



School District of Haverford Township

# Federal Programs Stakeholder Meeting

Department of Learning and Assessment  
August 19, 2024



# Welcome

## Introduction

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# SDHT Federal Programs Funding

## Title I- Improving Basic Programs

Title I is a 100% Federally funded supplemental education program that provides financial assistance to local education agencies to improve educational opportunities for educationally deprived children. Title I programs are designed to help children meet the state content and performance standards in reading, language arts and mathematics. In buildings with less than 40% poverty programs are designed to help specific students and are targeted assisted programs.

## Title II- Supporting Effective Instruction

Title II is 100% Federally funded supplemental education program that provides financial assistance to improve the skills of teachers and the quality of instruction in core academic subjects in public and private elementary and secondary schools.

The purpose Title II is provide supplemental activities that strength the quality and effectiveness of teachers, principals and other school leaders.

## Title III-Language Instruction for English Learners

Title III is a 100% Federal funded supplemental program that concentrates on delivering language instruction education programs to students who have a primary language other than English. This program is designed to improve the education of limited English proficient children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. This program also includes immigrant children and youths.

## Title IV- Student Support & Academic Enrichment

Title IV, is a program intended to help meet the ESEA goals to provided all students with access to a well-rounded education, improve school conditions for student learning and improve the use of technology in order to improve the academic achievement and digital literacy of all students. An LEA may transfer these funds to Title I.



# Title I

## Improving Basic Education

# Title I Targeted Assistance

The SDHT utilizes annual free and reduced-price lunch data to determine the poverty percentage for each school building. This data is then used to identify which schools qualify for Title I funds.

Federal funds received have been used to provide reading interventions and support for students in grades K-3 by reading specialist and teaches. The program is designed to promote student academic achievement and growth. These interventions and supports can take place during or outside of MTSS time and general education classroom.

Students who receive services are determined each year by Reading Specialist based on two assessment at at the beginning of the year.

# Title I 2024-2025 Program Schools

## Manoa Elementary

- Reading Support
- Grades to be determined

## Lynnewood Elementary

- Reading Support
- Grades to be determined

**The funds will be used to support the cost of these programs which include staff salaries and benefits, supplies and equipment**



**Any input regarding the Title I  
Targeted Assistance Program for  
2024-2025?**





# Title I Parent and Family Engagement



# Title I-Parent and Family Engagement

Title I Parent and Family Engagement is a key component of the Title I program aimed at involving parents and families in their children's education. This engagement is crucial for student success and aims to create strong partnerships between schools and families.

The goal of parent and family engagement is to:

- Foster meaningful partnerships between parents and schools.
- Encourage parents to be active participants in their children's education.
- Enhance student achievement through collaborative efforts.

All local education agencies (LEA) receiving Title I Funds are required under ESSA to set aside funds for parent and family engagement.

# Title I-Parent and Family Engagement

All Local Education Agencies (LEAs) receiving Title I funds must collaboratively with parents- develop, agree upon, and distribute written School and District Level Parent and Family Engagement Policies to parents of participating children. These policies must be created and implemented with meaningful consultation with parents and family members of the participating children to ensure their involvement in programs, activities, and procedures across all Title I buildings.

- [District Parent and Family Engagement Policy](#)
- School Parent and Family Engagement Policy
- School Compact

For the 2024-2025 school year, parent and family engagement will be jointly agreed upon at this meeting and in a meeting with the 2024-2025 Title I parents and families in September 2024.

# Parent and Family Engagement Reservations of Funds

Title I requires schools and Local Educational Agencies (LEAs) to reserve a portion of their Title I funds specifically for parent and family engagement activities. This ensures that adequate resources are allocated to foster strong partnerships between schools and families, which are essential for student success.

Funds should be used to support activities and strategies that improve parent and family engagement and build capacity for effective involvement. Examples include:

- Providing professional development for teachers and staff on how to effectively engage parents.
- Hosting workshops and training sessions for parents on supporting their children's academic achievement.
- Developing materials and resources for parents in multiple languages.
- Creating programs that facilitate communication between parents and schools.

LEAs and schools must involve parents in the planning, review, and improvement of parent and family engagement activities funded by Title I. Schools are encouraged to use these funds creatively and flexibly to address the specific needs of their parent and family communities. Innovative approaches might include digital engagement tools, parent education programs, and family literacy events.



**Any input regarding the Title I  
Parent and Family Engagement ?**





# Building School Staff Capacity

# Building Staff Capacity


Federal programs, such as Title I, aim to build school staff capacity to improve educational outcomes for all students, especially those from disadvantaged backgrounds. Enhancing staff capacity involves providing professional development, resources, and support to ensure educators can effectively meet student needs as well as working with parents.

## Goals:


- Improve teaching quality and student learning outcomes.
- Equip educators with the skills and knowledge to meet diverse student needs.
- Foster a collaborative, supportive, and innovative school environment.
- Enhance the overall effectiveness of the school through continuous improvement and professional growth.

## Title I requirement

Ensure all essential communications related to school, parent programs, meetings and other activities are sent to parents and families **in a format and language parents can understand.**



Do you have any suggestions on  
building staff capacity in  
working with parents to raise  
student achievement?





**Any other suggestions or inputs  
regarding Title I Program?**





# Title II Supporting Effective Instruction

# Title II, Supporting Effective Instruction

Title II of the Elementary and Secondary Education Act (ESEA) provides federal funding to improve the quality and effectiveness of teachers, principals, and other school leaders. Engaging stakeholders is a critical aspect of implementing Title II programs effectively, ensuring that the initiatives meet the needs of the school community and support student achievement.

## Goals of Title II

- Increase student achievement consistent with the challenging state academic standards;
- Improve the quality and effectiveness of teachers, principals and other school leaders
- Increase the number of teacher, principals and other school leader who are effective in improving student academic achievement in schools
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title II, Part A can be used to improve teacher and principal quality which include induction programs, professional development and support professional growth, equitable access to quality educators and recruitment for hard-to-find educator positions.

Title II, Part A equitable services must be offered to eligible nonprofit private schools located within the local educational agency (LEA) boundaries. LEAs must consult with eligible participating private (nonpublic) schools.

# Title II, Supporting Effective Instruction

## **Professional Development**

SDHT currently uses Title II funds to provide Professional Development to teachers and administrators.

To be supported by Title II funds, ensure that professional development activities:

- Improve and increase teachers' knowledge of the subjects they teach and enable teachers to become effective and in-field;
- Are an integral part of broad schoolwide and districtwide educational improvement plans;
- Are high quality, sustained, intensive, and classroom-focused;
- Are not 1-day or short-term workshops/conferences; and
- Advance teacher understanding of effective instructional strategies that are based on scientifically based research.

# Title II Allowable Use of Funds

## Examples

Title II, Part A funded activities must be:

- Aligned with state academic content standards and student academic achievement standards;
  - Evidence-Based
  - Designed to have substantial, measurable, and positive impact on student achievement and used as part of a broader strategy to eliminate the achievement gap.
- Professional Development (high-quality, on-going, personalized, and evidence-based)
  - Developing or improving an evaluation and support system for educators
  - Initiatives to assist in recruiting, hiring, and retaining effective teachers (including retention/incentive pay)
  - Teacher advancement initiatives that emphasize multiple career paths and pay differentiation
  - Hiring instructional coaches to support the professional development of educators
  - Recruiting qualified individuals from other fields to become educators
  - Reducing class size to a level that is evidence-based
  - Implementing a teacher pipeline program, with intentional, systemic recruitment and preparation
  - Supplementing district teacher induction programs (must be in addition to the State induction requirements)
  - Activities that increase the ability of teachers to effectively teach children with disabilities, gifted and talented students, and English learners
  - Activities to increase the ability of school leaders to support educators to meet the needs of students through age 8
  - Supporting the instructional services provided by effective school library programs
  - Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback
  - Carrying out other evidence-based activities that meet the purpose of Title II, Part A



**Any other suggestions or inputs  
regarding Title II?**





# Title III

## Supporting English Learners & Immigrant Students

# Title III-Supporting English Learners and Immigrant Students

Title III of the Elementary and Secondary Education Act (ESEA) focuses on ensuring that English learners (ELs) and immigrant students attain English proficiency and achieve academic success. The funds are allocated to support language instruction educational programs (LIEPs) and enhance the capacity of schools to meet the needs of these students.

## **Funds can be used for :**

- Language Instruction Programs
- Professional Development
- Instructional Materials & Resources
- Family and Community Engagement
- Supplemental Support Services
- Immigrant Student Programs

# Title III-Supporting English Learners and Immigrant Students

**Identification-** All LEAs that have at least one English learner must notify parents if a student has been identified as an English learner. This notification must be sent no later than 30 days after the beginning of the school year or within 15 days if not identified at the beginning of school year.

**Involvement-**Each LEA receiving Title III funds under this part shall implement an effective means of outreach to parents of English learners regarding how they can be involved in the education of their children and be active participants in assisting their children attain English proficiency. Special note: Implementing an effective means of outreach to parents include holding and sending notice of opportunities for regular meeting for the purpose of and responding to recommendations from parents.

# Title III-Supporting Immigrant Students

PDE reserves a percentage of Title III allocations for the Title III Immigrant Set Aside (ISA) grant. This number is determined by the average number of immigrant students reported through the annual Student October Count.

Funds from the Title III Immigrant Set Aside can only be used to support activities for students that have been identified as such. Immigrant children and youth:

- Are 3 through 21,
- Were not born in the U.S. or any U.S. Territory, and
- Have not attended U.S. schools for more than three full academic years.

## Allowable Use of Funds

- Family literacy, parent outreach, and training activities to help parents to participate actively in their children's education.
- Support for personnel, including teacher aides, specifically trained to serve immigrant children.
- Tutoring, mentoring, and academic or career counseling.
- Identification and acquisition of supplemental curricular materials, and educational software and technologies.
- Basic instruction services directly attributable to their enrollment; classroom supplies, costs of transportation, etc.
- Other instruction services to assist immigrant students: civics education, introduction to the educational system, etc.
- Activities coordinated with community-based organizations, institutes of higher education, and private sector entities to assist parents by offering comprehensive services.

# Title III-Supporting Immigrant Students

## Stakeholder Engagement

Activities supported with Title III funds must be planned through consultation with parents, teachers, principals, other school leaders, special service providers, students, community-based organizations, local government representatives, Indian tribes or tribal organizations that may be located in the region served by the LEA, charter school teachers and principals, and other relevant stakeholders. The LEA must also engage in continued consultation with these stakeholders to improve supported activities

## Title III Consortium

To be eligible for Title III funds LEA must meet the \$10,000 allocation threshold based on student population( total per pupil dollar amount of identified EL and immigrant students) including nonpublic EL and immigrant students. LEAs that do not meet the \$10,000 threshold may join a consortium in order to receive funding and services.

**Currently SDHT participates in a consortium with the DCIU for Title III.**



**Any other suggestions or inputs  
regarding Title III?**





**Title IV**  
**Student Support and Academic**  
**Enrichment (SSAE)**



# Title IV Student Support and Academic Enrichment (SSAE)

Title IV, Part A of the Elementary and Secondary Education Act (ESEA) is designed to support student well-being and enhance their academic achievement by providing funding for a variety of programs. It focuses on promoting safe and healthy school environments, supporting the effective use of technology, and fostering well-rounded educational opportunities.

Title IV funds can be used for activities in three categories

- **Well-Rounded Education:** STEM, foreign languages, civics & government and career & technical Education
- **Safe & Healthy School Environments:** Schools safety, reduce bullying and harassment, improve mental health services, drug and violence prevention programs
- **Effective Use of Technology:** support technology infrastructure, professional development for educators on technology integration that enhance academic achievement.

**Currently SDHT transfer the Title IV allocation to Title I to support the salaries and benefits of Title I specialist.**



**Any other suggestions or inputs  
regarding Title IV?**



# 2024-2025 Federal Programs Allocations

These amounts are subject to change. PDE adjustments happen in Spring

<b>Grant</b>	<b>Amount</b>
Title I	\$215,870
Title II	\$97,826
Title III	\$26,188
Title IV	\$17,545



Questions?

# Thank you for attending!

**Thank you for taking the time to attend and actively participate in the stakeholder meeting.**

**We value your input and look forward to our continued partnership.**

# Survey

Please fill out this survey if you would like to leave input.

<https://forms.gle/oK9qUYChzMGrSGsf8>

