

## No Child Left Behind Program Areas

<p>Program Name: Funding Source: Funding Requirements:</p>	<p><b><i>Title I, Part A—Improving Basic Programs Operated by Local Education Agencies</i></b> Title I, Part A The USDE allocates, through the state education agency, Title I, Part A funds by LEA using the Census Bureau's 1999 school district estimates of poor school-age children, and the annual update of neglected and foster home children. The USDE allocates basic, concentration, targeted, and Education Finance Incentive Grant (EFIG) funds using a variable hold harmless based on the percent the LEA's formula children are of the LEA's 5-17 population as reflected below:</p> <ul style="list-style-type: none"> <li>• 95% of prior-year entitlement if formula children are 30% or greater;</li> <li>• 90% of prior-year entitlement if formula children are 15% and less than 30%;</li> <li>• 85% of prior-year entitlement if formula children are less than 15%.</li> </ul>
<p>Program Objective:  Delivery Method: Intended Beneficiary:</p>	<p>Title I, Part A provides supplemental resources to local education agencies to help schools with high concentrations of students from low-income families provide high-quality education which will enable all children to meet the State student performance standards. Title I, Part A supports campuses in implementing a schoolwide program or a targeted assistance program. Formula-based non-competitive application process. Students who experience difficulties mastering the state academic achievement standards.</p>
<p>Program Name: Funding Source: Funding Requirements:</p>	<p><b><i>Title I—School Improvement Program</i></b> Title I, Part A To be eligible for Title I—School Improvement Program funds, a campus must have been identified for School Improvement in Fall 2004 and be a participating Title I, Part A campus in 2003-2004 and 2004-2005.</p>
<p>Program Objective:  Delivery Method: Intended Beneficiary:</p>	<p>The purpose of the Title I—School Improvement Program is to provide supplemental funds to local education agencies to assist Title I, Part A schools identified in need of improvement to provide a high-quality education, which will enable all children to meet the State student performance standards. Formula-based non-competitive application process. Students who experience difficulties mastering the state academic achievement standards.</p>
<p>Program Name: Funding Source: Funding Requirements:</p>	<p><b><i>Title I, Part B, Subpart 1 – Reading First</i></b> Title I, Part B Public school districts and open enrollment charter schools not currently receiving Texas Reading First funds are eligible to apply for funding. In Texas, a local educational agency (LEA) that meets both of the following criteria is eligible to apply for TRFI funds:</p> <ul style="list-style-type: none"> <li>• The LEA must have an aggregate student failure rate on the 2003 Grade 3 reading portion of the Texas Assessment of Knowledge and Skills (TAKS) equal to or greater than the state average of 11 percent; <u>and</u></li> <li>• The LEA must have jurisdiction over <u>at least one</u> of the following: <ol style="list-style-type: none"> <li>1. A geographic area that includes an area designated as an empowerment zone, or an enterprise community, under part I of subchapter U of chapter I of the Internal Revenue Code; <u>or</u></li> <li>2. Schools that are identified for school improvement under Section 1116(b); <u>or</u></li> <li>3. A student population where at least 15 percent of the students, or greater than 6,500 students, count for basic allocations under Title I, Part A.</li> </ol> </li> </ul>
<p>Program Objective:</p>	<p>The purpose of these grant funds is to enable the selected eligible applicants to implement scientifically based reading programs that help all students achieve reading mastery by the end</p>

<p>Delivery Method: Intended Beneficiary:</p>	<p>of the third grade. Reading First places specific emphasis on the importance of scientifically based reading research – research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction and reading difficulties.</p> <p>Discretionary-based competitive application process.</p> <p>Students identified as at risk for reading difficulties on the basis of early reading instrument results, or at risk based on other factors such as learning disabilities or limited English proficiency.</p>
<p>Program Name: Funding Source: Funding Requirements:  Program Objective:  Delivery Method: Intended Beneficiary:</p>	<p><b><i>Title I, Part B, Subpart 3 – Even Start</i></b></p> <p>Title I, Part B</p> <p>Partnerships composed of a public school district or an enrollment charter school and a nonprofit community-based organization, a public agency, an institution of higher education, or a public or private nonprofit organization other than a LEA of demonstrated quality are eligible to apply. Grantees are selected based on the ability of each applicant to carry out all requirements in the grant.</p> <p>The purpose of these grants is to help break the cycle of poverty and illiteracy by improving educational opportunities of low-income families by integrating early childhood education, parenting education and adult education into a unified family-centered program. Program objectives include: helping parents become full partners in their children's education; helping children reach their full potential as learners; provide literacy training for parents; assist families with parenting strategies in child growth and development and educational process for children ages birth through 7 years; and coordinate efforts that build on existing community resources.).</p> <p>Discretionary-based competitive application process.</p> <p>Children and families most in need of family literacy services.</p>
<p>Program Name: Funding Source: Funding Requirements:  Program Objective:  Delivery Method: Intended Beneficiary:</p>	<p><b><i>Title I, Part C – Education of Migratory Children</i></b></p> <p>Title I, Part C</p> <p>Local education agencies (school districts and charter schools) are allocated funds based on three factors: (1) whether the student is a Priority for Services student (40% of formula funds); (2) the student's level of Need/Risk (55% of formula funds); and (3) the level of Other Sources of Funds (Title I, Part A, Title III, and State Compensatory Education) the LEA receives (5% of formula funds).</p> <p>To assist States to ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards and to ensure that migratory children are provided with the appropriate educational services (including supportive services) that address their special needs.</p> <p>Formula-based non-competitive application process.</p> <p>Migratory children, ages 0 through 21, and their families.</p>

Program Name:	<b><i>Title I, Part D, Subpart 1—Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk—State Agency Programs</i></b>
Funding Source:	Title I, Part D
Funding Requirements:	All youth in state-operated correctional or delinquent facilities through the age of 21, who are entitled to a free public education not above grade 12 and who are enrolled in a regular program of instruction at either an eligible institution or community day program for 20 hours per week or 15 hours per week in an adult correctional facility.
Program Objective:	Title I, Part D, Subpart 1 is to provide financial assistance to state agencies that operate educational programs for children and youth in institutions or community day programs for neglected or delinquent children and for youth in adult correctional facilities. The two state agencies are the Texas Youth Commission and Windham School System.
Delivery Method:	Formula-based non-competitive application process
Intended Beneficiary:	TYC and Windham Schools
Program Name:	<b><i>Title I, Part D, Subpart 2—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk—Local Agency Programs</i></b>
Funding Source:	Title I, Part D
Funding Requirements:	LEAs are funded for residential neglected and/or delinquent facilities within the LEA's boundaries that have ten or more children (ages 5-17, inclusive), residing in the facility for 30 consecutive days with at least one of the consecutive days being in the month of October.
Program Objective:	The purpose of Title I, Part D, Subpart 2 is to: <ol style="list-style-type: none"> <li>1. provide educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet;</li> <li>2. provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and</li> <li>3. prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.</li> </ol>
Delivery Method:	Formula-based non-competitive application process
Intended Beneficiary:	All youth in correctional or delinquent facilities through the age of 21, children and youth who have been in contact with the juvenile justice system but have returned to a campus operated by an LEA, including, as appropriate, migrant and immigrant children, gang members, pregnant and parenting teens through the age of 21.

**Program Name:** *Title I, Part F - Comprehensive School Reform and Fund for the Improvement of Education*  
**Funding Source:** Title I, Part F  
**Funding Requirements:** LEAs that receive funds under Title I, Part A are eligible to apply for funds to support comprehensive school reform in schools that are eligible for funds under Title I, Part A. The applicant LEA or open enrollment charter school and each member district of an SSA must actually receive Title I, Part A funds for 2004-2005. Each individual campus, on behalf of which the LEA is applying, must be eligible to receive Title I, Part A funds in 2004-2005.  
**Program Objective:** The purpose of the Comprehensive School Reform program is to foster comprehensive schoolwide improvements that cover all aspects of a school's operations through curriculum changes, sustained professional development, and enhanced involvement of parents, based on a careful assessment of campus needs.  
**Delivery Method:** Competitive application process.  
**Intended Beneficiary:** Title I eligible campuses

**Program Name:** *Title II, Part A—Teacher and Principal Training and Recruiting Fund*  
**Funding Source:** Title II, Part A  
**Funding Requirements:** All LEAs (including open enrollment charter schools) are eligible for Title II, Part A funding. Hold-harmless amounts are based on entitlements LEAs received in school year 2001-2002 for Title II, Part B—Eisenhower Professional Development Program, and Title VI—Class Size Reduction Program. Additional funds appropriated on the following basis: 20% based on the LEA's total population, and 80% based on the LEA's low-income children as documented by the Census Bureau's poverty criteria (not free/reduced-price lunch criteria).  
**Program Objective:** The Teacher and Principal Training and Retention Fund provides financial assistance to LEAs to increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools. The program uses scientifically based professional development interventions and holds districts and schools accountable for improvements in student academic performance.  
**Delivery Method:** Formula-based non-competitive application process.  
**Intended Beneficiary:** Teachers and principals, including assistant principals, and as appropriate administrators and pupil services personnel and paraprofessionals.

**Program Name:** *Title II, Part B—Math and Science Partnership Program*  
**Funding Source:** Title II, Part B  
**Funding Requirements:** Only partnerships of an engineering, mathematics, or science department of an institution of higher education; and a high-need local educational agency are eligible to apply for Title II, Part B funding. The partnership may include another engineering, mathematics, science, or teacher training department of an institution of higher education; additional local educational agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools; businesses; or nonprofit or for-profit organizations of demonstrated effectiveness in improving the quality of mathematics and science teachers.  
**Program Objective:** The Math and Science Partnership program provides financial assistant to partnerships to improve the academic achievement of students in the areas of mathematics and science by encouraging State educational agencies, institutions of higher education, local educational agencies, elementary schools, and secondary schools to participate in programs that:
 

- improve and upgrade the status and stature of mathematics and science teaching;
- focus on the education of mathematics and science teachers as a career-long process;
- bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge and teaching skills;

<p>Delivery Method: Intended Beneficiary:</p>	<ul style="list-style-type: none"> <li>• develop more rigorous mathematics and science curricula; and</li> <li>• improve and expand training of mathematics and science teachers.</li> </ul> <p>Discretionary-based competitive application process. High need school districts.</p>
<p>Program Name: Funding Source: Funding Requirements:</p>	<p><b><i>Title II, Part D—Enhancing Education Through Technology</i></b> Title II, Part D All LEAs (including open enrollment charter schools) are eligible for Title II, Part D formula funding. Funds are distributed according to the relative amount the LEA receives under Title I, Part A for the same year:</p> <ul style="list-style-type: none"> <li>• The LEA's fiscal year 2004 Title I, Part A entitlement divided by the state total Title I, Part A determines the LEA's percent of the state total Title I, Part A grant for fiscal year 2004.</li> <li>• The state formula allocation amount for Title II, Part D is multiplied by the LEA's percent of the state total Title I, Part A for fiscal year 2004 to calculate the LEA's relative amount based on Title I, Part A for fiscal year 2004.</li> </ul>
<p>Program Objective:</p>	<p>The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary and secondary schools. It is designed to assist every student in becoming technologically literate by the end of eighth grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.</p>
<p>Delivery Method: Intended Beneficiary:</p>	<p>Formula-based non-competitive application process All students and teachers at eligible LEAs.</p>
<p>Program Name: Funding Source: Funding Requirements:</p>	<p><b><i>Title III Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act</i></b> Title III, Part A Title III, Part A consists of LEP and Immigrant funding. LEP entitlements are based on the number of students identified as limited English proficient and served with parent permission in bilingual or ESL programs as reported in PEIMS. Immigrant entitlements are based on the number of immigrant students reported in PEIMS for the current school year and compared to the average number of students reported in the two previous years. A significant increase of at least 100 students must be reported to qualify for an immigrant entitlement. A LEA must qualify for at least \$10,000 to apply for funding as a single member project. LEAs entitled to less than \$10,000 must join a Shared Service Arrangement to participate in Title III activities.</p>
<p>Program Objective:</p>	<p>To provide LEAs (local education agencies including charter schools) funds to develop high-quality instructional programs so that limited English proficient (LEP) and immigrant children can attain English proficiency, develop high levels of academic attainment, and meet the same challenging State academic content and student academic achievement standards that all children are expected to meet. The Texas Education Agency is allowed to reserve not more than 5% of Title III funds allocated administrative activities. It was determined by agency staff that 5% of the remaining funds would be allocated to LEAs with significant increases in immigrant students and 90% of the funds would be allocated to LEAs serving LEP students.</p>
<p>Delivery Method: Intended Beneficiary:</p>	<p>Formula-based non-competitive application process Limited English proficient students, including immigrant children and youth.</p>

Program Name:	<b><i>Title IV, Part A—Safe and Drug-Free Schools and Communities</i></b>
Funding Source:	Title IV, Part A
Funding Requirements:	50% of the Title IV, Part A funds allocated to the state is based on the school-aged population of the state. The remaining 50% is distributed by the relative amount the LEA received under ESEA Title I, Part A—Concentration the previous year. 40% of the Title IV, Part A funds allocated to the LEAs is based on enrollment in public & private non-profit schools, and 60% based on relative amount LEA received for Title I, Part A for the preceding year. All LEAs (including open enrollment charter schools) are eligible for Title IV, Part A funding.
Program Objective:	The Safe and Drug-Free Schools and Communities Act supports programs to prevent violence in and around schools; prevent the illegal use of alcohol, drugs, and tobacco by young people; and foster a safe and drug-free learning environment that supports academic achievement.
Delivery Method:	Formula-based non-competitive application process
Intended Beneficiary:	All students, staff, parents, and relevant community groups
Program Name:	<b><i>Title IV, Part B—21<sup>st</sup> Century Community Learning Centers</i></b>
Funding Source:	Title IV, Part B
Funding Requirements:	Local educational agencies (LEA) including public school districts, open enrollment charter schools and regional education service centers; community-based organizations (CBOs); and other public or private entities, non-profit or for-profit, or a consortium of two or more agencies, organizations, or entities are eligible to apply. An application must designate the specific campus(es) that meet the eligibility requirements of the grant in order to determine the students and families to be served in the 21 <sup>st</sup> Century Community Learning Center(s). Eligible campuses are those that are eligible for schoolwide programs under Title I, Section 1114 or schools that have a high percentage of low-income families (40% or more students identified as economically disadvantaged).
Program Objective:	The purpose of the Texas 21 <sup>st</sup> Century Community Learning Centers Cycle 3 grant program is to provide opportunities beyond the normal school day for communities to establish or expand activities in community learning centers to- (1) provide opportunities for academic enrichment, including providing tutorial services to help children, 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; (2) 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 physical education and fitness programs, and technology education programs that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development.
Delivery Method:	Discretionary-based competitive application process
Intended Beneficiary:	Students who need academic enrichment and literacy/educational development services for their families.
Program Name:	<b><i>Title V, Part A—Innovative Programs</i></b>
Funding Source:	Title V, Part A
Funding Requirements:	All LEAs (including open enrollment charter schools) are eligible for Title V, Part A funding. <ul style="list-style-type: none"> <li>• Enrollment: Public enrollment based on the PEIMS (October 2002) data; and private nonprofit participant enrollment based on the SAS-A200-03 (Schedule #5).</li> <li>• High-Cost Students (children from low-income families): Number of public school students receiving free and reduced-price lunch as reported to PEIMS (October, 2002); and number of private nonprofit participant low-income students reported on the SAS-A200-03 (Schedule #5).</li> </ul>
Program Objective:	The purpose of Title V, Part A—Innovative Programs is to: <ul style="list-style-type: none"> <li>• Support local education reform efforts that are consistent with and support statewide</li> </ul>

education reform efforts;

- Provide funding to enable SEAs and LEAs to implement promising educational reform programs and school improvement programs based on scientifically based research;
- Provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials;
- Meet the educational needs of all students, including at-risk youth; and develop; and
- Implement education programs to improve school, student, and teacher performance, including professional development activities and class-size reduction programs.

Delivery Method: Formula-based non-competitive application process  
 Intended Beneficiary: All students and staff.

Program Name: ***Title VI, Part A, Subpart 1, Section 6111—State Assessments and Related Activities***  
 Funding Source: Title VI, Part A  
 Funding Requirements: Each State Education Agency is eligible for funds.  
 Program Objective: To pay the costs of the development of the additional State assessments and standards required under NCLB, and if a State has developed the assessments and standards required, to administer those assessments or to carry out other assessment-related activities, professional development, or other approved activities.  
 Delivery Method: Formula-based program from USDE to State Education Agencies.  
 Intended Beneficiary: The Texas Education Agency.

Program Name: ***Title VI, Part B, Subpart 2—Rural and Low-Income Schools Program***  
 Funding Source: Title VI, Part B  
 Funding Requirements: Funding is based on ADA of eligible LEAs. An LEA shall be eligible to receive a Title VI, Part B, Subpart 2 grant if:
 

- 20 percent or more of the children ages 5-17 years served by the LEA are from families with incomes below the poverty line; and
- all of the schools served by the LEA are designated with a School Locale Code of 6, 7, or 8, as determined by the Secretary.

 Program Objective: The purpose of Title VI, Part B, Subpart 2 is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants, and who receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.  
 Delivery Method: Formula-based non-competitive application process  
 Intended Beneficiary: All LEAs.

**Program Name:** *Title VII, Part A—Indian Education—Grants to Local Educational Agencies*  
**Funding Source:** Title VII, Part A  
**Funding Requirements:** LEAs apply directly to the U.S. Department of Education for these funds. LEAs, certain schools funded by the Bureau of Indian Affairs and Indian tribes under certain conditions are eligible to apply for funding.  
**Program Objective:** The purpose of the Indian Education Program is to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.  
**Delivery Method:** Non-competitive application process to USDE  
**Intended Beneficiary:** LEAs and Indian Tribes to meet the unique educational needs of American Indian students

**Program Name:** *Impact Aid Basic Support Payments, Impact Aid Payments for Children with Disabilities, and Impact Aid Construction*  
**Funding Source:** Title VIII  
**Funding Requirements:** The Texas Education Agency does not receive any funds for this program. School districts must apply directly to the U.S. Department of Education for this grant.  
 In general, to be eligible to apply for an emergency construction grant, an LEA must:
 

- Enroll a high proportion (at least 40 percent) of federally connected children in average daily attendance (ADA) who reside on Indian lands or who reside on Federal property and have a parent on active duty in the U.S. uniformed services;
- Have a school that enrolls a high proportion of one of these types of students; or
- Be eligible for funding for heavily impacted LEAs under section 8003(b)(2).

The Secretary must also consider an LEA's total assessed value of real property that may be taxed for school purposes, its use of bonding capacity, and the nature and severity of the emergency.

 To be eligible to apply for a modernization construction grant, an LEA must:
 

- Be eligible for Impact Aid funding in general;
- Be eligible for funding for heavily impacted LEAs under section 8003(b)(2);
- Enroll a high proportion (at least 40 percent) of federally connected children in ADA who reside on Indian lands or who reside on Federal property and have a parent on active duty in the U.S. uniformed services;
- Have a school that enrolls a high proportion of one of these types of students; or
- Be eligible for funding under section 8002 (payments for Federal property).

**Program Objective:** The Impact Aid Discretionary Construction Grant Program authorizes competitive grants for emergency repairs and modernization of school facilities to certain eligible local educational agencies (LEAs) that receive Impact Aid. Emergency repair grants must be used to repair, renovate, or alter a public elementary or secondary school facility to ensure the health, safety, and well being of students and school personnel. Modernization grants may be used to extend a public elementary or secondary school facility to ease overcrowding and provide facilities that support a contemporary educational program. The law specifies that applications for Emergency grants receive first and second priority in the competition, while applications for Modernization grants are treated as third and fourth priorities.  
**Delivery Method:** Non-competitive application process from USDE  
**Intended Beneficiary:** Eligible LEAs