

Funding Source/Grant	Justification	Applications
Title 1, Part A Improving the Academic Achievement of the Disadvantaged	Support student reading and math achievement	<ul style="list-style-type: none"> •Post state reading standards in every classroom •Post state math standards in every classroom •Display rubrics and grading expectations •Utilize posters to encourage peer editing and cooperative learning •Post your mission statement and strategic plan throughout the school •Recognize individual progress with customized awards •Create progress tracking awards •Use math manipulatives to classify, reinforce and organize key learning concepts
Immediate Intervention/Underperforming Schools Program (II/USP) or High Priority Schools Grant Program (HPSGP)	Support improved student performance	<ul style="list-style-type: none"> •Post your mission statement and strategic plan throughout the school •Create posters to encourage parental involvement through volunteering and Parent/Teacher Organizations
Reading First - Title I, Part B Student Reading Skills Improvement Grant	Support student reading achievement	<ul style="list-style-type: none"> •Use letter manipulatives to promote alphabet recognition (early readers and English Language Development students) •Create manipulatives of the 100 most frequently-used English words (early readers and English Language Development students) •Promote phonemic awareness and decoding skills through “Big Book” creation of teaching materials
Comprehensive School Reform - Title I, Part F	Support enhanced involvement of parents	<ul style="list-style-type: none"> •Create posters to encourage parental involvement through volunteering and Parent/Teacher Organizations
Title II, Part D Enhancing Education through Technology	Advance the integration of technology in the classroom	<ul style="list-style-type: none"> •Teach students how to use touch screen technology to produce academic products
Title III Language Instruction for Limited English Proficient and Immigrant Students	Support English Language Development instruction	<ul style="list-style-type: none"> •Incorporate bilingual cutouts on bulletin boards •Create bilingual classroom visuals, school signage and awards
Title IV, Part A Safe and Drug-Free Schools	Promote awareness of school policies and programs	<ul style="list-style-type: none"> •Customize drug prevention and intervention posters (use the school name and mascot to help students relate to messages) •Reward students with “I am Drug-Free” stickers and awards •Utilize creative manipulatives as part of the novelty pillar of differentiated instruction
Title IV, Part B 21st Century Learning Centers	Communicate with students, parents and the community	<ul style="list-style-type: none"> •Display character education posters in the classroom •Motivate students through the use of progress charts and graphs •Create posters to communicate school program activities •Use posters to increase awareness of community literacy courses for parents

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Title V, Part D Gifted and Talented Education	Support differentiated instruction	<ul style="list-style-type: none"> • Create posters outlining multiple-step processes as part of the complexity pillar of differentiated instruction
IDEA, Part B Individuals with Disabilities Education Act	Support Individualized Education Program (IEP) requirements for visually-impaired/ special education students	<ul style="list-style-type: none"> • Enlarge worksheets • Communicate through the use of large bulletin board displays • Create large graphic organizers
FEE List (Furniture, Fixtures, Equipment and Construction)	Communicate through the use of building signs and posters	<ul style="list-style-type: none"> • Create building signage to assist students, teachers and parents • Post rules and expectations in every classroom
The Partnerships in Character Education Program	Support school, state and community character education initiatives	<ul style="list-style-type: none"> • Post anti-bullying messages throughout the school • Create posters to define and encourage positive attributes such as attitude, respect, citizenship, fairness, responsibility and trustworthiness • Reward good character and good behavior through the use of awards and stickers
Parent/Teacher Organizations	Raise funds through parent, teacher, student and community involvement	<ul style="list-style-type: none"> • Create posters to communicate fundraising programs and events such as book fairs, school carnivals, car washes, community yard sales and fun runs
Association of Student Body Departments	Raise funds and encourage school pride	<ul style="list-style-type: none"> • Create and sell customized posters and banners for profit-Prom and Homecoming Dances, graduation, athletic teams/ players, birthdays and community business sponsors • Create and sell customized bumper stickers for profit-school name and mascot, student of the month, honor roll members and school athletic teams
Literacy Grants/Program Funds	Support goals and key concepts of awarded grants	<ul style="list-style-type: none"> • Motivate students with personalized reading awards • Create charts to communicate program goals and progress • Reinforce key learning concepts by enlarging strategies and reminders
General Budget	Help teachers, administrators, volunteers and staff work more effectively and improve student achievement	<ul style="list-style-type: none"> • Save time by utilizing pre-designed poster, award and bulletin board templates
Vocational Education “Carl Perkins Grant”	Use these tools as part of your school based/virtual enterprise	<ul style="list-style-type: none"> • Sell posters and banners to student clubs and organizations on campus • Sell spirit decals, magnets, and bumper stickers at athletic events • Sell enlarged photos at athletic events, prom and graduation • Communicate program activities (Career Day/Work shops...etc.) • Personalized reading awards
Other-vending machine profits, school store revenue		

“I just had to take a moment to let you know that we have discovered another wonder of the world: the Poster Maker and the ProFinish™ Cold Laminating System! There isn’t a day that goes by since we purchased the equipment that we don’t say, ‘How did we get along without it?’”

Elayne Elsky, Principal, Haskell Elementary School, Granada Hills, CA