

Federal Education Program Funding [FY2019]*	Purpose	Audience
TITLE I, Part A Improving Basic Programs Operated by Local Educational Agencies \$15.8 billion	The goal of this program is to provide financial assistance to LEAs and schools with high numbers or percentages of children from low-income households to help ensure all children meet state academic standards. Funds are allocated through 4 statutory formulas based primarily on census poverty records. Unless a participating school is operating a school-wide program (available to schools where children from low-income families make up at least 40% of enrollment), the school must focus services on children who are failing or most at risk of failing to meet state academic standards. A “proportionate share” of funds must be available to eligible children enrolled in private schools.	SEAs, LEAs, schools (public and private), students receive funding by formula involving poverty and population. Eligible schools enrolling >40% of children from low income families eligible to use funds for schoolwide programs. Eligible schools enrolling <40% or that decline school-wide programs can offer targeted assistance to individual students.
TITLE I, Part C Education of Migratory Children \$375 million	The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.	Migratory children ages 3-21. A “migrant student” is defined as a student who is, or whose parent/guardian is, a migratory fisher, dairy worker, or agricultural worker (including canning and meat packing), AND who in the preceding 36 months has moved from one school district to another in order for the worker to obtain temporary or seasonal employment in agricultural or fishing work. SEAs are authorized to make subgrants to local operating agencies that serve migrant students. Local operating agencies may be local education agencies (LEAs), institutions of higher education (IHEs), and other public and nonprofit agencies.
TITLE I, Part D Neglected & Delinquent \$48 million	This program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youth in State-run institutions for juveniles and in adult correctional institutions, so that these youth can make successful transitions to school or employment once they are released from State institutions.	Children and youth in State-run institutions for juveniles and adults in correctional institutions
TITLE II, Part A Supporting Effective Instruction \$2.1 billion	The purpose of this program is to increase academic achievement by improving teacher and principal quality. This is done by increasing the number of highly qualified teachers, principals and assistant principals in classrooms/schools through professional development, support for new teachers and other like activities.	Main Audience: teachers, principals, and other “school leaders” Secondary Audience: all students benefit from highly qualified teachers and principals through increased academic achievement
TITLE III, Part A English Learners & Immigrant Ed \$737 million	The overarching purpose is to ensure that English learner (EL) students, including immigrant children and youth, attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet. LEAs must use Title III funds to supplement state language instruction educational programs, designed to assist EL students’ achievement goals. The state educational agency (SEA), LEAs, and schools are accountable for increasing the English proficiency and core academic content knowledge of EL students.	LEAs—which include school districts, county offices of education, and direct-funded charter schools—that enrolled one or more EL and/or immigrant students during the previous fiscal year are eligible. In the case of immigrant education funds, the LEA must also meet the enrollment criteria for eligible immigrant students.
TITLE IV, Part A Student Support & Academic Enrichment \$1.1 billion	To improve student’s academic achievement by increasing the capacity of States, local educational agencies, schools and local communities to: <ol style="list-style-type: none"> 1. Provide all students with access to a well-rounded education; 2. Improve school conditions for student learning; and 3. Improve the use of technology in order to improve the academic achievement and digital literacy for all students. 	SEAs, LEAs, Schools and local communities may use funds towards programs aimed at providing a well rounded education for all students. These programs may include STEM programs, music and arts programs, Foreign language instruction, which assists EL students, Accelerated learning programs - such as AP, IB, or other college prep courses to decrease high school drop-out rates, and increase high school graduation rates and college-entrance rates, Civic instruction, college and career counseling, Social emotional learning programs, Environmental education, Activities to Support Safe and Healthy Students, Safe and Supportive Learning Environments, Student Physical and Mental Health, etc.

<p>TITLE IV, Part B 21st Century Community Learning Centers</p> <p>\$1.2 billion</p>	<p>This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.</p>	<p>Students who are low performing in math & science, students who need tutoring, after school programs for students who need somewhere safe to go, after-school programs for EL students, Programs that promote parental involvement and family literacy, programs that provide assistance to delinquent students, Drug and violence prevention programs, Counseling programs, etc.</p>
<p>TITLE V, Part B Rural Education Initiative (REAP/SRSA)</p> <p>\$181 million</p>	<p>REAP: Rural Education Achievement Program. SRSA: Small Rural School Achievement. The purpose of the program is to provide rural LEAs with financial assistance to fund initiatives aimed at improving student academic achievement. Districts must choose to participate in one program or the other.</p>	<p>Rural LEAs meeting specific population and "locale code" requirements dependent on classification by NCES</p>
<p>TITLE VI, Part A Indian, Native Hawaiian, and Alaska Native Education</p> <p>\$251 million</p>	<p>Title VI, Part A is designed to ensure that American Indian, Native Hawaiian and Alaska Native students meet challenging state academic content and student academic achievement standards, as well as meet the unique culturally related needs.</p>	<p>Indian, Native Hawaiian, and Alaska Native students - preschool to graduate school</p>
<p>TITLE VII, Part B McKinney-Vento, Education for Homeless Children and Youth</p> <p>\$85 million</p>	<p>The program supports an office for coordination of the education of homeless children and youths in each state, which gathers comprehensive information about homeless children and youths and the impediments they must overcome to regularly attend school. These grants also help SEAs ensure that homeless children, including preschoolers and youths, have equal access to education. States must make competitive subgrants to LEAs to facilitate the enrollment, attendance, and success in school of homeless children and youths. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues.</p>	<p>Includes: children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children... who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.</p>
<p>IDEA, Part C Special Education</p> <p>\$13.2 billion</p>	<ul style="list-style-type: none"> • To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; • To ensure that the rights of children with disabilities and parents of such children are protected; • To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; • To ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; • To assess, and ensure the effectiveness of, efforts to educate children with disabilities. 	<p>The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. Formula grants are awarded to states annually to support early-intervention services for infants and toddlers with disabilities and their families, preschool children ages three through five, and special education for children and youth with disabilities. Formula grants for school-age children go to States and districts, which must follow a specific set of rules regarding the education of children with disabilities. Because IDEA is considered a civil rights law, education must be provided to students as detailed in the law regardless of the amount of federal funds received.</p>

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TITLE VI, Part A Indian, Native Hawaiian, and Alaska Native Education \$251 million	Title VI, Part A is designed to ensure that American Indian, Native Hawaiian and Alaska Native students meet challenging state academic content and student academic achievement standards, as well as meet the unique culturally related needs.	Indian, Native Hawaiian, and Alaska Native students - preschool to graduate school
TITLE VII, Part B McKinney-Vento, Education for Homeless Children and Youth \$85 million	The program supports an office for coordination of the education of homeless children and youths in each state, which gathers comprehensive information about homeless children and youths and the impediments they must overcome to regularly attend school. These grants also help SEAs ensure that homeless children, including preschoolers and youths, have equal access to education. States must make competitive subgrants to LEAs to facilitate the enrollment, attendance, and success in school of homeless children and youths. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues.	Includes: children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above
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