that address two or more of the following critical elements:

1. Library media specialists will actively collaborate with teachers and work with students.
2. The project includes a plan for the acquisition of resources that reflects and supports this collaboration.
3. A school library media center will have the technology necessary to expand its reach to the classrooms or to outside libraries or to both.
4. A school library media center will provide expanded hours to enable students more access.

Funds may be used for acquiring media resources and advanced technology and for professional development.

Indian Education – Professional Development Grants

CFDA #84.299B

Who May Apply Eligible applicants include (1) institutions of higher education, including Indian institutions of higher education; (2) state or local education agencies, in consortium with institutions of higher education; (3) Indian tribes or organizations, in consortium with institutions of higher education; and (4) Bureau of Indian Affairs funded schools (as defined in Sec. 1146 of the Education Amendments of 1978).

Program Description Professional development grants are to provide financial assistance to: (1) increase the number of qualified individuals in professions that serve American Indians; (2) provide training to qualified American Indians to become teachers, administrators, teacher aides, social workers, and ancillary education personnel; and (3) improve the skills of qualified American Indians who serve in the capacities described in item 2, above.

Types of Projects Grants for training education personnel may be for preservice or in-service training. For individuals who are being trained to enter any field other than teaching, the training must be received in a program leading to a graduate degree.

Javits Gifted and Talented Students Education Program

CFDA #84.206A

Who May Apply State education agencies, local education agencies, institutions of higher education, other public agencies and private agencies and organizations, including Indian tribes and tribal organizations as defined by the Indian Self-Determination and Education Assistance Act, and native Hawaiian organizations may apply.

Type of Assistance(by Discretionary/Competitive Grants category)

Program Description The overall purpose of the program is to initiate a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary and secondary schools nationwide to meet the special educational needs of gifted and talented students. For the funded national research center, administered by the National Institute on the Education of At-Risk Students in OERI, see the topical heading "Research."

Types of Projects Conduct scientifically-based research on methods for identifying and teaching gifted and talented students; establish and operate model projects for serving gifted and talented students not served by traditional methods; develop challenging curricular disseminated through technology and given as distance learning; expand education opportunities by collaborating with business, industry; and other organizations; provide preservice and in-service training for teachers and other school personnel; and offer technical assistance and help in disseminating information about services available for gifted and talented students.

Education Level (by K-12 category)

Mathematics and Science Partnerships

CFDA #84.366

Program Description This program is designed to improve the performance of students in the areas of mathematics and science by encouraging states, institutions of higher education, local education agencies, and elementary and secondary schools to participate in programs that:

- (1) improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to improve mathematics and science teacher education;
- (2) focus on the education of mathematics and science teachers as a career-long process;
- (3) bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills; and
- (4) develop more rigorous mathematics and science curricula that are aligned with state and local academic achievement standards expected for postsecondary study in engineering, mathematics, and science.

Types of Projects The program supports projects to improve math and science education through partnerships, which include, at a minimum, a high-need local education agency, a state education agency, and the mathematics, science, or engineering department of an institution of higher education (IHE).

Education Level (by category) K-12, Postsecondary

Mentoring Programs

CFDA #84.184B

Program Description This program provides assistance to promote mentoring programs for children with greatest need that: (1) assist such children in receiving support and guidance from a mentor; (2) improve the academic performance of such children; (3) improve interpersonal relationships between such children and their peers, teachers, other adults, and family members; (4) reduce the dropout rate of such children; and (5) reduce juvenile delinquency and involvement in gangs by such children.

Types of Projects Grant funds must be used for programs and activities to serve children with the greatest need living in rural areas, high-crime areas, or troubled home environments. Funds may also be used for programs and activities for children who attend schools with violence problems.

National Coordinator Program

CFDA #84.184K

Program Description The purpose of the Safe and Drug-Free Schools and Communities National Coordinator Program is to provide grants to local education agencies to recruit, hire, and train individuals to serve as drug prevention and school safety program coordinators in schools with significant drug and school safety problems.

Types of Projects Projects that utilize full-time coordinators who serve at least one, and no more than four, school(s) and are responsible only for administering their schools' Safe and Drug-Free Schools grant program and for developing, conducting, and analyzing assessments of drug and crime problems at their schools.

Character Education

CFDA #84.215V; 84.215S

Program Title Partnerships in Character Education

Also Known as Character Education

Program An eligible entity (see definition above) may apply for a grant
Description to design and implement a character education program that:
(a) is able to be integrated into classroom instruction and is consistent with state academic content standards and (b) is able to be carried out in conjunction with other education reform efforts.

Types of Awards will be made to either:

Projects (1) state education agencies in partnership with (a) one or more local education agencies or (b) one or more local education agencies and nonprofit organizations including institutions of higher education or
(2) a local education agency or consortium of local education agencies, or to a local education agency or consortium of local education agencies in partnership with one or more nonprofit organizations including institutions of higher education.

State education agencies are to use their fund for collaborative initiatives with and between local educational agencies and schools, for the preparation or purchase of materials and teacher training, and for providing assistance to local education agencies, schools, or institutions of higher education.

Preparing Tomorrow's Teachers to Use Technology

CFDA #84.342B

Program Title Preparing Tomorrow's Teachers to Use Technology

Also Known as PT3, Teacher Training in Technology

Program Description This program helps future teachers to become proficient in the use of modern learning technologies to assist in the education of students. The program addresses looming teacher shortages by developing well-qualified, technology-proficient teachers who are prepared to teach in 21st-century schools, particularly those in low-income communities or rural areas.

Types of Projects Implementation grants support full-scale implementation of teacher preparation program improvements to develop technology-proficient future educators. The implementation should support a comprehensive effort to infuse technology into the teaching and learning experiences of prospective teachers. Extensive and sustained faculty development for organizational change using high-quality learning resources is one essential feature of an implementation grant application.

Catalyst grants fund intrastate, regional and national consortia with plans expressly designed to generate systemic transformation of teacher preparation. Catalyst grants support leadership consortia composed of state agencies, national associations, colleges, universities, K-12 schools, community organizations, businesses, foundations, and others. Consortia members must show they are committed:

- to making necessary adaptations of the education system,
- to creating technology-rich content and pedagogies,
- to supporting the adoption of well-designed professional development, curriculum redesign, and organization-change models,
- to developing innovative professional incentives, and
- to creating new career paths.

Professional Development for Music Educators

CFDA #84.351C

Program This program supports high-quality professional development
Description model programs for K-12 music educators.

Types of Projects include professional development programs for
Projects teachers working in high-poverty schools.

Safe Schools –Healthy Students

CFDA #84.184L

Program Grants support LEAs in the development of community-wide
Description approaches to creating safe and drug-free schools and promoting healthy childhood development. Programs are intended to prevent violence and the illegal use of drugs and to promote safety and discipline. Coordination with other community-based organizations is required. This program is jointly funded and administered by the departments of Education, Justice, and Health and Human Services.

Types of To be funded, local comprehensive strategies must address
Projects the following six elements but they may address other elements as well, as determined by the needs of the community. The six required comprehensive strategies are: (1) Students must have a safe school environment. (2) The program offers alcohol and other drug prevention activities and supports violence prevention and early intervention for troubled students. (3) School and community mental health preventive and treatment intervention programs are supported. (4) Early childhood psychosocial and emotional developmental services are provided. (5) Educational reform is supported. (6) Safe school policies are followed by schools in the community.

School Drop-Out Prevention Programs

CFDA #84.360

Program Title School Dropout Prevention Program

Description The purpose of this program is to support effective, sustainable and coordinated dropout prevention and reentry programs in high schools with annual dropout rates that exceed their state average annual dropout rate. Middle schools which have students who continue on to these high schools are also supported.

Types of Projects The program provides grants to state education agencies and local education agencies to support school dropout prevention and reentry efforts.

Education Level Grades 6-12

School Leadership Program

CFDA #84.363A

Who May Apply High-need local education agencies, consortia of high-need local education agencies, or partnerships that consist of at least one high-need local education agency and at least one nonprofit organization or institution of higher education.

Description This program provides assistance to high-need local education agencies in the development, enhancement, or expansion of innovative programs to recruit, train, and mentor principals (including assistant principals) for high-need schools

Smaller Learning Community Centers

CFDA #84.215L

Who May Apply Local education agencies (LEAs), on behalf of one or more large high schools (schools that include grades 11 and 12 and enroll at least 1,000 students in grades 9 and above).

Program Description This program provides funds to LEAs to support the development of small, safe, and successful learning environments in large high schools that help to ensure all students graduate with the knowledge and skills necessary to make successful transitions to college and careers.

Types of Projects LEAs receive funds on behalf of large high schools to enable those schools to undertake research-based strategies to develop, implement, and expand smaller learning environments. Strategies for recasting large high schools as a set of small learning communities include: (1) establishing "houses," career academies, magnet programs, and other "schools within a school"; (2) instituting block scheduling; (3) developing personal adult advocates, teacher-advisory systems, and other mentoring strategies; (4) reducing teaching loads; or (5) using other innovations to create a more personal experience for students.

Teaching American History Grants

CFDA #84.215X

Who May Apply Local education agencies (LEAs) must apply in partnership with one or more of the following: institutions of higher education, nonprofit history or humanities organizations, libraries, or museums.

Program Description The program is designed to raise student achievement by improving teachers' knowledge and understanding of and appreciation for U.S. history. Grant awards will assist LEAs, in partnership with entities that have content expertise, to develop, document, evaluate, and disseminate innovative, cohesive models of professional development. By helping teachers to develop a deeper understanding and appreciation of U.S. history as a separate subject matter within the core curriculum, these programs will improve instruction and raise student achievement.

Types of Projects This programs supports professional development for U.S. history teachers.

Tech-Prep Demonstration Program

CFDA #84.353

Who May Apply

Grants are awarded to consortia that must include at least one member in each of the following three categories:

- (1) a local education agency, an intermediate education agency, an area vocational and technical education school serving secondary school students, or a secondary school funded by the Bureau of Indian Affairs;
- (2) (a) a nonprofit institution of higher education that offers a two-year associate degree, two-year certificate, or two-year postsecondary apprenticeship program or (b) a proprietary institution of higher education that offers a two-year associate degree program; and
- (3) a business.

Under the provisions of Sec. 204(a)(1) of Perkins III, to be eligible for consortium membership both nonprofit and proprietary institutions of higher education must be qualified as institutions of higher education pursuant to Sec. 102 of the Higher Education Act of 1965 (HEA), including institutions receiving assistance under the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801 et seq.) and tribally controlled postsecondary vocational and technical institutions. In addition, nonprofit institutions of higher education are eligible only if they are not prohibited from receiving assistance under HEA, Title IV, Part B (20 U.S.C. 1071 et seq.), pursuant to the provisions of HEA Sec. 435(a)(3) (20 U.S.C. 1083(a)). Proprietary institutions of higher education are eligible only if they are not subject to a default management plan required by the secretary.

Program Description This program provides grants to eligible consortia consisting of a local education agency that is a provider of vocational education at the secondary level, an institution of higher education that is a provider of technical education at the postsecondary level, and a business partner, to enable them to carry out Tech-Prep education programs that involve the location of a secondary school on the site of a community college, and the voluntary participation of secondary school students. Tech-Prep vocational-technical education programs combine at least two years of secondary education preceding graduation with at least two years of postsecondary education, in a nonduplicative, coherent sequence of courses leading to an associate degree or certificate in a specific career field and to high skill, high wage employment or further education.

Transition to Teaching Program

CFDA #84.350A (Local)

Program Description The program provides grants for the recruitment, training, and placement of talented individuals from other fields into teaching positions in K-12 classrooms. The program also supports these teachers during their first years in the classroom. In particular, the program targets:

- 1) mid-career professionals from various fields who possess strong academic backgrounds and work experience to become teachers in relevant subject fields, particularly in high-need fields such as bilingual education, foreign languages, mathematics, reading, science, and special education,
- 2) recent college graduates with outstanding academic records and a baccalaureate degree in a field other than teaching, and
- 3) paraprofessionals with experience and two years of postsecondary education.

Types of There are three types of projects:

- Projects**
- national-regional, in which placement of teachers would be in local education agencies (LEAs) in more than one state;
 - statewide, in which placement of teachers would be statewide or in particular LEAs scattered across a particular state; and
 - local, where placement of teachers would be in one LEA or in two or more LEAs located in close proximity to one another.

Women's Educational Equity

CFDA #84.083

Program Description This program promotes educational equity for women and girls through competitive grants to public agencies, private nonprofit organizations, and individuals, and through dissemination of materials by a national equity resource center. The program designates most of its funding for local implementation of gender-equity policies and practices. Research, development, and dissemination activities are also funded. Projects may be funded for up to four years.

Types of Examples of allowable activities include: training for teachers and other school personnel to encourage gender equity in the classroom, innovative strategies and model training programs in gender equity for teachers and other school personnel, instruments and methods to assist local education agencies in replicating exemplary gender equity programs in their own district, school-to-work transition programs, and guidance and counseling activities to increase opportunities for women in technologically demanding workplaces.

No Child Left Behind Act: Impacts to the 21st Century Community Learning Center Program

In 2001, Congress passed the “No Child Left Behind,” a comprehensive educational reform bill. This legislation has changed some aspects of the federal government’s relationship with state and local education agencies. For more information relating to the legislation’s impact, please refer to the No Child Left Behind website at www.nclb.gov.

The 21st Century Community Learning Center (21st CCLC), a popular program utilized by many school districts in eastern Oklahoma, was directly impacted by this legislation. The No Child Left Behind Act converts the 21st Century Community Learning Centers authority to a State formula grant. In past years, the Department made competitive awards directly to LEAs. Under the reauthorized authority, funds will flow to States based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. Current 21st CCLC grantees will continue to be administered by and receive funding through the US Department of Education.

Charles Mohr at the Oklahoma State Department of Education is this program’s official contact. Mr. Mohr can be contacted at **(405) 521-4795**. The application deadline for the program was February 3, 2003.

Funding to Oklahoma for Formula Derived Programs

	<u>2002</u>	<u>2003</u>
	<u>Appropriation</u>	<u>Request</u>
ESEA Title I--Grants to Local Educational Agencies	122,628,595	131,024,435
ESEA Title I--Reading First State Grants	12,536,457	13,928,189
ESEA Title I--Even Start	2,599,920	2,044,037
ESEA Title I--Migrant	2,026,299	2,310,378
ESEA Title I--Neglected and Delinquent	321,157	324,817
ESEA Title I--Comprehensive School Reform	2,654,047	2,706,944
ESEA Title I--Capital Expenses for Private School Children	0	0
Subtotal, Education for the Disadvantaged	142,766,475	152,338,800
Impact Aid--Basic Support Payments	37,713,224	35,098,167
Impact Aid--Payments for Children with Disabilities	2,836,539	2,836,539
Impact Aid--Construction	43,431	43,431
Impact Aid--Payments for Federal Property	500,886	500,886
Subtotal, Impact Aid	41,094,080	38,479,023
Improving Teacher Quality State Grants	33,536,301	33,536,301
Class Size Reduction	0	0
Eisenhower Professional Development State Grants	0	0
Safe and Drug-Free Schools and Communities State Grants	5,428,406	5,503,737
State Grants for Community Service for Expelled or Suspended Students	592,967	0
21st Century Community Learning Centers	3,519,158	6,325,661
Educational Technology State Grants	7,091,048	7,276,663
State Grants for Innovative Programs	4,531,348	4,531,348
Fund for the Improvement of Education--Comprehensive School Reform	894,311	0
State Assessments and Enhanced Assessment Instruments	5,558,824	5,745,606
Education for Homeless Children and Youth	581,050	575,080
Rural and Low-Income Schools Program	2,746,557	0
School Renovation Grants	0	0
Indian Education--Grants to Local Educational Agencies	21,335,107	21,335,107
Language Acquisition State Grants	2,088,929	2,375,359
Immigrant Education	0	0
Special Education--Grants to States	98,502,970	112,023,795
Special Education--Preschool Grants	3,760,076	3,760,076
Special Education--Grants for Infants and Families	4,901,951	5,138,032
Subtotal, Special Education	107,164,997	120,921,903
Vocational Rehabilitation State Grants	37,390,822	39,188,811
Client Assistance State Grants	123,036	121,888
Protection and Advocacy of Individual Rights	154,294	152,854

	2002 Appropriation	2003 Request
Services for Older Blind Individuals	284,397	284,397
Assistive Technology: Protection and Advocacy	<u>50,000</u>	<u>50,000</u>
Subtotal, Rehabilitation Services and Disability Research	38,720,403	40,095,531
Vocational Education State Grants	17,327,129	17,327,129
Vocational Education--Tech-Prep Education State Grants	1,625,726	1,625,726
Adult Education State Grants	6,186,392	6,186,392
English Literacy and Civics Education State Grants	275,625	275,625
State Grants for Incarcerated Youth Offenders	<u>331,166</u>	<u>0</u>
Subtotal, Vocational and Adult Education	25,746,038	25,414,872
Federal Pell Grants	163,200,000	164,800,000
Federal Supplemental Educational Opportunity Grants	7,273,218	7,273,218
Federal Work-Study	10,584,132	10,584,132
Federal Perkins Loans--Capital Contributions	1,437,322	1,437,322
Leveraging Educational Assistance Partnership	902,655	0
Byrd Honors Scholarships	<u>495,000</u>	<u>495,000</u>
Total	627,288,326	649,044,663

1/ Prior to fiscal year 2002, funds for 21st Century Community Learning Centers were not allocated by formula.