Targeting Title IIA funds

*With the exception of single school districts, districts must have a procedure in place to ensure Title IIA funds collectively address the needs of all subgroups of students in the district including children with disabilities, English learners, and gifted and talented students. Schools identified for support and improvement and schools with the highest percentage of low-income students should be prioritized for participation in activities funded by Title IIA. This procedure is likely to be a part of the district’s overall annual Needs Assessment process.*

The following sample is not an official Massachusetts Department of Elementary and Secondary Education document. It is intended for informational and illustrative purposes only. It may not cover all aspects relevant to all specific needs or requirements.

# Targeting Title IIA Funds – Sample

The process for prioritizing the distribution of Title IIA funds to schools within our district is guided by a thorough review of data and alignment with district strategies. Our elementary school has a low-income rate of 33.9%, and our middle school has a low-income rate of 26.1%. These rates are relatively close, as are the percentages of subgroups in each school. Given this, the allocation of funds requires a strategic approach that considers both schools' needs holistically.

Our Leadership Team and School Instructional Leadership Teams conduct a comprehensive review of data as part of our Institutional Self-Evaluation. This evaluation helps to identify district-wide needs and informs funding priorities. Through this process, it was determined that both the elementary and middle school could benefit from an increased sense of belonging among students. This finding is particularly significant as it aligns with the district’s strategic goals:

* 2.1 Establish a research-based model of safe and supportive classroom and school environments that develops the social and emotional competencies students need to face the challenges of transitioning from a young child to a young adolescent and beyond.
* 2.2 Ensure all SEL resources and training are aligned to the district’s model of safe and supportive- classrooms and schools.

In response, Title IIA funds will be prioritized to support Responsive Classroom initiatives in both the ABC Elementary School and the XYZ Middle School that foster a sense of belonging and enhance social-emotional learning (SEL) resources in both schools. This includes:

* Professional development for teachers and staff to implement Responsive Classroom SEL strategies effectively.
* Training aligned with the district’s model of safe and supportive schools.

By directing Title IIA funds towards these areas, we aim to strengthen the social and emotional competencies of our students, ensuring they have the necessary support to navigate their educational journey successfully. The distribution of these funds will be continually assessed to maximize impact and effectiveness in meeting the needs of both schools**.**