

Funding Sources Archive

Funding Streams Available for the Purchase of Education Associates Curriculum

The Project Discovery and Achieve Life Skills programs developed by Education Associates help students learn about their career interests and gain entry-level job skills in key career areas. Using an applied, hands-on approach to career exploration, Project Discovery helps students with disabilities to become Job Ready and increases their chances for a successful transition to employment. Students are able to show employers that they can do the job tasks and know the vocabulary necessary to become successful in a broad range of careers including a Career and Technical Education (CTE) program. With Achieve Life Skills programs, students gain the key employability and independent living skills to become Life Ready.

Our materials range in levels from Adapted (for learners with more challenges), to Beginning, Intermediate and Advanced. We support low to high functioning students with varied reading levels. Sites may use our programs to start building a CTE Prep program for students with disabilities and showcase that students with special needs can do the skills, know the vocabulary and can gain entry into CTE programs. With the differentiated levels of instruction provided in all our materials, students of ALL levels can experience success.

Funding Overview	Purpose	Our Correlation
IDEA Individuals with Disabilities Education Act	Special Education Funding	EA curriculum provides a coordinated system of activities to complement a Transition Plan for students with special needs.
Perkins Funding Carl D. Perkins Act	Career & Technical Education (CTE)	Project Discovery provides hands-on career exploration and comprehensive job skills training.
Dropout Prevention Grants	Lower Dropout Rates & Increase Transition Success	EA curriculum addresses at least 7 of 15 strategies identified by the National Dropout Prevention Network.
Title I of the Every Student Succeeds Act (ESSA)	Meet Needs of Low-Income Students	EA curriculum addresses core content (e.g. math, reading), facilitates transition, and lowers drop-out rates.
English Language Learners (ELL/ESL)	Additional Supports for ELL/ESL	With 'First Look' components, learners view/read/listen to key vocabulary words and use hands-on examples.
Title IV (A) Student Support & Academic Enrichment (SSAE)	Well-rounded education including physical education, health & technology	Achieve Life Skills provides health & safety, substance awareness, physical education, and technology instruction.
Title IV (B) 21 st Century Community Learning Centers	Community resources before & after school hours	EA curriculum ties core content into hands-on exploration for specific careers. Kits are engaging for a variety of learners.
1003a School Improvement Funds: Direct Student Services	Improve services at low-performing schools (includes CTE)	EA evidence-based programming supports entry into CTE and WIOA Pre-ETS mandates.

1) IDEA – Special Education Funding

Overview

The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment and independent living. The IDEA, most recently reauthorized by P.L. 108-446 in 2004, was appropriated approximately \$13.4 billion in FY2018. The largest part of the IDEA is Part B, Assistance for Education of all Children with Disabilities, which covers special education for children and youth with disabilities between the ages of 3 and 21. **Approximately 92% of total IDEA appropriations fund the Part B, Section 611, grants-to-states program.** Part B was funded at \$12.7 billion in FY2018, and in the 2016-2017 school year, 6.8 million children ages 3 through 21 received educational services under it.

IDEA overview: https://www.everycrsreport.com/reports/R44624.html#_Toc526353903

Purpose

Part B of IDEA is the section which lays out the educational guidelines for school children 3-21 years of age. By law, states are required to educate students with disabilities. IDEA provides financial support for state and local school districts. However, to receive funding, **school districts must comply with six main principles set out by IDEA:**

- Every child is entitled to a free and appropriate public education (FAPE).
- When a school professional believes that a student between the ages of 3 and 21 may have a disability that has substantial impact on the student's learning or behavior, the student is entitled to an evaluation in all areas related to the suspected disability.
- Creation of an Individualized Education Plan (IEP). The purpose of the IEP is to lay out a series of specific actions and steps through which educational providers, parents and the student themselves may reach the child's stated goals.
- The education and services for children with disabilities must be provided in the least restrictive environment. If possible, those children should be placed in a "typical" education setting with non-disabled students.
- Input of the child and their parents must be taken into account in the education process.
- When a parent feels that an IEP is inappropriate for their child, or that their child is not receiving needed services, they have the right under IDEA to challenge their child's treatment (due process).

Transition

The transition component of an IEP is the section that outlines transition goals and services for the student. Transition planning is used to identify and develop goals which need to be accomplished during the current school year to assist the student in meeting his or her post-high school goals. **Transition services are activities that prepare students with disabilities to move from school to post-school life and must start before the student turns 16.** The activities must be based on the student's needs, preferences and

interests, and shall include needed activities in the following areas: instruction, related services, community experiences, development of employment and other post-school objectives, acquisition of daily living skills and functional vocational evaluation.

Our Correlation

IDEA funds may be used for these programs as students are gaining key transition skills. **Project Discovery** provides a coordinated set of activities to develop a compliant Transition Plan. Through Project Discovery, students learn about realistic interests, strengths and preferences and are better prepared to make an informed decision about their post-secondary outcomes. These federally-mandated transition service requirements assure students are receiving the curriculum, instruction and experiences needed to further skills toward each of the post-secondary outcomes. This is a daunting task without a well-coordinated program. **Project Discovery is that program!**

2) Perkins Funding: Career and Technical Education (CTE)

Overview: Carl D. Perkins Act

On July 31, 2018, the President signed the *Strengthening Career and Technical Education for the 21st Century Act* into law. This bill reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and will be referred to as Perkins V. The Perkins Act provides \$1.2 billion in federal support for career and technical education programs in all 50 States, including support for integrated career pathways programs.

Resources: <https://www.careertech.org/perkins>
<https://www.acteonline.org/perkins-implementation/>
<https://www.excelined.org/cte-playbook-series/>

Purpose

Perkins is dedicated to increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers. Perkins reflects the 100-year federal commitment to CTE by providing federal support for CTE programs and focuses on improving the academic and technical achievement of CTE students. It strengthens the connections between secondary and postsecondary education and improves accountability. Perkins affords states and local communities the opportunity to implement a vision for CTE that uniquely supports the range of educational needs of students — exploration through career preparation — and balances those student needs with the current and emerging needs of the economy.

Our Correlation

Since Perkins Funds are prioritized for career and technical education, our Project Discovery materials are a perfect fit. We provide a hands-on career exploration program to help students discover their career passions and interests and gain valuable job skills. Project Discovery provides a comprehensive K-adult continuum whereby students from elementary school to adulthood can learn about career awareness, explore careers, gain

workplace skills and prepare to get and keep a job. With our differentiated instruction, students of all ability levels can successfully access and utilize our materials to help them achieve better transition outcomes.

States vary on the career cluster initiatives that can be purchased with Perkins funds.

3) Dropout Prevention

Overview

School districts may use different federal funds or competitive grants for dropout prevention efforts.

Purpose

Dropout prevention funds are intended to help students stay in school, learn key academic and career tasks, and successfully transition to either further education and training or employment.

Our Correlation

Project Discovery is a National Dropout Prevention Network Model Program (NDPN), and is a natural fit for this funding. The NDPN has identified 15 proven strategies for addressing dropout prevention. Project Discovery addresses many of these:

Active Learning - engages and involves the student in the learning process. Students learn by doing. They need to do their own exploration and thinking. Activities such as hands-on tasks, using technology, using creative ways to solve problems and examining different ways to learn all make students active learners. **Project Discovery** is experiential learning. Students participate in hands-on activities and explore their interests and abilities. This ties to career decision making and transitioning to the workforce or further education.

Educational Technology - The delivery of instruction through technology engages students and helps address multiple learning styles. **Project Discovery** provides technology components for students with differing abilities levels so that all students may succeed across the curriculum.

Individualized Instruction - allows for flexibility in instruction and learning. It addresses each individual student's unique interests and learning styles. **Project Discovery** addresses multiple learning styles and ability levels.

Career and Technical Education (CTE) - is essential for all students to see the connection between school and work. CTE programs make learning relevant. **Project Discovery** is a **U.S. Dept. of Education validated and approved career development program** that is scientifically research-based and proven effective.

Professional Development - *Project Discovery* includes a professional development training component. Nationally-certified trainers provide on-site training for administrators and teachers.

Alternative Schooling - *Project Discovery* is ideal for alternative settings with its hands-on, dynamic approach that engages students in the learning process. As students learn about their interests and abilities and make the link between school and work, they are more motivated to stay in school and begin thinking about their career-decision making process.

School-Community Collaboration – *Project Discovery* supports and encourages school-community collaboration with its career-based activities. Students will have greater chance of a successful community placement after using the program.

4) Title I

Overview

Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families. To help ensure that all children meet challenging state academic standards, the ESEA is being reauthorized. Its largest program, Title I, provides funding to states and districts to improve education for disadvantaged students.

In SY 2015-16 more than 55,906 public schools across the country used Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. That same year Title I served more than 26 million children. Of these students, approximately 58% were in kindergarten through fifth grade, 21% in grades 6-8, 19% in grades 9-12, 2% in preschool, and less than 1% ungraded.

Purpose

Each school determines by itself how to use Title 1 funds. They can be used to improve curriculum and programs; enhance instructional activities, counseling and parental involvement; and increase staff. The single goal of the funding is to assist schools in meeting the educational goals of low-income students.

Title I funds are intended to supplement, not replace, state and federal funds. Title 1 is different from Special Education programs. Title 1 does not address student needs based on disability or special needs, but rather on the basis of student performance, achievement and progress.

Title I monies are used for all kinds of purposes, from hiring additional teachers to buying

textbooks and computers.

Title II is a much smaller chunk of federal funds designed to support states and districts in recruiting, preparing, training and developing teachers and school leaders.

Title III - LEAs must use Title III funds to supplement state language instruction educational programs designed to assist EL students' achievement goals. The state educational agency (SEA), LEAs and schools are accountable for increasing the English proficiency and core academic content knowledge of EL students (see below).

Our Correlation

Title I and III monies may be used for our materials. With the key academic core content that is embedded in our curriculum, students learn basic English and language arts skills in an applied manner as they follow instructions to perform job tasks. They also learn math skills in many diverse career areas, such as carpentry, food service, caregiver and greenhouse work.

With a push for dropout prevention and reading in Title I monies, those funds are ideal to purchase our programs as they will improve reading and help students make the link between school and work. Student performance and achievement will be positively impacted by our programs.

5) English Language Learners (ELL)

Overview

See Title III notes above. Also, visit the Education Commission of the States website <http://www.ecs.org> and review the document "State Funding Mechanisms for English Language Learners" for more information.

Purpose

Research is clear that English language learners (ELLs) perform better academically and achieve greater language proficiency when they have high-quality English language instruction. Like all supplemental services, these necessary supports require additional funding above the average per-student amount.

Our Correlation

With the intensive instruction in key job terms and vocabulary that is embedded into our programs, student will gain valuable language experience in a meaningful, applied hands-on manner. With our specifically designed First Look components, both in PowerPoint format and with audio, students will view/read/listen to the key vocabulary words, see their definitions and gain exposure to their application in the real world.

6) Title IV (Part A) – Student Support & Academic Enrichment (SSAE)

Overview

Title IV, Part A of the Every Student Succeeds Act (ESSA) is known as the [Student Support](#)

[& Academic Enrichment \(SSAE\)](#) program. The SSAE is intended to improve students' academic achievement by increasing the capacity of state educational agencies (SEAs), local educational agencies (LEAs) and local communities to provide all students with access to a well-rounded education. This includes improving school conditions for student learning and using technology to enhance the academic achievement and digital literacy of all students.

Purpose

Title IV, Part A authorizes activities in three broad areas:

- 1) Providing students with a well-rounded education (e.g. STEM, arts, civics, IB/AP, health and physical education).
- 2) Supporting safe and healthy students (e.g. mental health, drug and violence prevention, training on trauma, informed practices, health and physical education)
- 3) Supporting the effective use of technology (e.g. professional development, blended learning, technology devices)

Each state will receive an allocation based on the Title I funding formula. Using the same Title I formula, the states will then allocate funds to school districts. Title IV, Part A (SSAE) grants were authorized at \$1.65 billion in FY 2017.

Our Correlation

Education Associates' curriculum (in particular Achieve: Life Skills) supports learning in all three areas of SSAE funding, but focuses more heavily on the first two. Titles such as **Weight Control & Physical Activity** and **Planning Healthy Meals** provide a well-rounded education, supporting health and physical education (area #1). Other titles such as **Cyberbullying** and **Dangers of Alcohol** support safe and healthy students by focusing on mental health, drug & violence prevention, and training on trauma (area #2).

7) Title IV (Part B) – 21st Century Community Learning Centers

Overview

Title IV, Part B of the Every Student Succeeds Act (ESSA), is known as the [21st Century Community Learning Centers](#) program. Like Title IV, Part A, this grant program is intended to improve students' academic achievement. However, these grants **specifically fund community learning centers that provide resources before and after traditional school hours.**

Purpose

This program supports the creation of community learning centers, particularly for students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Our Correlation

Across the board, Education Associates' curriculum ties into the primary objectives of the 21st Century Community Learning Centers grant programs. Specifically, **Project Discovery kits tie in core curriculum subjects (e.g. reading and math)**, comprehension of which is necessary to perform tasks required in specific job fields. Rather than simply alluding to this correlation, PD curriculum provides structured activities that teach, reinforce and evaluate core competencies.

8) 1003a (School Improvement Funds – Direct Student Services)

Overview

[Section 1003 of the Elementary and Secondary Education Act \(ESEA\)](#) allocates funds to LEAs for 'School Improvement'. Subsection 1003a specifically funds '**Direct Student Services**'. This provides the option for a state to reserve and award money to districts, supporting individualized academic services that improve student achievement.

Purpose

School Improvement Funds, including those allocated for Direct Student Services, are directed toward the states' lowest performing schools. These funds may be utilized for either Comprehensive Support and Improvement (CSI) or Targeting Support and Improvement (TSI). All strategies, activities and interventions funded by 1003a must be evidence-based.

Our Correlation

Among other applications, **1003a funding may be used for Career and Technical Education (CTE) coursework** that is aligned with challenging state academic standards and leads to industry-recognized credentials, consistent with the requirements in the Workforce Innovation Opportunity Act (WIOA).

Increasingly, the comprehensive, hands-on career preparation kits in Project Discovery, including **Basic and Enhanced Skills Training**, are being used by teachers to prepare their students for careers in technical career fields.

As the legislation requires that resources purchased with these funds be **evidence-based**, our nationally-endorsed products are well-suited. Project Discovery is built upon a foundation of research on the effectiveness of applied, hands-on instruction in career education and skills training. These strategies have been established through peer-reviewed research as effective for individuals with autism and other disabilities.

