



Funding Needs and Sources Chart for STEM Education Programming



Intended Audience: STEM leaders, district/school leadership, ESCs, CTE program staff, educators, industry partners, STEM advocates

Purpose of the tool: Funding is an important aspect of STEM programming development, implementation, and sustainability. Therefore, this tool is designed to assist STEM leaders, educators, partners, and advocates in aligning STEM education implementation needs with appropriate federal/state funding sources. District and school leaders have the potential to access a variety of funds allocated by the federal government and distributed through the state*. These include:

- Every Student Succeeds Act (ESSA) - a federal education law that provides funding through a variety of block grants.
- Strengthening Career and Technical Education for the 21st Century Act (Perkins V) - a federal education law that invests in secondary and post-secondary CTE programs.
- Individuals with Disabilities Education Act (IDEA) – a federal law that makes available a free appropriate public education to eligible children with disabilities and ensures special education and related services to those children.

*Districts/schools or other agencies must meet the eligibility requirements set forth by the federal and state regulations to be considered for grant funding.



Use of the Tool:

Districts/schools can align local programming needs with potential funding sources using the chart provided. Each STEM programming need that is identified, aligns with one or more of the funding sources noted with an “X” and the aligned section(s) of the law. Additional information is provided about each law, including how the law works from both the federal and state perspectives. Examples of STEM education needs that could potentially be funded through each funding source are also provided.

Funding Needs and Potential Sources								
NEEDS	ESSA I-A	ESSA II-A	ESSA III-A	ESSA IV-A	ESSA IV-B	ESSA V	PERKINS V	IDEA
STEM Program Development								
STEM Focused Schools/ Pathways; In-School Programs	X Section 1114			X Section 4107		X Sections 5211, 5222		
Out-of-School Programs	X Section 1114			X Section 4107	X Sections 4201, 4205	X Sections 5211, 5222		
Career-based Experiential Learning/Partnerships	X Section 1114				X Section 4205	X Sections 5211, 5222	X Sections 124, 135	
CTE Programming	X Section 1114					X Sections 5211, 5222	X Sections 124, 135	
Career Guidance/Counseling	X Section 1114		X Section 3115			X Sections 5211, 5222	X Sections 124, 135	

Funding Needs and Potential Sources

NEEDS	ESSA I-A	ESSA II-A	ESSA III-A	ESSA IV-A	ESSA IV-B	ESSA V	PERKINS V	IDEA
Human Capital								
Hiring STEM Personnel	X Section 1114	X Section 2103				X Sections 5211, 5222		
Differential/Incentive Pay to Hire/Reward STEM Teachers and Leaders	X Section 1114	X Sections 2103, 2212				X Sections 5211, 5222		
Professional Development (PD)								
STEM Teaching/Learning	X Sections 1114, 1115, 1119	X Section 2103	X Section 3115	X Section 4109		X Sections 5211, 5222	X Sections 124, 135	
PD for Career Guidance and Academic Counselors related to STEM programs/careers							X Sections 124, 135	
Utilizing Community Partnerships for PD		X Section 2245				X Sections 5211, 5222	X Sections 124, 135	
Supporting STEM Instruction								
Hands-on Learning	X Section 1114			X Section 4107	X Sections 4205	X Sections 5211, 5222		
Curricular Integration	X Section 1114			X Section 4107	X Section 4205	X Sections 5211, 5222	X Sections 124, 135	
Expanding STEM Courses	X Section 1114			X Section 4107		X Sections 5211, 5222		
STEM Competitions	Section 1114			X Section 4107	X Section 4205	X Sections 5211, 5222		
Acquiring STEM Resources								
Non-Technology	X Section 1114			X Section 4107	X Section 4205	X Sections 5211, 5222	X Sections 124, 135	
Technology	X Section 1114		X Section 3115	X Section 4109	X Section 4205	X Sections 5211, 5222	X Sections 124, 135	X Sections 602, 611, 612, 613, 614



Funding Needs and Potential Sources

NEEDS	ESSA I-A	ESSA II-A	ESSA III-A	ESSA IV-A	ESSA IV-B	ESSA V	PERKINS V	IDEA
Developing and Maintaining Partnerships								
Collaborations between Schools and Community Partners	X Section 1119			X Section 4107	X Section 4205	X Sections 5211, 5222	X Sections 124, 135	
Family Engagement	X Sections 1115, 1118		X Section 3115		X Sections 4201, 4205	X Sections 5211, 5222		
STEM Support for Special Populations								
Underserved and At-Risk Students	X Sections 1114, 1115			X Section 4107	X Sections 4201, 4204, 4205	X Sections 5211, 5222	X Sections 124, 135	
English Learners (ELs)	X Section 1115		X Section 3115		X Sections 4201, 4204, 4205	X Sections 5211, 5222		
Special Education	X Section 1115				X Sections 4201, 4204, 4205	X Sections 5211, 5222	X Sections 124, 135	X Sections 602, 611, 612, 613, 614
Non-traditional Students							X Sections 124, 135	



The following chart provides additional information related to federal/state funding sources.

Every Student Succeeds Act (ESSA)	
Provides federal funding for public education from pre-K through 12th grade and governs how funding is allocated.	
Title I-A, Improving Basic Programs Operated by State and Local Education Agencies	
Purpose of the Law	The purpose of Title I Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
How the Funding Works	Title I funds bring both needed resources and new requirements to provide the personnel, instruction, and interventions to help close achievement gaps. Title I provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.
Federal Funding Use for PreK-12 STEM Education	<p>Schools operating a Title I schoolwide program may use these funds to do the following:</p> <ul style="list-style-type: none"> • Update existing STEM-related labs and lab materials, or other specialized learning space • Support STEM coursework for students attending a Title I school operating a schoolwide program (consistent with the school's comprehensive needs assessment) • Support failing students to meet challenging State academic standards through expanded learning time, before- and afterschool programs and summer programs and opportunities • Acquire devices, including tablets, laptops, and other devices <ul style="list-style-type: none"> • Support field trips to increase access to real-world, hands-on STEM experiences, activities, and applications, including experiences that expand student knowledge of the impact of STEM in the world, or the history of the range of backgrounds of people in STEM. • Support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries and work-based learning opportunities that provide students in-depth interaction with industry professionals. <p>Such uses must be consistent with applicable SEA or LEA policies, Federal requirements for uses of funds, and a school's comprehensive needs assessment.</p>

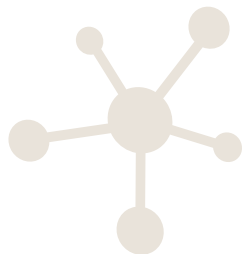
Title II-A, Supporting Effective Instruction

<p style="text-align: center;">Purpose of the Law</p>	<p>The purpose of Title II is to:</p> <ul style="list-style-type: none"> • increase student achievement consistent with the challenging state academic standards. • improve the quality and effectiveness of teachers, principals, and other school leaders. • increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools. • provide low-income and minority students greater access to effective teachers, principals, and other school leaders. <p>The intent of the funding is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.</p>
<p style="text-align: center;">How the Funding Works</p>	<p>If the state plans to use funds to improve equitable access to effective teachers and use funds to work with the local educational agencies (LEAs) to develop and implement an evaluation, a plan must be submitted to the US Department of Education. Then, LEAs applying for Title II, Part A funds must address the following through a comprehensive needs assessment, their district improvement plans, and/or their Consolidated Federal Grant Application:</p> <ul style="list-style-type: none"> • The activities to be carried out and how they are aligned with challenging state standards. • The system of professional growth and improvement (e.g., teacher induction; building the capacity of teachers, principals/other school leaders, etc.). • How the district will prioritize funds to schools implementing Comprehensive Support and Improvement and Targeted Support and Improvement activities. • How the district will use data and ongoing consultation to update and improve activities. • How the district will ensure the coordination of professional development activities provided through other federal, state, and local programs.
<p style="text-align: center;">Federal Funding Use for PreK-12 STEM Education</p>	<p>Title II funding can bring needed resources to recruit, train, and retain teachers as well as provide ongoing professional learning opportunities in Title I schools. States can award subgrants to districts to provide incentive pay to attract teachers in “high-need academic subject areas,” provide increased teacher supports in various forms (e.g., hiring STEM coaches, partnering with non-profits), and recruit qualified individuals from other fields to become teachers.</p> <p>Title II Part A funds can be used to do the following:</p> <ul style="list-style-type: none"> • Train educators to teach new STEM concepts and approaches, including those in computer science • Provide stipends to attract STEM educators to the profession • Recruit qualified individuals with STEM content knowledge from other fields to become teachers • Provide professional learning opportunities to educators. Examples include sustained relevant professional development opportunities offered by informal science institutions (such as science museums, “maker” spaces, federal labs, or nonprofits) • Support educators as they implement new courses, such as computer science and engineering • Support educators to effectively teach students with disabilities in STEM subjects • Support elementary STEM teachers, including preschool educators, to incorporate STEM learning experiences into their classrooms • Train or provide professional development to educators on incorporating technology into effective STEM instruction through personalized learning or blended learning • Facilitate collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in STEM subjects • Hire STEM coaches to help grantees tailor professional learning to the needs of individual educators. For example, coaches might help educators bolster their STEM content knowledge or expand STEM pedagogy to include problem- or project-based active learning or “maker” techniques • Provide differential or incentive pay for educators in high-need subject areas, such as STEM, to serve in high-need schools, or to reward the work of teachers and leaders who have demonstrated effectiveness in improving student outcomes in STEM areas.



Title III-A, English Language Acquisition, Language Enhancement, and Academic Achievement Act

Purpose of the Law	The purpose of Title III Part A is to help ensure that English learners, including immigrant children and youth, attain English proficiency and can meet the same challenging State academic standards that all children are expected to meet; to support development and capacity to provide effective language instruction educational programs, and promote parental, family, and community participation in those programs.
How the Funding Works	<p>Title III requires that funds available under a subgrant be used to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners (ELs) and immigrant students and in no case to supplant such federal, state, and local public funds.</p> <p>The state educational agency (SEA) receives funds for both Title III state formula grants and grants for immigrant children and youth based on the number of ELs and immigrant children and youth in the state. The SEA reserves a small percentage of its grant to carry out state-level activities and uses the rest to make sub-grants to individual local educational agencies (LEAs) or to consortia. Those subgrantees use the funds to implement programs designed to help EL students achieve both English language proficiency and academic standards in reading/language arts, mathematics, and science. Approaches and methodologies used must be effective. Subgrantees may develop and implement new language instruction educational programs (LIEPs) and expand or enhance existing programs. Subgrantees also may implement school-wide programs within individual schools or implement system-wide programs to restructure, reform, or upgrade all programs, activities, or operations related to the education of their EL students.</p> <p>For example:</p> <p>Technology (to include interactive boards, computers, printers, classroom response, systems, etc.) may be an allowable expense for serving English learners in a secondary classroom, based on the following: For use in a self-contained ESL classroom with English learners, the purchase of technology would be an allowable expense, provided all other supporting conditions are met (addressed in application, costs are necessary and reasonable, etc.). For use in a general education classroom with English learners, this would not be allowable. NOTE: If this purchase is for a schoolwide campus served with Title I, Part A, then using Title I, Part A funds would be the better choice as it would serve the whole population of the class.</p>
Federal Funding Use for PreK-12 STEM Education	<p>States may use these funds to:</p> <ul style="list-style-type: none">• expand or enhance existing language instruction educational programs and academic content instructional programs to increase digital learning resources and software that will support English learners/ acquisition of English proficiency and STEM content proficiency, including materials in languages other than English.• to assist English learners, including immigrant children and youth in achieving at higher levels in science. Strategies can include professional learning for educators of language instructional strategies, providing technical assistance to districts, or enhancing or upgrading language instructional programs.• to support supplemental English language acquisition activities in STEM courses for English learners and supplemental early college high school or dual or concurrent enrollment programs or courses designed to support English learners' success in postsecondary education.



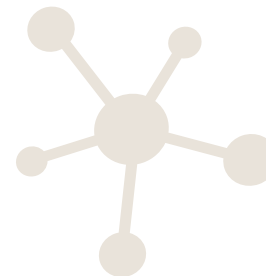
Title IV-A, Student Support and Academic Enrichment Grants

<p>Purpose of the Law</p>	<p>The purpose of Title IV Part A is to increase capacity of states and districts to 1) provide students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to increase digital literacy of all students.</p>	
<p>How the Funding Works</p>	<p>Each state receives an allocation based on their Title I funding formula. Using the same Title I formula, each state allocates funds to school districts.</p>	
	<p>Schools or districts that receive an allocation above \$30,000 based on their Title I status must do a needs assessment and spend:</p> <ul style="list-style-type: none"> • at least 20% on well-rounded education which includes STEM, Music, Art and Physical Education. • at least 20% on safe and healthy students. • a portion of funds to support the effective use of technology. Technology includes materials, professional development, equipment, devices, and digital content. (However, there is a 15 percent cap on devices, equipment, software, and digital content). 	<p>Schools or districts that receive an allocation below \$30,000 based on their Title I status must spend money on activities in at least one of the following three categories:</p> <ul style="list-style-type: none"> • well-rounded education • safe and healthy students • technology
<p>Federal Funding Use for PreK-12 STEM Education</p>	<p>Funding can be used to support a variety of activities that work to improve STEM teaching and learning.</p> <ul style="list-style-type: none"> • Expansion of high-quality STEM courses • Increased access to STEM for underserved and at-risk student populations • Support for student participation in nonprofit STEM competitions • Hands-on learning opportunities in STEM. Examples might include science fairs, citizen science projects, student entrepreneurship, integrated “maker” activities, and field-based or service learning to enhance students’ understanding of the STEM subjects. • Integration of other academic subjects including the arts into STEM subject programs • Creation or enhancement of STEM-focused schools and pathways • Integration of classroom based, afterschool, and informal STEM instruction • Expansion of environmental education 	
<p>Federal Funding Use for Technology</p>	<p>Funding can be used to support a variety of activities that work to improve technology infrastructure, teaching and learning including the following:</p> <ul style="list-style-type: none"> • Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement • Building technological capacity and infrastructure. Specific examples might include purchasing or reconfiguring STEM materials, devices, or STEM-focused digital learning resources; purchasing software and devices that are an essential component of their plans to create and provide digital professional learning communities with practicing scientists or engineers if consistent with their needs assessment, and approved subgrant application • Carrying out innovative blended learning projects • Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities • Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology 	



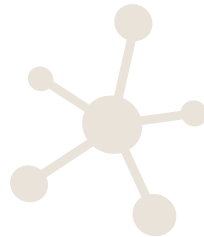
Title IV-B, 21st Century Community Learning Centers

<p style="text-align: center;">Purpose of the Law</p>	<p>The purpose Title IV-B is to provide opportunities for communities to establish or expand activities in community learning centers that:</p> <ul style="list-style-type: none"> • provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards. • offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students. • offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.
<p style="text-align: center;">How the Funding Works</p>	<p>Funds are distributed by formula to states. States then run a competitive subgrant program to distribute the funds to local entities.</p>
<p style="text-align: center;">Federal Funding Use for PreK-12 STEM Education</p>	<p>Allowable activities, services, and programs must be focused on academic enrichment that is designed to reinforce and complement the regular academic program of participating students.</p> <p>Examples include youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, literacy and financial literacy programs, environmental literacy programs, mathematics, science, career and technical education programs, internship, or apprenticeship programs, etc.</p> <p>These funds can support the creation of programs promoting STEM skills and nontraditional STEM teaching methods such as:</p> <ul style="list-style-type: none"> • high-quality STEM and computer science programs and “maker” activities to students in out-of-school learning settings. • programs that foster innovation in learning by supporting nontraditional STEM education teaching methods that may emphasize hands-on, experiential learning. • programs that partner with in-demand fields of the local workforce or build career competencies and career readiness.



Title V-B, Flexibility and Accountability—Rural Education and Achievement Program

<p align="center">Purpose of the Law</p>	<p>The purpose of Title V Part B is to provide states and districts the flexibility to target federal funds to the programs and activities that most effectively address the unique needs of states and localities. The Rural Education Achievement Program (REAP) assists eligible LEAs in addressing local academic needs more effectively by giving them greater flexibility in the use of limited federal resources. Programs under subparts 1 and 2 are designed to address the unique needs of rural school districts that frequently -</p> <ol style="list-style-type: none"> 1. Lack the personnel and resources to compete effectively for federal competitive grants; and 2. Receive formula allocations in amounts too small to be effective in meeting their intended purposes. <p>The programs are designed to supplement funding to help rural local educational agencies (LEAs) to increase student academic achievement and decrease dropout rate.</p>
<p align="center">How the Funding Works</p>	<p>Title V, Part B is comprised of two main programs:</p> <ul style="list-style-type: none"> • the Small Rural School Achievement Program (SRSA) provides funds targeted and designed for schools with small populations in lower-density areas. Funds are given directly to districts with designation by the National Center for Education Statistics (NCES). • the Rural and Low-Income Schools Program (RLIS) provides funds for states to subgrant to districts with NCES designation. RLIS funds apply more broadly and can be used for a number of purposes related to other titles of ESSA. <p>Schools and districts that are eligible for both SRSA and RLIS funds can apply to the federal government for the funding stream that meets their unique needs. Additionally, districts that receive RLIS funding can use funds for a broader range of activities. RLIS funding can now be applied toward any allowable use of funds under ESSA Title I Part A, Title II Part A, Title III, or Title IV Part A or B.</p>
<p align="center">Federal Funding Use for PreK-12 STEM Education</p>	<p>Grantees may use SRSA and RLIS funds to carry out activities authorized under any of the following federal programs:</p> <p>Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies Example: A school district develops an integrated STEM education program to supplement its science, technology, engineering, math, or computer science curriculum.</p> <p>Title II, Part A - Supporting Effective Instruction Example: A school district pays the stipend for a prospective STEM teacher to work alongside an effective STEM teacher, who is the teacher of record, for a full academic year.</p> <p>Title III - Language Instruction for English Learners and Immigrant Students Example: A school district offers an after-school language instruction, STEM-based enrichment program for English learners.</p> <p>Title IV, Part A - Student Support and Academic Enrichment Example: A school district purchases electronic devices for all schools.</p> <p>Title IV, Part B - 21st Century Community Learning Centers Example: A school district purchases STEM related equipment to supplement schools' STEM after-school programs.</p>



Perkins V

The Strengthening Career and Technical Education for the 21st Century Act

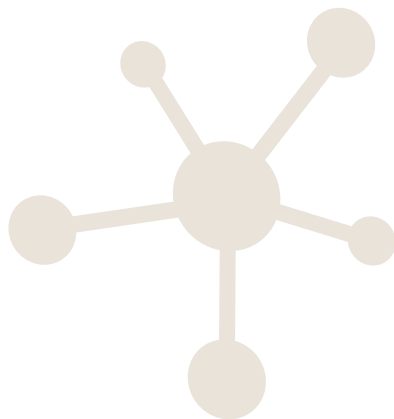
<p>Purpose of the Law</p>	<p>Provides federal funds to states and other grantees to develop academic knowledge and technical and employability skills more fully for secondary career and technical education (CTE) programs and postsecondary CTE programs that prepare students for the workforce and that align learning and credential attainment with economic and workforce priorities. The target populations are CTE learners at the secondary and postsecondary levels. In the past, Perkins funds were awarded to LEAs for grades 9-12 and postsecondary institutions, with some exceptions made for grades 7-8. Perkins V allows for funds to be used to support secondary CTE courses beginning in 7th grade and Career Exploration and Career Development courses may be taught beginning in 5th grade. (middle grades as defined by the ESSA Act of 1965 begin in grade 5).</p> <p>Key provisions in the law include:</p> <ul style="list-style-type: none">• requiring extensive collaboration among State- and local-level secondary, postsecondary, and business and industry partners to develop and implement high-quality CTE programs and programs of study• introducing a Comprehensive Local Needs Assessment (CLNA) to align CTE programs to locally identified in-demand, high-growth, and high-wage career fields• strengthening the CTE teacher and faculty pipeline, especially in hard-to-fill program areas, including STEM• promoting innovative practices to reshape where, how, and to whom CTE is delivered.• expanding the reach and scope of career guidance and academic counseling• shifting responsibility to States to determine their performance measures, including new program quality measures, and related levels of performance to optimize outcomes for students
<p>How the Funding Works</p>	<p>The Federal Perkins funds are allotted to states through a formula based on populations in certain age groups and earning certain levels of per-capita income. States are required to distribute at least 85 percent of federal Perkins funds to local education agencies, vocational and technical schools, community colleges and other public or private nonprofit institutions offering CTE programs. Each state may decide how much money will be distributed to recipients.</p>
<p>Funding Use for 5-12 CTE Feeder Pathways and Programs of Study</p>	<p>Perkins V focuses on academic and technical achievement of CTE participants, strengthening the connections between secondary and postsecondary education, and improving accountability. Perkins V requires states to have programs of study that seamlessly link academic and technical content (including employability skills) across secondary and postsecondary education.</p> <p>The six required uses of Perkins funds include the following:</p> <ul style="list-style-type: none">• Provide career exploration and career development activities through an organized and systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program• Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals• Provide within CTE, the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations• Support integration of academic skills into CTE programs and programs of study• Plan and carry out elements that support the implementation of CTE programs and programs of study which increase student achievement of the local levels of performance• Develop and implement evaluations of the activities carried out with Perkins funds, including evaluations to complete the Comprehensive Local Needs Assessment (CLNA).



IDEA

The Individuals with Disabilities Education Act

Purpose of the Law	<p>The Individuals with Disabilities Education Act (IDEA) provides federal funding for the education of children with disabilities and requires, as a condition for the receipt of such funds, the provision of a free appropriate public education (FAPE) for children with disabilities.</p> <p>Part B of the Individuals with Disabilities Education Act – Grants to States Program (IDEA-B) provides funding to local education agencies (LEAs) to supplement and/or increase the level of special education and related services provided to eligible students with disabilities ages 3 through 21 who are enrolled in special education programs.</p>
How the Funding Works	<p>The U.S. Department of Education details specific procedures that states are to follow to receive annual grant funds under Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. Education Department General Administrative Regulations (EDGAR) at section 76.102 make clear that the Part B fund applications are considered to be state plans for the use of Part B funding.</p> <p>IDEA-B funds are distributed by formulas contained in the IDEA Law and its Regulations. Allocation of funding for eligible LEAs are on based on three distribution factors:</p> <ol style="list-style-type: none">1) A base amount is allocated based on the number of children with disabilities receiving special education and related services within the intermediate unit region generated by child count for the base year2) 85% of remaining funds are allocated on the basis of relative numbers of children enrolled in public and private elementary and secondary schools within the intermediate unit's region3) 15% of any remaining funds are allocated on the basis of students living in poverty within the intermediate unit's region
Federal Funding Use for PreK-16 STEM Education	<p>IDEA funds may be used to provide students with disabilities with assistive technology devices:</p> <p>states may use IDEA, Part B section 611 funds they retain for authorized activities, other than administration, to improve the use of technology in the classroom for students with disabilities, in order to enhance their learning.</p> <ul style="list-style-type: none">• If a student's individualized education program specifies that the student requires an assistive technology device or service, LEAs may use their IDEA, Part B funds to provide devices to enable students with disabilities to participate in STEM courses. <p>(IDEA sections 602, 611, 612, 613, and 614).</p>



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