



Don't let lack of funding stand in the way of success for your students.

We can help you identify potential funding for the Learning Together programs that fit your needs. The table below indicates various parts of No Child Left Behind and how Learning Together qualifies. Please note that some sources can be used as the sole source of support, such as Title I, but all Titles can be used as multiple sources of funding, in conjunction with one another. *Rating scale: 1 = lowest probability of funding; 4 = highest probability of funding.*

Title	Part	Name	Goal	How Learning Together Fits	Rating
Title I	Part A	<i>Improving the Academic Achievement of the Disadvantaged</i>	<p>To help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments.</p> <ul style="list-style-type: none"> • Typically referred to simply as “Title I,” this is the largest federal program supporting elementary and secondary education. • Targets resources to districts and schools where need is the greatest • School-wide or targeted assistance programs • Provides flexible funding that may be used to provide <i>additional</i> instructional staff, professional development, extended time programs and other strategies for raising student achievement in high-poverty schools. Legislation encourages use of strategies such as extended day (before and after school), extended year and summer programs to increase learning time. 	<ul style="list-style-type: none"> • Reading Together and Math Together provide targeted interventions through structuring tutoring. • Quality professional development is part of all programs. • Programs can be implemented before, during or after school and are designed to provide extended learning time through targeted interventions. 	★ ★ ★ ★

Title	Part	Name	Goal	How Learning Together Fits	Rating
Title I	Part B, Sub-part 1	<i>Reading First</i>	<p>To ensure that every child can read at or above grade level by the end of third grade through the implementation of instructional programs and materials, assessments and professional development grounded in scientifically-based research.</p> <ul style="list-style-type: none"> • A formula grant program to states, which in turn award sub-grants to districts through a competitive process. School districts and schools select instructional programs and materials that support the essential components of reading, leading to a <i>comprehensive</i> reading program 	<ul style="list-style-type: none"> • Best practices founded on scientifically-based research in all Learning Together lessons. • Our focus is comprehension and fluency, while building on components of phonics and phonemic awareness taught through direct classroom instruction. • Works in conjunction with school-wide initiatives and comprehensive reading programs 	★ ★
Title I	Part B, Sub-part 3	<i>Even Start</i>	<p>To provide integrated literacy services for low-income parents and their children (birth to age seven).</p> <ul style="list-style-type: none"> • The program’s family literacy approach includes four components: adult education, early childhood education, parenting education and interactive literacy activities for parents and their children. • Even Start is a grant program to states, which in turn award sub-grants to districts through a competitive process. 	<ul style="list-style-type: none"> • Reading Together has been used extensively with family tutors, and is ideal for implementing the component of interactive literacy activities for parents and their children. 	★ ★ ★
Title I	Part C	<i>Education of Migratory Children</i>	<p>To provide migrant children with the opportunity to meet the same challenging state academic content standards that all children are expected to meet.</p> <ul style="list-style-type: none"> • Provides states with funding through a state formula grant • Defines “migratory child” and identifies key requirements for serving these children • Funds limited to serving the specified population 	<ul style="list-style-type: none"> • Learning Together programs have proven successful across all subgroups. 	★

Title	Part	Name	Goal	How Learning Together Fits	Rating
Title I	Part D	<i>Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk</i>	<p>To provide financial assistance to educational programs for youths in state-operated institutions or community day programs and to support school districts' programs involving collaboration with locally operated correctional facilities.</p> <ul style="list-style-type: none"> • Funds are limited to serving the specified population. 	<ul style="list-style-type: none"> • Reading Together Middle School program targets students in the age groups most often served by this Title and would be most appropriate to be funded. 	★ ★
Title I	Part F	<i>Comprehensive School Reform (CSR)</i>	<p>To provide start-up financial assistance to schools so they can implement whole-school reforms which reflect the research literature on effective practices in order to help students meet state standards.</p> <ul style="list-style-type: none"> • Identifies 11 components of comprehensive school reform including: <ul style="list-style-type: none"> ○ ...has been found to have strong evidence that such program will significantly improve the academic achievement of participating children. ○ employs proven strategies and proven methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools ○ provides support for teachers, principals, administrators, and other school staff • State formula grant program through which states competitively award grants to school district on behalf of specific schools. In awarding grants, States must give priority to schools that have been identified for Title I school improvement. 	<ul style="list-style-type: none"> • All Learning Together programs can be used in conjunction with and as a component of their CSR plan. • Learning Together can provide consultation on how programs can best fit into CSR plan. • Reading Together and Math Together have been found to significantly improve the academic achievement of participating children; uses strategies based on sound and current research; and provides ongoing support to program coordinators and administrative staff through follow-up phone calls, emails and site visits. 	★ ★

Title	Part	Name	Goal	How Learning Together Fits	Rating
Title II	Part A	<i>Teacher and Principal Training and Recruiting Fund</i>	<p>To increase academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers, principals and assistant principals. Created in response to research indicating that teacher quality is correlated with student achievement</p> <ul style="list-style-type: none"> • Because each community may face challenges with respect to teacher quality, this Title allows funds to be used for a wide variety of interventions. • States apply for funding, and in turn, districts must submit applications to the state for sub-grants. 	<ul style="list-style-type: none"> • Learning Together provides professional development for all program coordinators. • Funds from this Title also can be used very effectively to help districts meet the academic skill and knowledge requirements for paraprofessionals. All programs may be used with paraprofessionals and could appropriately be funded under this Title. 	★ ★ ★
Title II	Part B	<i>Mathematics and Science Partnerships</i>	<p>To improve the academic achievement of students in the areas of mathematics and science.</p> <ul style="list-style-type: none"> • Supports the idea that high-quality teaching makes a difference in student achievement. • Funding is distributed through a competitive process to partnerships consisting of a State Education Agency (SEA), a university and a high-need school district. 	<ul style="list-style-type: none"> • Math Together professional development could appropriately be funded through this program. 	★ ★
Title III		<i>Language Instruction for Limited English Proficient and Immigrant Students</i>	<p>To ensure that children who are limited English proficient (LEP), including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state standards as other children.</p> <ul style="list-style-type: none"> • Title provides districts with discretion over instruction methods, i.e., local entities have the flexibility to choose the method of instruction to teach LEP students. • 95% of funds must be used for grants at the local level to teach LEP students. • Title establishes annual achievement objectives for LEP students, sets English language proficiency as the objective, and requires reading and language arts assessments of children in English. 	<ul style="list-style-type: none"> • Reading Together has been used successfully with LEP students as an extended learning time component. • Reading Together aligns with major research supporting effective strategies to teaching LEP students: <ul style="list-style-type: none"> ○ focus on fluency and comprehension ○ interactive to enhance oral language development ○ authentic literature to expose students to high quality text ○ to some degree focuses on form 	★ ★ ★ ★

Title	Part	Name	Goal	How Learning Together Fits	Rating
Title IV	Part A	<i>Safe and Drug-Free Schools and Communities</i>	To foster a safe and drug-free learning environment that supports academic achievement.	<ul style="list-style-type: none"> • Learning Together programs in extended learning time settings could be supported, at least in part, by this Title. • Programs may be implemented in school or community settings. 	★ ★
Title IV	Part B	<i>21st Century Community Learning Centers</i>	<p>To provide services during non-school hours or periods to students and their families for academic enrichment, including tutorial and other services to help students, particularly those who attend low-performing schools, to meet state and local standards.</p> <ul style="list-style-type: none"> • Afterschool programs also provide additional opportunities for targeted instruction and academic enrichment to help close the achievement gap for racial and ethnic groups, and male and female students. • State-administered discretionary grant program in which states hold a competition to fund academically focused afterschool programs. 	<ul style="list-style-type: none"> • All Learning Together programs are easily funded under this Title. Our programs have shown measurable academic gains for students in all subgroups. 	★ ★ ★ ★
Title V	Part A	<i>Innovative Programs</i>	<p>To assist local education reform efforts that are consistent with and support statewide reform efforts.</p> <ul style="list-style-type: none"> • Also supports state and local efforts to implement promising education reform programs, provide a continuing source of innovation and educational improvement, help meet the special education needs of at-risk and high-needs students, and support programs to improve school, student and teacher performance • Funds are allocated by formula to the states, which award sub-grants to districts based on enrollment. • Funding can be used in a broad range of areas to improve academic achievement and the quality of education for students, to improve teacher quality and to improve school performance. 	<ul style="list-style-type: none"> • Because of great flexibility under this Title, all Learning Together programs can be easily funded. However, amount of funding available to districts under this Title is likely to be small. 	★ ★ ★ ★

Title	Part	Name	Goal	How Learning Together Fits	Rating
Title V	Part D, Subpart 3	<i>Partnerships in Character Education</i>	To design and put into practice instruction about aspects of character such as citizenship, justices, respect, responsibility, trustworthiness and giving.	<ul style="list-style-type: none"> • All cross-age models of Reading and Math Together help meet the intent of this Title. Most especially, the history lessons incorporated into Math Together teach about citizenship, respect and responsibility. 	★
Title VI	Part A, Subpart 2	<i>Funding Transferability for State and Local Education Agencies</i>	<p>To allow districts to transfer up to 50% of their formula allocations under the Teacher Quality Grants, Educational Technology Grants, Innovative Programs or Safe and Drug-Free Schools programs to supplement their allocations under any above programs or to supplement their allocations under Part A of Title I.</p> <ul style="list-style-type: none"> • While there is no funding directly associated with this Title, it gives the districts the flexibility to transfer and/or combine certain federal funds. 	<ul style="list-style-type: none"> • Flexibility of this Title is especially helpful to districts which need to use multiple sources of funding to support Learning Together programs. 	
Title VII	Part A	<i>Indian Education</i>	<p>To support the efforts of school districts, Indian tribes and organizations, post-secondary institutions and other entities to meet the unique education and culturally-related academic needs of American Indian students, so that they can meet the same challenging state standards as other students.</p> <ul style="list-style-type: none"> • Three major activities are funded: <ul style="list-style-type: none"> ○ grants to districts – e.g., early childhood and family programs, enrichment programs that directly support the attainment of challenging state academic content and achievement standards ○ special programs – e.g., programs related to the educational needs of educationally disadvantaged children and family literacy services. ○ national activities – e.g., programs related to students’ cultural identity 	<ul style="list-style-type: none"> • All Learning Together programs can be funded under this Title, but only in districts that are eligible for Title VII funding. 	★★★