



Unlocking Federal Resources: A Toolkit for Sustaining and Enhancing Magnet Schools



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Introduction

On May 17, 2024, we celebrated the 70th anniversary of the Supreme Court’s unanimous decision in *Brown v. Board of Education* that outlawed racial segregation in our nation’s public schools. The ruling that “separate but equal” is “inherently unequal” moved us closer to realizing the idea that defines who we are as a nation: We are all created equal and deserve to be treated equally throughout our lives.¹

Brown v. Board of Education served as a catalyst for the most fundamental civil rights legislation of our time, including the Civil Rights Act of 1964 and the Voting Rights Act of 1965. While the decision in *Brown v. Board of Education* and subsequent decisions opened the door for many schools to develop diverse, inclusive learning communities that value empathy, kindness, and tolerance, the full potential of *Brown v. Board of Education* remains unfulfilled.²

¹ <https://www.whitehouse.gov/briefing-room/presidential-actions/2024/05/16/a-proclamation-on-70th-anniversary-brown-v-board-of-education>

² Ibid.

Background

Following the landmark 1954 decision, *Brown v. Board of Education*, court orders and executive actions strengthened enforcement and offered technical assistance to districts that were desegregating, while federal legislation provided desegregation assistance in the form of funding for transportation, magnet schools, and training for school staff.³ ⁴ Today, magnet schools give students and families the opportunity to choose schools implementing innovative strategies, no matter where they live. With thousands of schools educating millions of students nationwide, each school is typically structured around a specific theme and curriculum attached to that theme.⁵

Research suggests that students in racially and socioeconomically diverse schools experience a range of benefits, including improved academic success, leadership skills, social mobility, civic engagement, empathy, and understanding.⁶ Meanwhile, gaps in the academic achievement of students from different backgrounds are most pronounced when schools suffer from both racial and economic isolation of students of color and students from low-income families.⁷

Magnet schools were created in the late 1960s, with the term “magnet school” becoming more common in the early to mid-1970s, to support desegregation efforts by

³ <https://learningpolicyinstitute.org/product/advancing-integration-equity-magnet-schools-report>.

⁴ Straubhaar, R. J., Wang, J., & Sylvester, R. M. (2021). 50 years of magnet schools: An overview of desegregation efforts (CRESST Report 868). UCLA/CRESST.

⁵ <https://magnet.edu/about/what-are-magnet-schools#1499667889100-039b81ce-813c>

⁶ Kahlenberg, R. D., Potter, H., & Quick, K. (2019). A bold agenda for school integration. The Century Foundation. <https://eric.ed.gov/?id=ED603383>.

⁷ The State of School Diversity in the United States, citing Reardon, S. F. (2016). School segregation and racial academic achievement gaps. RSF: The Russell Sage Foundation Journal of the Social Sciences, 2(5), 34-57.

offering a special curriculum and program of study designed to better attract students from different racial backgrounds.⁸ As noted by Congress, magnet schools have been a significant part of the nation’s effort to foster diverse schools through the promotion of voluntary school desegregation,⁹ and the creation of theme-based schools – schools with curricula and programming that is shaped around a specific theme that becomes a key part of the school’s identity (such as STEM, Career and Technical Education, Arts, Language, Montessori, International Baccalaureate, Early College High School, among others) to reduce minority group isolation. Unfortunately, building sustainable funding approaches combining federal, state, and local funds for magnet schools can be difficult for states and districts, even where magnet schools have been successful in creating diverse education settings and providing high-quality academic options, as there are additional costs associated with these theme-based schools that draw students from a larger geographic area and require intentional work to recruit students from across the district.

This toolkit is designed primarily to help leaders in state education agencies (SEAs), local education agencies (LEAs), and magnet school leaders, coordinators, advocates, and other stakeholders to better understand the full scope of federal funding of the U.S. Department of Education (ED) and other federal agencies that can be used to support the development, expansion, and sustainability of magnet schools. The available funding in FY24 represents the largest investment and support of magnet schools in the history of the

⁸ Brooks, R. G. & Pack, G. (2023) Magnet Schools: Public Schools of Choice in a Changing Education Landscape. Magnet Schools of America
⁹ 20 U.S.C. 7231(a)).

federal government. Paired with the Magnet Schools Development Framework,¹⁰ this toolkit is designed to be a key resource to help state and school leaders understand how to build and sustain successful magnet programs.

I. WHAT ARE MAGNET SCHOOLS?

Magnet schools are public schools designed to attract a diverse student enrollment through unique, theme-based curricula or pedagogical approaches. Themes vary widely, from science, technology, engineering, and math (STEM), to Montessori and the performing arts. Today, there are more than 3,000 magnet schools in 46 states and the District of Columbia, serving more than three million students, from preschool through grade twelve.¹¹

Magnet schools are founded on five pillars: 1) diversity, equity, and inclusion (DEI); 2) enrollment and recruitment; 3) curriculum and instruction; 4) family engagement; and 5) partnership development.¹² In addition to the five pillars, six key elements discussed in the MSAP Development Framework impact success for school and community leaders in cultivating effective schools: leadership and management, communication, data use, theme integration, professional development, and planning for sustainability.

II. HOW ARE MAGNET SCHOOLS FUNDED?

Many of today's magnet schools were first created using federal grant funds under the Magnet Schools Assistance Program (MSAP), which remains to this day the primary source of federal funding to support magnet schools. MSAP began in 1985 as a

¹⁰ https://www.ed.gov/sites/ed/files/2022/03/Toolkits_MSAP-DevelopmentFramework.pdf

¹¹ https://nces.ed.gov/programs/digest/d23/tables/dt23_216.10.asp?current=yes

¹² https://www.ed.gov/sites/ed/files/2022/03/Toolkits_MSAP-DevelopmentFramework.pdf.

tool to desegregate schools through voluntary choice. Authorized under Title IV, Part D of the Elementary and Secondary Education Act of 1965, as amended (ESEA), MSAP provides grants to LEAs and consortia of LEAs to create or revise magnet schools under required or voluntary desegregation plans. MSAP funding provides a key lever for LEAs to collaborate across schools and LEAs, as well as with key stakeholders, including educators, families, and students, and external governmental, nonprofit, business, and other community partners to improve and expand efforts in each of the five pillars of magnet schools.

But MSAP funding is not the only funding available to support magnet schools in their efforts to deliver high-quality, theme-based curricula to students. In addition to the use of state and local funding available to public schools in their operations, state and magnet school leaders also can take advantage of the wide range of federal funding opportunities, both formula and discretionary, to support their work. This includes tapping into federal funding for K-12 schools and other federal funding programs that may be available to states and school districts, based on the school's theme.

Federal Resources to Support Magnet Schools

This toolkit provides information about federal funding opportunities—in addition to the MSAP—for magnet schools. The toolkit is organized around the five pillars of magnet schools: diversity, equity, and inclusion (DEI) ; enrollment and recruitment; curricula and instruction; family engagement; and partnership development, and could assist education leaders interested in supporting magnet schools, as well as those interested in pursuing one or more of the five pillars in both magnet and non-magnet schools.

I. DIVERSITY, EQUITY AND INCLUSION

The student experience is a critical pillar of DEI in education. Through marketing, recruitment strategies, and a balanced selection process, magnet schools strive to support student populations that are reflective of their communities and which provide educational environments that model empathy, respect, collaboration, and inclusion of all cultures.

LEAs may be able to leverage existing federal funding to support DEI through the following federal programs:

Program: U.S. Department of Education: ESEA Title I, Part A - Improving Basic Programs Operated by LEAs	
How Funds Are Allocated	Formula
Eligible Applicants	SEAs and LEAs
FY24 Funding	\$18.406 billion
Program Purpose	Title I, Part A provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.
URL	https://www.ed.gov/grants-and-programs/formula-grants/school-improvement/improving-basic-programs-operated-by-local-educational-agencies-esea-title-i-part-a
Point of Contact	Oese.titlei-a@ed.gov
How These Funds Can Support Magnet Schools	LEAs can use Title I, Part A funds flexibly to support the educational needs of low-income students who are enrolled in magnet schools and meet operational needs to support their magnets who serve low-income students.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • What level of Title I, Part A funding do our magnet schools receive? • What is the threshold for the percentage of low-income students enrolled needed for a school to access Title I funding in our LEA? • How are those funds being used this year, and how does my LEA's current spending allocations align with our magnet schools'?

Program: U.S. Department of Education: ESEA Title I, Part C - Migrant Education Program	
How Funds Are Allocated	Formula
Eligible Applicants	SEAs
FY24 Funding	\$375.626 million
Program Purpose	The Title I, Part C Migrant Education program ensures, among other things, that all migratory children have the opportunity to meet the same challenging academic standards that all children are expected to meet and to prepare them for successful transition to post-secondary education or employment. SEAs apply to the U.S. Department of Education for funds using either a Title I, Part C Migrant-specific application or a consolidated application through which SEAs submit a single application for funds under several federal formula grant programs.
Point of Contact	Title1-C@ed.gov
URL	https://www.ed.gov/grants-and-programs/formula-grants/formula-grants-special-populations/migrant-education-program-title-i-part-c-state-grants
How These Funds Can Support Magnet Schools	Magnet schools with migratory students may consider contacting their SEA to discuss the needs of those students and how funding could be used to support them.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Do our magnet schools have migratory children and youth? • Who is the appropriate contact at our SEA to contact to discuss these students and their unique needs?

Program: U.S. Department of Education: ESEA Title I, Part D - Neglected, Delinquent, or At-Risk	
How Funds Are Allocated	Formula
Eligible Applicants	SEAs
FY24 Funding	\$101.362 million
Program Purpose	The Title I, Part D, Subpart 2 LEA program allocates funds to SEAs for supplementary education services. This program provides education continuity for children and youth in locally operated delinquent institutions for juveniles, including community day programs, group homes, juvenile detention centers, adult correctional institutions, and at-risk programs to assist these children and youth in making successful transitions to their local school, post-secondary education, or employment.
Point of Contact	TitleI-D@ed.gov
URL	https://www.ed.gov/grants-and-programs/formula-grants/formula-grants-special-populations/neglected-delinquent-or-at-risk-mdash-title-i-part-d
How These Funds Can Support Magnet Schools	Magnet schools in LEAs that receive Title I, Part D funds and that have populations of students either in locally operated correctional facilities or who have recently returned to the school from a correctional facility can deploy Title I, Part D funds to support transition programs, dropout prevention programs, mentoring, and peer mediation.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Does my LEA receive a Title I, Part D subgrant? • Do our schools have a population of students who reside in locally operated correctional facilities? • If so, who is the appropriate contact at our SEA or LEA to contact to discuss the needs of these students?

Program: U.S. Department of Education: ESEA Title IV, Part A - Fostering Diverse Schools Demonstration Grants	
How Funds Are Allocated	Discretionary
Eligible Applicants	LEAs
FY24 Funding	\$12.9 million ¹³
Program Purpose	The Fostering Diverse Schools Demonstration Grants Program supports efforts to promote access to a well-rounded education and to improve school conditions for student learning by developing, enhancing, or implementing, and making publicly available comprehensive plans for increasing school diversity in preschool through grade 12.
Point of Contact	FDS@ed.gov
URL	https://www.ed.gov/grants-and-programs/grants-birth-grade-12/school-community-improvement/fostering-diverse-schools-demonstration-grants-program-fds
How These Funds Can Support Magnet Schools	LEAs can use funds to support planning and implementing expanded, enriched opportunities for diverse schools and developing strategies and processes for improving school diversity.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Does our LEA have the capacity to complete a planning or implementing Fostering Diverse Schools grant application? • Are students clustered in certain schools by socioeconomic circumstance?

¹³ This program does not receive its own appropriation and is funded through a reservation of national activities which is determined annually.

Program: U.S. Department of Education: Individuals with Disabilities Education Act (IDEA) Part B - Assistance for Education of all Children with Disabilities	
How Funds Are Allocated	Formula
Eligible Applicants	State education agencies, local education agencies, including charter schools that are LEAs.
FY24 Funding	\$14.2 billion (IDEA 611 for children 3-21) \$420 million (IDEA 619 for children 3-5)
Program Purpose	The purpose of the IDEA Part B grants-to-states program is to make available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensure special education and related services to those children. IDEA Part B formula grants assist states in providing FAPE in the least restrictive environment for children with disabilities, ages three through 21.
Point of Contact	idea@ed.gov
URL	https://www.idea.ed.gov
How These Funds Can Support Magnet Schools	IDEA applies to all public schools, including magnet schools. IDEA Part B funds are allocated by formula to state education agencies, and subgrants are awarded by SEAs to local education agencies to support activities such as: <ul style="list-style-type: none"> Identifying, locating, and evaluating all children with disabilities to determine IDEA eligibility; Providing special education and related services as described in a child's individualized education program (IEP); Implementing a schoolwide program through consolidating a portion of IDEA funds (34 C.F.R § 300.206); and Professional development for all teachers and other school staff to enable educators to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and to provide educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction up to 15% the LEAs Part B subgrants) (34 C.F.R. § 300.226).
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> How does our magnet school ensure that children suspected of having a disability are identified, located, and evaluated to determine IDEA eligibility? How does our magnet school ensure that children with disabilities receive FAPE? How does my LEA's current IDEA allocation support students with disabilities in the magnet school?

Program: U.S. Department of Education: Higher Education Act Title IV, Part A - Federal TRIO Programs	
How Funds Are Allocated	Discretionary
Eligible Applicants	Varying combinations of institutions of higher education (IHEs), public (such as LEAs) and private agencies or organizations, and community - based organizations, depending on the TRIO program.
FY24 Funding	\$1.191 billion
Program Purpose	TRIO programs are federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.
Point of Contact	OPE_TRIO@ed.gov
URL	https://www2.ed.gov/about/offices/list/ope/trio/index.html
How These Funds Can Support Magnet Schools	TRIO program funding can be used to support expanded, enriched learning opportunities— academic enrichment, tutoring, and assistance with college entrance expenses (exams and applications), integrated student services, and counseling and mentoring.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Is there an IHE we can partner with to submit an application for one of the TRIO programs? • How would we use TRIO funding to support the main goals of the program to expand college access and success for disadvantaged and first-generation college students?

Program: U.S. Department of Education: Civil Rights Act, Title IV- Equity Assistance Centers ¹⁴	
How Funds Are Allocated	Discretionary
Eligible Applicants	Public agencies, nonprofits, or a consortium of both
FY24 Funding	\$6.575 million
Program Purpose	The purpose of the Equity Assistance Center (EAC) program is to award grants (cooperative agreements) to operate regional EACs to provide technical assistance and training, at the request of school boards and other responsible governmental agencies, on issues related to equity in education to ensure that all children, regardless of race, gender, national origin, or religion, have equal access to a quality education and the opportunity to develop high academic proficiency in reading, math and other core subject areas.
Point of Contact	Tracey.Scott@ed.gov
URL	https://www.ed.gov/grants-and-programs/grants-birth-grade-12/training-and-advisory-services--equity-assistance-centers
How These Funds Can Support Magnet Schools	LEAs may request free technical assistance services from their regional EAC specifically related to ensuring equitable opportunities for all students regardless of race, sex, national origin, and religion.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Which regional EAC provides technical assistance to our LEA? Who is the appropriate contact? • What types of technical assistance would be most helpful for our regional EAC to provide to advance our work?

¹⁴ This program does not provide direct financial assistance to magnet schools. It is a technical assistance center that provides support that includes magnet schools.

Program: U.S. Department of Housing and Urban Development: Housing Act- Choice Neighborhoods Program	
How Funds Are Allocated	Discretionary
Eligible Applicants	Cities, counties, housing authorities, nonprofits, private developers, and partnerships
FY24 Funding	\$350 million
Program Purpose	Choice Neighborhoods Planning Grants and Implementation Grants provide support to develop comprehensive neighborhood revitalization plans and implementation of those plans, which focus on directing resources to address three core goals: housing, people, and neighborhood.
Point of Contact	ChoiceNeighborhoods@hud.gov
URL	https://www.hud.gov/cn
How These Funds Can Support Magnet Schools	Funding provided through Choice Neighborhoods can be used to provide collaborative leadership, shared power, and community voice - conducting a neighborhood needs assessment, improving education and employment outcomes, integrated systems of support - replacing or improving low-quality public housing with high-quality mixed-income homes, reinvesting in distressed communities through providing young people in those communities' access to education such as magnet schools.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Is anyone in our local community working on a Choice Neighborhoods grant, or interested in partnering with us to submit one? • What role can the local magnet schools play in enhancing the opportunities available to young people in the community?

II. CURRICULA AND INSTRUCTION

Curricula and instruction are essential components of ensuring that relevant theme-based instruction is available to students. Effective teaching strategies, emulating from best practices, are implemented through the inclusion of the school's theme. Professional development is based on high-quality rigorous standards that prepare students for higher education and career success.

LEAs may be able to leverage existing federal funding through the following federal programs to support curricula and instruction:

Program: U.S. Department of Education: ESEA Title II, Part A - Supporting Effective Instruction	
How Funds Are Allocated	Formula
Eligible Applicants	SEAs providing sub-allocations to LEAs
FY24 Funding	\$2.19 billion
Program Purpose	Title II, Part A provides support to states and LEAs to improve the quality and effectiveness of teachers, principals, and other school leaders through professional development and other activities.
Point of Contact	OESE.titleii-a@ed.gov
URL	https://www.ed.gov/grants-and-programs/formula-grants/school-improvement/supporting-effective-instruction-state-granttitle-ii-part-a
How These Funds Can Support Magnet Schools	This funding can be used to support: the development of collaborative leadership and shared power and voice; training for teacher leaders and administrators; rigorous, community-connected classroom instruction; educator enrichment; and professional development, training, evaluations, and support for teacher retention pathways (e.g., residency and Grow Your Own programs).
Questions for State and School Leaders to Consider	<ul style="list-style-type: none">• How are Title II, Part A funds already being used to support teacher professional development and advancement in our LEA?• What are the professional development needs of educators in magnet schools and how can we leverage Title II, Part A funding to support these needs?

Program: U.S. Department of Education: ESEA Title IV, Part F - Assistance for Arts in Education Program	
How Funds Are Allocated	Competitive
Eligible Applicants	LEAs that meet the 20- percent small area income and poverty estimates threshold, consortiums of LEAs, SEAs, museums or cultural institutions, Bureau of Indian Education's (BIE's) eligible national nonprofits and private entities.
FY24 Funding	\$36.5 million
Program Purpose	This program supports high-quality arts education projects and services for children and youth, with special emphasis on serving students from low-income families and students with disabilities, including support of community and national outreach activities that strengthen and expand partnerships among schools, LEAs, communities, or centers for the arts, including national centers for the arts.
Point of Contact	AssistanceforArtsEducation@ed.gov
URL	https://aaec.ed.gov/assistance-for-arts-in-education-program-overview
How These Funds Can Support Magnet Schools	This funding can be used to support rigorous, community-connected classroom instruction, such as art support for educators (e.g., professional learning opportunities focused on art education), expanded, enriched learning opportunities for students, including assistance to identify disadvantaged students for high-ability learning programs, and to acquire art-based instructional materials.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Is there an appropriate national organization we can partner with to submit an application for a grant under this program? • How would funding best be used by our LEA to support arts education for our students?

Program: U.S. Department of Education: ESEA Title IV, Part F - Education Innovation and Research	
How Funds Are Allocated	Competitive
Eligible Applicants	SEAs, LEAs, BIE, consortia of SEAs, and nonprofits
FY24 Funding	\$259 million
Program Purpose	<p>The Education Innovation and Research (EIR) program supports the creation, development, implementation, replication, and scaling up of evidence-based innovations designed to improve student achievement and attainment for underserved students. There are three types of grants under this program:</p> <ul style="list-style-type: none"> • “Early-phase” grants, • “Mid-phase” grants, and • “Expansion” grants. <p>These grants differ in terms of the level of prior evidence of effectiveness required for consideration for funding, the expectations regarding the kind of evidence and information funded projects may produce, the level of scale funded projects should reach, and, consequently, the amount of funding available to support each type of project.</p>
Point of Contact	eir@ed.gov
URL	https://www.ed.gov/grants-and-programs/grants-special-populations/economically-disadvantaged-students/education-innovation-and-research
How These Funds Can Support Magnet Schools	<p>This funding can be used to support innovative approaches for essential aspects of magnet schools where there is a basis in research for the innovative approaches that the magnet school wishes to implement and/or scale. It is important to note the focus on innovation of the proposed project.</p> <p>Proposed projects must:</p> <ul style="list-style-type: none"> • Serve high-need students (as defined by the applicant) • Be evidenced-based • Include an independent evaluation of the project’s effectiveness
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Are there research-based educational innovations we are using in our LEA that we want to expand further, and could be the focus of an EIR grant application? • What is our evaluation plan and capacity, and are there partnerships we could develop to implement such a plan that would allow us to secure EIR funding and appropriately evaluate the innovations we are supporting?

Program: U.S. Department of Education: Perkins V - Career and Technical Education State Grants	
How Funds Are Allocated	Formula
Eligible Applicants	SEAs providing sub-allocations to LEAs
FY24 Funding	\$1.439 billion
Program Purpose	Each state is required to distribute not less than 85 percent of its Perkins V funds by formula to LEAs, area career and technical schools, community colleges, and other public or private nonprofit institutions that offer career and technical education (CTE) programs.
Point of Contact	Sharon.miller@ed.gov
URL	http://cte.ed.gov
How These Funds Can Support Magnet Schools	Funding from this program can be used to expand career and technical education programs. This may include developing and expanding career pathways/programs of study that meet labor market demands and includes work-based learning, dual enrollment, earning workforce credentials, and career advisement and navigation for students.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Does our magnet school have a career focus or offer career aligned CTE opportunities to our students? • What employer/labor market needs does our community have that this funding could help address? • Is our school a recipient of Perkins V funding, and, if so, what needs does our school have that this funding could help to address?

III. PARTNERSHIPS

Partnerships between LEAs and external entities, such as nonprofits, government agencies, and IHEs, provide additional support for student success through academic, social, emotional, and external resources such as transportation or housing. This support is particularly important for magnet schools where students often travel long distances to unfamiliar environments. Partnerships demonstrate a commitment to multi-dimensional support focused on student needs.

LEAs may be able to leverage existing federal funding through the following federal programs to support partnerships:

Program: U.S. Department of Education: ESEA Title IV, Part A – Student Support and Academic Enrichment Grants	
How Funds Are Allocated	Formula
Eligible Applicants	SEAs provide formula subgrants to LEAs
FY24 Funding	\$1.38 billion
Program Purpose	This program provides formula grants to SEA, which subgrant most funds to LEAs to support well-rounded educational opportunities, safe and healthy students, and the effective use of technology.
Point of Contact	OESE.OSHS.TITLEIV-A@ed.gov
URL	https://www.ed.gov/grants-and-programs/formula-grants/school-improvement/student-support-and-academic-enrichment-program
How These Funds Can Support Magnet Schools	This funding can be used to provide general support for all aspects of magnet schools, including providing students with access to accelerated learning programs, school-based counseling and mental health services, and rigorous technology- supported learning experiences.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none">• How much Title IV, Part A funding does our LEA receive and how is it being used?• Are there opportunities to explore new uses of this funding to address emerging or pressing needs?

Program: U.S. Department of Education: ESEA Title IV, Part A and the Bipartisan Safer Communities Act - Stronger Connections Grants Program	
How Funds Are Allocated	Competitive and formula
Eligible Applicants	SEAs receive formula grants and provide competitive grants to LEAs which partner with local organizations.
One-Time Funding	\$1 billion
Program Purpose	The \$1 billion in Bipartisan Safer Communities Act (BSCA) funding provides support to SEAs, LEAs, and schools in establishing safe, healthy, and supportive learning opportunities and environments
Point of Contact	OESE.OSSS@ed.gov
URL	https://www.ed.gov/laws-and-policy/laws-preschool-grade-12-education/bipartisan-safer-communities-act
How These Funds Can Support Magnet Schools	This funding can be used to provide general support for all aspects of magnet schools, including the allowable uses under section 4108 of ESEA, including creating positive and supportive learning environments, providing school-based counseling and mental health services, and offering educator professional development.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • What was the outcome of the state competition for BSCA? • What kinds of activities would benefit the students at our magnet schools most that are allowable uses of funds under this program?

Program: U.S. Department of Education: HEA Title IV, A - Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	
How Funds Are Allocated	Competitive
Eligible Applicants	States and/or one or more LEAs in partnership with at least one IHE and at least two community organizations
FY24 Funding	\$388 million
Program Purpose	This program is designed to increase the number of students from low-income backgrounds who are prepared to enter and succeed in post-secondary education. GEAR UP provides six- or seven-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students, beginning no later than the seventh grade, and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.
Point of Contact	Ben.Witthoefft@ed.gov
URL	https://www2.ed.gov/programs/gearup/index.html
How These Funds Can Support Magnet Schools	This funding can be used by schools to empower student and family engagement: conduct home visits; provide parent and student college tours; offer expanded, enriched learning opportunities such as dual or concurrent enrollment opportunities; improve college readiness and awareness; and provide financial aid information and college tours.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Do we have an IHE that we could partner with to submit an application? • What kind of activities under GEAR UP would we focus an application towards?

Program: U.S. Department of Transportation: Grants for Buses and Bus Facilities Program	
How Funds Are Allocated	Formula and discretionary
Eligible Applicants	Cities and transit agencies
FY24 Funding	\$1.1 billion
Program Purpose	The Grants for Buses and Bus Facilities Program provides support to states and direct recipients to replace, rehabilitate, and purchase buses and related equipment, and to construct bus-related facilities, including technological changes or innovations to modify low- or no- emission vehicles or facilities. Funding is provided through formula allocations and competitive grants. This could be instrumental in facilitating inter- and intradistrict transportation for students.
Point of Contact	ftalownobusnofo@dot.gov
URL	https://www.transit.dot.gov/bus-program
How These Funds Can Support Magnet Schools	Grants can help local transit agencies upgrade and expand their bus fleets, which can increase public transportation access for more students and support students in securing public transportation to school.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Is the local transit agency considering this grant opportunity? • How can the LEA provide input on bus line expansion to and from magnet schools?

IV. ENROLLMENT AND RECRUITMENT

Enrollment and recruitment at the school- and LEA- level can be supported by a commitment to continuous collaboration and monitoring by administrators for effective magnet school organization and systemic improvements. Decisions about hiring, budgets, training, and pathways are collaborative, focus on sustainability of high-quality instructional systems, and will impact directly student enrollment and recruitment.

LEAs may be able to leverage existing federal funding through the following federal programs to support enrollment and recruitment:

Program: U.S. Department of Education: ESEA, Title II, Part B - Teacher and School Leader Incentive Program	
How Funds Are Allocated	Competitive
Eligible Applicants	SEAs, LEAs, or other state agencies; BIE; and nonprofit partnerships
FY24 Funding	\$60 million
Program Purpose	The Teacher and School Leader Incentive Grants (TSL) program makes competitive awards to help develop, implement, improve, or expand human capital management systems or performance-based compensation systems for educators serving in high-need subject areas (though not necessarily in high-need schools), as determined by the LEA or the state.
Point of Contact	TSL@ed.gov
URL	https://www.ed.gov/grants-and-programs/teacher-prep/teacher-and-school-leader-incentive-program
How These Funds Can Support Magnet Schools	Funding from this program could be used to provide training for teacher leaders and administrators, development of new systems for teacher compensation and capacity, and educator professional development.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none">• Are there areas of need in our magnet schools that TSL funding could help address?• Would our LEA require any partners to properly manage funding received from this grant and ensure successful completion?

Program: U.S. Department of Education: ESEA Title II, Part B - Supporting Effective Educator Development Grant Program	
How Funds Are Allocated	Competitive
Eligible Applicants	IHEs; nonprofits; BIE; and partnerships, which may include for-profits.
FY24 Funding	\$90 million
Program Purpose	The purpose of the Supporting Effective Educator Development program is to increase the number of highly effective educators by supporting the implementation of evidence-based practices that prepare, develop, or enhance the skills of educators. These grants will allow eligible applicants to develop, expand, and evaluate practices that can serve as models to be sustained and disseminated.
Point of Contact	SEED@ed.gov
URL	https://www.ed.gov/grants-and-programs/teacher-prep/supporting-effective-educator-development-grant-program
How These Funds Can Support Magnet Schools	This funding can be used to provide professional development and training for teacher leaders and administrators, as well as professional development to support teacher credentialing needs in dual or concurrent enrollment.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • How could our educators benefit from professional development and preparation services offered through this program? • Do our magnet schools have teachers who need additional credentials to be qualified to teach a dual or concurrent enrollment course?

Program: U.S. Department of Education: ESEA, Title III, Part A, Subpart 3 - National Professional Development Program	
How Funds Are Allocated	Competitive
Eligible Applicants	IHEs, public or private entities working with SEAs and LEAs
FY24 Funding	\$51.687 million
Program Purpose	Grants awarded under this program may be used for effective preservice professional development programs that will increase the number and diversity of fully licensed or certified bilingual or multilingual teachers. The purpose of the grants to be awarded under this competition is to increase the number of bilingual and multilingual teachers supporting students who are English learners.
Point of Contact	Francisco.Javier.Lopez@ed.gov
URL	https://www2.ed.gov/programs/nfdp/index.html
How These Funds Can Support Magnet Schools	This funding can be used to support educator professional development, preservice, and in-service activities, standards for certification, and licensure support for teachers of students who are English learners.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • How large is the student population who are English learners at our school? • Do our educators have specific needs related to the education of students who are English learner that funding from this program could help address?

Program: U.S. Department of Education: HEA Title II, Section B - Augustus F. Hawkins Centers of Excellence Program	
How Funds Are Allocated	Competitive
Eligible Applicants	Select IHEs with educator preparation programs, and other IHEs in partnership with these IHEs
FY24 Funding	\$15 million
Program Purpose	This program provides funding to support educator preparation at historically Black colleges and universities (HBCUs), Tribal colleges and universities (TCUs), and minority-serving institutions (MSIs). Through this program, the Secretary of the U.S. Department of Education (ED) seeks to fund applicants that propose to incorporate evidence-based practices into their teacher preparation program.
Point of Contact	Ashley.Hillary@ed.gov
URL	https://www2.ed.gov/programs/afhce/index.html
How These Funds Can Support Magnet Schools	This funding can be used to support educator recruitment pathways (e.g., residencies and Grow Your Own programs), professional development, mentoring, and leadership training.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> Are there local IHEs who are HBCUs, TCUs, or MSIs that we could partner with to offer the development and implementation of educator recruitment pathways and other professional development services at our school?

V. FAMILY ENGAGEMENT

Meaningful family engagement is critical to the success of all schools and all students. State and school leaders should consider supporting magnet schools that offer a system of support, shared ownership, and a caring spirit, and are designed to enhance a theme-integrated educational environment. Partnerships between the school and parents are essential for a rich educational experience for students. Flexibility, creativity, and collaboration are essential to successful family, school, and community partnerships.¹⁵

LEAs may be able to leverage existing federal funding through the following federal programs to support family engagement:

Program: U.S. Department of Education: ESEA Title IV, Part E - Statewide Family Engagement Centers¹⁶	
How Funds Are Allocated	Competitive
Eligible Applicants	Statewide organizations or a consortium of statewide organizations
FY24 Funding	\$20 million
Program Purpose	This program provides funding to support organizations that provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities.
Point of Contact	Beth.Yeh@ed.gov
URL	https://www.ed.gov/grants-and-programs/grants-birth-grade-12/school-community-improvement/statewide-family-engagement-centers-program
How These Funds Can Support Magnet Schools	This funding can be used to provide training to build parent and educator communication skills, parent education, training, and technical assistance to support family-school partnerships (e.g., parent advisory councils).
Questions for State and School Leaders to Consider	<ul style="list-style-type: none">• Is there a statewide organization we could partner with to pursue funding to support increased family engagement in our district?• How can parents support the development or expansion of magnet schools?

¹⁵ Hayakawa, M., & Reynolds, A. (2016). Strategies for Scaling Up: Promoting Parent Involvement through Family-School-Community Partnerships. *Voices in Urban Education*, 44, 45-52.

¹⁶ This program does not provide financial support for magnet schools; however, magnet schools can request technical assistance for family engagement if a center is in its state.

Program: U.S. Department of Education: ESEA Title IV, Part F - Promise Neighborhoods	
How Funds Are Allocated	Competitive
Eligible Applicants	Nonprofits, IHEs, and Tribal organizations
FY24 Funding	\$91 million
Program Purpose	This program provides funding to support the planning, implementation, and expansion of innovative interventions and strategies that build a continuum of educational programs, and family and community assistance centered around a neighborhood (defined by the applicant).
Point of Contact	Richard.Wilson@ed.gov
URL	https://www.ed.gov/grants-and-programs/grants-birth-grade-12/school-community-improvement/promise-neighborhoods-pn
How These Funds Can Support Magnet Schools	Funding can be used to support crime prevention, job training, family academies, home visits, early learning and out-of-school-time activities, mental health services, coaching and professional development.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Is anyone in our local community working on a Promise Neighborhoods grant, or interested in partnering with us to submit one? • What role can the local magnet schools play in enhancing the opportunities available to young people in the community?

Program: U.S. Department of Education: ESEA Title IV, Part F - Full-Service Community Schools Program	
How Funds Are Allocated	Competitive
Eligible Applicants	One or more LEAs or BIE, and one or more community-based organizations, nonprofits, or other public entities
FY24 Funding	\$150 million
Program Purpose	The Full-Service Community Schools program provides support for the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools.
Point of Contact	FSCS@ed.gov
URL	https://www.ed.gov/grants-and-programs/grants-birth-grade-12/school-community-improvement/full-service-community-schools-program-fscs
How These Funds Can Support Magnet Schools	Funding can be used to provide general support for the inclusion of family and community support following the community school model.
Questions for State and School Leaders to Consider	<ul style="list-style-type: none"> • Are we thinking about or willing to implement the community school model? • What critical services are needed to address achievement gaps?



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