

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
<p>TITLE I: IMPROVING ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/index.html</p> <p>USDOE Contacts: Jackie Jackson at Jackie.Jackson@ed.gov Chuck Laster at Charles.Laster@ed.gov</p> <p>NATIONAL ORGANIZATION: National Association of State Title I Directors (NASTID) - http://www.titlei.org/</p>	<ul style="list-style-type: none"> To ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. 	<ul style="list-style-type: none"> 95% of funding to LEAs 4% of funding to SEAs for program improvement 1% of funding to SEAs for administration Allocations based on census poverty and population data 	<ul style="list-style-type: none"> Alignment of assessments, systems, professional development, curriculum and instructional materials to state academic standards. Meeting the educational needs and closing the achievement gap for low-achieving children. Distribution of resources to LEAs and schools with greatest needs. Elevation of the quality of instruction by providing staff. 	<ul style="list-style-type: none"> Technology is an allowable purchase for disadvantaged students. 	<ul style="list-style-type: none"> Funding only available in schools meeting highest poverty levels. 15-18% of funding targeted to high schools. Majority of funding covers staffing costs.
<p>TITLE I, Part A: Improving Basic Programs Operated By LEAs</p> <p>2006 FUNDING LEVEL: \$12,713,125,290</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg2.html</p>	<ul style="list-style-type: none"> To help disadvantaged students meet high academic standards by participating in either a school wide or a targeted assistance program. 	<ul style="list-style-type: none"> Provides formula grants to school districts, which then allocate most of these funds to individual Title I schools based on their number of low-income. 	<ul style="list-style-type: none"> Instructional programs and practices, including professional development, must be based on scientific research and aligned to state standards and assessments. Accountability is based on Adequate Yearly Progress (AYP) target goals. Schools not meeting state-identified goals are classified as "In Need of Improvement." Schools in school improvement status for two or more years must use 5-15% of their funds to provide supplemental educational services. 	<ul style="list-style-type: none"> Technology is an allowable purchase for disadvantaged students. 	<ul style="list-style-type: none"> Provisions regarding pupil assessment, program improvement, allocation of funds, school selection, fiscal accountability, and parental involvement, but very few constraints on matters such as the specific resources for which funds are used.

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
<p>TITLE I, Part B: Student Reading Skills Improvement Grants (includes Reading First, Early Reading First, Even Start and Improving Literacy Through School Libraries)</p> <p>LEGISLATION: http://www.ed.gov/programs/readingfirst/legislation.html</p> <p>2006 FUNDING LEVEL: \$1,132,352,400</p> <p>NATIONAL ORGANIZATION: International Reading Association (IRA) – http://www.reading.org</p>	<ul style="list-style-type: none"> • Establishment of reading programs for students in kindergarten through grade 3. • Assistance to SEAs and LEAs in preparing teachers to identify specific reading barriers facing their students and to have tools to help students learn to read. • Selection or administration of screening, diagnostic, and classroom-based instructional reading assessments. • Selection or development of instructional materials, programs, learning systems, and strategies to implement methods proven to prevent or remediate reading failure. • Strengthen coordination among schools, early literacy programs, and family literacy programs to improve reading achievement for all children. 	<ul style="list-style-type: none"> • At least 80 percent of funding to eligible LEAs. • 20 percent may be used by state agency (not more than 65 percent for professional development; not more than 25 percent for technical assistance; not more than 10 percent for planning, administration and reporting). 	<ul style="list-style-type: none"> • Selecting and administering screening, diagnostic, and classroom-based instructional reading assessments. • Selecting and implementing a learning system or program of reading instruction based on scientifically-based reading research. • Procuring and implementing instructional materials, including educational technology, such as software and other digital curricula that are based on scientifically based reading research. • Providing professional development for teachers of kindergarten through grade 3, and special education teachers of kindergarten through grade 12. • Collecting and summarizing data about activities. • Reporting data for all students and categories of students. • Promoting reading and library programs that provide access to engaging reading material. 	<ul style="list-style-type: none"> • Procurement and implementation of instructional materials, including educational technology, are allowable uses of Reading First funds. • Acquisition and use of advanced technology incorporated into the curricula of the school is an allowable use of Improving Literacy funds. • Facilitation of Internet links and other resource-sharing networks is allowable. 	<ul style="list-style-type: none"> • 15 percent of the children served by the eligible LEA must be from families with incomes below the poverty line. • Instruction to children in kindergarten through grade 3.
<p>TITLE I, Part C: Education of Migratory Children</p>				<ul style="list-style-type: none"> • The integration of information 	

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
<p>2006 FUNDING LEVEL: \$386,523,720</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg8.html</p> <p>USDOE Contact: Francisco Garcia at Francisco.Garcia@ed.gov</p>				<p>technology into educational and related programs.</p>
<p>TITLE I, Part D: Prevention And Intervention Programs For Children And Youth Who Are Neglected, Delinquent, Or At-Risk</p> <p>2006 FUNDING LEVEL: \$49,797,000</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg9.html</p> <p>USDOE Contact: Gary Rutkin at gary.rutkin@ed.gov</p>				<ul style="list-style-type: none"> Technology may be used to assist in coordinating educational programs between the correctional facility and the community school.
<p>TITLE I, Part F: Comprehensive School Reform</p> <p>2006 FUNDING LEVEL: \$7,920,000</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg13.html</p>				<ul style="list-style-type: none"> Technology is included as a part of a comprehensive school reform plan

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
<p>TITLE II: Preparing, Training and Recruiting High-Quality Teachers and Principals</p> <p>Part A: Teacher And Principal Training And Recruiting Fund</p> <p>2006 FUNDING LEVEL: \$2,887,438,950</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg20.html</p> <p>USDOE Contact: Robert Stonehill robert.stonehill@ed.gov</p> <p>NATIONAL ORGANIZATION: Association for Supervision and Curriculum Development (ASCD) – http://www.ascd.org</p>	<ul style="list-style-type: none"> • To provide grants to SEAs, LEAs, State agencies for higher education, and eligible partnerships in order to — • increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers, principals and assistant principals in schools; and • hold LEAs and schools accountable for improvements in student academic achievement. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Sustained staff development for teachers’ administrators and teacher aides. 	<ul style="list-style-type: none"> • Strategy to be created to ensure that teachers are trained in the use of technology so that technology and applications of technology are effectively used in the classroom. • Certification reforms are to be put in place that ensure that teachers have technology literacy. • Developing or assisting LEAs with PD strategies including PD delivered through the use of technology and distance learning. • These funds are integrated with IID PD funds to include programs that train teachers and principals to integrate technology into curricula and instruction. • These funds are also used to develop proven, cost-effective strategies for PD, such as using technology or distance learning 	<ul style="list-style-type: none"> • Funds not available for one-time activities unless prescribed by a comprehensive plan. • Districts can not use these funds to supplant existing activities.
<p>TITLE II, Part B: Mathematics and Science Partnerships</p>	<ul style="list-style-type: none"> • To improve students’ academic achievement in mathematics and 	<ul style="list-style-type: none"> • Provides competitive grants to partnerships for professional development, teacher 	<ul style="list-style-type: none"> • U.S. Department of Education awards 3-year competitive grants directly to partnerships 	<ul style="list-style-type: none"> • Improve and expand training of mathematics and science teachers, 	<ul style="list-style-type: none"> • Emphasis on high-quality and research-based practices. • Technology

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
<p>2006 FUNDING LEVEL: \$182,160,000</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg26.html</p> <p>USDOE Contact: Pilla Parker pilla.parker@ed.gov</p> <p>NATIONAL ORGANIZATION: National Science Teachers Association – http://www.nsta.org National Council for Teachers of Mathematics – http://www.nctm.org</p>	<p>science.</p>	<p>recruitment and curriculum redesign in mathematics and science.</p> <ul style="list-style-type: none"> Jointly funded by the U.S. Department of Education and the National Science Foundation. 	<p>consisting of an SEA, an engineering, mathematics or science department at an institution of higher education and a high-need LEA.</p> <ul style="list-style-type: none"> If funding for the program exceeds \$100 million, The U.S. Department of Education will allocate funds by formula directly to states. 	<p>including training in the effective integration of technology into curricula and instruction.</p> <ul style="list-style-type: none"> Promoting strong teaching skills including using technology-based teaching methods. Instruction in the use of data and assessments to inform and instruct classroom practice. 	<p>purchased with these funds may be used <u>only</u> for professional development and <u>may not</u> be used in the classroom.</p>
<p>TITLE II, Part C: Innovation for Teacher Quality</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg27.html</p> <p>USDOE Contact: Kathy Price at Kathy.Price@ed.gov</p> <p>NATIONAL ORGANIZATION: Teacher Quality - https://www.teacherquality.us/default.asp</p>				<ul style="list-style-type: none"> Civic education encourages the use of materials and methods of instruction that utilize the latest advancements in educational technology. 	
<p>TITLE II, Part D: Enhancing Education Through Technology</p> <p>2006 FUNDING LEVEL:</p>	<ul style="list-style-type: none"> To provide assistance to SEAs and LEAs for implementation of a comprehensive system that 	<ul style="list-style-type: none"> Funds are awarded to SEAs as an amount that bears the same relationship as the amount received 	<ul style="list-style-type: none"> A recipient of EETT funds shall use not less than 25% of such funds to provide ongoing, sustained and intensive 	<ul style="list-style-type: none"> All of the funds should be used specifically for technology purposes, including professional 	

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
<p>\$272,000,000</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg34.html</p> <p>USDOE Contact: Jenelle Leonard at jenelle.leonard@ed.gov James Butler at james.butler@ed.gov</p> <p>NATIONAL ORGANIZATION: State Educational Technology Directors Association (SETDA) – http://www.setda.org</p>	<p>effectively uses technology in K-12 schools to improve student academic achievement.</p> <ul style="list-style-type: none"> To increase access to technology particularly in schools served by high-need LEAs. To enhance the ongoing professional development and integration of technology by teachers, principals and administrators. 	<p>under Title I.</p> <ul style="list-style-type: none"> Not more than 5% of the SEA allotment may be used for State administration. The SEA shall award 50% of the remaining funds as subgrants to LEAs in an amount that bears the same relationship as the amount received under Title I. The SEA shall award the other 50% of the remaining funds as subgrants through a State-determined competitive process, to eligible local entities that have submitted applications to the SEA. 	<p>professional development.</p>	<p>development, software, hardware, distance learning and other appropriate uses.</p>	

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding	
<p>TITLE III: Language Instruction For Limited English Proficient And Immigrant Students</p> <p>2006 FUNDING LEVEL: \$669,007,350</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg39.html</p> <p>USDOE Contact: Kathleen Leos at kathleen.leos@ed.gov</p> <p>NATIONAL ORGANIZATION: National Organization for Bilingual Education – http://www.nabe.org Teaching English to Speakers of Other Languages – http://www.tesol.org</p>	<ul style="list-style-type: none"> To assist school districts in teaching English to limited English proficient students and in helping these students meet challenging state standards required of all students. 	<ul style="list-style-type: none"> SEAs award subgrants to improve the education of limited English proficient children. If the appropriation equals or exceeds \$650 million, the USDOE determines formula allocations based on the state’s share of limited English proficient students and recent immigration students. [Sec. 3001 (b)(1)] SEAs must use at least 95% of the funds to award formula subgrants to districts. SEAs must reserve up to 15% for schools districts that have experience significant increases in the number of immigrant students. If the appropriation is less than \$650 million, three discretionary programs for instructional services, four support services programs, a professional development program and immigrant education formula grants are authorized. 	<ul style="list-style-type: none"> To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)] To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)] 	<ul style="list-style-type: none"> An eligible entity receiving Title III funds may use these funds to identify, acquire and upgrade curricula, instructional materials, educational software and assessment procedures. Funds may also be used to acquire or develop educational technology or instructional materials, provide access to or participation in electronic networks for materials, training and communication. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)] Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)]. Providing programs to assist parents in 	<ul style="list-style-type: none"> Districts can not use these funds to supplant existing activities. Emphasis on high-quality and research-based practices.

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
				<p>helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)]</p> <ul style="list-style-type: none"> • Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)] • Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)]. • Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)]. • Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)]. • Incorporation of educational 	

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
				technology and electronic networks into curricula and programs [section 3115(d)(7)(C)]. <ul style="list-style-type: none"> Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)]. 	
<p>TITLE III, Part A: English Language Acquisition, Language Enhancement, And Academic Achievement Act</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg40.html</p>	<ul style="list-style-type: none"> To assist school districts in teaching English to limited English proficient students and in helping these students meet challenging state standards required of all students. 	<ul style="list-style-type: none"> SEAs award subgrants to eligible entities to improve the education of limited English proficient children. If the appropriation exceeds \$650 million, the USDOE determines formula allocations based on the state's share of limited English proficient students and recent immigration students. SEAs must use at least 95% of the funds to award formula subgrants to districts eligible entities SEAs must reserve up to 15% for schools districts that have experience significant increases in the 	<ul style="list-style-type: none"> See Above 	<ul style="list-style-type: none"> The acquisition or development of educational technology or instructional materials or providing access to or participation in electronic networks to improve instruction of limited English proficient children. An eligible entity receiving Title III funds may use these funds to identify, acquire and upgrade curricula, instructional materials, educational software and assessment procedures. Funds may also be used to acquire or develop educational technology or 	

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding	
		number of immigrant students.		instructional materials, provide access to or participation in electronic networks for materials, training and communication.	
TITLE III, Part B: Improving Language Instruction Educational Programs LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg45.html	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • If the appropriation is less than \$650 million, three discretionary programs for instructional services, four support services programs, a professional development program and immigrant education formula grants are authorized 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Funds available for purchase of instruction materials, including materials provided through technology. 	<ul style="list-style-type: none"> •

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
<p>TITLE IV: 21st Century Schools</p> <p>Part A – Safe and Drug-Free Schools and Communities</p> <p>2006 FUNDING LEVEL: \$346,500,000</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg51.html</p> <p>USDOE Contact: Deborah Price - osdfs.safeschl@ed.gov</p>	<ul style="list-style-type: none"> To support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco and drugs; that involve parents and communities; and that are coordinated with efforts to foster a safe and drug-free learning environment. 	<ul style="list-style-type: none"> 20% Allotment of funds to Governor 93% of remaining funds to LEAs (60% based on Title I, Part A allocations; 40% based on relative enrollment). 3% of remaining funds to SEAs for state administration 4% of remaining funds to SEA for State Level Activities. 			
<p>TITLE IV, Part B — 21st Century Community Learning Centers</p> <p>2006 FUNDING LEVEL: \$981,166,230</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg55.html</p> <p>USDOE Contact: Dr. Joseph Conaty at joseph.conaty@ed.gov</p>	<ul style="list-style-type: none"> Provide opportunities for communities to establish or expand activities in community learning centers that: <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 State and local student academic achievement standards in core academic subjects, such as reading and mathematics; 			<ul style="list-style-type: none"> Funds may be used to carry out a broad array of before or after school activities including telecommunications and technology education programs. 	

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
	<p>—Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and</p> <p>—Offer families of students served by community learning centers opportunities for literacy and related educational development.</p>				

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding	
<p>TITLE V: Promoting Informed Parental Choice And Innovative Programs – Part A – Innovative Programs</p> <p>2006 FUNDING LEVEL: \$99,000,000</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg57.html</p>	<ul style="list-style-type: none"> • Support local education reform efforts that are consistent with statewide education reform efforts. • Provide funding to enable States and LEAs to implement promising educational reform programs and school improvement initiatives based on scientifically based research. • Provide a continuing source of innovation and educational improvement, including support for library services and instructional and media materials. • Meet the educational needs of all students, including at risk students; and develop education programs to improve school, student, and teacher performance. 	<ul style="list-style-type: none"> • Funds are allocated to SEAs based on the population of children ages 5-17. Not less than 85 percent of funds received by the State must be distributed to LEAs for implementing innovative assistance programs. The remaining 15 percent of funds are reserved for SEAs to provide technical assistance; direct grants to LEAs; and to carry out statewide education reform activities including support for charter schools. 	<ul style="list-style-type: none"> • Funds made available to LEAs are used for innovative assistance including: <ul style="list-style-type: none"> – Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software; – Programs for the acquisition and use of instructional and educational materials, including library services and materials (including media materials); – Promising education reform projects, including effective schools and magnet schools; – Programs to improve the academic skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school; – Programs to combat illiteracy in the student and adult population, 	<ul style="list-style-type: none"> • Innovative Education Program Strategies is the most flexible program contained within the Elementary and Secondary Education Act. It is the only formula program that allows recipients to use funds to benefit any and all student populations, in any and all schools (most federal programs serve an absolute purpose in targeting limited resources toward specific student populations and areas where they are needed most). • Funds may be used for innovative assistance programs including technology activities related to the implementation of school-based reform efforts and PD for teachers and personnel regarding the effective use of technology. 	<ul style="list-style-type: none"> • Cannot be use to supplant existing programs or for purely administrative purposes. • Restrictions on use for technology: Funds can not be used are to supplant local funds or meeting a state or local mandate.

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
			including parent illiteracy; – Programs to provide for the educational needs of gifted and talented children; – School reform activities; – Planning, designing, and initial implementation of charter schools; – School improvement programs or activities under sections 1116 and 1117.		
<p>TITLE V, Part D – Fund for the Improvement of Education (includes G&T, Star Schools, Ready to Teach, Community Technology Centers, Private Schools)</p> <p>LEGISLATION: http://www.ed.gov/policy/elsec/leg/esea02/pg66.html</p> <p>2006 FUNDING LEVEL: Star Schools: 10,890,000 Ready to Teach: 8,910,000</p>				<ul style="list-style-type: none"> • Star Schools Program serves underserved populations through eligible telecommunication partnerships • Foreign Language Assistance Program gives special consideration to programs that make effective use of technology to promote foreign language study. • Community Technology Centers provide disadvantaged residents with access to information technology and related training (can support staff, acquisition of 	

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
				equipment, networking capabilities and infrastructure)	

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
<p>IDEA -- Although Not Part of NCLB, Governs So Much of What We Do – Need to Consider This in Leveraging Technology Funding Streams</p> <p>2006 FUNDING LEVEL 10,583,000,000</p> <p>LEGISLATION: http://www.ed.gov/programs/disabilities/legislation.html</p> <p>USDOE Contact: Kristen Lauer at kristen.lauer@ed.gov</p> <p>NATIONAL ORGANIZATION: IDEA Partnership – http://www.ideapartnership.org/partnership4.cfm</p>	<ul style="list-style-type: none"> • Ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. • Ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services. 	<ul style="list-style-type: none"> • For FY 2007 and subsequent fiscal years, the maximum amount of the grant a state may receive is the number of children with disabilities in the 2004-05 school year in the state who received special education and related services aged 3 through 5 if the state is eligible for a grant under Section 619; and aged 6 through 21; multiplied by 40 percent of the APPE in public elementary schools and secondary schools in the United States; adjusted by the rate of annual change in the sum of 85 percent of such state's relative population of all students aged 3 through 21 who are of the same age as children with disabilities for whom the state ensures the availability of a free appropriate public education (FAPE) under Part B; and 15 percent of such state's relative population of all students aged 3 	<ul style="list-style-type: none"> • Funding is provided so that a child with a disability can receive a free appropriate public education according to the unique needs of the child as described in the child's IEP. • Funding is provided for teacher training, which includes the use of new technologies. 	<ul style="list-style-type: none"> • Using technology in the IEP process. • Purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the individualized education program of children with disabilities, that is needed for the implementation of such case management activities. • Improve the use of technology in the classroom by children with disabilities to enhance learning. • Support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities. • Pay for assistive technology devices/services • Train special 	<ul style="list-style-type: none"> • Must support children with disabilities.

Leveraging Technology Funding in the Federal No Child Left Behind Act (NCLB)

	Purpose	Allocation of Funding	Guidelines for Funding	Allowable Uses of Funding	Restrictions on Uses of Funding
		through 21 who are of the same age as children with disabilities who are living in poverty.		education and regular education teachers and administrators to effectively use and integrate technology. <ul style="list-style-type: none"> • Purchase instructional technology that provides individualized instruction to students with disabilities. 	

Sources of the 2006 Funding Amounts and Legislation Links can be found at:

- EDGAR (Federal Regulation Guidance Booklet): <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- Federal Funding Allocations: <http://www.ed.gov/about/overview/budget/budget06/06action.xls> or <http://www.ed.gov/about/overview/budget/budget06/summary/edlite-section2a.html>