

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.

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<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 	

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<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 	