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| --- | --- | --- |
|  | Non-Government Grant | Government Grant |
| Title | English Language Learners Enrichment Academies Grant | Education Research Grant- English Learners |
| Purpose | * To narrow the achievement gap between ELL and Regular Education students
* Support strategies that will provide intensive and accelerated opportunities for middle and high school students
 | * To improve language proficiency, reading, writing, math and science of K-12 students
* Document effective tools and strategies
* Provide future Professional Development
 |
| Funding Source | The Executive Office of Education | IES- Institute of Education Sciences |
| Eligibility Requirements | * Must serve a Gateway city
* Be a public school district, charter school, non-profit education, higher education institution or community development center
 | * Single research goal
* Include EL students in K-12 setting
* Must address research goal to exploration, development and innovation, efficacy and replication, effectiveness or measurement
 |
| Basic Components | * Operate a summer English Learning Academy
* Define method for determining EL students
* Commit to providing data upon request
* Outcomes to include:
1. Measurable in English Language Proficiency
2. Reinstate confidence in ELL learning abilities
3. Long-term improvements on MCAS (Massachusetts Comprehensive Assessment System)
 | * Propose research topic related to EL students
* Identify long-term outcomes
* Develop a variety of strategies and tools
* Address outcomes important to students, parents, teachers and administrators
* Create professional development
* Must include information on student outcomes
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**Grant Research Chart**

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| --- | --- | --- |
| **TYPE** | Governmental | Non Governmental |
| **TITLE** | Grants to States for Education for Children with Disabilities | Individualized Special Education. Education Research |
| **PURPOSE** | To provide formula grants to assist states in meeting the excess costs of providing special education and related services to children with disabilities. | To focus on development and evaluation programs for IEP teams, methods of managing and monitoring the IEP process using scientific methods |
| **FUNDING SOURCE** | Federal government | Institute of Education Science |
| **ELEGIBILITY REQUIREMENTS** | States must serve all children with disabilities between the ages of 3 to 21. | Must have the ability and capacity to conduct scientific valid research |
| **BASIC COMPONENTS** | Funds could be used for salaries for special education teachers, cost associated with related services personnel, technology in the classroom, or cost of mediation. | Funds are used to identify, develop, and validate effective educational programs for special education students through research. |

**Grant Research Chart**

|  |  |  |
| --- | --- | --- |
| **Grant type** | **Governmental grant** | **Non-governmental Grant** |
| **Title** | English Language Acquisition State Grant  | The Arthur vining Davis Foundation |
| **Purpose** | This grant is for improving the education of LEP students, this can help them to achieve their academic standards in public schools and help them face the challenges in elementary and secondary schools.  | This foundation supports secondary education (grades 9-12) and contributes to strengthening education by improving professional development for educators which includes practical research, innovative use of technology, and new techniques in presenting classroom materials.  |
| **Funding Source** | The fund is distributed to the State. Awards are made to SEAs, which in turn make sub-grantsto local education agencies (LEAs). | Trustees |
| **Eligibility Requirement** | State Educational Agency  | The application must be submitted by the school president or the executive. “proposals should strive to develop solutions with potential for wide application or replication by others” ( The Arthur Viving Davis Foundation, 2013) |
| **Components of the grant proposal** | Schools must have language programs to assist LEP and help their academic achievement. “States must develop annual measurable achievementobjectives for LEP students that measure their successin achieving English language proficiency and meetingchallenging state academic content and achievementstandards and provide high-quality professional development” ( U.S. Department of Education, 2011) | There should be 4 – 5 pages with an attached budget of the institution. Also in the proposal it must convey the “who, what, when, where and how” aspects of a request. |

**Grants Chart**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Grant** | **Purpose** | **Funding Source** | **Eligibility** | **Basic Components** | **Governmental or Private** |
| Target Field Trip Grant | It’s become increasingly difficult for schools to fund learning opportunities outside the classroom. To help them out, we launched Field Trip Grants in 2007. Since then, we’ve made it possible for millions of students to go on a field trip.  | Target | To request a charitable contribution, your organization must be a federally tax-exempt, section 501(c)(3) charitable organization, an accredited school or a public agency.  | As part of the program, Target stores award Field Trip Grants to K-12 schools nationwide. Each grant is valued up to $700. We accept grant applications between noon CST Aug. 1 and noon CST Sept. 30.  | Private |
| Discovery Research K-12 (DRK-12) | The Discovery Research K-12 program (DRK-12) seeks to significantly enhance the learning and teaching of science, technology, engineering and mathematics (STEM) by preK-12 students and teachers, through research and development of innovative resources, models and tools (RMTs). Projects in the DRK-12 program build on fundamental research in STEM education and prior research and development efforts that provide theoretical and empirical justification for proposed projects. Teachers and students who participate in DRK-12 studies are expected to enhance their understanding and use of STEM content, practices and skills.  | **National Science Foundation**  | Eligibility to participate in the NSF EPSCoR program is based on the level of NSF research funding. Each year, NSF EPSCoR compiles summary data for the preceding three years of NSF research funding by State. The data are reported by the NSF Office of Budget, Finance and Award Management and listed on the NSF's Budget Internet Information System.Twenty-eight states, the Commonwealth of Puerto Rico, Guam, and the U.S. Virgin Islands are currently eligible to compete in various NSF EPSCoR program opportunities. (See[Investment Strategies](http://nsf.gov/od/iia/programs/epscor/invest.jsp) for more information.) The states are: Alabama, Alaska, Arkansas, Delaware, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, West Virginia, and Wyoming. Data detailing the eligibility of each state, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands. | All DRK-12 proposals should be well grounded in the findings of STEM education research; be supported by a well-articulated framework that is based on a specific theory of learning and teaching; be guided by a specific research question, set of questions, or hypothesis; use appropriate and rigorous research and development designs; employ appropriate forms of analysis; and generate useful resources, models, or tools. * Assessment Strand
* Learning Strand
* Taeching Strand
* Implementation Strand
 | Governmental |