

Funds for Purchasing *Second Step* Programs

See federal and state funding allocations



PROGRAM NAME	PROGRAM DESCRIPTION	LEVEL	FORMULA OR COMPETITIVE	PROGRAM URL	SECOND STEP PROGRAM ELIGIBILITY	NOTES
FEDERAL PROGRAM DETAILS						
IDEA—Special Education Grants to States	The Individuals with Disabilities Education Act (IDEA) ensures that the educational needs of children with disabilities are served. The goal is to enable children with special needs to receive a free and appropriate education and to meet the same academic standards that all students are expected to meet.	Ages 3–21	Formula to SEAs and LEAs	http://www2.ed.gov/about/offices/list/osep/osep_programs.html	IDEA-B funds may be used to pay for contract services for programs involving students with disabilities. All professional development for <i>Second Step</i> products would qualify. Funds can also be used to purchase supplies and materials needed to implement IEPs or administer and operate programs for students with disabilities. <i>Second Step</i> programs/products would qualify for purchase with these funds.	
Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies	<p>Title I provides financial assistance through SEAs to LEAs and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards.</p> <p>LEAs target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school. Title I funds are most often used for reading/language arts and mathematics support, which includes professional development for school personnel work with children receiving Title I-funded services.</p>	K–12	Formula	http://www2.ed.gov/programs/titleiparta/index.html	<p>Title I funds are intended to help close the achievement gap between high- and low-performing students. Although social-emotional learning is not an explicit focus of the Title I program, research has shown that SEL competencies contribute to higher achievement.</p> <p>Sec. 1114, Schoolwide Programs: Activities that may be supported include: (A) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; and (B) implementation of a schoolwide tiered model to prevent and address problem behaviors and support early intervention services, coordinated with similar activities and services as carried out under IDEA.</p> <p>Sec. 1115, Targeted Assistance Schools: Activities that may be supported include: (A) a schoolwide tiered model to prevent and address problem behaviors and support early intervention services, coordinated with similar activities and services as carried out under IDEA; (B) violence prevention programs; (C) integrated student supports; and (D) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.</p> <p><i>Second Step</i> programs/products for both students and educators fall under allowable uses of Title I, Part A funds, as they align with each section to support SEL.</p>	A list of Every Student Succeeds Act (ESSA) funds that can be used to purchase SEL products and services is available at http://www.ascd.org/ASCD/pdf/site/ASCD/policy/ESSA-Resources_SEL-Funding.pdf
Title I, Part C—Migrant Education	Migrant education funds support high-quality education programs that meet the special needs of migratory children to help them succeed academically in a regular school program, meet the same academic and content standards that all children are expected to meet, and graduate from high school.	K–12	Formula	http://www2.ed.gov/programs/msep/index.html	<p>Migrant Education Program funds may be combined with other federal program funds, including Title I, Part A; Title III, Part A (ELL); Title IV, Part B (21st CCLC); Title VI, Part B (Rural Education); IDEA; and McKinney-Vento Homeless Assistance.</p> <p>Title I, Part C includes helping migratory children overcome disruption to their education, cultural and language barriers, social isolation, health-related problems, and other factors that get in the way of their academic success. Sec. 1301, Program Purposes: Activities that may be supported include helping these students overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.</p> <p><i>Second Step</i> programs/products are allowable purchases with Title I, Part C funds if they help migratory students acclimate successfully into the school environment and the teachers are prepared to address their specific needs.</p>	
Title I, Part D—Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	The purpose of Title I, Part D is to prevent at-risk youth from dropping out of school and provide dropouts, as well as children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.	K–12	Formula	http://www2.ed.gov/policy/elsec/leq/asea02/pg9.html	Eligible activities include dropout prevention programs for at-risk children; providing dropouts, as well as youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education; and the coordination of health and social services for such children, including daycare, drug and alcohol counseling, and mental health services. <i>Second Step</i> products are allowable purchases when used to address the needs of neglected, delinquent, or at-risk children.	

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<p>Title II, Part A—Improving Teacher Quality State Grants</p>	<p>The purpose of Title II is to prepare, train, and recruit high-quality teachers and principals with the goal of improving student success. This includes teacher preparation and new teacher qualifications, recruitment and hiring, induction, professional development, and retention. It also includes improving the skills and knowledge of principals for effective school leadership.</p>	<p>K–12</p>	<p>Formula to SEAs and LEAs</p>	<p>https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartauguidance.pdf</p>	<p>Title II, Part A funds may be used to provide in-service training for school personnel in the techniques and supports needed to help educators understand when and how to refer students affected by trauma or students with or at risk of mental illness.</p> <p>They can also be used to carry out in-service training for school personnel in addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, chronic absenteeism, and sexual abuse (ESEA Section 2103(b)(3)(I)(iv)).</p> <p><i>Second Step</i> programs/products are allowable purchases with their comprehensive professional development offerings.</p>	<p>Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading (https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartauguidance.pdf)</p>
<p>Title IV, Part A—Student Support and Academic Enrichment (SSAE) Grants</p>	<p>Title IV, Part A supports LEAs in offering well-rounded education and fostering safe, healthy, supportive, and drug-free environments; helping LEAs implement mental health awareness training programs; and supporting LEAs in expanding access to or coordinating resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs.</p>	<p>K–12</p>	<p>Formula</p>	<p>http://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf</p>	<p>Per Title IV, Part A funding guidance, an LEA may use funds for social-emotional learning activities, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills. LEAs can also use funds to implement schoolwide positive behavioral interventions and supports (PBIS). Activities for which <i>Second Step</i> programs/products may be purchased include:</p> <ul style="list-style-type: none"> • Programs that help prevent bullying and harassment • Programs or activities that improve instructional practices for developing relationship-building skills (such as effective communication) and improve safety through the recognition and prevention of coercion, violence, or abuse • Mentoring and school counseling for all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse • Designing and implementing a locally tailored plan to reduce exclusionary discipline practices • Implementing schoolwide PBIS, including coordination with similar activities carried out under IDEA 	
<p>Title VI, Part B—Rural Education Achievement Program: • Subpart 1—Small, Rural School Grant Program • Subpart 2—Rural and Low-Income School Program</p>	<p>The Rural Education Achievement Program (REAP) is designed to help small, rural districts use federal resources more effectively. Title VI, Part B funds two programs: the Small, Rural School Grant Program and the Rural and Low-Income School Program.</p>	<p>K–12</p>	<p>Formula</p>	<p>http://www2.ed.gov/nclb/freedom/local/reap.html</p>	<p>The REAP Alternative Uses of Funds Authority (REAP Flex) allows REAP funds to be combined with funds from other federal programs for greater latitude in spending to impact student achievement.</p> <p>Sec. 5211, Use of Applicable Funding LEAs that receive funds under this part may use those funds for any activities authorized under Title I, Part A; Title II, Part A; Title III; and Title IV, Part A or B.</p> <p>Since <i>Second Step</i> programs/products are allowable purchases under most of those programs, REAP funds may also be used to purchase them.</p>	<p>List of eligible districts: https://www2.ed.gov/programs/reap/psrsa/eligibility.html</p>
<p>Title VIII—Impact Aid</p>	<p>Impact Aid provides formula and competitive grants directly to eligible school districts serving federally connected children on military bases, Indian lands, and in subsidized housing. Special additional payments made to LEAs related to enrollments of federally connected children with disabilities must be used for programs and projects designed to meet the special educational and related needs of these children.</p>	<p>K–12</p>	<p>Formula</p>	<p>http://www2.ed.gov/about/offices/list/oese/impactaid/index.html</p>	<p>Impact Aid funds do not go directly to federally connected children, but rather support the district as a whole. Districts may use the funds in whatever manner they choose in accordance with their local and state requirements. Therefore, an LEA may use the funds to purchase <i>Second Step</i> SEL programs/products.</p>	<p>Districts usually deposit Impact Aid in the general operating funds account together with all state and local funds available for current operating expenses and use this combined account to finance the school program in the district. Each state also has a representative in the state education agency for the program. A list of state representatives can be found at http://www2.ed.gov/about/offices/list/oese/impactaid/searl.html.</p>
<p>McKinney-Vento Homeless Assistance Act</p>	<p>States must make competitive subgrants to LEAs to facilitate the enrollment, attendance, and success in school of homeless children and youth. LEAs can use funds to provide tutoring and other supplemental education services as well as out-of-school time programming, professional development to educators and staff around the rights of homeless children and youth, referrals to health and other services, programs coordinating services for homeless youth, paying fees and other costs associated with record-keeping, and counseling and other behavioral health services.</p>	<p>K–12</p>	<p>• Formula to SEAs • Competitive to LEAs or community organizations</p>	<p>https://www2.ed.gov/programs/homeless/index.html</p>	<p>Homeless students often have problems with substance abuse and mental illness, may be prone to suicide, and may have been exposed to domestic and street violence. They may also experience sexual abuse leading to exposure to sexually transmitted diseases. Districts must provide equity of services to homeless students that are available to other students, such as programs and other activities designed to raise awareness among educators and pupil services personnel of the rights of homeless children and youth under the McKinney-Vento Act, and the special needs such children and youth have as a result of their homelessness. <i>Second Step</i> programs/products are well positioned to help these students.</p>	

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Promoting Student Resilience	The Promoting Student Resilience program provides grants to local educational agencies (LEAs or consortia of LEAs) to build and increase their capacity to address the comprehensive behavioral and mental health needs of students in communities that have experienced significant civil unrest in the past 24 months.	K-12	Competitive	https://www2.ed.gov/programs/student-resilience/applicant.html	Promoting Student Resilience (PSR) is designed to support system-wide approaches that link schools, mental health service providers, and community-based organizations to address the comprehensive educational, behavioral, and mental health needs of youth who have experienced trauma related to significant civil unrest in their communities. An increased capacity of enhanced social-emotional supports, combined with other school-based strategies, will offer schools an opportunity to create, strengthen, and maintain safe and supportive learning environments. <i>Second Step</i> programs and services can serve to support these social-emotional goals by working with students, teachers, and parents in the communities.	Baltimore received \$2.37 million to expand its capacity to effectively address the behavioral and mental health needs of students affected by trauma. Chicago will use a \$1.27 million grant to start the Healing Trauma Together program, which will help 10 high schools meet their students' behavioral and mental health needs. St. Louis will use \$1.45 million in grant funding to create "trauma-focused programs" in a group of public and private elementary schools around the region.
POTENTIAL STATE PROGRAMS						
Illinois						
Truants Alternative and Optional Education Program (TAOEP)	The Illinois State Board of Education has provided grants for the establishment of the Truants Alternative and Optional Education Program (TAOEP). These programs serve students with attendance problems and/or dropouts up to and including those who are 21 years of age, and provide truancy prevention and intervention services and/or optional education. Programs that primarily provide truancy prevention and intervention services integrate resources of the school and community to meet the needs of the students and parents.	Up to Age 21	Competitive	https://www.isbe.net/Pages/Special-Education-Truants-Alternative-and-Optional-Education-Program.aspx	70 programs received awards for the grant period from July 1, 2017–June 30, 2018. Some recipients may receive funds for follow-on years. Funds can be used to purchase products like <i>Second Step</i> programs to target students with attendance problems or students who have re-enrolled to help prevent them from dropping out of school.	The RFP for 2018 (the next round of grants) can be found at https://www.isbe.net/Documents/FY18-TAOEP-RFP.pdf .
Massachusetts						
Quality Enhancements in After-School and Out-of-School Time (ASOST-Q)	The purpose of this competitive grant program is to support quality enhancements in out-of-school time (OST) programs and services to improve the academic, physical, social, and emotional wellness of public and non-public school-age youth during the school year and the summer months. \$1,958,139 has been allocated for this grant program.	K-12	Competitive	http://www.doe.mass.edu/asost/	Activities supported through this grant will improve comprehensive academic and non-academic programming, strengthen partnerships, support participation of students with disabilities and English language learners in inclusive settings, increase family engagement, and build capacity in OST staff. <i>Second Step</i> programs/products meet the needs of this grant both for serving students and training teachers.	A total of 94 organizations will receive funds to support quality enhancement activities in OST through 3 different grant categories. Grant awards range from \$8,478 to \$35,000. The FY2017 awards list is available at http://www.doe.mass.edu/grants/2017/awards/530.html .
Safe and Supportive Schools Grants	This initiative is intended to help districts ensure that each school creates a safe, positive, healthy, and inclusive whole-school learning environment and makes effective use of a system for integrating services and aligning initiatives that promote students' behavioral health, including: social-emotional learning, bullying prevention, trauma sensitivity, dropout prevention, truancy reduction, children's mental health, foster care and homeless youth education, inclusion of students with disabilities, positive behavioral approaches that reduce suspensions and expulsions, and other similar initiatives. A total of approximately \$260,000 is available for this initiative.	K-12	Competitive	http://www.doe.mass.edu/ssce/safety.html?section=fc335	The purpose of this competitive grant program is to provide funding to districts (and their selected schools) to develop action plans that organize, integrate, and sustain school- and districtwide efforts to create safe and supportive school environments and coordinate and align student support initiatives. Selected schools and districts will create action plans based on all six areas of the Safe and Supportive Schools Framework and the self-assessment tool, currently referred to as the Behavioral Health and Public School (BHPS) Framework and Self-Assessment Tool. The six areas are Leadership; Professional Development; Access to Resources and Services; Academic and Non-Academic Activities; School Policies, Procedures, and Protocols; and Collaboration with Families. This work is intended to help schools create safe, positive, healthy, and inclusive whole-school learning environments and make effective use of a system for integrating services and aligning initiatives that promote students' behavioral health (for example, social-emotional learning, bullying prevention, trauma sensitivity, dropout prevention, truancy reduction, children's mental health, foster care and homeless youth education, inclusion of students with disabilities, substance use prevention, positive behavioral approaches that reduce suspensions and expulsions, and other similar initiatives).	A total of approximately \$262,533 was awarded for the last round. The list of district recipients is available at http://www.doe.mass.edu/grants/2017/awards/335.html .
California						
After School Education and Safety (ASES)	These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in Kindergarten–Grade 9. Total funding for FY2017–18 is \$5,000,000.	K-9	Competitive	http://www.cde.ca.gov/ls/ba/as/index.asp	The educational enrichment element must offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to positive youth development strategies, recreation, and prevention activities. Such activities may involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service learning; and other youth development activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum. <i>Second Step</i> programs/products would be an excellent addition to these programs as the youth development component and safety in terms of bullying and violence prevention.	Applications for the 2017–18 school year were due to CDE on October 12, 2016. The maximum award amount for the ASES program is \$112,500 for elementary school sites and \$150,000 for middle school sites.
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Ohio						

Straight A Funds	Ohio's \$14,855,286.40 Straight A Fund awards funds to educational entities in Ohio with the drive and courage to try new approaches that: <ul style="list-style-type: none"> • Meet the learning needs of its students • Reduce the cost of running a school or school district, or • Drive more dollars to the classroom Ohio gives creative and cost-effective solutions the seed funding they need to get off the ground. Proposals are expected to solve specific problems in Ohio schools, can be quickly duplicated by others, and are sustainable.	K-12	Competitive	http://education.ohio.gov/Topics/Straight-A-Fund	The Straight A Fund provides incentives so educational ideas coming from educators and partners in the public and private sectors can be translated into new education products, services, or systems to promote success for all students. Ohio needs creative, thoughtful, and cost-effective solutions that can be quickly replicated and scaled. These solutions can target specific problems in the current educational system with laser-like focus and help bring about transformational change. <i>Second Step</i> programs/products can address the social-emotional needs of students as they strive for success.	The Ohio Constitution restricts the use of Straight A Fund dollars (because these dollars are lottery funds) to spending for elementary, secondary, vocational, and special education. The list of awardees for 2017 is available at http://education.ohio.gov/getattachment/Topics/Straight-A-Fund/Straight-A-FY17.pdf.aspx . The new RFP for grants for the 2017-2018 school year has not yet been posted.
New York						
Extended School Day/School Violence Prevention (ESD/SVP)	This state-funded program supports collaborative projects that address the problem of school violence through extended school day programs and/or other school violence prevention strategies/resources. These collaborative projects can be initiated either by a school district or by community-based organizations. A comprehensive approach that focuses on creating and maintaining a school culture of support, safety, and security is encouraged. Priority is given to high-needs school districts since they often have poor school performance and a high frequency of violent incidents. The statewide appropriation level is \$24.3 million.	K-12	Competitive	http://www.p12.nysed.gov/sss/expanedlearningapps/esd-svp/	Social-Emotional Development and Learning (SEDL) is a key component of this program.	A list of Round 3 awardees who are funded from 2016-2021 is available at http://www.p12.nysed.gov/sss/documents/ESDSVPR3Awardees.pdf .
Texas						
2016-2017 Communities In Schools Grant	The mission of Communities In Schools of Texas (CIS of Texas) is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS of Texas partners with educators, students, and parents to identify needs of students who are at risk of dropping out of school. By engaging community resource partners, CIS of Texas customizes learning supports for students and provides individual case management. CIS of Texas monitors student-level data and tracks education outcomes in order to provide research-based techniques. The CIS of Texas program model has six components: <ul style="list-style-type: none"> • Academic support, including tutoring and extended learning time • College and career readiness, including pre-employment preparation • Enrichment activities, including mentoring • Health and human services, including mental health and basic needs • Parent and family involvement, including home visits • Supportive guidance and counseling, including character building and anti-bullying support The allocation for this program is \$20,364,157, which combines federal and state funding.	K-12	Competitive	http://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students_In_Schools/	Communities in Schools provide school-based interventions to students in Grades K-12 to address academic failure, truancy, behavioral issues, social service needs, and more. CIS uses a case-management approach to work with at-risk children in which both the physical and socio-emotional wellness of the child is taken into account. Site coordinators and school administrators develop a plan and build a team.	TEA is the pass-through entity from the U.S. Department of Education (USDE), and TEA awards subgrants to non-federal entities such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree, institutions of higher education (IHEs) and nonprofit organizations (NPOs) that are the agency's subgrantees. Current grant awards can be found at http://tea.texas.gov/Texas_Schools/Support_for_AtRisk_Schools_and_Students/Communities_In_Schools/ .
Pennsylvania						
Safe Schools Initiative Targeted Grants 2017	The purpose of the Safe Schools Initiative Targeted Grants is to assist school entities by providing funding for programs under their comprehensive safe school plans. This includes the planning and implementation of activities that prevent or reduce violence by and against youth on school property and/or transportation to and from school and for security-related training. This grant focuses on: <ol style="list-style-type: none"> 1. Conflict resolution or dispute management, including restorative justice strategies 2. Positive behavior support 3. Risk assessment or violence prevention curricula. 4. Classroom management 5. Development of Student Codes of Conduct. 6. Training to undertake a districtwide assessment of risk factors that increase the likelihood of problem behaviors among students 7. Development and implementation of research-based violence prevention programs addressing risk factors to reduce incidents of problem behaviors among students including, but not limited to bullying 8. De-escalation and behavior interventions 9. Comprehensive, districtwide school safety, violence prevention, emergency preparedness and all-hazards plans, including revisions or updates to such plans and conducting emergency preparedness drills and related activities with local emergency responders including risk assessment and training 	K-12	Competitive	http://www.education.pa.gov/Documents/K-12/Safe%20Schools/Safe%20Schools%20Targeted%20Grants/2017-2018/2017-2018%20Safe%20Schools%20Initiative%20-%20Program%20RFA.pdf	Schools are eligible to receive up to \$20,000 with the following programs considered for funding: <ul style="list-style-type: none"> • Conflict resolution or dispute management • Schoolwide positive behavior support • School-based diversion programs • Classroom management • Research-based violence prevention programs that address risk factors to reduce incidents of problem behaviors among students • Training for Student Assistance Program team members • Staff training in the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention <i>Second Step</i> programs/products are well positioned for this grant.	Public school entities could submit an application to fund programs or security-related equipment that addresses school safety and violence through a \$2.6 million Safe Schools Initiative Targeted Grant program. The 2017-18 grant application is due August 4, 2017. Awards will be announced in September of 2017. Grant funds must be spent by June 1, 2018.
See federal and state funding allocations.						
Colorado						

<p>Colorado School Bullying Prevention and Education Grant Program</p>	<p>The Colorado School Bullying Prevention and Education Grant Program is authorized by C.R.S. 22-93-101 to provide funding to reduce the frequency of bullying incidents. This includes:</p> <ol style="list-style-type: none"> 1. Implementing evidence-based bullying prevention practices with fidelity 2. Family and community involvement in school bullying prevention strategies 3. Adopting specific policies concerning bullying education and prevention <p>Approximately \$2.9 million is available for the 2017–2018 fiscal year. This is a three-year grant that started in 2016–17 but will go through the 2018–19 school year.</p>	<p>K–12</p>	<p>Competitive</p>	<p>https://www.cde.state.co.us/mtss/bpegrfp</p>	<p>Funding from this opportunity may be used for:</p> <ol style="list-style-type: none"> 1. The cost of evidence-based bullying prevention best practices 2. Educating students’ parents and legal guardians regarding: <ol style="list-style-type: none"> a. The policies concerning bullying prevention and education b. Ongoing efforts to reduce the frequency and intensity of bullying incidents c. Strategies for involving families and the community in school bullying prevention 3) Developing student leadership and voice in the creation and implementation of bullying prevention strategies 4) Monitoring and execution of the distribution, collection, standardization, and analysis of survey data collected <p><i>Second Step</i> programs/products meet the tenets of this program and are thus an allowable expense.</p>	<p>A list of the 14 grantees is available at https://www.cde.state.co.us/mtss/bullying/bpegrantees.</p>
<p>Indiana</p>						
<p>Comprehensive Counseling Initiative for Indiana K–12 Students</p>	<p>The aim of the Counseling Initiative is to increase significantly the number of K–12 students in Indiana who are emotionally healthy, realize academic success, graduate from high school, obtain valuable postsecondary credentials necessary for meaningful employment, and are prepared to compete and prosper in the global society in which they will live and work.</p> <p>All Indiana public school corporations and charter schools are eligible to participate in the Counseling Initiative. There are two phases: a noncompetitive planning grant phase and a competitive implementation grant phase.</p> <p>Implementation grants may be used during a grant period beginning Oct. 1, 2017 through June 30, 2021. The number of enrolled students will be the number enrolled as of Feb. 1, 2016.</p>	<p>K–12</p>	<p>Competitive</p>	<p>http://www.lillyendowment.org/ed_ci.html</p>	<p>The most compelling proposals will be those that clearly and effectively address the aim of the Endowment’s initiative “to increase significantly the number of K–12 students in Indiana who are emotionally healthy, realize academic success, graduate from high school, obtain valuable postsecondary credentials, certifications and degrees necessary for meaningful employment, and are prepared to compete and prosper in the global society in which they will live and work.”</p> <p><i>Second Step</i> programs/products can be used to counsel students with the goal of helping them be emotionally healthy.</p>	<p>Implementation grant proposals were due May 19, 2017. Planning grant recipients who are listed in this document may apply for the implementation grants: http://www.lillyendowment.org/pdf/COUNSELINGJAN17.pdf.</p>
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