

Digital Media Academy Funding Assistance Document

Overview

This Funding Assistance Document assists grant seekers in understanding the requirements and disposition of federal, state, and private funding sources. In this document, *Digital Media Academy (DMA)* focuses on two product lines: 1) *Digital Media Academy Pro-Series* – Professional Training and 2) *Kids, Teens, and Summer Camp*.

The alignment of *Digital Media Academy* product lines to funding sources is accomplished in two ways. First, key elements associated with the *Digital Media Academy* product lines are presented and can be used to align to funding sources. Secondly, the federal, state, and private funding overviews provide key statements regarding the funding requirements and the *Digital Media Academy* product line is aligned to these statements.

This document is organized into four sections:

- [Digital Media Academy Product Descriptions](#) – brief descriptions of the two product lines with key statements geared to align product to funding resources.
- [Federal Funding Overview](#) – divided into two areas,
 - Tier 1 Federal Funding (grants that most directly align to *Digital Media Academy* product) and
 - Tier 2 Federal Funding (broad-based grants to which *Digital Media Academy* product might align.)
- [State and Private Funding Overview](#) – divided into two areas,
 - State Funding (grants approved by the state legislature to which *Digital Media Academy* product might align) and
 - Private Funding (national, state, regional, and local) sources to which *Digital Media Academy* product might align.
- [Funding Matrix Overview](#) – general description of the individual state funding matrix which accompanies this document.

Grant seekers should realize that requesting and receiving funding might be as easy as receiving formula funding (guaranteed funding based on head counts, free and reduced lunches, and/or other quantifying measures) or as difficult as writing a proposal from scratch with minimum guidelines. However, funding does exist in various formats, over various periods of time, ranging from small to large amounts, and including various requirements.

Digital Media Academy Product Line Descriptions

Digital Media Academy (DMA) is a nationally recognized organization offering hands-on learning experiences in a broad range of digital media technologies. The information presented in this document focuses on two of *DMA's* product lines: *DMA Pro-Series* and *Kids, Teens, and Summer Camp*.

DMA Pro-Series

<http://digitalmediaacademy.org/pro/>

DMA Pro-Series courses cover the most relevant tools and techniques being used by professionals in the ever-changing world of new media. *DMA's* intense, total-immersion format is designed to expedite learning, increase knowledge, inspire work, and promote motivation. These courses provide abundant individual hands-on instruction and will improve the participant's technical and artistic skills. *DMA* offers over 25 Pro-Series courses in the following categories:

Digital Video & Audio Production Courses – These courses emphasize digital filmmaking and storytelling, documentary filmmaking, video production for the web, along with music and audio production.

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Video Post Production, Motion Graphics and Effects Courses – These courses emphasize working with Final Cut Pro and Final Cut Studio, motion graphics and visual effects with Adobe After Effects and Photoshop, and web video compression.

3D Modeling, Animation and Game Design Courses – These courses focus on 3D game art and design and various levels of Maya.

Web Design & Digital Photography Courses – These courses emphasize work with web design using Adobe's Dreamweaver, Flash, and Photoshop (CS4). Included are courses on digital photography and Photoshop.

Educator Specific Courses – These courses work with educators and are focused on the process of creating digital media for the classroom.

The company's philosophy is to create motivating, professional, technology learning experiences that emulate and transition into a broad range of industries. Key elements of the *DMA Pro-Series...*

- provides professional development programs for educators--enabling them to learn state-of-the-art skills for integrating technology into academic curriculum and/or teaching the skills to their students;
- covers the most relevant tools and techniques being used by professionals;
- integrates hands-on engagement and interactive demonstrations which educators could replicate in their classroom;
- encourages creative and artistic endeavors;
- offers three certification programs in conjunction with Apple, Adobe, and Stanford University (4-quarter units of continuing studies program); and
- works with districts and schools to provide local, tailored experiences based on the district's or school's needs.

Kids, Teens, & Summer Camps

<http://digitalmediaacademy.org/teen/>

<http://digitalmediaacademy.org/kids/>

Teens participating in *DMA's Teen* programs explore possible career paths, prepare for college, gain practical work skills, and can even earn certification. Courses are project based and taught by award-winning industry experts in state-of-the-art facilities. *DMA* instructors share cutting-edge skills and teach using the very latest technology. Current courses are:

3D Modeling, Animation & Game Design Courses – These courses provide an introduction to 3D art, modeling, and animation. In addition, students advance through various levels of Maya.

Digital Video/Audio Production & Post Production Courses – These courses offer hands-on experience in digital filmmaking, digital editing and special effects, and music and video production.

Web Design & Flash Courses – These courses focus on web design, flash animation, and flash scripting for both web design and game design.

Programming & Robotics Courses – These courses offer exploration of game programming with Python and C++ and hands-on experience with robotics and 3D CAD design.

Key elements of the *DMA Teen Programs...*

- provides highly interactive, project-based activities taught by award-winning industry experts in state-of-the-art facilities;

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- includes the exploration of career paths, preparation for college, and examination of practical work skills;
- encourages students to think critically and work with others to solve problems;
- promotes student sharing of projects including discussions and critiques of student work;
- assesses student skills and follows a scaffold approach to teaching and learning;
- advocates a mixture of academic learning with fun to promote motivating situations;
- provides certification in two teen programs; digital filmmaking and 3d game design; and
- fosters parental involvement – especially during project demonstrations.

Kids ages 7 through 13 can participate in learning experiences especially designed for them. Current courses are:

Game Creation and Advanced Game Creation – This course offers younger students experience in 2D and 3D games from a variety of genres (including action, adventure, platform, side-scrollers, pinball, and more) or invent new ones.

Robotics & Programming – This course enables younger students to explore robotics including how to design, build, program, and control robots while positioning younger students through a series of real-world design challenges.

Digital Movie Making & FX – This course fosters exploration in movie making and younger students develop their own story idea, write the script, shoot the movie, edit footage, and burn their work to a DVD.

Web Design & Flash – This course encourages younger students to learn, create, and implement their own interactive website using the latest technology.

Cartoon Creation – This course focuses on younger students to learn about animation including timelines, keyframes, sound, and special effects.

Comic Creation – This course provides younger students opportunities to create drawings, take photographs or other images to transform the images, and add bubbles, captions, and sounds for use in comic creations.

Surfing & Filmmaking – This course provides younger students the opportunity of spending a half day in the ocean learning or improving their surfing skills, then they spend the other half day in a state-of-the-art classroom studio where they create a video about their experience during the week.

Digital Art & Filmmaking (ages 7-9) – This course, designed for junior adventurers, encourages younger students to explore the worlds of photography, filmmaking, and video game creation.

Key elements of the *DMA Kids Programs*...

- provides a balanced approach of project-based learning with outdoor team-building fun;
- emphasizes up-front instruction and demonstrations with hands-on learning;
- provides students the tools to create a unique, personal project;
- develops in students a strong sense of putting learning into practice;
- assesses student skills and follows a scaffold approach to teaching and learning;
- inspires student confidence to effectively apply the new skills developed during the program; and
- fosters parental involvement – especially during project demonstrations.

Federal Funding Overview

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A. First Tier Federal Funding – Technology and Professional Training Focus

When educational institutions apply for and are awarded federal funding, there are certain specifications the institution must meet in order to spend money. *Digital Media Academy* has product that meets the requirements of many federal grants. First Tier Federal Grants closely correlate between *Digital Media Academy* product and federal funding because the focus of the funding directly relates to technology, enrichment, and/or professional training. In some cases, the funding is closed and/or has been distributed to the local education agencies; however, even closed, the money may be available for spending. Knowing the specifications of the funding is important to match *Digital Media Academy* product to the funding requirements.

Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins IV)

<http://www.ed.gov/policy/sectech/leg/perkins/index.html>

Perkins IV provides an increased focus on the academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability. In addition, the new Act includes the preparation of special populations for high skill, high wage, or high demand occupations. The Act also includes professional development programs. Title I: Basic Grants provides the bulk of the Perkins IV funding to the states. The requirements and the alignment of *DMA* product follow.

DMA Pro-Series and Perkins IV

Perkins IV Requirement: Provides students with strong experience in and understanding of all aspects of an industry.

From *DMA*'s beginnings, the company's basic philosophy has been to create motivating, professional, technology learning experiences that emulate and transition into technology industries. *DMA* features the following industries: digital video and audio production, video post production, motion graphics and effects courses, photography and web design, 3D modeling, animation and game design, web design and digital photography. *DMA*'s real-world approach to teaching and learning is supported by hiring instructors who have expertise in their related fields.

Perkins IV Requirement: Develops, improves, or expands the use of technology in vocational and technical education.

Over the past 7 years *DMA* has earned a reputation of providing some of the highest-level instruction in the quick moving and ever-changing world of Digital Media.

Certification...DMA offers five different (multi-course) certification programs, three in the *DMA Pro-Series* (open to adult learners and advanced teens) and two in the Teen Series (open to teens 13 and older). *DMA's Pro-Series* also provides certification in conjunction with Apple (industry certification) and Stanford University (4-quarter units of continuing studies credit is offered for each 5-day course.)

Vocational and technical education programs can improve or expand the use of technology with the addition of industry-recognized certification programs.

Perkins IV Requirement: Initiates, improves, expands, and modernizes quality vocational and technical education programs.

Along with professional certification programs, the *DMA On the Road* program works with districts and schools to provide local, tailored learning experiences based on the district's or school's established need.

Perkins IV Requirement: Supports activities that prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high skill, high wage, or high demand jobs.

The *DMA Pro-Series* supports activities that prepare special populations, including single parents and displaced homemakers for high skill, high wage, or high demand jobs. *DMA's* intense, total-

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immersion format is designed to expedite learning, increase knowledge, inspire work, and motivate students...providing skills necessary for the 21st Century.

Perkins IV Requirement: Provides relevant professional development programs to teachers, counselors, and administrators.

The *DMA Pro-Series* provides relevant professional development programs for teachers... enabling teachers to learn state-of-the-art skills for integrating technology into academic curriculum and/or teaching the skills to their students.

Districts and schools have unique challenges and specific goals that existing training courses may not address. For that reason, *DMA* offers custom onsite courses designed to match the participants' skill set, schedule, resources, and budget. Custom courses deliver targeted hands-on instruction in the most rapid, cost-effective fashion as possible.

DMA Kids, Teens, & Summer Camp and Perkins IV

Perkins IV Requirement: Strengthens the academic, vocational, and technical skills of students participating in vocational and technical education programs, achieved by integrating core academic subjects into vocational and technical education programs through a coherent sequence of courses.

DMA's Kids, Teens, & Summer Camp programs reinforce several core academic subjects while building student confidence to effectively apply new skills. For example, students reinforce:

- writing skills as they write scripts and design storyboards;
- math and science skills as they think logically, solve problems, explore spatial relations and vectors in 3-D modeling, and foster robotic programming; and
- computer programming skills as they move through basic to advanced levels.

In addition to core academic subjects, *DMA's Kids, Teens, & Summer Camp* provide students experience with the new technological skills needed for the 21st Century.

Perkins IV Requirement: Provides students with strong experience in and understanding of all aspects of an industry

Students explore possible career paths, prepare for college, gain practical work skills, and even earn certification in *DMA's Kids, Teens, & Summer Camp* programs. They explore design and architecture, game design and development, web design and video, and so much more. In addition, they experience collaborating and communicating with fellow students...skills integral in today's industry.

Perkins IV Requirement: Develops, improves, or expands the use of technology in vocational and technical education.

DMA's Kids, Teens, & Summer Camps extend classroom learning and inspire students to reach their full potential in an atmosphere where learning is interchangeable with fun. All teen camp courses are project based and taught by award-winning industry experts in state-of-the-art facilities. With instruction tailored to each student's skills, students learn in a situation in which they can succeed. Two programs provide certification for teens in either Digital Filmmaking or 3D Game Design.

Perkins IV Requirement: Supports activities that prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high skill, high wage, or high demand jobs.

The *DMA Kids, Teens, & Summer Camps* serve students with special needs. Encouraging students to learn at their own pace, students get assistance from instructors in getting started and all along the way. Students take pride in their accomplishments and experience activities that help prepare them for workplace. Staff is provided additional instruction in working with special needs students,

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as necessary.

ARRA State Fiscal Stabilization Fund (SFSF) & Carl D. Perkins

<http://www.recovery.gov/>

Under the State Fiscal Stabilization Fund (SFSF), schools may use the K-20 portion of those funds (81.8% of the state allocation) for any activity authorized under the Elementary and Secondary Education Act of 1965 (ESEA) (which includes the modernization, renovation, or repair of public school facilities), *the* Individuals with Disabilities Education Act (IDEA), *the* Adult Education and Family Literacy Act (Adult Education Act), *or the* Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act). States determine where the funds are to be spent.

The State Fiscal Stabilization Fund will be distributed to the states based on population, so the most populated states will get the lion's share of the money (CA, FL, GA, IL, NY, & TX). The national amount to be distributed is \$53,600,000,000. The State Fiscal Stabilization Fund dollars are available for obligation at the state and local levels until September 30, 2011.

Alignment to Perkins IV: Should the state and LEAs designate State Fiscal Stabilization Funds for Perkins IV, *DMA* products should align the SFSF funds to the same requirements as the Carl D. Perkins grant listed above.

Enhancing Education Through Technology (Title II, Part D, Subparts 1 & 2)

<http://www.ed.gov/programs/edtech/index.html>

Enhancing Education Through Technology is an initiative that supports the improvement of academic achievement with the integration, innovation, and use of technology. The manner in which this type of technological program is to be achieved is by assuring computer literacy to each student by the end of their eighth-grade term. Additionally, teachers must integrate the use of technology into their class lesson plans and curriculum. For this reason, E2T2 grant money may be used to train teachers, staff, and all educational personnel in the use of technology, multimedia, Internet, computer programs, etc. The requirements and the alignment of *DMA* product follow.

***DMA Pro-Series* and Enhancing Education Through Technology (E2T2)**

E2T2 Requirements: Sustaining professional development programs and public-private partnerships.

The *DMA Pro-Series* provides professional development programs for teachers... enabling teachers to learn state-of-the-art skills for integrating technology into academic curriculum and/or teaching the skills to their students.

E2T2 Requirements: Use of new or existing technologies to improve academic achievement.

The *DMA Pro-Series* covers the most relevant tools and techniques being used by professionals in the ever-changing world of new media...tools and techniques that can be incorporated into the educator's classroom to help improve student academic achievement. During the learning experience, educators engage in interactive demonstrations and hands-on instruction using technology which can be replicated in their own classrooms.

E2T2 Requirements: The acquisition of curricula that integrate technology and are designed to meet challenging state academic standards.

DMA Pro-Series cultivates the integration of technology into existing classroom curriculum – enhancing the teaching experience for teachers and the learning experience for students. New educational techniques and technology foster motivation and encourage students to meet challenging state academic standards.

E2T2 Requirements: Use of technology to collect, manage, and analyze data to enhance teaching and school improvement.

Although the *DMA Pro-Series* does not have a specific course on using technology to collect,

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manage, and analyze data to enhance teaching and school improvement, the skills taught in the *Pro-Series* help educators:

- design and implement digital portfolios and create/manage digital lesson plans;
- correlate digital resources and integrate them into lesson plans; and
- collaborate and share digital information with fellow educators.

DMA has worked with districts and schools in including these skills within the instruction cycle. In addition, *DMA* offers custom onsite courses designed to match existing needs. Courses are designed with the participants' skill set, schedule, resources, and budget in mind. Custom courses deliver targeted hands-on instruction in the most rapid, cost-effective fashion as possible.

DMA Kids, Teens, & Summer Camp and Enhancing Education Through Technology

E2T2 Requirements: Use of new or existing technologies to improve academic achievement.

DMA's Kids, Teens, & Summer Camp programs reinforce several core academic subjects while building student confidence to effectively apply new skills. For example, using new or existing technologies, students reinforce:

- writing skills as they write scripts and design storyboards;
- math and science skills as they think logically, solve problems, explore spatial relations and vectors in 3-D modeling, and foster robotic programming; and
- computer programming skills as they move through basic to advanced levels.

In addition to core academic subjects, *DMA's Kids, Teens, & Summer Camp* provide students experience with the new technological skills needed for the 21st Century.

E2T2 Requirements: The acquisition of curricula that integrate technology and are designed to meet challenging state academic standards.

DMA adapts curriculum developed by Adobe that is aligned to ISTE Technology standards, including the integration of technology into teaching and learning.

E2T2 Requirements: The use of technology to increase parent involvement in schools.

Currently there are no provisions to increase parental involvement in the schools. However, parents are welcomed to visit students during the learning experience and are encouraged to attend the end-of-class showcase where students show their projects. *DMA* has tailored programs to district and school needs and would welcome discussing this component with interested parties.

ARRA Educational Technology Funding & Enhancing Education Through Technology (E2T2)

<http://www.recovery.gov/>

The American Recovery and Reinvestment Act allocated \$650,000,000 for educational technology programs. The program is dedicated to improving student achievement through the use of technology in elementary and secondary schools. Examples of activities include 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.

Alignment to Enhancing Education Through Technology (E2T2): Should states and LEAs decide to accept this funding, *DMA* products should align to the federal technology funds using the same requirements as the Enhancing Education Through Technology (E2T2) grants.

21st Century Community Learning Centers

<http://www.ed.gov/programs/21stccclc/index.html>

As described by the federal government, this program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for students,

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particularly 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.

Each eligible entity that receives an award from the state may use the funds to carry out a broad array of before- and after-school activities (including those held during summer recess periods) to advance student achievement. The requirements and the alignment of *DMA* product follow.

DMA Kids, Teens & Summer Camp and 21st Century Community Learning Centers

21st CCLC Requirements: Remedial education activities and academic enrichment learning programs, including those which provide additional assistance to student to allow the students to improve their academic achievement.

DMA's Kids, Teens, & Summer Camp programs encourage academic enrichment learning programs. Highly motivated students explore new technologies as they reinforce several core academic subjects. For example, using new or existing technologies, students reinforce:

- writing skills as they write scripts and design storyboards;
- math and science skills as they think logically, solve problems, explore spatial relations and vectors in 3-D modeling, and foster robotic programming; and
- computer programming skills for basic through advanced levels.

In addition to core academic subjects, *DMA's Kids, Teens, & Summer Camp* programs provide students experience with the new technological skills needed for the 21st Century. The courses help students build confidence to effectively apply their new skills.

21st CCLC Requirements: Mathematics and science education activities.

DMA's Hands-On Robotics & 3D Design for Teens courses focus on programming robots. In this enrichment course, students:

- draw on logical skills and solve problems;
- explore spatial relations and use vectors in 3-D modeling;
- learn about building structures and working gears; and
- program in the NXT-G programming language.

21st CCLC Requirements: Arts and music education activities.

DMA's programs focus on encouraging students to explore their creativity in arts and music education. For example, in the Kids program (ages 9-13), students can explore game creation, filmmaking, cartooning, comic creation, digital art, web design, and music production. By learning from professionals who actually do what they teach, kids develop a strong sense of learning put into practice...while having fun!

The Teens program uses industry-recognized programs to encourage their creativity in the arts. A few of the courses feature 3D video game creation, web design, Dreamweaver, Flash, movie making, film, Final Cut Pro, digital art, and more. *DMA* instructors share cutting-edge skills and teach using the very latest technology.

21st CCLC Requirements: Recreational activities.

Testimonials from the students attending *DMA's Kids, Teens, & Summer Camp* programs express the challenge and fun they experience in the programs. Classroom teachers and course assistants spend the day in the classroom. *DMA's* live-in youth activities coordinators are on site fulltime during the evenings and weekends for residential campers. Non-technology activities are planned when students are not in class.

Depending on the location, the program provides a balance of project-based learning with outdoor team-building fun. Activities also include group sports, board games, chess, scavenger hunts, soccer, swimming, nature hikes, and so much more. Weekend excursions vary considerably by

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location, but examples include miniature golf, amusement parks, Lazer Tag®, and water parks. Students are always accompanied by trained adult staff.

21st CCLC Requirements: Telecommunications and technology education programs.

DMA's Kids, Teens, & Summer Camp programs focus on technology education. Intense programs encourage students to work at their own pace, explore areas of their interest, and produce a take-home product of which they are proud. Students can incorporate their new found skills in the classroom. They explore career paths while having a memorable learning experience.

21st CCLC Requirements: Programs that promote parental involvement and family literacy.

Currently there are no provisions to increase parental involvement in the schools. However, parents are welcomed to visit students during the learning experience and are encouraged to attend the end-of-class showcase where students show their projects. *DMA* has tailored programs to the district's and school's needs and would welcome discussing this component with interested parties.

B. Second Tier Federal Funding – Broad-Based Grants

Second Tier Federal Grants include grants that have a broad-based approach to technology, enrichment, and professional development. Essentially, these grants may and in some cases do fund these areas. However, these grants may also fund reading, tutoring, art, music, counseling, recreation, and enrichment programs. *Digital Media Academy* products may or may not be appropriate for the funding, depending on the requirements of the grant.

Once a state meets the federal requirements necessary to obtain federal funding, some federal grants allow latitude to the states on the focus of the state's spending of the money. For example, some states spread funding throughout grades K-12 and other states may focus the funds primarily on high school programs. Some states focus on mathematics and other states focus on reading. *DMA* grant seekers should not assume the same federal grant is applied at the state level in the same manner. Grant seekers might want to investigate the following grants as potential funding sources: 1) *Title I, Part A*, 2) *Demonstration Grants for Indian Children*, 3) *Innovative Programs (Title V, Part A)*, and 4) *School Improvement Grants*. Federal grants appear throughout the year. Grant seekers might want to search this government website for recently issued grants:
http://www.grants.gov/applicants/find_grant_opportunities.jsp.

State and Private Funding Overview

Digital Media Academy's product line may qualify for state and/or private funding opportunities.

A. State Funding

State funding varies from state-to-state depending on the state's budget and the overall educational mission of the state. For example, some states place more emphasis on mathematical learning than other states; hence, the state legislature funds more mathematical projects than other state legislatures. In addition, state funding appears at various times throughout the year and it is suggested the grant seeker follow the grant availability for each state of interest on a regular basis. Some states encourage grant seekers to register for email notifications in order to be notified as new grants become available. To search for a particular state grant website, try searching on *state name + grant + education* or various combinations of the words.

DMA product should be eligible for gifted and enrichment funding. This funding generally stems from the state legislature. Grant seekers should contact their Department of Education to ascertain whether there are any open gifted and enrichment funds.

B. Private Funding

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Many foundations and corporate entities support educational efforts. Funding from these sources generally fall into four categories:

- *National* – educators throughout the US or limited states may apply; for example, *ITEA – International Education Association* (all states) and *Bank of the West Corporate Giving Program* (selected states).
- *State* – educators throughout a state may apply; for example, *WDFoundation* (limited to the state of California).
- *Regional* – educators throughout a region may apply; for example, the *Eisner Foundation* (limited to Los Angeles County and Southern California).
- *Local* – educators within a local area (generally city/county) may apply; for example, the *High Desert Community Foundation* (limited to San Bernardino County area only).

Funding amounts vary.

- Funding amounts for individuals or individual projects vary greatly. For example, frequently mini-grants for the classroom approximately range in the \$200-\$500 category while other grants may range from \$7,000 - \$10,000. There are even higher amounts awarded from some private sources.
- National foundations may have \$15,000 total per year to award, while a local foundation may have \$2 million total per year to award and *vice versa*.
- Funding amounts within a foundation or corporate entity can vary within the foundation or corporate entity depending the proposal's request, how much the governing board deems necessary, or how much money is available in a particular fiscal year.

What private resources fund varies greatly and the funding descriptions can be very specific to very general. For example, excerpted from the California Funding Opportunities matrix (accompanying this document) are a few descriptions:

- funds education;
- supports endeavors to give children access to the arts, quality healthcare options, and in a current initiative, new media and technology;
- helps selected cities make high-quality out-of-school learning opportunities available to many more children;
- funds programs that nurture the intellectual, artistic and creative abilities of children from low-income households;
- promotes academic and cultural enrichment activities, after-school and summer programs.
- facilitates summer campership;
- prepares youth for the world of work;
- supports the advancement of technology education;
- builds vocational and workplace skills for middle and high school aged youth;
- supports mini-grant program for hands-on educational enhancement;
- helps technology teachers maintain a competitive edge in technology;
- allows teachers to participate in conferences, specialized training or learning opportunities;
- encourages teachers to apply for professional development, purchase of technology or materials; and
- supports access to field trips or other innovative ideas to be implemented in the classroom.

Digital Media Academy products align with many state and private funding sources in the areas of technology, arts, enrichment activities, and professional development. Within private funding, *Digital Media Academy* grant seekers might look for classroom materials grants, mini-grants, special projects, professional development, and other programs. Because state and private funding varies from state-to-state and varies in requirements from fund-to-fund, *Digital Media Academy* grant seekers should review the grants, obtain additional information from the funding source, and determine if the grant is an appropriate match.

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Funding Matrix Synopsis

Accompanying this document is the California Funding Opportunities matrix. The matrix is divided into two sections: 1) Index of Funding Sources and 2) Overview of Grants. The index is a list of grant titles and grant sources (federal, private, and state). The titles in this list link to Part 2 and the links facilitate movement throughout the entire matrix.

Part 2 is the Overview of the Grants. Part 2 consists of Federal, Private, and State grants. A description of each column follows:

- *Source* – indicates whether the grant's primary source of funding is Federal, Private, or State. In some cases, there can be a mix of grant sources, such a Federal and State.
- *Title/URL* – includes the title of the grant and source URL for additional details.
- *Description*– contains a brief description of the grant. Yellow highlights are used to indicate key words and phrases that align to *Digital Media Academy* product. This column also contains the level(s) which is the focus of the grant, sometimes this will be levels, age levels, or varies when there is flexibility in the grant. Additionally, the description column contains the amount(s) available, sometimes this is an individual amount, yearly amounts, or past distribution amounts.
- *Application Information* – provides information on how to apply for the grant, pertinent grant date information, and special notes. Frequently, the special notes contain geographic limitations to the grants, especially in the private sector.
- *Contact Information* – contains additional contact information.

Funding information is subject to change, legislation is put on hold, foundations have more or less resources than in the past, the focus of the grants change, and contact people move on. Grant seekers should review the funding matrix and then use the URL to review additional details and any changes.

This Funding Assistance Document assists grant seekers in understanding the requirements and disposition of federal, state, and private funding sources. It also provides key element statements to help align *Digital Media Academy* product line and funding sources. Grant seekers could use this information to facilitate their grant seeking experience.