

Updates from ED Program Offices

August 3, 2022



Session Goals

This session focuses on program office updates with information of use to States, districts, and schools. Audience members may submit questions in writing via email and ED staff will respond.



OESE

Office of Formula Grants



Program and Grantee Support Services



Presenter

Danielle Smith

Director,

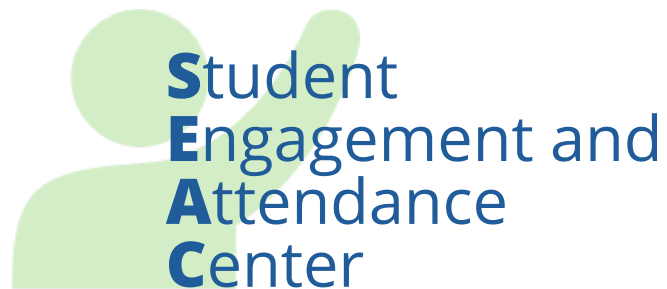
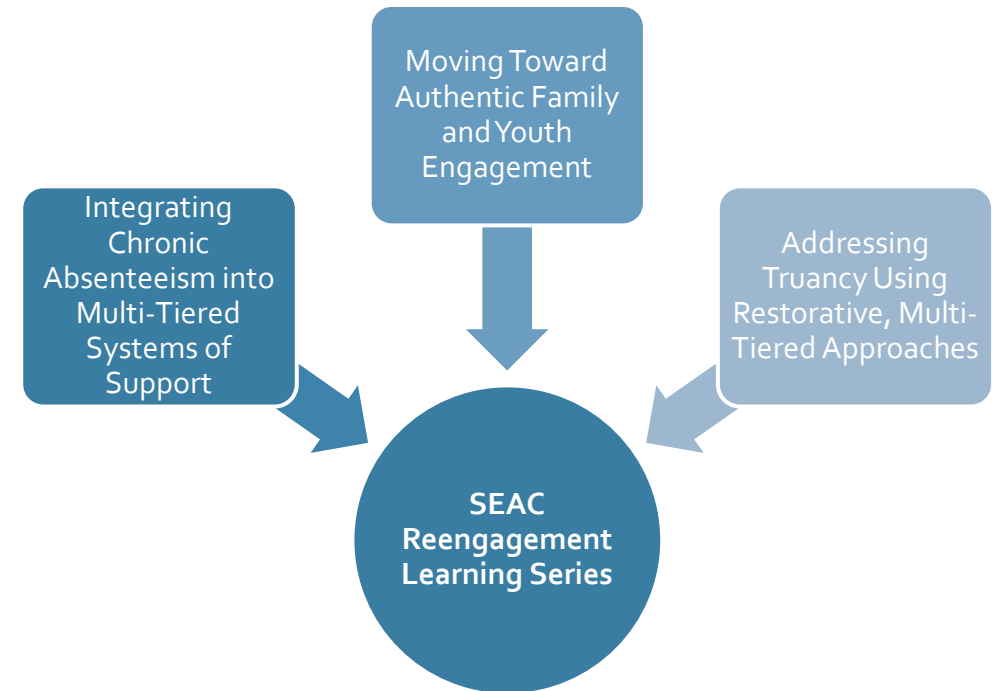
Program and Grantee Support Services

Danielle.smith2@ed.gov



Student Engagement and Attendance Center

- Peer-to-Peer (P2P) Network
- Student and Family Reengagement Learning Series
- Best Practices Briefs
- Just-in-time requests



For more information, please contact SEAC Project Directors:

Jarle Crocker, at jcrocker@insightpolicyresearch.com

Jenny Scala, at jscala@air.org

Access resources at: www.oese.ed.gov/student-engagement-and-attendance-technical-assistance-sea-center

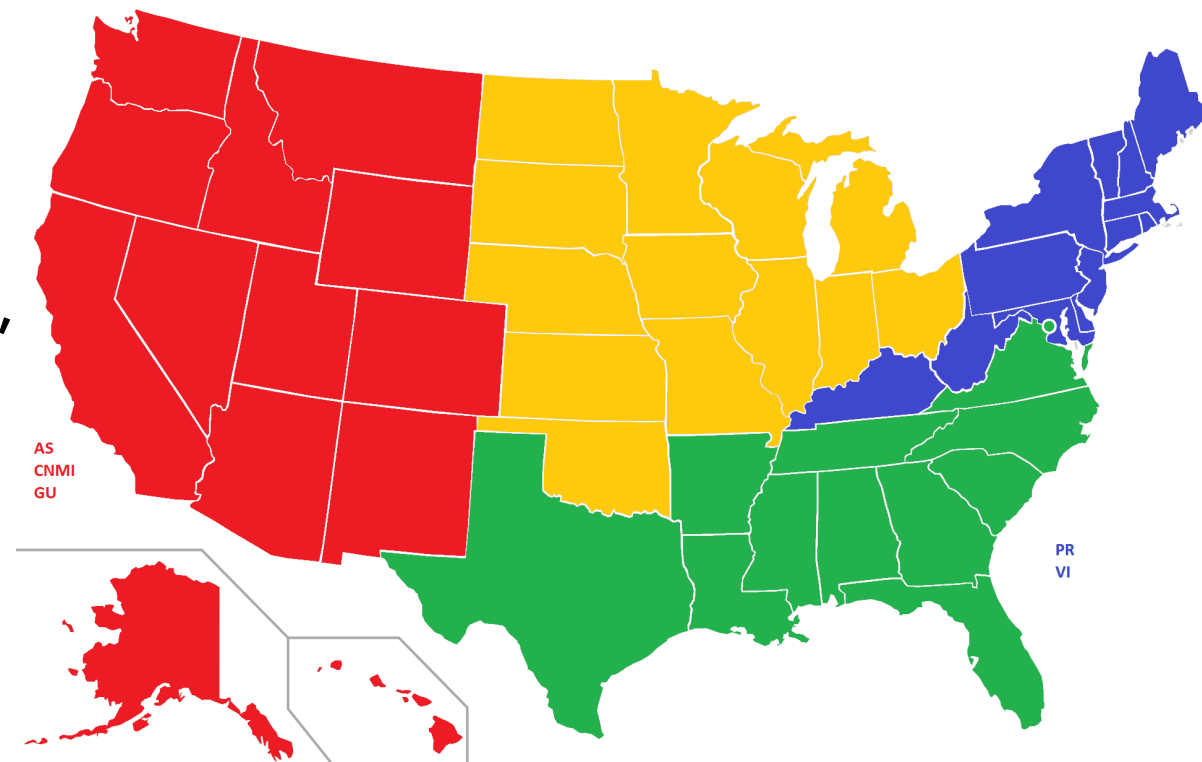


Equity Assistance Centers

***New Regional Equity Assistance Centers will be announced by September 2022.**

Centers provide

- Training and advisory services related to race, sex, national origin, and religion
- Information on legal requirements for nondiscrimination
 - E.g. Training and support on Title IX issues
- Research and promising practices
- Virtual peer-to-peer forums and webinars



Access more information at: <https://oese.ed.gov/offices/office-of-formula-grants/program-and-grantee-support-services/training-and-advisory-services-equity-assistance-centers/>

Comprehensive Centers

Communities of Practice

- [Evidence-Based Interventions: Using ARP Resources to Accelerate Learning](#)
- [Strategic Use of Summer and Afterschool Set Asides](#)
- [Driving Toward Equity Through School Improvement](#)



Explore CoP Resources

- [Expanding the Definition of Equitable School and Student Success](#)
- [What Can ESSER Spending Data Tell us](#)
- [Collecting and Using Data for Continuous Improvement in Summer & Afterschool](#)



Resource Highlights



Teaching and Learning

Instructional methods, curriculum materials, and helpful tools support K-12 learning at school, at home, and in the community. Explore strategies and best practices on:

- Literacy and early learning
- Online/distance learning
- High-dosage tutoring
- STEM and computer science
- Post-secondary preparation

[View Topic](#)

Educator Workforce

The CCNetwork supports states and districts as they design and implement strategies to ensure students have equitable access to effective teachers and leaders.

- Attracting and recruiting educator talent
- Preparing and certifying educators
- Diversifying the educators workforce
- Developing culturally responsive practices
- Supporting professional growth and evaluation systems
- Cultivating educational leadership

[View Topic](#)

Summer and Out-of-School Time

Summer learning and out-of-school time (OST) programs are fun and important ways to:

- Make up for lost instructional time
- Build relationships between students and teachers
- Engage the whole family and community
- Prepare students and families for the next school year

[View Topic](#)

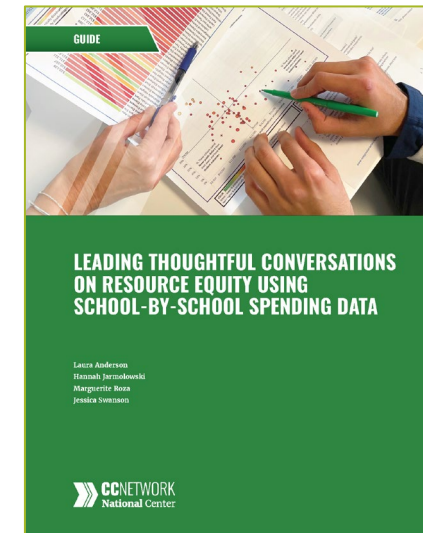
Featured Resources

- **Culturally Responsive Practice as a Strategy for Diversifying the Educator Workforce**
- **Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit**
- **Considering Native Students: A Learning and Programming Toolkit for SEAs, LEAs, and Tribes**



Resource Equity Support

- Piloting school spending data visualization tools with LEAs
 - 17 LEAs in 2021 and 10 new LEAs in 2022
- Published [Leading Thoughtful Conversations on Resource Equity Using School-By-School Spending Data](#)
- This year:
 - Publish an interactive data visualization tool
 - Hold on-going Financial Decision-Making Work Group (FiDWiG) meetings
 - Present findings through national conferences and on our website



Financial Decision Making

This collection includes resources to support SEAs, Regional Centers and LEAs in making complex financial decisions about how to spend the approximately \$650 billion per year in our K-12 education system dollars.

<https://compcenternetwork.org/national-comprehensive-center>

Contact Information

**Learn more about Program and
Grantee Support Services at**

<https://oese.ed.gov/offices/office-of-formula-grants/program-and-grantee-support-services/>

**Learn more about the Comprehensive
Center Network**

<https://compcenternetwork.org/>

Danielle Smith

Director, Office of Program and Grantee Support Services

Danielle.Smith2@ed.gov



[**oese.ed.gov**](https://oese.ed.gov)

School Support and Accountability



Presenter

Patrick Rooney

Director,
School Support and
Accountability

Patrick.rooney@ed.gov



Accountability Systems for 2021-2022

- SEAs are resuming identification of schools for CSI, ATSI and TSI using data from the 2021-2022 school year in fall 2022
- An SEA may revise its accountability system using
 - COVID-19 State Plan Addendum (changes the 2021-2022 school year)
 - State Plan Amendment (changes beyond the 2021-2022 school year)
- For more information, see [Frequently Asked Questions Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 \(ESEA\)](#)



Accountability Systems for 2021-2022

Revisions to ESEA Consolidated State Plans for 2021-2022 (including school Identifications in Fall 2022)	Number Received*	Number Approved*
COVID-19 State Plan Addendum Requests	33	25
State Plan Amendment Requests	12	7

*Data is current as of August 1, 2022.



Accountability Systems for 2021-2022

Summary of Changes in Approved State Plan Addenda Requests	Number of States*
Long-Term Goals (Achievement, Graduation Rate, ELP)	18
Indicators (any/all)	16
School Identification Methodology	17
School identification Timeline	7
Exit Criteria (CSI & ATSI)	18

*Data is current as of July 19, 2022.



New Resources & Studies

From the National Center on Homeless Education (NCHE), new reports on the use of American Rescue Plan Homeless Children and Youth (ARP-HCY) funds:

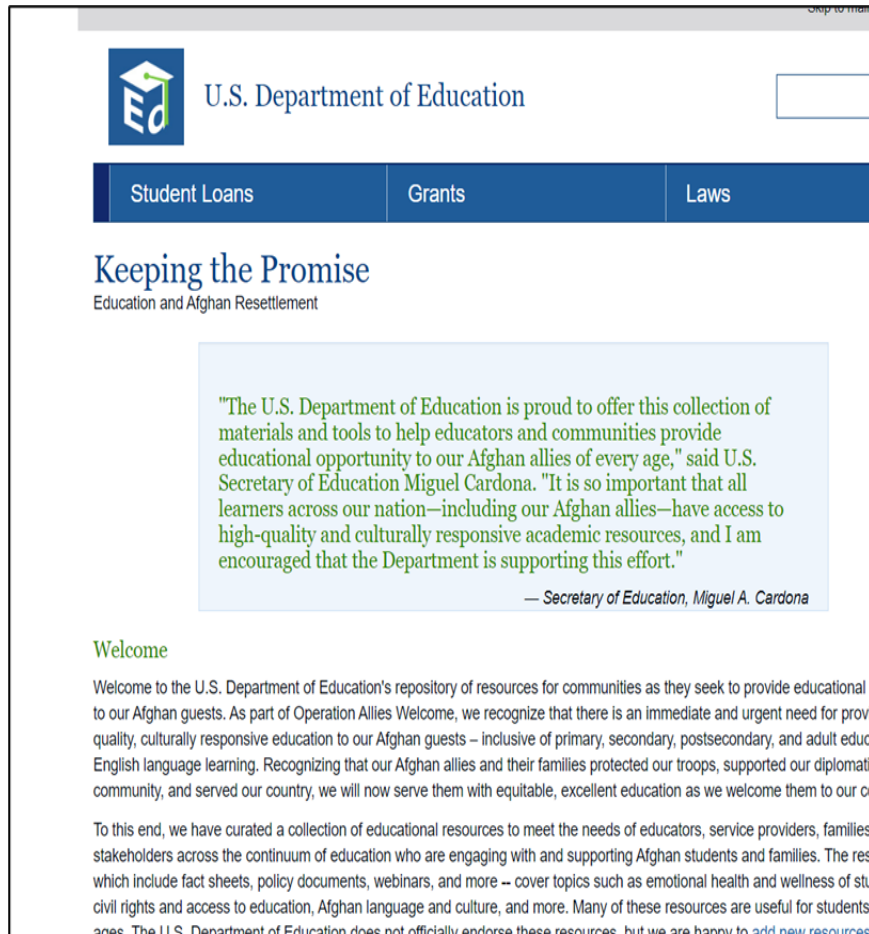
- Overview of State plans: <https://nche.ed.gov/wp-content/uploads/2022/06/ARP-HCY-State-Plan-Summary.pdf>
- Report on wraparound services (pending)

Existing studies underway:

- Data-sharing between SEAs and State child welfare agencies to support students in foster care
- Title I & II implementation
- 21st Century Community Learning Centers implementation
- Planning for a few studies on the ARP-HCY funds
- Title III Academic Language Impact Study



Program Services for Evacuees



Keeping the Promise webpage and resources available at

<https://www2.ed.gov/about/inits/ed/keeping-the-promise/index.html>

February 7, 2022, guidance from the McKinney-Vento Education for Homeless Children and Youth

at <https://nche.ed.gov/wp-content/uploads/2022/02/Letter-from-the-U.S.-Department-of-Education-Afghan-Evacuees-Feb.-7-2022.pdf>

January 14, 2022, Dear Colleague Letter on federal K-12 resources to serve Afghan students

<https://oese.ed.gov/files/2022/01/K-12-Resources-for-Afghan-Evacuees-for-postingv2.pdf>



Contact Information

Title I, Part A

OESE.Titlei-a@ed.gov

Title I, Part B

ESEA.Assessment@ed.gov

Title I, Part D

Titlei-d@ed.gov

McKinney-Vento

HomelessED@ed.gov

Title II, Part A

OESE.Titleii-a@ed.gov

Title III, Part A

OESE.Titleiii-a@ed.gov

21st Century Community Learning Centers

21stCCLC@ed.gov

Foster Care

FosterCare@ed.gov



oese.ed.gov

Safe and Supportive Schools



Presenter

Hamed Negrón-Perez

Group Leader

Hamed.negron-perez@ed.gov



About OSSS

The Office of Safe and Supportive Schools (OSSS) supports programs and activities that address:

- school climate and safety
- the health and well-being of students and staff
- readiness and emergency management
- student enrichment and academic success

OSSS also recommends policy focusing on the overall health and safety of schools and communities and provides technical assistance to stakeholders



FY 2022 Student Support and Academic Enrichment (Title IV-A) Grant Program

Authorized under subpart 1 of Title IV, Part A of the ESEA, this program is intended to help increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools, and local communities to: 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 of all students.



Bipartisan Safer Communities Act (BSCA)

The Bipartisan Safer Communities Act (BSCA), signed into law by President Biden on June 25, 2022, provides an additional \$2 billion to OSSH for the following:

- \$1 billion under the Title IV, Part A Formula Grant Program to help schools put in place comprehensive strategies to create safe and healthy learning environments for all students and
- \$1 billion through FY 2026 for discretionary grants to expand the number of qualified mental health service providers in schools



BSCA: Expanding the Number of Qualified Mental Health Service Providers

FY 2022 School-Based Mental Health Grant Program

- This program provides competitive grants to SEAs, LEAs, and consortia of LEAs to increase the number of qualified service providers providing school-based mental health services to students in LEAs with demonstrated need.
- Grant awards will address shortages in mental health service providers by increasing recruitment and retention-related incentives and promoting the re-specialization and certification of existing mental health services providers to qualify them for work in LEAs with demonstrated need.

Estimated Available Funds	Estimated Range of Awards
\$143.9 million*	\$1.5-2.5 million per budget period

Applications Available Fall 2022

**Note: BSCA provides an additional \$100 million to this program for FY2022*



BSCA: Expanding the Number of Qualified Mental Health Service Providers

FY 2022 Mental Health Service Professional Grant Program

- This program provides competitive grants to support and demonstrate innovative partnerships between schools and institutions of higher education to train school-based mental health services providers for employment in schools and LEAs.
- The goal of the program is to expand the pipeline of high-quality, trained providers to address the shortages of mental health service professionals in schools served by high-need LEAs.

Estimated Available Funds	Estimated Range of Awards
\$143.3 million*	\$250,000-500,000 per budget period

Applications Available Fall 2022

**Note: BSCA provides an additional \$100 million to this program for FY2022*



FY 2022 Project Prevent Grant Program

- Provides grants to LEAs impacted by community violence and to expand the capacity of LEAs to implement community- and school-based strategies to help prevent community violence and mitigate the impacts of exposure to community violence.
- Grant funds allow LEAs to increase their capacity to identify, assess, and serve students exposed to community violence, and supports the goal of the Biden-Harris Administration to prioritize investment in community violence interventions.

Estimated Available Funds	Estimated Range of Awards
\$5 million	\$100,000-500,000 per budget period

Applications Available Late Summer 2022



Rural Education Achievement Program (REAP)

Summer 2022 Update



Presenter

Leslie Poynter

**Group Leader, Rural Education
Achievement Program**

Leslie.poynter@ed.gov



Fiscal Year 2022

Rural Education
Achievement Program
(REAP) Grants Update



SRSA Application Updates

- Continued improvements:
 - Auto-populating **Data Universal Numbering System (DUNS)** number and **Unique Entity ID (UEI)**, when possible
 - Auto-populating prior year **General Education Provisions Act (GEPA)** statement
 - Outreach and support for DUNS → UEI Transition
- REAP contacted **every** eligible local educational agency (LEA)
- \$97,500,000 will be awarded to **4,214** LEA grantees



SRSA Numbers

SRSA-eligible: **4,775**

- Dual-eligible moved to RLIS: **375***
- \$0 SRSA Allocation: **380***

SRSA Applied: **4,214**

* There is some overlap between these categories, as some \$0 SRSA allocation LEAs are dual-eligible and eligible for funding under RLIS.

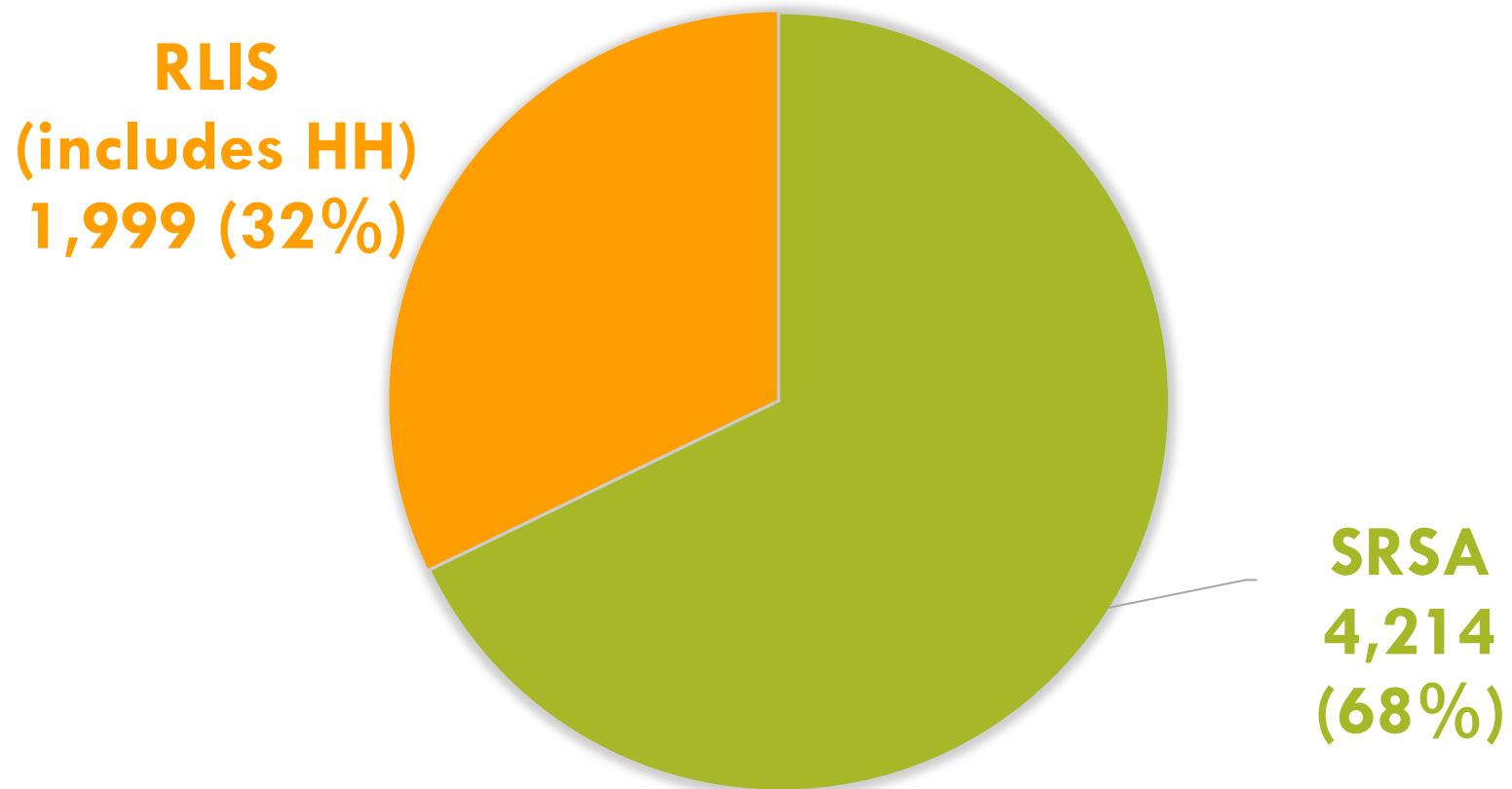


RLIS Updates

- \$96,525,000 was awarded to 46 States with eligible LEAs, plus 21 LEAs in Alaska that receive RLIS-SQA awards directly from ED
- \$487,500 set aside for Bureau of Indian Education
- \$487,500 set aside for Outlying Areas (American Samoa, Commonwealth of Northern Mariana Islands, Guam, and U.S. Virgin Islands)



FY 2022 REAP COHORTS



UEI Transition

- The Unique Entity Identifier (UEI) is a 12-character alphanumeric ID assigned to an LEA by SAM.gov
- UEI must be **active and registered** in SAM.gov to access REAP funds
- To check the registration status of a UEI, use the [SAM.gov Status Tracker](#)
- UEI registration delays at SAM.gov have impacted some SRSA grantees -- when REAP started awarding SRSA awards, approximately 300 LEAs did not have an active UEI and received notice of a delayed award; as these LEAs activate their UEIs, the Department will make SRSA awards
- REAP will continue to support LEA grantees and elevate the most severe issues to SAM.gov as needed, but LEAs experiencing issues must have first established an incident ticket by contacting SAM.gov's Federal Service Desk
- For support:
 - Use the [FSD.gov Live Chat](#) to connect with a SAM agent directly
 - View [REAP's FY 2022 UEI Support Guide](#)



REAP Information Collection



REAP Information Collection

- REAP published a [60-day Federal Register Notice](#) regarding a revision to REAP's current information collection. Comments on the revision were due by July 11, 2022.
- Includes three forms that collect the information from SEAs and LEAs that enables the Department to make REAP eligibility determinations and award calculations:
 - Form 1: The Initial Eligibility Spreadsheet through which SEAs provide to the Department eligibility and allocation data for both the RLIS and SRSA programs.
 - Form 2: The application package for LEAs under the SRSA program.
 - Form 3: The application package for SQAs under the RLIS program.
- If approved, it will go into effect for **Federal fiscal year 2023 (data which we will begin to collect later this year for FY 2023 awards)**.
- There will be a **final opportunity to comment** when REAP publishes the 30-day Federal Register Notice.



Information Collection – ADA requirements

Item 1: Average Daily Attendance – Results of the census conducted to determine the number of students in average daily attendance in kindergarten through grade 12 at the schools served by each LEA. The census must be conducted not earlier than the start of the school year and not later than December 1. Average daily attendance (ADA) from the census conducted during the school year preceding the Federal fiscal year (FY) in which the data are collected is used to calculate allocation amounts for the upcoming awards (**e.g., school year 2021-2022 ADA is collected in the Fall of 2022 and determines FY 2023 awards (awards made in July 2023)**). The Annual Average Daily Attendance Census Determination is described in Part B, Subpart 3, section 5231 of the Elementary and Secondary Education Act of 1965 (ESEA).

Item 10: ADA Collection Process – Provide the date or date range during which a census was conducted for the purposes of REAP ADA data collection, including the month(s) and year (e.g., August-October 2022). The census must be conducted not earlier than the start of the school year and not later than December 1.



EPA's Clean School Bus Program



EPA's Clean School Bus Rebates

- **\$5 billion** in funding is available through the [Clean School Bus Program](#) - established under the [Bipartisan Infrastructure Law](#) to replace existing diesel school buses with cleaner and healthier electric and low-emission school buses.
- EPA will prioritize low-income, rural, and Tribal school districts in the selection process.
- School districts can apply for 25 buses in one application.
- How to apply:
 1. Visit epa.gov/cleanschoolbus to review important dates and eligibility requirements.
 2. Review the 2022 Clean School Bus Rebates Program Guidance for full details on the competition.
 3. Fill out the online application no later than **August 19, 2022** ([SAM.gov](#) entity registration required).



Contact Information

For general questions,
email REAP@ed.gov or visit our [website](#)

Group Leader: Leslie Poynter
Leslie.Poynter@ed.gov

REAP Program Officers

Alice Kinney
Alice.Kinney@ed.gov

Robert Hitchcock
Robert.Hitchcock@ed.gov

Eric Schulz
Eric.Schulz@ed.gov

Staci Cummins
Anastasia.Cummins@ed.gov



Updates from the U.S. Department of Education, Impact Aid Program Office



Presenter

Amanda Ognibene

Group Leader, Impact Aid

Amanda.Ognibene@ed.gov



Payments Update

Fund Type	FY 2021		FY 2022	
	Amount Distributed	Eligible LEAs	Amount Distributed	Eligible LEAs
7003(b) – Basic Support	\$1 billion	1,001	\$1 billion	990
GCD LCR increases		184		342
7003(b)(2) – Heavily Impacted	\$113 million	23	\$115 million	22
7003(d) – Children with Disabilities	\$42.8 million	805	\$41.5 million	791
7002 – Federal Property	\$65 million	202	\$65.8 million	203



Discretionary Grant Competition Update

- Impact Aid Program opened the Discretionary Construction Grant Competition on August 12, 2021 and received 22 grant applications. Of these 22 applications we were able to award 6 local educational agencies (LEAs) emergency funding to mitigate health and safety issues at schools. See link to view abstracts projects: <https://oese.ed.gov/files/2022/04/2021-Impact-Aid-Construction-Grant-Abstract.pdf>
- LEAs are encouraged to work with the State Educational Agencies from the beginning of the application process by complying with Executive Order 12372 and the regulations in 34 CFR part 79. This Executive Order foster an intergovernmental partnership with LEAs and SEAs.
- The Impact Aid program also works with the SEAs to obtain financial data for potential LEAs and to ensure the LEAs are complying with local and state regulations.
- Point of Contact: Jacqueline.Edwards@ed.gov



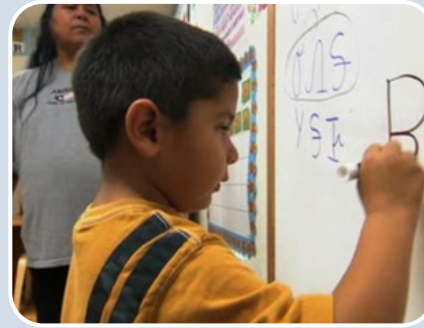
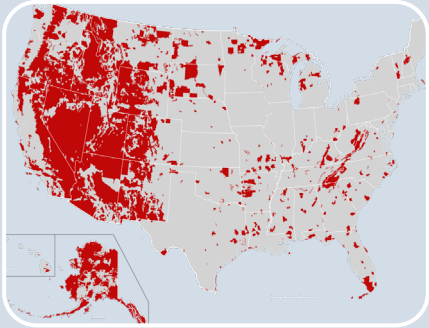
SEA Information – Coming Soon

- **Upcoming SEA Rep Training**
 - Understanding Heavily Impacted (B2) and Generally Comparable District (GCD)
 - Producing data reports to assist LEAs with their applications
 - Impact Aid Program resources and contacts
 - Listening to SEA Representatives and sharing best practices



Impact Aid Constituencies

1,171 Local Educational Agencies (LEAs)
Over 800,000 Federally-connected students



**Federal Lands
(Section 7002
Grantees)**
215 LEAs

**Uniformed
Services**
631 LEAs
315,787 Children

Indian Lands
564 LEAs
114,004 Children

**Federal Low Rent
Housing**
348 LEAs
170,048 Children

**Civilians Living
and/or
Employed on
Federal Property**
580 LEAs
234,492 Children

FY 2022 Application Data

Military Interstate Compact

Secretary's MIC3 action steps:

- Make district and state policies consistent with the Compact
- Uplift military children through academic support, with involvement and professional training of all school staff



Impact Aid Grant System

IAGS Portal <https://impactaid.ed.gov/>

Check the portal frequently

- current information
- webinar schedule
- application resources



Contact Information

Email: impact.aid@ed.gov

Phone: 202-260-3858

Join GovDelivery Listserve

OESE Website: <https://oese.ed.gov/offices/office-of-formula-grants/impact-aid-program/>



Office of Indian Education

Title VI, Part A

Julian Guerrero, Director

Julian.Guerrero@ed.gov



Purpose of Title VI, Part A

- To meet the unique educational and culturally related academic needs of American Indian/Alaska Native students, so that such students can meet the challenging State academic standards;
- To ensure that Native students gain knowledge and understanding of Native communities, languages, Tribal histories, traditions, and cultures; and
- To ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.

<https://oese.ed.gov/offices/office-of-indian-education/>



General Updates

Equity

- New Pre-Application Technical Assistance Webinars and Resources
for Indian Education Discretionary and Formula Grantees
- Renewed Commitment to Meaningful Technical Assistance
- New Competition: *Native American Language (NAL@ED) Grants*



OIE 50th Anniversary

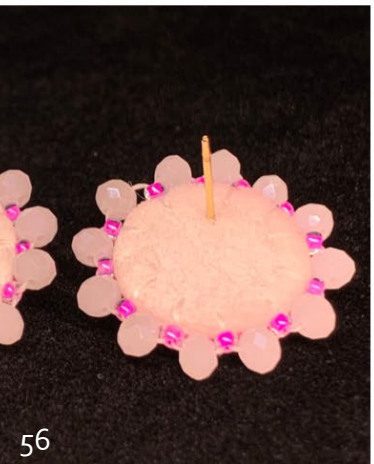


- Program office established by the Indian Education Act of 1972 with emphasis on “bringing culture into the classroom” to advance American Indian and Alaska Native academic achievement.
 1. Formula Grants
 2. Discretionary Grants
 3. National Activities Research and Grants
 4. National Advisory Council on Indian Education



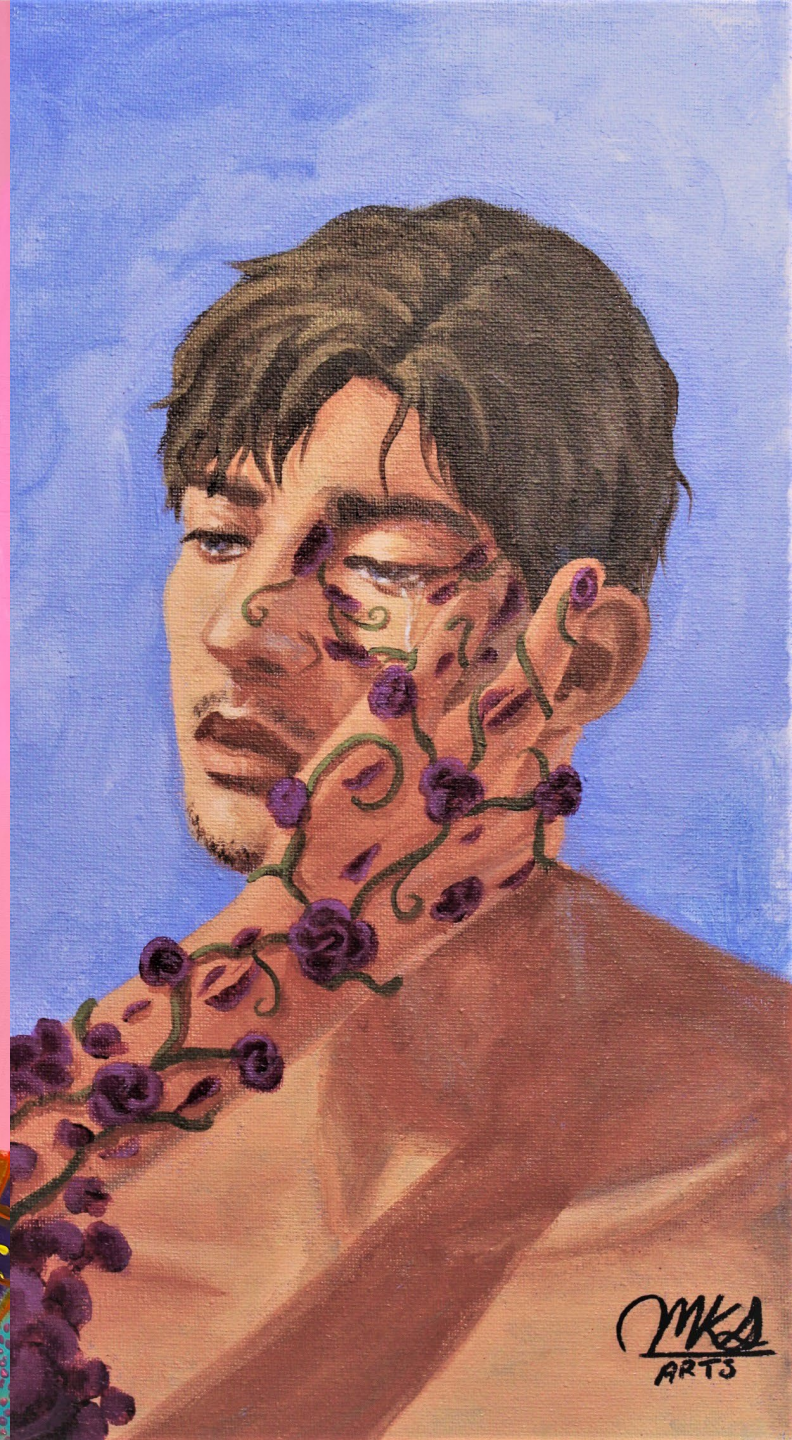


Freya Femath, 5
STARBURST BEADED STUDS"
YSLETA DEL SUR PUEBLO
TUY PATHU TIGUA INDIAN PRE-K





Lucy P.



Stay Connected!

Connect with us!

- Website – <https://oese.ed.gov/offices/office-of-indian-education/>
- Listserv – <https://lp.constantcontactpages.com/su/aeDP1U6/JoinOIEListserv>
- Twitter – <https://twitter.com/oieindianed>



Office of Non-Public Education

Maureen Dowling, Director

Jenay Morrissey, Presenter

Jenay.morrissey@ed.gov



OFFICE OF NON-PUBLIC EDUCATION

ONPE

Mission

ONPE fosters maximum participation of nonpublic school students and teachers in federal education programs and initiatives.

- ❑ **ONPE listserv**
- ❑ **Ombudsman Corner**
- ❑ **NCES Private School Locator**
- ❑ **National Nonpublic School Organizations**



Learn more about the Office of Non-Public Education at

<https://www2.ed.gov/about/its/ed/non-public-education/index.html>



ONPE Website

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U.S. Department of Education


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Office of Non-Public Education

Liaison to the nonpublic school community for the U.S. Department of Education

The roles and activities of the Office of Non-Public Education (ONPE) fall into two major categories: leadership and outreach. ONPE represents the interests, activities and needs of the private elementary and secondary school community, and also consults with the private school community on the participation of students and teachers in programs and initiatives at the U.S. Department of Education.

Our Mission

ONPE fosters maximum participation of nonpublic school students and teachers in federal education programs and initiatives. Since the initial passage of the *Elementary and Secondary Education Act (ESEA)* in 1965, private school students and teachers have been eligible to participate in certain federal education programs. ONPE's activities reflect this mission and direction by:

- Representing the U.S. Department of Education to the nonpublic school community;
- Offering advice and guidance within the Department on all matters affecting nonpublic education;
- Communicating with national, state and local education agencies and associations on nonpublic education topics;
- Communicating the interests and concerns of the nonpublic school community to the Department;
- Providing parents with information regarding education options for their children; and
- Providing technical assistance, workshops and publications.

Information About Non-Public Education

- [Frequently Asked Questions – General Issues Related to Nonpublic Schools \(August 2019\)](#) [PDF, 710KB]
- [Federal Education Laws and Programs Affecting Nonpublic Education](#)
 - [Elementary and Secondary Education Act \(ESEA\)](#)
 - [As Reauthorized by the Every Student Succeeds Act of 2015](#)
 - [Individuals with Disabilities Education Improvement Act \(IDEA\)](#)
 - [Blue Ribbon Schools and Green Ribbon Schools](#)
 - [Policy Letters](#)
- [Non-Public Education Organizations](#)
- [Non-Public Education Publications](#)
- [Non-Public Education Statistics](#)
- [Other Federal Agency Laws and Programs](#)
- [Other Department of Education Programs and Resources](#)
- [Interactive Map for State Regulation of Private and Home Schools](#)
- [Search for Private Schools](#)
- [Selected U.S. Supreme Court Rulings Related to Private and Home Schools](#)

Additional Info

[Join Our Listserv](#)
[Every Student Succeeds Act \(ESSA\) Page](#)
[Ombudsman Corner](#)
[Coronavirus Information](#)
[Updated 2022 IDEA Equitable Services FAQs](#)
[Draft ESEA Title VIII Equitable Services Non-Regulatory Guidance – Public Comment Period \[PDF, 1MB\]](#)
[ESEA Title I, Part A Equitable Services Updated Non-Regulatory Guidance \[PDF, 878KB\]](#)
[Letter to Congress regarding ESEA provisions restricting religious organizations as contract providers of equitable services are unconstitutional \(March 11, 2019\) – Fact Sheet \[PDF, 258KB\]](#)

Contact

Office of Non-Public Education
U.S. Department of Education
400 Maryland Ave. SW
Washington DC 20202
202-401-1365
onpe@ed.gov

How Do I Find...

- [Student loans, forgiveness](#)
- [Higher Education Rulemaking](#)
- [College accreditation](#)
- [Every Student Succeeds Act \(ESSA\)](#)
- [FERPA](#)
- [FAFSA](#)
- [1098, tax forms](#)

[More >](#)

Information About...

- [Transforming Teaching](#)
- [Family and Community Engagement](#)
- [Early Learning](#)
- [Constitution Day](#)



ONPE UPDATES

- ❑ American Rescue Plan (ARP), Emergency Assistance to Non-Public Schools (EANS)
- ❑ Ombudsman Update LIVE - September 15, 2022
- ❑ Title VIII of the ESEA, Uniform Provisions, Equitable Services, Non-Regulatory Guidance
- ❑ Department Reorganization – ONPE Moves to Office of the Deputy Secretary



ONPE CONTACTS

Maureen Dowling, Director, Office of Non-Public Education

Pamela Allen, Education Program Specialist, Individuals with Disabilities Education Act

Isadora Binder, Management and Program Analyst, Elementary and Secondary Education Act (ESEA), Title I

Jenay Morrisey, Management and Program Analyst, ESEA, CARES Act, CRRSA EANS, ARP EANS

Melissa Schroeder, Management and Program Analyst, ESEA, CARES Act, CRRSA, ARP EANS

MiSchele Velez-Anderson, Administrative Specialist

Email: ONPE@ed.gov; Phone: 202-401-1365



Office of Migrant Education

Patricia Meyertholen

Group Leader, Title I, Part C – Migrant
Education Program

Patricia.Meyertholen@ed.gov



Title I, Part C - Migrant Education Program (MEP)

The mission of the Office of Migrant Education (OME) is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migrant children, youth, agricultural workers, fishers, and their families.

For more information, visit

<https://oese.ed.gov/offices/office-of-migrant-education/> and <https://results.ed.gov/>.



Title I, Part C - Migrant Education Program (MEP) Updates

Migrant Student Information Exchange (MSIX)

- MSIX Information Collection
- MSIX Contract
- MSIX Child Counts for State Allocations: Next Steps and Impact on Related Data Collections

FY 2023 Consortium Incentive Grant (CIG) Competition

- OME anticipates publishing the Notice Inviting Applications in January 2023.

Community of Practice

- Upcoming learning cycles are scheduled to launch in September 2022 and topics will include ID&R and Eligibility, MEP Services, and MSIX/Secondary Credit Accrual.



Congressionally Funded Community Projects (CFCP)

Victoria Hammer

Supervisory Education Program Specialist

victoria.hammer@ed.gov



CFCP: Background

Congressionally Directed Spending last administered in 2010

- Fund for the Improvement of Postsecondary Education or FIPSE administered by Office of Postsecondary Education
- Fund for the Improvement of Education or FIE administered by the Office of Innovation and Improvement

Lessons learned from previous work in this area

- Inspector General Report
- Government Accountability Office Report (did not include ED but work of other agencies can be instructive here)



CFCP Website

K-12 Congressionally Funded Co x

oese.ed.gov/offices/k-12-earmarks/

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K-12 Congressionally Funded Community Projects

CFDA NUMBER	84.215K
PROGRAM TYPE	Discretionary/Direct Grants
ALSO KNOWN AS	Congressionally Funded Community Projects

Fiscal Year 2022 K-12 Earmarks in the Consolidated Appropriations Act, 2022

The Consolidated Appropriations Act, 2022 (the Act) includes congressionally directed spending (earmarks) entitled Congressionally Funded Community Projects (CFCP). The Act authorizes these funds and the Explanatory Statement accompanying the Act identifies the dollar amounts for the projects for which funds must be used. The funds for the CFCP program are broken down as follows: \$140 million for the Office of Elementary and Secondary Education (OESE), \$249 million for the Office of Postsecondary Education (OPE), and \$2.3 million for the Office of Special Education and Rehabilitative Services (OSERS). Information on this page is for OESE and OSERS earmarks. A complete list of earmarks can be found below. Information on OPE earmarks will be coming soon on the OPE

Contact Information

E-mail

K-12 Congressionally Funded Community Projects

Applicant Information

List of House and Senate Recipients

Funding and Legislation

Type here to search

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CFCP: Administration and Scope

- 260 K12 CFCP grants
- Grants to be administered by the Office of Elementary and Secondary, the Office of Career and Technical Education, and the Office of Special Education Programs
- Award range amount: 14,000 to 2,000,000

Award Range	Number of Grants
Up to 50,000	10
50,001 to 100,000	30
100,001 to 250,000	49
250,001 to 500,000	80
500,001 and greater	94



CFCP: Type of Grantee and Content Area

Grantee	Number of Grants
Non-profit	143
LEA	36
IHE	31
Local Government	10
School	4
SEA	3

Content Area	Grants
Educator Preparation and Development	25
Early Learning	34
Supporting Students and Staff in Rural Settings	10
Wraparound Services	12
Needs of Students in High Poverty Schools	42
Out of School Time Programming	51
Student Social and Emotional Well-Being	28
Literacy and Arts Programming	22
Mix of Topics	3



CFCP: Contact Information

Victoria Hammer; Victoria.Hammer@ed.gov

Amanda Hoffman; Amanda.Hoffman@ed.gov

Erin Shackel; Erin.Shackel@ed.gov

Email: K12Earmarks@ed.gov



Thank You!!!

Reach out to [OESE](#)
to follow up with more
information.

