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Florida

K-12 Funding Resource Guide

The Means to Fund School Climate, Positive Behavior Support, Social-Emotional Learning, and Chronic Absenteeism Initiatives

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Introduction

Though the primary focus of educators is, and should always be, students and student achievement, the amount of time and resources required to locate and obtain funding (beyond the per-pupil funding allowance) to make that achievement possible is an inevitable reality.

Even the best ideas for educational intervention, school climate and social-emotional learning programs, or mental health services are rendered useless if the funding necessary to bring them to life is unavailable or even altogether unknown. The process of seeking out and acquiring necessary funding can be overwhelming. In the end, educators simply need to know where to go to find the information sought and what to do in order to obtain those critical resources.

The needs of individual schools and districts are unique—each student population has its own strengths that can be built on and challenges that require support. Educators are faced with the difficult task of determining what the "happy ending" to their school or district's "story" would look like. What outcome are you looking for? And how do you get there? Answering these questions is critical to identifying what types of resources are needed. As if uncovering these answers and obtaining the necessary resources wasn't complicated enough, the fact that the required funding has "strings attached" to it further complicates the process. Every dollar obtained must be linked to results, and those results ideally will show improvement, finally getting back to the main goal of all of this—student achievement.

The purpose of this guide is to serve as a gateway to connect educators with pertinent funding resources and information. Ideally, this information will be new and unexplored, whether it be new sources of funding or just different ways to more effectively utilize the funding sources already being employed. There is a lot of clutter surrounding funding sources for educators, and the goal is to clear that clutter and connect you with the information you need to better help your students.



In the end, educators simply need to know where to go to find the information sought and what to do in order to obtain those critical resources.

Funding sources are categorized into federal, state, and charter school funding. We have attempted to break down each program or grant into accessible, pertinent information you can use to quickly take action. Each program breakdown contains:

1. **An overview of the program.**
2. **Eligibility requirements.**
3. **How funding can be implemented.**
4. **Provisions attached to the funding.**
5. **Links to find more information.**

We also provide a quick view of how SchoolMint's product **Hero** can easily assist in meeting the requirements of each program. Sections on where to find additional information, evidence-based practices, and grant writing conclude this guide to further assist in funding attainment. Our hope is that this guide will assist you in spending less time searching for the funds to make your programs possible and more time with your students, showing them what they can make possible.

Helpful Terms

- **Formula grants:** Awarded based on statistical criteria defined by the governing body.
- **Discretionary grants:** Require application submission for competitive review and selection.

> **Funding sources are categorized into federal, state, and charter school funding.**



Federal Funding

ESSA: Every Student Succeeds Act

Overview

The Every Student Succeeds Act (ESSA) is the federal legislation that oversees all elementary and secondary education in the United States. This legislation reauthorized the Elementary and Secondary Education Act and replaced No Child Left Behind in order to provide increased flexibility to states and school districts in a variety of ways, including how funds are utilized and what assessments are used. The legislation includes a total of nine separate and assorted title programs, five of which are explicitly covered in this guide.

Resources

- **Every Student Succeeds Act**
- **ESSA Consolidated State Plans**

Important Points

1. Requires states to:
   - Engage with a large group of stakeholders to inform local decision-making
   - Develop an accountability system for all public schools
   - Identify the lowest-performing schools, create and implement improvement plans, and monitor progress
2. Awards grants to eligible entities in order to create and expand high-quality charter schools.
3. Offers flexibility in consolidating or transferring certain funds, combining certain federal funds with state and local resources, and deciding how certain funds are used.
4. Provides options for students to transfer to another school if the school they attend is identified by the state for comprehensive support and improvement.
5. Helps to support and grow local innovations, including evidence-based practices and interventions developed by local leaders and educators.

Title I: Improving Academic Achievement of the Disadvantaged

Part A: Improving Basic Programs Operated by Local Educational Agencies

Overview

The purpose of Title I, Part A is to provide local education agencies (LEAs) with financial assistance to ensure all students have access to a high-quality education and reach proficiency on challenging academic standards. Title I funding provides needed resources as well as accountability to meet the educational needs of low-achieving students through both targeted and schoolwide programs and opportunities.

Title I funding provides needed resources as well as accountability to meet the educational needs of low-achieving students through both targeted and schoolwide programs and opportunities.

Eligibility

Funding is directed to LEAs and schools with high populations of students from low-income households. Four statutory formulas are utilized to allocate funds:

1. **Basic Grants:** where the number of children included in the formula is at least 10 and more than 2 percent of the LEA's school-age population.
2. **Concentration Grants:** where the number of children included in the formula exceeds 6,500 or 15 percent of the LEA's school-age population.
3. **Targeted Grants:** where the number of children included in the formula is at least 10 and at least 5 percent of the LEA's school-age population—data is weighted to ensure that LEAs with higher percentages of formula children receive more funds.
4. **Education Finance Incentive Grants:** where funding is determined by the state's ability to provide financial support for education compared to its per-capita income as well as the degree to which education expenditures are equalized among statewide LEAs.

The four formulas are based primarily on census poverty estimates and the cost of education in each state. For more information on these formulas and grants, visit the U.S. Department of Education's Title I, Part A Applicant Information page.

Funding Implementation

Title I, Part A funds can be used for a variety of programs to improve educational outcomes for low-achieving students, including:

- Counseling and mental health programs
- School climate interventions such as positive behavioral interventions and supports (PBIS) and anti-bullying interventions
- Programs to increase parent/family and community engagement
- Response to intervention (RTI) strategies to assist in early identification of students with learning and/or behavioral needs
- After-school and summer programs to reinforce school curriculum
- Professional development programs

Provisions

States are required to provide accountability data to ensure continuation of funding. Specific provisions for Title I, Part A funding include:

- Set challenging academic standards for all students
- Assess proficiency at least once during grades 3-5, 6-9, and 10-12 in mathematics, reading/ language arts, and science
- Demonstrate "adequate yearly progress"
- Assess language proficiency in students with limited English proficiency
- Use assessment results to support academic achievement in low-performing schools
- Provide data from schools and districts for public dissemination

For more specific information on the requirements of Title I, Part A, visit the U.S. Department of Education's Title I, Part A program legislation page.

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How Can Hero Help?

- Provide a platform for positive behavior supports.
- Support the teaching and reinforcement of student social-emotional learning competencies.
- Improve school climate in the areas of emotional safety, rules and norms, respect for diversity, and parent communications.
- Support RTI and multi-tiered systems of support (MTSS) for tracking tiered interventions.



Title I: Improving Academic Achievement of the Disadvantaged

Part C: Education of Migratory Children

Overview

The purpose of the Migrant Education Program is to ensure that migrant students are able to meet the same challenging academic standards as their peers through a variety of support services. These programs are tailored to help migrant students overcome cultural and language barriers, social isolation, health-related problems, and other educational disruptions that may impede their ability to succeed in their learning environment.

Eligibility

State education agencies (SEAs) are provided with federal funding through formula grants and then provide subgrants to local education agencies (LEAs) and other agencies. The formula grants are based on each state's education cost per student and the number of eligible migratory school-age children who live in the state.

"Migratory child" is defined by the U.S. Department of Education as a child who, due to the nature of their own employment or a parent's employment, has had to move to a new district or school in the past 36 months.

Funding Implementation

Title I, Part C funds may be used in a variety of ways, with the primary focus being to meet the identified needs of migratory children that result from their migratory lifestyles to allow them to participate effectively in school. Examples of programs and activities include:

- Remedial instruction
- Bilingual/multicultural instruction
- Vocational instruction
- Career education services
- Counseling and testing services
- Health services
- Preschool services
- Summer programs



Provisions

The Office of Migrant Education monitors the activities and programs used to implement funding through the Migrant Education Program. Oversight of these programs includes:

- General program information
- Structure and design of the program and activities
- Data and results achieved by the program
- Program monitoring, compliance, and auditing

For more specific information, visit the Office of Migrant Education website.

For More Information: U.S. Department of Education Title I, Part C.

Title I, Part C funds may be used in a variety of ways, with the primary focus being to meet the identified needs of migratory children.

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How Can Hero Help?

- Assist teachers in establishing structure and positive relationships with students who may struggle due to frequent educational disruptions.
- Ensure that all students receive at least a 5-1 positive interaction ratio.



Title I: Improving Academic Achievement of the Disadvantaged

Part D: Prevention and Intervention Programs for Children and Youths Who Are Neglected, Delinquent, or at Risk

Overview

The purpose of the Title I, Part D program is to provide supplementary education services to children and youths in state-run institutions so that these individuals have the opportunity to meet state academic standards. These programs support a successful transition from institutionalization to school or employment and the prevention of dropout among at-risk children and youths.

Eligibility

Formula grants are made available to state education agencies (SEAs) and then distributed to local education agencies (LEAs) with high percentages of children and youths residing in locally operated correctional facilities. SEAs may award subgrants to eligible LEAs via either formula or discretionary grants.

To be eligible to receive services provided by these program funds, children and youths must be enrolled in a regular program of instruction at least 20 hours per week in a juvenile institution or 15 hours per week in an adult correctional institution.

Funding Implementation

Title I, Part D funds should be used to support education continuity for children and youths who are neglected, delinquent, or at risk. Examples of programs and activities that support this goal include:

- Transitioning from correctional institutions to local schools
- Dropout prevention
- Coordination of health and social services
- Mentoring programs



Provisions

SEAs may terminate funding if progress is not shown in the number of children and youths attaining a high school diploma or equivalent. After receiving assistance for three years, programs may be required to demonstrate that the number of children and youths returning to school, attaining a high school diploma or equivalent, or obtaining employment after release has increased in that time period.

For More Information: U.S. Department of Education Title I, Part D.

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How Can Hero Help?

- Help teachers reinforce structure, rules, and norms to improve behavior.
- Help teachers leverage frequent positive external reinforcement to improve behavior and reduce conduct disorders.
- Help students build healthy relationships with staff and reduce chances of dropout.



> **SEAs may terminate funding if progress is not shown in the number of children and youths attaining a high school diploma or equivalent.**

Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders

Part A: Supporting Effective Instruction

Overview

The purpose of the Title II program is to increase student achievement by improving the overall quality and effectiveness of teachers, principals, and other school leaders. Increasing the number of highly qualified teachers, principals, and other school leaders accessible to students, especially to low-income and minority students, is also an important part of this program.

Eligibility

Funding awards are made available to state education agencies (SEAs) using a formula grant. The funding formula used to disperse these funds has been changed over the years to weigh poverty more heavily than overall population. SEAs then use subgrants to allocate funds to qualifying local education agencies (LEAs).

When developing applications for these funds, SEAs and LEAs are required to "meaningfully consult" with teachers, school leaders, parents, community partners, and other organizations in order to seek advice on how to best utilize these funds and coordinate with other programs that are already available in the community.

Funding Implementation

Title II funds may be used in a variety of ways to improve teacher and school leader effectiveness, from hiring practices to professional development. Examples of programs and activities that support the goals of this program are:

- Evidence-based professional development and training
- Use of a multi-tiered system of supports (such as PBIS) to improve climate
- New teacher and school leader mentoring programs
- Differential and incentive pay for educators in high-need and specialty subject areas
- Recruiting qualified individuals from other fields to become educators



Provisions

SEAs and LEAs are required to report on how these funds are being used for the purpose of fulfilling the program's goals. Information on how activities have improved the effectiveness of teachers and school leaders and retention of these effective educators is an important component of this reporting. In addition, evaluation results for teachers and school leaders should be included, using multiple measures to collect data as well as useful feedback for continuing development.

For More Information: U.S. Department of Education Title II.

Information on how activities have improved the effectiveness of teachers and school leaders and retention of these effective educators is an important component of this reporting.

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How Can Hero Help?

- Support teacher recruitment and retention by creating positive school and classroom environments.
- Enable teachers in responding effectively to student discipline.
- Provide a systematic framework for positive behavioral systems.
- Provide staff with actionable data around behavioral trends.
- Help reinforce social-emotional skills.
- Create consistent and positive environments for students with trauma.
- Address chronic absenteeism, reduce tardiness, and improve school climate and relationships.
- Increase students' sense of safety through improved classroom behavior and a reduction in violent and aggressive acts.

Title IV: 21st Century Schools

Part A: Student Support and Academic Enrichment Program

Overview

The purpose of the Title IV, Part A program is to encourage overall student academic achievement by supporting and increasing the capacity of states, local education agencies (LEAs), schools, and communities to provide:

1. **Access** to a well-rounded education to all students.
2. **Improvement** in school conditions to allow for optimal learning.
3. **Support** for academic achievement and digital literacy by improving the use of technology.

State education agencies (SEAs) are eligible to apply for formula grants based on the Title I formula. Subgrants are then provided to LEAs based on the same formula.

Eligibility

State education agencies (SEAs) are eligible to apply for formula grants based on the Title I formula. Subgrants are then provided to LEAs based on the same formula. Although a portion of the funds should be allocated to support effective use of technology, no more than 15 percent of the funds may be used for purchasing technology infrastructure (such as devices, equipment, and software). Funding allocations to LEAs will be no less than $10,000.

While developing the application for funds, LEAs are required to consult with stakeholders in the community (such as parents, school leaders, local government representatives, and community organizations, as well as charter and public school educators). LEAs must continue to consult with these stakeholders upon funding allocation to improve activities and programs and coordinate implementation with other activities in the community.

Funding Implementation

Title IV, Part A funds can be used for a number of activities and programs that support the three main components of the program's purpose. Examples of appropriate programs include:

- Implementation of schoolwide positive behavioral interventions and supports (PBIS)
- Drug and violence prevention
- School-based mental health services
- Establishment or improvement of school dropout prevention and re-entry programs
- High-quality training for school personnel

In 2016, the U.S. Department of Education issued a Non-Regulatory Guidance: Student Support and Academic Enrichment Grants document to provide clarifying information on funding usage, application requirements, and further resources to meet the goals of this program.



Provisions

LEAs that are allocated more than $30,000 as part of this program must complete a "needs assessment" once every three years. This assessment must examine the need for improvement in the three main areas outlined in the purpose of the program (access to a well-rounded education, improvement in school conditions for student learning, and access to/ effective use of technology).

For More Information: U.S. Department of Education Title IV, Part A.

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How Can Hero Help?

- Provide a systematic framework for positive behavioral support systems.
- Inform staff with actionable data around behavioral trends to reinforce social-emotional skills.
- Create consistent and positive environments for students with trauma.
- Address chronic absenteeism by reducing tardiness and improving climate and relationships.
- Increase students' sense of safety through improved overall classroom behavior and a reduction in violent and aggressive acts.

Title IV: 21st Century Schools

Part B: Community Learning Centers

Overview

The purpose of Title IV, Part B is to support communities in establishing or expanding community learning centers that provide enrichment activities for students during nonschool hours, with a focus on students from high-poverty and low-performing schools. These programs are designed to assist students in meeting academic standards in core subject areas, while also offering a variety of enrichment activities that can complement students' regular academic programs.

Eligibility

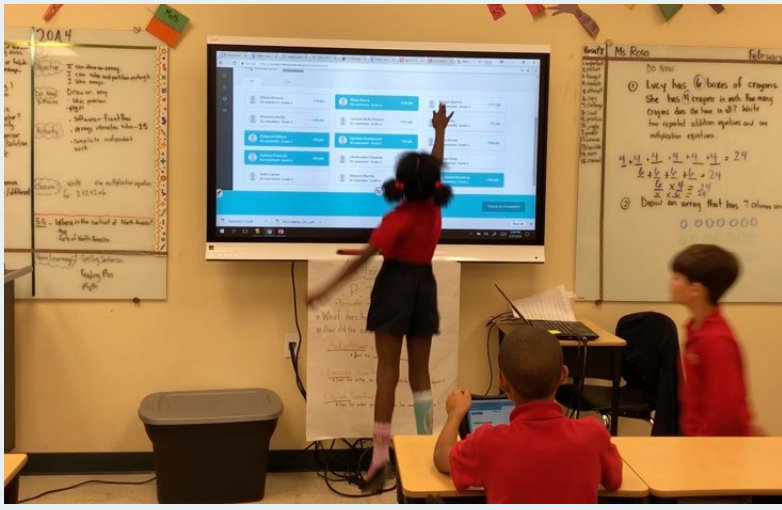
Funding awards are made available to state education agencies (SEAs) via formula grants targeting students in Title I schoolwide programs. SEAs then provide a competitive subgrant program to distribute funds to local education agencies (LEAs).

States must give priority to applications that are jointly submitted by an LEA and a community-based organization or other public or private entity.

Funding Implementation

Title IV, Part B funds can be used for programs run by schools and/or community organizations in partnership. Examples of programs and activities that support the program goals include:

- Remedial education activities and academic enrichment learning programs
- Nutritional and health education programs
- Tutoring and mentoring activities
- Parenting skills programs that promote parental involvement and family literacy
- Technology education programs
- Drug and violence prevention programs
- Career and technical education programs
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement



Provisions

The legislation for Title IV, Part B requires that programs supported by this funding meet the "principles of effectiveness," which are stated as:

1. Programs must be based upon an assessment of objective data regarding the need for such programs and activities during nonschool hours.
2. Programs must be based upon an established set of performance measures to help ensure the availability of high-quality academic enrichment opportunities.
3. If appropriate, programs must be based upon scientifically based research providing evidence that the program or activity will help students meet academic standards.

Grantees must also submit to evaluations to assess their program's effectiveness toward the goal of providing academic enrichment opportunities. This includes monitoring the academic progress of students participating in these programs. The results of these evaluations must be used to improve and strengthen individual programs, be used to refine the performance measures utilized in the evaluation process, and be made available to the public upon request.

In 2003, the U.S. Department of Education issued a 21st Century Community Learning Centers Non-Regulatory Guidance document to provide clarifying information on use of funds, application requirements, accountability, and further resources to meet the goals of this program.

For More Information: U.S. Department of Education Title I, Part B

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How Can Hero Help?

- Help schools improve social-emotional learning competencies through improved structure and consistency and by providing immediate behavioral feedback and correction.
- Help educators with differential positive reinforcement of behaviors associated with truancy and suspension/expulsion as well as violent and aggressive behaviors.

Title IV: 21st Century Schools

Part F: National Programs
Subpart 2: Community Support for School Success

Overview

The purpose of Title IV, Part F, Subpart 2 is to provide the funding necessary to establish programs that significantly improve educational and developmental outcomes for students living in the most distressed communities. These funds should also provide support through all phases (planning, implementation, and operation) of the creation of full-service community schools with the purpose of improving accessibility, coordination, integration, and effectiveness of services for children and families in these areas. There are two grant programs authorized within this subpart: Promise Neighborhoods and Full-Service Community Schools.

The purpose of Title IV, Part F, Subpart 2 is to provide the funding necessary to establish programs that significantly improve educational and developmental outcomes for students living in the most distressed communities.

Eligibility

Discretionary grants are made available to schools and other entities directly from the federal government through an application process. Application requirements differ for each program and include some of the following information:

Promise Neighborhoods

- An outline of how funds will be used to significantly improve academic outcomes of children living in the area who are being served by "pipeline services"
- Information on and an analysis of the needs of the area being served
- Data collection through measurable annual objectives and outcomes
- Plans for continuous program improvement, evaluation, and possible expansion

Full-Service Community Schools

- Information on the demographics of the area being served and how pipeline services will be coordinated and provided
- A needs assessment outlining the academic, physical, nonacademic, health, mental health, and other needs of the population being served
- Annual performance objectives and outcomes and how those items will be measured
- A plan for how the programs and services provided will be sustained after the grant period has ended

"Pipeline services" are defined as a continuum of services and supports that are available from birth through postsecondary education and career attainment.

Funding Implementation

Title IV, Part F, Subpart 2 funding can be used to plan, implement, and improve programs that provide pipeline services to students in high-need areas. Examples of programs that support these goals include:

- Early childhood education programs
- School and out-of-school-time programs and strategies
- Family engagement programs and supports
- Juvenile crime prevention and rehabilitation programs
- Postsecondary and workforce readiness (such as job training, internship opportunities, and career counseling) programs
- Social, health, nutrition, and mental health services and supports



Provisions

Promise Neighborhoods

Evaluation of this program requires annual data collection on and reporting of performance indicators that demonstrate improved academic and developmental outcomes for the students being served. These reports are used by the federal government to determine continuation of funding and potential grant extensions. In addition, this information should be used to promote data-driven decision-making and continued access to a continuum of services for children living in these distressed communities beginning at birth.

Full-Service Community Schools

Grantees are required to conduct annual evaluations of progress toward the program's purpose and goals. These evaluations should be used to improve activities carried out with the help of this grant and must be made available to the public, including a notice to the public of its availability.

For More Information: U.S. Department of Education Title IV, Part F

Title V: Flexibility and Accountability

Part B: Rural Education Initiative
Subpart 1: Small, Rural School Achievement Program

Overview

The purpose of the Title V, Part B, Subpart 1 program is to provide much-needed financial assistance to rural local education agencies (LEAs) in order to fund initiatives to promote academic achievement goals. Areas with small populations in low-density areas are targeted through this subpart. As part of this program, initiatives are designed to assist rural districts that may lack resources and/or personnel to effectively compete for federal competitive grants; in addition, the grants they do receive may be allocated in amounts too small to effectively meet their purposes. These initiatives are meant to help close that gap in funding.



Eligibility

Funding is allocated to LEAs annually based on formula grants. LEAs are eligible for funding if the following conditions for all schools served by the LEA are met:

- The total number of students in average daily attendance is less than 600 or each county containing a school served by the LEA has a population density less than 10 people per square mile
- All schools are designated with a school locale code of 41, 42, or 43 (as determined by the secretary of education) or the LEA is in an area determined to be "rural" by the governmental agency of that state

Specific information on the application process for LEAs can be found on the U.S. Department of Education website's Small, Rural School Achievement Program Applicant Information page.

Areas with small populations in low-density areas are targeted through this subpart.

Funding Implementation

Funding may be used by grantees to implement activities and programs under any of the following federal programs:

- **Title I-A** (Improving Basic Programs Operated by Local Educational Agencies)
  Ex.: High-quality preschool or full-day kindergarten program
- **Title II-A** (Supporting Effective Instruction)
  Ex.: Teacher professional development courses
- **Title III** (Language Instruction for English Learners and Immigrant Students)
  Ex.: Specialized training for English language learners and their families
- **Title IV-A** (Student Support and Academic Enrichment)
  Ex.: Purchase of technology (laptops, smartboards, and the like) for classroom use
- **Title IV-B** (21st Century Community Learning Centers)
  Ex.: Assistance programs for students who are truant, suspended, or expelled

The Alternative Uses of Funds Authority allows LEAs to combine funding from Title II, Part A and Title IV, Part A programs in order to pay for activities appropriate under the Small, Rural School Achievement Program guidelines.

Provisions

The eligibility criteria are updated yearly using data submitted by state education agencies (SEAs) and the National Center for Education Statistics. Specific LEA eligibility for funding may change year to year due to fluctuations in student attendance numbers or a change in the local assigned code. LEAs are encouraged to contact their education program officer with any questions about eligibility.

For More Information: U.S. DoE Small, Rural School Achievement Program.

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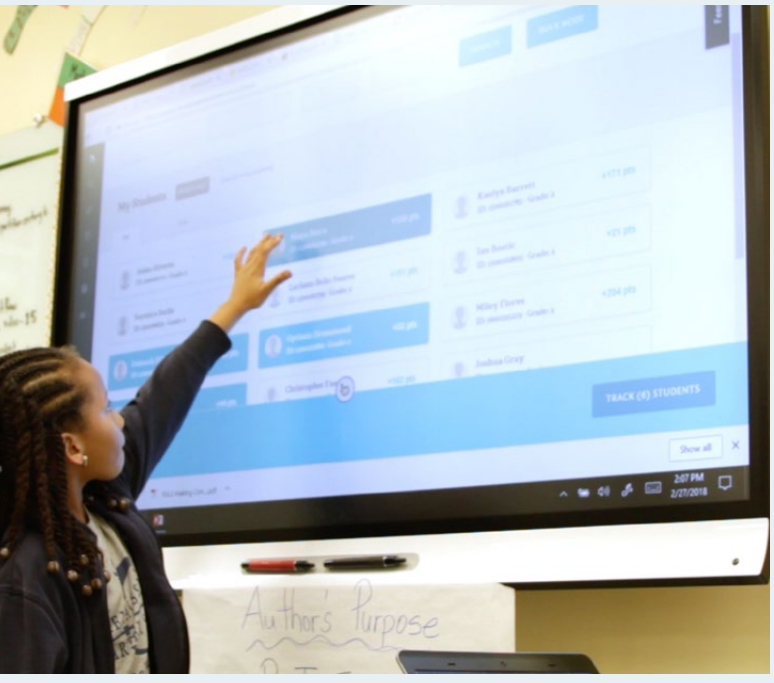
- Provide a systematic framework for positive behavioral support systems.
- Create consistent and positive environments for students with trauma.
- Address chronic absenteeism, reduce tardiness, and improve school climate.
- Increase students' sense of safety through improved classroom behavior and a reduction in violent and aggressive acts.

Title V: Flexibility and Accountability

Part B: Rural Education Initiative
Subpart 2: Rural and Low-Income School Program

Overview

The purpose of the Title V, Part B, Subpart 2 program is to provide additional financial assistance to rural schools and districts with the goal of improving student academic achievement. As part of the Rural and Low-Income School Program, funds can be applied more broadly than those awarded through the Small, Rural School Achievement Program. As part of this program, initiatives are designed to assist rural districts that may lack resources and/or personnel to effectively compete for federal competitive grants; in addition, the grants they do receive may be allocated in amounts too small to effectively meet their purposes. These initiatives are meant to help close that gap in funding.



Eligibility

Funding is provided to states and then broken down into formula subgrants that are made available to local education agencies (LEAs). Certain eligibility criteria are required in order for LEAs to apply for these subgrants, including:

- Twenty percent or more of the children ages 5-17 served by the LEA come from families with incomes below the poverty level
- All schools served by the LEA are designated with a school locale code of 32, 33, 41, 42, or 43

Dual Eligibility

LEAs eligible for both the Small, Rural School Achievement Program and the Rural and Low-Income School Program may apply for only one funding stream that best meets their unique needs. Funding may not be received from both programs over the course of a fiscal year.

Funding is provided to states and then broken down into formula subgrants that are made available to local education agencies (LEAs).

Funding Implementation

Funding may be used by grantees to implement activities and programs under any of the following federal programs:

- **Title I-A** (Improving Basic Programs Operated by Local Educational Agencies)
  Ex.: High-quality preschool or full-day kindergarten program
- **Title II-A** (Supporting Effective Instruction)
  Ex.: Teacher professional development courses
- **Title III** (Language Instruction for English Learners and Immigrant Students)
  Ex.: Specialized training for English language learners and their families
- **Title IV-A** (Student Support and Academic Enrichment)
  Ex.: Purchase of technology (laptops, smartboards, and the like) for classroom use
- **Title IV-B** (21st Century Community Learning Centers)
  Ex.: Assistance programs for students who are truant, suspended, or expelled
- Parental Involvement Activities
  Ex.: Creation of a "parental review committee" to provide input on curriculum



Provisions

State education agencies (SEAs) must submit an annual report including the following information:

- The methods in which the SEA awards grants to eligible LEAs, including whether the process is competitive or noncompetitive
- How LEAs have utilized the funding allocated to them
- Information on the progress made toward meeting the objectives and outcomes outlined in the initial application for funding, including data on how students served by this program are meeting academic standards

For More Information: U.S. DoE Rural and Low-Income School Program.

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How Can Hero Help?

- Provide a platform for positive behavior supports.
- Improve the social-emotional learning competencies of students.
- Improve school climate in the areas of emotional safety, rules and norms, respect for diversity, and parent communications.
- Support RTI systems for tracking tiered interventions.

Title VI: Indian, Native Hawaiian, and Alaska Native Education

Part A: Indian Education
Subpart 1: Formula Grants to Local Education Agencies

Overview

The purpose of the Title VI, Part A, Subpart 1 program is to provide support to local education agencies (LEAs) in their effort to meet the unique language, cultural, and academic needs of American Indian students to ensure they are able to meet the state academic standards. Activities, projects, and programs funded by this program aim to help Indian students improve their academic skills and become proficient in core content areas, and they provide opportunities to participate in a variety of enrichment programs that may not otherwise be available.

Funding awards are made available to LEAs that have at least 10 Indian students enrolled or not less than 25 percent of the total number of students enrolled.

Eligibility

Funding awards are made available to LEAs that have at least 10 Indian students enrolled or not less than 25 percent of the total number of students enrolled. However, these eligibility criteria do not apply in Alaska, California, or Oklahoma, or to LEAs located on or in close proximity to a reservation. Schools funded by the Bureau of Indian Affairs (U.S. Department of the Interior), Indian tribes, Indian organizations, and Indian community-based organizations may also apply under certain conditions.

Specific information on the application process for LEAs can be found on the U.S. Department of Education website's Indian Education Formula Grants to Local Education Agencies Applicant Information page.



Funding Implementation

Funds provided by this grant program are used to supplement the regular school program by meeting the culturally related academic needs of Indian children. Examples of programs and activities related to this goal include:

- Culturally related activities that support the program described in the application submitted by the LEA
- Programs that address the prevention of violence, suicide, and substance abuse
- Early childhood and family programs
- Dropout prevention strategies for Indian students
- Strategies to meet the educational needs of at-risk Indian students in correctional facilities



Provisions

Grantees must develop and submit an annual comprehensive plan detailing how they will meet the unique needs of Indian students. This plan is to be created in conjunction with a local committee that is comprised mainly of parents and family members of the Indian students being served. Each submitted plan must include student performance goals, professional development activities, and a detailed explanation of how students' progress toward goals will be assessed and monitored. The results of these assessments must also be provided to the assisting parent committee, Indian community, and tribes who have children being served by the LEA.

For More Information: U.S. DoE Indian Education Formula Grants.

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How Can Hero Help?

- Help schools improve social-emotional learning competencies through improved structure and consistency—providing immediate behavioral feedback and correction.
- Help educators provide differential positive reinforcement of behaviors associated with truancy and suspension/expulsion as well as violent and aggressive behaviors.

IDEA: Individuals with Disabilities Education Act

Overview

The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure that all students with disabilities have access to a free and appropriate public education. IDEA emphasizes that any special education or related service be designed to meet each child's individual needs and be made available for infants all the way through age 21. The Office of Special Education Programs (OSEP) administers both formula grants and discretionary grants as authorized by IDEA.

Eligibility

State Formula Grants

These grants are awarded to states annually through three programs:

1. Grants to States Program, which provides a free appropriate education in the least restrictive environment to students ages 3-21.
2. Preschool Grants Program, which provides a free appropriate education in the least restrictive environment to students ages 3-5.
3. Grants for Infants and Families Program, which supports early intervention services for infants and toddlers up to age 2, as well as their families.

Discretionary Grants

Application reviews are conducted by OSEP through a peer review process. Applications are scored based on legislative/regulatory requirements as well as the published selection criteria established for grant programs and/or projects. Multiple discretionary grants are available under this program, including:

1. **Technical Assistance and Dissemination**, designed to assist in improving services provided under IDEA.
2. **Educational Technology, Media, and Materials** for Individuals with Disabilities, which aims to support accessible technology and educational media and materials.
3. **Personnel Development to Improve Services and Results for Children** with Disabilities, designed to assist states in meeting their need for an adequate number of fully certified personnel to serve children with disabilities.
4. **State Personnel Development Grants,** which help SEAs improve their systems for personnel preparation and professional development of individuals providing services to children with disabilities.
5. **Technical Assistance on State Data Collection,** designed to improve states' capacity to meet the IDEA data collection and reporting requirements.
6. **Parent Training and Information Centers,** which ensure parents of children with disabilities have access to adequate resources, information, and training.

Funding Implementation

IDEA funds can be used for a variety of programs and activities with the goal of supporting the needs of children and students with disabilities. Some examples of these activities include:

- Direct educational and behavioral evaluations, services, and supports
- Early intervention services
- Improved use of technology in the classroom
- Positive Behavioral Interventions and Supports (PBIS)
- Personnel preparation
- Resources for families

A portion of funds (maximum of 15 percent) may be utilized to develop and implement early intervention services for children and students not yet identified as needing special education.

A portion of funds (maximum of 15 percent) may be utilized to develop and implement early intervention services for children and students not yet identified as needing special education.

Provisions

Requirements vary depending on the type of grant (formula or discretionary) and the specific program. For more specific information on the application process, documentation, funding allocations, and grant requirements, see the two links below.

For More Information: IDEA State Formula Grants, IDEA Discretionary Grants

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How Can Hero Help?

- Assist schools with MTSS and RTI systems in general education to prevent students from requiring special educational services in the area of emotional and behavioral disorders.
- Provide systems for positive behavioral improvements and check-in/check-out for students with an individualized education program (IEP).
- Implement a comprehensive PBIS system to support students at all tier levels.
- Improve pre-special education referral documentation.
- Improve behavioral tracking and behavioral data analysis.

Federal Competitive Grants

School Climate Transformation Grants

Overview

The purpose of School Climate Transformation Grants is to provide local education agencies (LEAs) with funding in order to develop, improve, or expand their implementation of evidence-based, multi-tiered behavioral frameworks. The goal of this funding is to improve overall school climate and learning conditions, as well as behavioral outcomes for all students.

Eligibility

Any LEA that has not previously received a School Climate Transformation Grant is eligible to apply. As part of the application process, peer reviewers will evaluate and score all applications based on the following criteria:

- Need for the project
- Significance
- Quality of the project design
- Quality of the project services
- Quality of the project evaluation

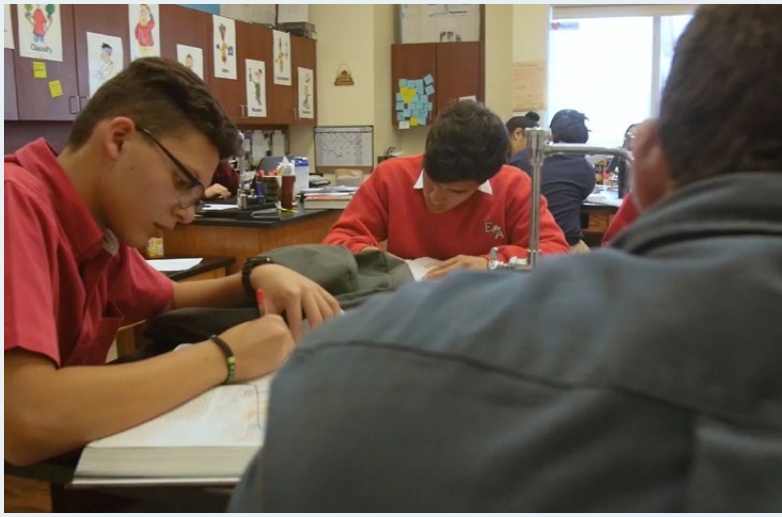
Specific information on the application process can be found on the Federal Register website's Applications for New Awards; School Climate Transformation Grant Program-LEA page.

Funding Implementation

Funds provided by this grant program must be utilized for projects that meet the following three criteria:

1. Build capacity for implementing a sustained, schoolwide multi-tiered behavioral framework.
2. Enhance capacity by providing training and technical assistance to schools.
3. Include an assurance that the applicant will work with a technical assistance provider to ensure that technical assistance related to implementing program activities is provided.

The U.S. Department of Education provides two websites with resources for programs and activities that can be supported by this funding: National Center on Safe Supportive Learning Environments and Positive Behavioral Interventions & Supports.



Provisions

Specific program performance measures have been established in order to assess the overall effectiveness of the School Climate Transformation Grant Program. These performance measures include the following:

1. The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system of supports" (MTSS).
2. The number and percentage of schools that annually report an improved school climate based on the results of the ED School Climate Survey Tool (EDSCLS) or a similar tool.
3. The number and percentage of schools that are annually implementing an MTSS framework with fidelity.
4. The number and percentage of schools that are annually implementing opioid abuse prevention and mitigation strategies.
5. The number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol.
6. The number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs.

Following the end of the project period, LEAs are required to submit a final performance report (including financial information) in addition to the above information.

For More Information: U.S. DoE School Climate Transformation Grants (LEAs)



Specific program performance measures have been established in order to assess the overall effectiveness of the School Climate Transformation Grant Program.

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How Can Hero Help?

- Provide a platform for implementing a comprehensive positive behavior support system.
- Improve the social-emotional learning competencies of students.
- Improve school climate in the areas of emotional safety, rules and norms, respect for diversity, and parent communications.

State Funding

Florida

Safe Schools Grants

Overview

Safe Schools Grants are provided through the Office of Safe Schools with the goal of supporting safe learning environments in all Florida schools. Funding from this grant program should be utilized by schools to address all issues of student safety, including implementation of safety measures, drug prevention programs, and positive school climate, to successfully support academic achievement for all students.

Eligibility

All districts and schools in the state of Florida are eligible for funding through this program. An amount determined by the state is allocated annually for all schools.

Funding Implementation

Funding from this program must be used to address safe learning environments through nine authorized activities. Upon reviewing its existing programs and their success, each district should determine how much of this funding should be allocated for each of the following activities:

1. After-school programs for middle school students.
2. Middle and high school programs for correction of specific disciplinary problems.
3. Other improvements to enhance the learning environment, including implementation of conflict resolution strategies.
4. Behavior-driven intervention programs, including anger and aggression management strategies.
5. Alternative school programs for adjudicated youths.
6. Suicide prevention programs.
7. Bullying prevention and intervention.
8. School resource officers.
9. Detection dogs.

More information on the types of activities that satisfy item No. 5 on the list of authorized activities can be found here.

Provisions

School districts are required to report the amount of funds allocated for each of the nine authorized activities listed above to the Florida Department of Education each year. Compliance with the procedures outlined in the Florida statutes for reporting of bullying and harassment will also be monitored by the Florida Department of Education. If a district does not comply with required reporting and procedures, the funds allocated to that district from the Safe Schools Grants will be reallocated to other school districts.

For More Information: Office of Safe Schools Funding & Allocations



If a district does not comply with required reporting and procedures, the funds allocated to that district from the Safe Schools Grants will be reallocated to other school districts.

hero BY SCHOOLMINT

How Can Hero Help?

- Provide a platform for positive behavior supports.
- Improve the social-emotional learning competencies of students.
- Improve school climate in the areas of emotional safety, rules and norms, respect for diversity, and parent communications.
- Increase students' sense of safety through improved classroom behavior and a reduction in violent and aggressive acts.

Charter Schools

Florida

Charter School Grant Program

Overview

The purpose of the Charter School Grant Program is to provide funding assistance through two grant avenues: **Planning and Implementation** and **Dissemination**.

Planning and Implementation grants provide necessary funds to assist in the planning, program design, and initial implementation of charter schools. The goal is to increase the number of high-quality charter schools available in the state of Florida.

Dissemination grants provide funding to charter schools that have shown great success in recruiting and retaining highly effective teachers as well as progress in improving academic achievement and high levels of parental satisfaction. The goal is to share these practices with other charter and non-charter public schools across the state.

Eligibility

Planning and Implementation Grants

Eligible applicants must have already submitted a charter school application to a local school district, and that application must be approved by the district, pending, or denied and pending an appeal.

Dissemination Grants

Eligible applicants must be tuition-free, public charter schools that have been in operation for at least three years and have not previously received a Dissemination grant. Priority is given to charter schools that can provide solid evidence of past success with implementation, practices, methods, and activities associated with teacher recruitment and retention as well as academic success and parental satisfaction.

Specific information on the application process and requirements can be found in the Florida Department of Education website's Request for Proposal document for Planning and Implementation applications and the Dissemination Grants page.

Funding Implementation

Planning and Implementation Grants

These are three-year grants, with approximately one year for planning prior to the opening of the charter school, and up to two years for implementation activities. All expenditures may be used only for planning or initial implementation practices and costs and cannot be used for recurring expenditures.

Dissemination Grants

These are two-year grants focusing on the dissemination of successful practices. This includes employing appropriate staff for administering the project and purchasing office materials and supplies associated with the administration of the project (including meeting room rentals, consultant fees, printing costs, and so on).



Provisions

Planning and Implementation Grants

Grantees must submit budget expenditures each month to remain in compliance. This reporting is one of the factors used to determine funding awards for subsequent budget periods. As with all public schools, charter schools are also required to report student performance achievement data under this grant program, which includes information necessary for the annual school report card and the state education accountability system.

Dissemination Grants

Grantees, as stated in the main purpose of this grant, are required to share best practices with other charter and non-charter schools across the state. Therefore, budget funds must be set aside in order to travel to and participate in the Florida Charter School Conference (FCSC). It is required that, at minimum, a three-member team (including a key school administrator such as a principal and two classroom teachers) attend the FCSC that occurs during the project period of the grant and provide at least a half-day workshop to share their experiences and best practices.

For More Information: Charter School Grant Program

Grantees must submit budget expenditures each month to remain in compliance.

Additional Information

Resources for More Funding Opportunities

U.S. Department of Education

Searchable list of U.S. Department of Education programs and grants specifically for local education agencies (LEAs): https://www.ed.gov/programs-search/local-education-agencies

Forecast of Funding Opportunities Under the Department of Education Discretionary Grant Programs for Fiscal Year (FY) 2020 (Chart 2 contains the Office of Elementary and Secondary Education funding opportunities): https://www2.ed.gov/fund/grant/find/edlite-forecast.html?src=ft



Grants.gov

Searchable database of all available federal grants: https://www.grants.gov/search-grants.html?agencyCode=ED

GrantWriters.net

Searchable list of public and private grants for a wide variety of programs and goals: https://grantwriters.net/search-for-grants/

National Charter School Resource Center

Searchable list of funding opportunities from a variety of organizations, specifically for charter schools: https://charterschoolcenter.ed.gov/funding/funding-opportunities

Evidence-Based Practices

PBIS

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tier system that provides a means to improve and integrate data, systems, and practices that may affect student outcomes each day. Tier 1 includes universal support for all students with the goal of reducing unwanted behaviors and providing early interventions when necessary. Tier 2 provides support and monitoring for students identified as at risk for problem behaviors before they start. Tier 3 includes more intensive, targeted support for students with the greatest need. The overall goal is to create a positive and welcoming school climate in which all students can succeed. For More Information: PBIS.org

MTSS

Multi-tiered system of supports (MTSS) is an integration of the response to intervention (RTI) and positive behavioral interventions and supports (PBIS) frameworks with the goal of providing assistance for students to meet a wide variety of needs. Supports are provided through a three-tier system, with Tier 1 services supporting the majority of students and Tier 3 providing targeted support to only a small number of individual students. MTSS includes components such as universal screening, ongoing data collection and assessment, and parental involvement to give students a proactive approach to meet their needs. For More Information: What Is MTSS?

Check and Connect

Check and Connect is a monitoring strategy used for dropout prevention. Students' performance and progress indicators are continuously monitored ("check"), and students are assigned a "monitor" who regularly reviews their performance and provides interventions when needed ("connect"). For More Information: Check and Connect

The Stop and Think Program

The Stop and Think Program is a social skills curriculum targeted toward students in kindergarten through middle school. The program focuses on teaching interpersonal and coping skills, social problem-solving, conflict prevention and resolution, and emotional control. Each kit provides everything teachers and support staff need to implement the program for a particular age group. For More Information: The Stop and Think Program



TAP: The System for Teacher and Student Advancement

The System for Teacher and Student Advancement (formerly known as the Teacher Advancement Program) is an educator effectiveness program with the goal to attract, retain, develop, and motivate highly effective teachers. The program provides leadership opportunities, professional development, evaluations, and annual performance bonuses.
For More Information: The TAP System for Teacher and Student Advancement

PALS: Peer-Assisted Learning Strategies

Peer-Assisted Learning Strategies (PALS) is a tutoring program targeted to grades K-6 that involves students taking turns serving as the tutor/coach and assisting one another as they work through problems. The program provides targeted support to students and promotes positive and productive peer-to-peer interactions.
For More Information: What Is PALS?



> **The System for Teacher and Student Advancement (formerly known as the Teacher Advancement Program) is an educator effectiveness program with the goal to attract, retain, develop, and motivate highly effective teachers.**

Where to find more resources on evidence-based practices and programs:

- **What Works Clearinghouse**
- **SAMHSA: Substance Abuse and Mental Health Services Administration**

Know Your Terms

A

Allowable costs: Permitted uses of grant funds.

Assurances: Conditional requirements, based in state and federal laws and regulations, that applicants must agree to if funding is received.

B

Budget narrative: A written description that outlines specific information on expenses utilized for the program. This should match the numerical budget submitted.

C

Continuation award: Funding that is allocated upon completion of the initial grant or program period.

F

Funding priorities: Specific items or conditions that are required for applicants to be eligible for a certain grant or program.

G

Grantee: Organization that receives the grant award.

Grantor: Organization that is offering the grant funding.

Goal: Described purpose that is broad and long term (e.g., increase in proficiency).

L

LEA: Local education agency, which may include local schools, districts, organizations, or boards of education.

M

Match/matching funds: If required, a portion of project costs that must be contributed by the grantee or another donor.

O

Objective: Described purpose that is specific and short term (e.g., increase in graduation rates in a specific time frame).

R

RFP/RFA: Request for proposal/request for application, which are interchangeable terms that define a document outlining the specific grant or project requirements and procedures, including the application process and program expectations.

S

SEA: State education agency, which may include the state board of education or another agency/office responsible for overseeing public elementary and secondary schools.

Pay Attention to the Details

- Read and follow the specific grant guidelines and requirements carefully. Specific instructions should always be detailed in the grant's RFP.
- Be purposeful with the language used in crafting the application. Narratives should be clear and concise while also effective at creating a complete picture of the goal. Try to also use language similar to what is used in the RFP.

Don't Reinvent the Wheel

- There is no need to start from scratch—research other programs that have been funded through the grant in years past, or through similar grants. Occasionally, there are past applications available that you can look over as well. Learn from what these applicants did right and expand on that.
- Do research on the organization offering the grant as well (if applicable). This will provide you with details on the organization's goals and aspirations as well as an idea of what it is looking for in grantees.

Check Yourself

- Proofread, proofread, proofread. Make sure the application goes through at least a few rounds of editing and peer evaluation. This can not only help in finding errors but also improve readability.
- Ensure all data and figures being provided are clear, accurate, and up to date. If providing further information not specifically required by the RFP, make sure it is pertinent in articulating your goals for the grant.

Prep the Process

- Create a timeline for the completion of each piece of the grant application and allow enough time to meet the deadline for submission. This will ensure important dates are not missed, which would mean losing out on needed funding.
- Break the application down into its specific parts and tackle them one at a time. This can ease the burden of grant writing and ensure each piece is accounted for and completed.
- Understand and follow the specific process for submission and work that into the timeline (for example, e-file versus hard-copy submission).
- Be available for questions and, if issues arise, respond completely and in a timely manner.



Conclusion

In researching funding opportunities, it is interesting to see how similar grants and programs are, even if they appear to be vastly different. No matter the specific grant or program—state or federal, traditional or charter schools, for all students or a specific subset—they all require elements that, if used efficiently, increase the chance of receiving a funding award:

- **Clear and effective grant writing**
- **An eloquent and compelling argument in favor of a funding award**
- **An articulate and thoughtful plan to use those funds**
- **The necessary evaluations to monitor progress toward grant or program goals**
- **The use of evidence-based practices**

In a study completed by the National Center for Education Statistics (NCES) looking specifically at Title I, Part A funding allocations, the range of funding allocations for schools was found to vary by as much as $1,600 depending on a variety of factors, such as state, school population, and other provisions. This variation highlights the need for schools to supplement these federal programs in order to meet the needs of all students. With the pieces outlined above in hand, schools and districts can be well on their way to getting the resources needed, whatever or wherever the source may be.

Ideally, the information in this guide has provided a means to help answer the important questions about obtaining this much-needed educational funding: where to go to search for necessary funding and what to do in order to obtain it. The unique needs of schools and districts are complementary to the funding opportunities available, creating a match that aligns needs with a means to fill them. No matter the specific need, take comfort in knowing the funding is out there; the hardest part is just knowing where to find it. Again, our hope is that this guide will assist you in spending less time searching for the funds to make your programs possible and more time with your students, showing them the outcomes and growth that only they can make possible.

SchoolMint's mission is to help all schools attract, enroll, and engage students with delightful and insightful products. SchoolMint offers a variety of products to make educators more efficient, including Hero—a tool used to improve student behavior, elevate student growth, and bring about a more positive campus-wide climate.

Click here to see how Hero can help you.

hero
BY SCHOOLMINT

How Hero Can Help

Wherever you are in the process of building and maintaining a positive school climate, we hope that you've found inspiration in the strategies and examples detailed in this guide.

We are also pleased to offer a high-impact digital solution, Hero, to support schools in this critical area. Hero elevates school climate by motivating students to make good choices more often. The system supports a school's intervention plan by allowing teachers to positively reinforce behaviors that cultivate a safe, inclusive, and welcoming environment.

Hero also offers a digital solution for tardy and attendance improvement. The system makes documenting student information, including late arrivals, quick and seamless. It standardizes the school's response, showing students they're being treated fairly, which fosters trust and respect.

Together, these tools transform school climate, boosting staff morale and student achievement. Whether you are looking to tweak your approach or embark on a major transformation, we can help ensure that your school climate vision becomes a reality.

→ Schedule a demo for more on how Hero can help.