



Funding Alignment Guide

If you have a specific funding-related need and would like additional support or resources for aligning Pacific Learning product to funding programs (federal, state, or local) please contact:

Pacific Learning
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(800) 279-0737
FAX (714) 516-8369

Helpful Websites for More Info

- ü Listing of Entitlement Awards by State
<http://www.ed.gov/about/overview/budget/tables.html>
- ü Information about programs and initiatives (from the Office of Elementary and Secondary Education)
<http://www.ed.gov/about/offices/list/oese/programs.html>
- ü Press Releases from the U.S. Dept. of Ed.
<http://www.ed.gov/news/pressreleases/latest/index.html?src=ln>
- ü American Recovery and Reinvestment Act (STIMULUS)
<http://www.ed.gov/policy/gen/leg/recovery/implementation.html>

21st Century Community Learning Centers (21st CCLC)

Goal: To provide academic enrichment for children attending low performing schools, during non-school day hours.

What/Who it's for:

- Before School, After School, and Summer Recess Enrichment
- Mostly for Low-Performing Schools and High-Poverty School Districts
- Includes Schools, Nonprofit Community Learning Organizations, and SES (Supplemental Education Service) Providers

| *Use of Funds | Pacific Learning Product Aligned |
|--|--|
| Remedial education activities and academic enrichment learning programs , including those which provide additional assistance to students to allow the students to improve their academic achievement | <ul style="list-style-type: none"> • Big Cat • Connectors • CSI • Speak Out! Readers' Theater • Splash/Chorrito • Toocool • Trackers • Trackers – Math |
| Reading, Mathematics and Science education activities including hands-on projects | <ul style="list-style-type: none"> • Chapter Books (High-Fliers) • CSI • Inside Science • Trackers – Math |
| Programs that provide after-school activities for limited English proficient students and that emphasize language skills and academic achievement ; | <ul style="list-style-type: none"> • Chapter Books (High-Fliers) • CSI • Literacy Power • Splash/Chorrito • Toocool • Trackers • Trackers – Math |
| Telecommunications and technology education programs | <ul style="list-style-type: none"> • Speak Out! Readers' Theater Audio CD • Toocool Audio CD |
| Programs that promote parental involvement and family literacy | <ul style="list-style-type: none"> • Partners in Print • Splash I & Splash II |
| Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement; | <ul style="list-style-type: none"> • Toocool • Splash I & Splash II • Literacy Power |
| Character education programs. | <ul style="list-style-type: none"> • Splash I & Splash II • Toocool |

*Product training as well as training customized for After School/Summer School may be requested as needed.

Key Points to Remember!

- Teacher training and support for setting up non-school hour projects is applicable
- Check After School Alliance Website for updates: <http://www.afterschoolalliance.org/>

Reading First (districts apply through STATE Department of Education)

Goal: To ensure that every child can read at grade level or above by the end of third grade through the implementation of instructional programs and materials, assessments, and professional development.

What/Who it's for:

Grades K-3 Educators; Training for Special Education K-12 students in schools identified for improvement

| Use of Funds | Pacific Learning Product Aligned |
|--|---|
| A high-quality reading program that includes instructional content intervention based on the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, text comprehension | <ul style="list-style-type: none"> • Big Cat • Splash I & Splash II • Partners in Print • Speak Out! Readers' Theater |
| Rigorous screening, diagnostic, and classroom-based instructional assessments that measure progress in the essential components of reading instruction | <ul style="list-style-type: none"> • Splash Assessment • Assess Now |
| Implementation of instructional materials and interventions , including educational technology such as software and digital curricula. | <ul style="list-style-type: none"> • Big Cat <p>*Product and Content Training</p> |
| Professional Development for K-3 teachers and K-12 Special Education teachers that will prepare them in the five essential components of reading instruction and use assessment data (state may set aside up to 20% may be used towards PD) | <ul style="list-style-type: none"> • Pacific Learning Professional Development |
| Collection and summary of valid and reliable data to document the effectiveness of Reading First and professional development | <ul style="list-style-type: none"> • Splash Assessment • Assess Now |

Early Reading First (districts apply through U.S. Department of Education)

Goals:

- To prepare preschool age children to enter kindergarten with the language, cognitive, and early reading skills necessary for reading success.
- To provide high-quality early education to young children (especially from low-income families) and prevent failure

What/Who it's for:

Pre-K and Early Childhood Programs

| Use of Funds | Pacific Learning Product Aligned |
|--|---|
| Oral Language Support: Vocabulary, Phonological Awareness, Print Awareness, and Letter Knowledge | <ul style="list-style-type: none"> • Splash/Chorrito • Big Cat (Emergent) |
| Provides high-quality oral language and literacy-rich classroom environments | <ul style="list-style-type: none"> • Splash I & Splash II • Partners In Print • Big Cat (Emergent) |
| Provides activities and instructional resources based on research to develop language, cognitive and early reading skills. | <ul style="list-style-type: none"> • Splash/Chorrito • Partners In Print • Big Cat (Emergent) |
| Assessments or other appropriate measures to determine whether young children are developing cognitive, and early reading skills. | <ul style="list-style-type: none"> • Splash Assessment |
| Collection and summary of valid and reliable data to document the effectiveness of Early Reading First. | <ul style="list-style-type: none"> • Splash Assessment |
| Promotion of reading and literacy programs that provide access to engaging reading material. | <ul style="list-style-type: none"> • Partners In Print |

Key Points to Remember!

Although most Early Reading First funds are used for research and development projects put forth through Universities (TX, FL, OR), Title I and IDEA funds are also used for early learners (ages 4 & up)

Title I, Part A—Improving Basic Programs

Goal: To improve the teaching and learning of children in high-poverty schools to enable those children to meet challenging academic content, performance standards, and AYP proficiency.

What/Who For:

Based upon the number of Economically Disadvantaged students.

| Use of Funds | Pacific Learning Product Aligned |
|--|--|
| Activities that help students meet state academic performance standards, AYP proficiency | ***Please refer to next page which highlights PL products for Title I, Part A. |
| Instruction in reading, math, and science (supplemental) | All PL products provide extra instruction in reading. Many other titles relate to science and math (Trackers – Math). |
| Summer school, preschool, after-school, or summer programs that provide enrichment to curriculum | <ul style="list-style-type: none"> • Literacy Power • Splash Summer School/After-School Packages • Big Cat Summer School/After-School Packages |
| Programs proven to be effective at increasing reading achievement | <ul style="list-style-type: none"> • Connectors • CSI • Speak Out! Readers' Theater • Toocool • Trackers • Trackers – Math |
| Activities to ensure high quality teachers | <ul style="list-style-type: none"> • Pacific Learning Professional Development • Customized Professional Development • Literacy Leader |
| Build parents' capacity for involvement | <ul style="list-style-type: none"> • Partners in Print |

Key Points to Remember!

- For schools who fail to make AYP for 2 years, 10% of Title I funds must be used for teacher training
- Districts can reallocate funds (Identified for Improvement) (i.e. Identified High Schools use 10% of Title I funds for training Middle School teachers)
- Science and literacy in science is becoming more of a focus
- 15% of funds must be used on Parent-Involvement programs.
- Schools must use a certain percent of Title I funds for parent involvement

***** Title I, Part A—Improving Basic Programs (Continued)**

| <u>Literacy Solution</u> | <u>Product Series</u> |
|---|---|
| <p><i>Bookrooms/Leveled Libraries (K-8+)</i> Provides access to the “just-right” resources for meeting the literacy needs of all students. As you focus on key curriculum areas or literacy strategies and skills, you’ll be able to easily find the right books at the right levels to support instruction.</p> | <ul style="list-style-type: none"> • Complete Grades K-6+ Bookroom • Primary Grades K-2 Bookroom • Intermediate Grades 3-6+ Bookroom |
| <p><i>Intervention (2-8+)</i> Provides choices for educators working with below grade level students. Our resources are based on solid educational research and accelerate student achievement.</p> | <ul style="list-style-type: none"> • Connectors • CSI • Literacy Power • Speak Out! Readers Theater • Toocool • Trackers • Trackers – Math |
| <p><i>Early Literacy Solutions (PreK-2)</i> Provides young children with the required innovative resources that set the foundation for literacy. Offers effective resources that provide opportunities for interaction, singing, and the teaching of essential skills that will prepare students for reading and writing success.</p> | <ul style="list-style-type: none"> • Assess Now • Big Cat • Partners in Print • Splash Assessment Package • Splash I and II • Splash Letter and Word Play Kit • Splash Music Flip Chart • Splash Take-Home Pack |
| <p><i>Intermediate Grades Solutions (3-5)</i> Provides educators with strategies and resources to meet all students’ needs, and provide an appropriate level of challenge that motivates students to become lifelong learners. All resources are carefully leveled for differentiated instruction to improve literacy. Provides easy implementation and teacher support within every program.</p> | <ul style="list-style-type: none"> • Connectors • CSI • Chapter Books (High-Fliers) • Literacy Power • Speak Out! Readers Theater • Toocool • Trackers • Trackers – Math |
| <p><i>Middle School Solutions (6-8+)</i> Provides support & resources to keep middle school students engaged, & on a track for consistent improvement in reading and writing. Offers assistance for students who are reading & writing below grade level, have lack of skills & strategies, and lack of motivation.</p> | <ul style="list-style-type: none"> • Connectors • CSI • Chapter Books (High-Fliers), Nonfiction • Literacy Power • Trackers • Trackers – Math |

| | |
|--|--|
| <p>Assessing & Monitoring Progress Provides focus on student's individual needs for appropriate and centered instruction. Best-selling program authentically assesses students' writing and reading, while maintaining its manageability for teachers. Provides monitoring progress throughout the school year.</p> | <ul style="list-style-type: none">• Assess Now• Splash Assessment Package |
| <p>Spanish Literacy Resources (PreK-6) Provides English Language Learners and Spanish-speaking students with the necessary support to improve literacy skills. All needs of ELL students are addressed and met within the literacy programs and packages.</p> | <ul style="list-style-type: none">• Chorrito (Splash Spanish)• Partners in Print |
| <p>Professional Development (K-12) Provides support for educators through assessing instructional effectiveness and designing customized professional development that directly addresses identified needs. Our research-based assessment and coaching lead to high, sustained student performance.</p> | <ul style="list-style-type: none">• Customized Classroom Coaching• Literacy Instruction Coaching and Training• The Literacy Leader |

Title I, Part C—Education of Migratory Children

Goal: To support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves.

What/Who it's for: To provide migratory children with appropriate programs/resources that can travel with them as they move, so as to not disrupt the child's education.

| Use of Funds | Pacific Learning Product Aligned |
|--|---|
| Provide resources that are mobile that students can take with them as they migrate to different locations and still stay within a certain curriculum. Resources that are aligned with state standards in migrant trail states like TX, OK, MO, IN, WI, MI (i.e. products which use agriculture/fishing picture and examples which students can relate to) | <ul style="list-style-type: none">• Splash/Chorrito• Partners in Print• Toocool |

Key Points to Remember!

- Use Ed Gate state standards correlations:
<http://www.pacificlearning.com/Pages/StandardsSearch.html>
- Determine products which are common across Migrant Trail states

Title II, Part A—Improving Teacher Quality State Grants Program

Goal: To increase student achievement through the preparation and training of high-quality teachers and principals.

What/Who it's for: Mainly for schools identified for school improvement and districts with lowest proportion of highly qualified teachers.

| Use of Funds | Pacific Learning Product Aligned |
|---|--|
| Conduct a needs assessment and report the results | <ul style="list-style-type: none"> • Professional Development • Professional Development Resources • Partners in Print • Assess Now • Big Cat • CSI – Comprehension Strategies Instruction |
| Provide Professional Development activities for teachers and principals that are aligned with state standards, assessments, and curriculum | |
| Provide activities based on review of scientifically-based research to have a measurable impact on student achievement | |
| Provide training to enable teachers to: <ul style="list-style-type: none"> • teach to the needs of students with disabilities and students with limited English proficiency • improve student behavior in the classroom • involve parents in their child's education • understand and use data and assessments to improve classroom practice and student learning | |

Title III, Part A—English Language Acquisition

Goal: To improve the education of limited English proficient children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards.

What/Who its' for:

Grants are awarded to State Education Agencies with approved plans. Sub-grants are then awarded to Local Education Agencies by the state based on the number of Limited English Proficient (LEP) and immigrant children and youth.

| Use of Funds | Pacific Learning Product Aligned | |
|---|--|---|
| Developing and implementing elementary school and secondary school language instruction educational programs for LEP and immigrant students that are coordinated with other relevant programs and services. | <ul style="list-style-type: none"> • Big Cat • Connectors • Speak Out! Readers' Theater • Splash/Chorrito • Toocool | <ul style="list-style-type: none"> • Chapter Books (High-Fliers) • Inside Science • Leveled Libraries • Trackers • Trackers-Math |
| Upgrading program objectives and effective instructional strategies. | PLPD—Instructional Strategies; ELL Strategies | |
| Identifying, acquiring, and upgrading curricula, instructional materials, educational software and technology, and assessment procedures. | <ul style="list-style-type: none"> • Big Cat • CSI • Assess Now | |
| Supporting supplemental educational personnel who have been trained, or are being trained, to provide educational services to LEP and immigrant students. | Customized Professional Development | |
| Providing family literacy services, parent outreach, and parent training activities | <ul style="list-style-type: none"> • Partners In Print • Splash I & Splash II | |

Title V, Part A—Innovative Programs

Goals:

- To support state and local efforts to implement effective education reform programs, and provide a continuing source of innovation and educational improvement.
- To help meet the needs of at-risk and high-needs students and support programs to improve school, student and teacher performance.

| Use of Funds | Pacific Learning Product Aligned |
|--|---|
| Implementing effective educational reform programs and school improvement programs based on scientifically based research. | Pacific Learning Professional Development |
| Activities that provide a continuing source of innovation and educational improvement to meet educational needs of all students, including at-risk youths. | <ul style="list-style-type: none"> • Assess Now • Big Cat • CSI • Connectors • Speak Out! Readers Theater • Partners in Print |
| Support programs that provide library services and instructional and media material to students. | <ul style="list-style-type: none"> • Splash/Chorrito • Big Cat |
| Develop and implement education programs to improve school, student, and teacher performance. | Customized Professional Development |

Title IV, Part A—Safe and Drug-Free Schools and Communities

Goal: To improve the quality and excellence of programs that will promote the health and well being of students in elementary and secondary schools. In addition, increase the development of character and civic education of students within elementary schools.

What/Who it's for: The Office of Safe and Drug-Free Schools will provide financial assistance to for the improvement of the above fields. Activities and programs may be carried out by State and local educational agencies and by other public and private nonprofit organizations.

| Use of Funds | Pacific Learning Product Aligned |
|--|---|
| Programs/materials related to health and well-being of students (elementary) | <ul style="list-style-type: none">• Big Cat• Chapter Books (High-Fliers) (limited titles within each series) |
| Character Education programs | <ul style="list-style-type: none">• Splash/Chorrito |

Key Points to Remember!

- For additional information, visit the Office of Safe and Drug-Free Schools website at <http://www.ed.gov/about/offices/list/osdfs/index.html>
- Please visit www.pacificlearning.com for a detailed listing of titles that correlate with Health State Standards.
- Title IV, Part A also provides financial assistance for the development of drug and violence prevention and correctional education.

IDEA—Individuals with Disabilities Education Act

Goal: The Individuals with Disabilities Education Act requires education institutions, in collaboration with parents (and older students), to tailor an individualized education program (IEP) for each student with a disability that meets the unique needs of that student.

Who/What For:

In addition, up to 15% of funds may be used to develop and implement coordinated, early intervening services for students in grades K-12 who have not been identified as needing special education services but who are in need of additional academic support.

| *Use of Funds | Pacific Learning Product Aligned |
|---|--|
| Provides accommodations to students that don't invalidate | <ul style="list-style-type: none"> • Big Cat • Connectors • CSI • Speak Out! Readers Theater • Chapter Books (High-Fliers) • Partners in Print • Splash/Chorrito • Trackers • Trackers – Math • Inside Science • Leveled Libraries • Toocool |
| Teacher training on how to select and use interventions | Customized Pacific Learning Professional Development |
| Early intervention programs for students in need of additional academic support, but are not yet in special education | <ul style="list-style-type: none"> • Big Cat • Connectors • CSI • Speak Out! Readers Theater • Splash/Chorrito • Trackers • Trackers – Math • Toocool |
| Remedial programs | <ul style="list-style-type: none"> • Trackers • Trackers – Math |
| Programs that accelerate reading | <ul style="list-style-type: none"> • Speak Out! Readers' Theater • Splash • |
| Test preparation resources | <ul style="list-style-type: none"> • Literacy Power |
| Analysis of assessment data and prescribing instruction | <ul style="list-style-type: none"> • Assess Now |

*Customized professional development is encouraged to support teachers through differentiating instruction to meet the individual needs of students.

Key Points to Remember!

- Many times Title I funds are combined with IDEA.
- State level funds may be allocated to schools identified for improvement, for special education students, where districts are required to provide supplemental educational services
- Training and support for teachers are needed to meet new IDEA EIS provision

Enhancing Technology Through Technology (Ed-Tech) and EETT

Goal: The primary goal of this program is to improve student achievement through the use of technology in elementary and secondary schools. Additional goals include helping all students become technologically literate by the end of the eighth grade and, through the integration of technology with both teacher training and curriculum development, establishing research-based instructional methods that can be widely implemented.

Who/What For:

Local activities include the support of continuing, sustained professional development programs and public-private partnerships. Activities also include: the use of new or existing technologies to improve academic achievement; the acquisition of curricula that integrate technology and are designed to meet challenging state academic standards; the use of technology to increase parent involvement in schools; and the use of technology to collect, manage, and analyze data to enhance teaching and school improvement.

| *Use of Funds | Pacific Learning Product Aligned |
|---|---|
| Helps elementary and secondary students become technologically literate | <ul style="list-style-type: none">• Big Cat• CSI |
| Provides new or existing technologies to improve academic achievement | <ul style="list-style-type: none">• Big Cat• CSI |
| Integrates the use of technology to increase parent involvement in schools | <ul style="list-style-type: none">• Big Cat• CSI |
| Integrates the use of technology to collect, manage, and analyze data to enhance teaching and school improvement. | <ul style="list-style-type: none">• Assess Now |

*Customized professional development is encouraged to support teachers through differentiating instruction to meet the individual needs of students.

Enhancing Education Through Technology (EETT) is a specific technology plan requiring applicants to meet formula and criteria for Title II, Part D in No Child Left Behind (Sec. 2414). EETT funding fits plan requirements for **Big Cat and CSI (Comprehension Strategies Instruction)**.

Key Points to Remember!

- The U.S. Department of Education provides grants to State educational agencies (SEAs) on the basis of their proportionate share of funding under Part A of Title I.
- States may retain up to 5 percent of their allocations for State-level activities, and must distribute one-half of the remainder by formula to eligible local educational agencies and the other one-half competitively to eligible local entities.

Head Start

Goals:

- The Head Start program provides grants to local public and private nonprofit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families, with a special focus on helping preschoolers develop the early reading and math skills they need to be successful in school.
- Head Start programs also promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.

What/Who it's for: Pre-K and early childhood programs

| *Use of Funds | Pacific Learning Product Aligned |
|---|--|
| <p>Head Start's use of funds include services and materials that promote the following social and academic goals:</p> <ul style="list-style-type: none"> • Developing positive and nurturing relationships with adults and peers • Identifying and solving problems • Expressing thoughts and feelings • Thinking critically • Increasing self-confidence • Respecting the feelings and rights of others • Using creativity and imagination • Working independently and with others • Developing literacy, numeracy, reasoning, problem-solving, and decision-making skills that form a foundation for school readiness learning including: <ol style="list-style-type: none"> 1. developing print and numeracy awareness; 2. understanding and using an increasingly complex and varied vocabulary; 3. develop and demonstrate an appreciation of books; and, for non-English-speaking children 4. progress toward acquisition of the English language. In addition, Congress augmented Head Start Performance Measures to include the following outcomes: "that children know that letters of the alphabet are a special category of visual graphics that can be individually named, recognize a word as a unit of print, identify at least 10 letters of the alphabet, and associate sounds wit ensure that the children participating in the program, at a minimum, develop and written words." | <ul style="list-style-type: none"> • Big Cat (Emergent) • Partners in Print • Splash/Chorrito |