




System 44


Aligns to Title I, Part A


The purpose of *Title I, Part A – Improving Basic Programs* is to ensure that children in high-poverty schools meet challenging State academic content and student achievement standards. These schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **System 44** can support a schoolwide *Title I* program. The criteria are drawn from the Federal *Title I Final Rules and Regulations* posted at:


<http://www.ed.gov/policy/elsec/regs/title1/fedregister.html>


Key Criteria for Title I, Part A Funding	System 44
<p>1. Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<p><i>System 44</i> is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, <i>System 44</i> helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. <i>System 44</i> was designed for students in Grades 3-12 reading at a BR-400 Lexile ® level, including English-Language Learners, and Special Education students.</p> <p><i>System 44</i> is designed so that the teacher, technology, and texts work together to deliver highly engaging, comprehensive, research-based instructional content to the older struggling reader. Through a combination of teacher-led and software-based instruction, the <i>System 44</i> student is guided along a systematic path from phonemic awareness to fluent reading. Each key element of the <i>System 44</i> instructional content was specifically designed for the older struggling reader. The backbone of <i>System 44</i> is a well-planned scope and sequence covering the foundational skills that older readers need to accelerate to grade level and to progress in the face of increasingly challenging texts.</p> <p>The <i>System 44</i> scope and sequence supports student development in the five areas of reading identified by the National Reading Panel:</p> <ul style="list-style-type: none"> ▪ Phonemic awareness ▪ Phonics ▪ Fluency ▪ Vocabulary ▪ Comprehension <p>The goal of the <i>System 44</i> scope and sequence is the systematic introduction of key phonic elements and word-attack strategies necessary for fluency at the word level.</p> <p style="text-align: right;"><i>(Continued)</i></p>

<p>Key Criteria for Title I, Part A Funding</p>	<p> System 44</p>
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, Continued</p>	<p>Recognizing the importance of student engagement, <i>System 44</i> provides older, disenfranchised students with opportunities to be successful quickly, along with built-in motivation systems. <i>System 44</i> includes research-based features designed for the most challenged older readers:</p> <ul style="list-style-type: none"> ▪ <u>Computer-Based Screening and Placement</u> The <i>Scholastic Phonics Inventory (SPI)</i> collects data on students’ decoding accuracy as well as fluency. This helps to identify students whose lack of decoding proficiency impedes comprehension. The SPI uses real, as well as nonsense words, which assess students’ ability to apply decoding skills to unfamiliar words. ▪ <u>Adaptive Software</u> The <i>System 44</i> adaptive software delivers, direct, systematic, research-based phonics instruction to students. Multiple points of entry allow students to work at the appropriate level based on their performance on the SPI. ▪ <u>Independent Reading</u> Beginning readers will always have something to read with the <i>System 44</i> program. The <i>Decodable Digest</i> includes two passages for every sound-spelling correspondence taught in the program. Each passage is at least 75% decodable and is designed to engage, reluctant, older students. The <i>44Book</i> reinforces skills from the software and teacher-led instruction as activities guide students to read, write, and think. These activities feature word building, word sorts, puzzles, and other engaging exercises. The <i>System 44 Library</i> features high-interest, age-appropriate topics and offers students a choice of books ranging from a 130 to 450 Lexile level. ▪ <u>Teacher Support</u> The <i>System 44 Teaching Guide</i> provides teacher-led phonics instruction building on phonemic awareness and moving to letter-sound correspondence, blending, word building, dictation, and spelling. The Teaching Guide provides comprehensive support for teachers by offering several types of lessons. Decoding and word strategies lessons present explicit, systematic instruction on the most high-utility spellings or the 44 sounds of English, syllable strategies, morphology, sight words, and more. S.M.A.R.T. lessons present essential concepts, teach academic vocabulary, and build background for learning. Differentiated support lessons offer alternate strategies for English-Language Learners and students in Special Education. <p style="text-align: right;"><i>(Continued)</i></p>


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<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, Continued</p>	<ul style="list-style-type: none"> ▪ <u>Data-driven Instruction</u> The <i>Scholastic Achievement Manager</i> (SAM) is a computer-based management and reporting system that gathers usage and performance data for the <i>System 44 Software</i>, <i>Scholastic Reading Inventory</i> (SRI), <i>Scholastic Phonics Inventory</i> (SPI), and <i>ReadingCounts!</i> Teachers use SAM as a dashboard for supporting data-driven instruction, AYP accountability requirements, and district-wide data aggregation. ▪ <u>Multisensory Instruction</u> <i>System 44</i> includes a Sound & Articulation DVD, manipulatives, and teaching aids to help engage students in multisensory instruction. The Sound & Articulation DVD provides audio and visual articulation models to help students identify and accurately produce sounds. Teachers use the Word Building Kit to engage students in building words and applying skills and strategies in small groups. The Flip Chart provides patterned lists and decodable sentences to focus students’ attention as teachers model skills and guide their practice in small-group. <p><i>System 44</i> is “intelligent software” that collects data based on individual responses and adjusts instruction to meet each student’s needs. The research-based instructional sequence offers students continuous support and immediate feedback at every level. This feedback is nonjudgmental, private, and encouraging, allowing students to practice at the level they need without embarrassment.</p> <p>The <i>System 44</i> Software addresses the most foundational literacy skills in phonemic awareness, alphabet recognition, and concepts of print. For students who read at the Beginning Reader (BR) to 450 Lexile level, they will work through the following instructional strands on the Software.</p> <ol style="list-style-type: none"> 1. CODE STRAND: Direct instruction and intensive, practice move students from letter-sound correspondence through fluent word recognition. Focusing on the highest-utility spellings of the 44 sounds of English, instruction in the Code actively involves students in learning “The System.” Moving through the following four zones, students build on direct instruction and are guided to master letter-sound correspondence, word recognition, spelling, and reading connected text. <ul style="list-style-type: none"> ▪ The <i>Smart Zone</i> presents explicit instruction based on a comprehensive scope and sequence. Students build skills and academic language as they develop metacognitive understanding. <p style="text-align: right;"><i>(Continued)</i></p>

<p style="text-align: center;">Key Criteria for Title I, Part A Funding</p>	<p style="text-align: center;"> System 44</p>
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, Continued</p>	<ul style="list-style-type: none"> ▪ The <i>Word Zone</i> develops fluent decoding of words through modeling and practice of blending. Repeated individualized practice under gradually decreasing time constraints develops fluent processing at the word level. All words are linked to meaning through the use of images and context sentences. ▪ The <i>Spelling Zone</i> begins with instruction that helps students apply knowledge of known sound-spellings to encoding tasks. The <i>Spelling Zone</i> uses assessments to individualize study for each student, and provides systematic practice with immediate, corrective feedback specific to students’ errors. ▪ The <i>Fluency Zone</i> presents reading tasks that promote skills transfer and build fluency and comprehension. Students read decodable text and engage in activities that require them to read and think about the meaning of text. <p>2. WORD STRATEGIES STRAND: These lessons help students become effective and efficient decoders of multisyllabic words. Like any system, there are strategies, shortcuts, and tips that help build proficiency with the English Language. Orthographic patterns and word morphology offer important keys. In this strand, students learn to recognize common syllable types so that they can efficiently decode multisyllabic words using strategies such as “chunking.”</p> <p>3. SIGHT WORDS STRAND: These lessons focus on building fast and automatic recognition of the highest-utility sight words from the Dolch and Fry lists. Lessons begin with assessment that is used to customize instruction for each student.</p> <p>4. SUCCESS STRAND: At the conclusion of each set of instructional topics, a motivating nonfiction video introduces students to background information and vocabulary that help them access a rigorous text passage. Passages and related activities require students to apply and build on the skills they have learned as they develop comprehension.</p> <p style="text-align: right;">(Continued)</p>

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<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, Continued</p>	<p>At the heart of <i>System 44</i> is state-of-the-art adaptive software that delivers research-based instruction and practice based on the proven FASTT—Fluency and Automaticity through Systematic Teaching with Technology—algorithm. Designed to carefully manage cognitive load, the FASTT algorithm helps students systematically move information from working to long-term memory in the brain. As students work independently on the computer, the <i>System 44</i> software is automatically and continuously collecting student performance data, which feeds multiple reports that teachers use to inform instruction.</p>
<p>2. Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State’s student academic standards</p>	<p>The System 44 individualized, leveled instruction and practice activities can raise the achievement of students with varying abilities and needs, including those who are struggling and at-risk of not meeting state academic standards. These include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Children from low-income families ▪ Students with disabilities ▪ English-Language Learners ▪ Native Americans ▪ Students attending urban, suburban, and rural schools <p><u>English-Language Learners</u> <i>System 44</i> is particularly suited to address the needs of English-Language Learners who are in levels one and two of English Language proficiency. It can also address decoding gaps that level three students may have and help more advanced students master standard classroom English. Literacy skills are integral to the academic success of English-Language Learners. <i>System 44</i> is a research-based solution that includes technology and supports the development of literacy skills by engaging students and providing instruction for ELL students that includes phonemic awareness, word recognition and spelling, vocabulary development, word analysis, and morphology.</p> <p><i>System 44</i> software provides direct instruction and individualized practice for English-Language Learners based on a systematic scope and sequence. Features include:</p> <ul style="list-style-type: none"> ▪ <u>Illustrated Vocabulary</u>—Pictures and animations provide visual representations of word to help students connect meaning while building decoding skills. ▪ <u>Pronunciation Modeling and Self-Monitoring</u>—Instruction presents clear models of pronunciation and gives students the opportunity to compare their articulation with a model. <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State’s student academic standards, Continued</p>	<ul style="list-style-type: none"> ▪ The <u>Mouth Position Video</u> provides visual and audio models of accurate phoneme articulation. ▪ <u>Word Repetition</u>—Repeated reading of words presented recursively within and across lessons builds automaticity with high-utility spelling patterns while building student vocabulary. ▪ <u>Repeated readings</u>—Program activities require repeated readings of words, sentences, and connected text passages, helping ELL students build word recognition and fluency. ▪ <u>Repeated exposure to high-utility words</u>—Frequent and repeated exposure to high utility words, including words from the most common academic word families, helps prepare ELLs for participation in content-area learning. <p>Teachers can use the <i>Scholastic Achievement Manager</i> (SAM) to activate first-language support features. The Vocabulary Word Translation feature allows students to hear Spanish translations and/or cognates for target words. The Spanish Pronunciation Tips feature allows students to hear explanations of commonly confused sounds and receive helpful pronunciation suggestions in Spanish. The Success videos begin with Spanish Summaries to help students access content. Disaggregated data is presented through SAM reports, according to demographics, so teachers can monitor the progress of students with limited English proficiency.</p> <p>The <i>System 44 Teaching Guide</i> provides comprehensive and explicit instructional planning and supports for instructing English-Language Learners. S.M.A.R.T. lessons (Strategies for Metacognition, Academic Language, Reading, and Thinking) build academic language and essential concepts to help prepare students for instruction. The Oral Language Development Guide provides sentence starters to help students speak in complete, accurate sentences and reinforce common syntactical patterns. Suggestions to modify Instruction identifies alternate ways to present instruction using varied modalities to help students who still do not understand or continue to struggle.</p> <p>The <i>System 44 Library</i> features age-appropriate, high-interest fiction and nonfiction texts that include multicultural topics, characters, and areas of interest. The books focus on building content-area vocabulary; the audio recordings model fluent reading and accurate pronunciation. Instructional support is included that focuses on critical academic word lists developed by Dr. Elfrieda Hiebert to build academic vocabulary.</p> <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State’s student academic standards, Continued</p>	<p><u>Students with disabilities</u> System 44 was designed specifically to meet the needs of older, struggling readers with learning disabilities. Students with reading and language disabilities may struggle with foundation literacy skills, including phonemic awareness, phonics, and decoding fluency. System 44 addresses those skill weaknesses and provides differentiated support to these students.</p> <p>The Center for Applied Special Technology (CAST) pioneered the Universal Design for Learning (UDL) principles that are embedded in System 44. The System 44 software adjusts content delivery and pace of instruction to meet each student’s needs. Images and context sentences build mental models for each target word. Guided practice with animation and repeated modeling highlights targeted sound-spelling patterns to help students increase automaticity in blending. Interactive word building tasks actively engage students in manipulating words to focus on recognizing phonemes in all positions. Images, definitions, and translations help students connect words to meaning. Multiple means of representation focus students’ attention on instructional content with animations and images. Multiple means of expression allow students to practice oral reading fluency by reading and recording Success Passages on the software. The Sight Word Check-Up determines which words students have already mastered and which remain to be learned. Curriculum-embedded Fast-Tracks promote adaptive pacing by ensuring that students do not spend instructional time on content they have already mastered. Students who pass the Fast-Track word discrimination task will skip the series of instruction for that skill.</p> <p>System 44 employs Universal Design for Learning (UDL), a set of principles that promotes the creation of flexible goals, methods, materials, and assessments to accommodate all learners’ differences. Its multimedia, multisensory instruction provides multiple means of representation in printed material and software with digital, audio, and visual support. Students have many opportunities to use visual, aural, kinesthetic and tactile modalities, including visual and tactile experiences with mouth positions to aid with pronunciation. System 44 further provides multiple means of expression to offer students alternative ways to show what they know.</p>

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<p>3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p>In <i>System 44</i> differentiated and individualized instruction are achieved by the integration of multiple assessments, multiple entry points, adaptive computer technology, and targeted instructional materials and strategies. Teachers can thus create learning environments for multiple purposes to meet the needs of individual students. Two distinct tracks in the software—Standard and Fast-Track—further individualize instruction with adaptive pacing, allowing students to skip content for which they already show mastery and focus more closely on their specific areas of need. Additionally, the software’s supportive coaching and immediate, corrective feedback help ensure that struggling or challenged students do not feel uncomfortable about their pace for not mastering specific skills – even when that pace is slower than that of their classmates.</p> <p>The <i>System 44</i> classroom is organized to allow students to benefit from technology-based instruction, teacher-led instruction, and guided practice. The combination of software-based and teacher-led instruction provides the <i>System 44</i> students with adaptive, individualized learning as well as teacher-mediated collaborative learning.</p> <p><u>Whole-Group Instruction</u> Whole-Group Instruction takes place during the first five to ten minutes of class before students break into small groups. Teachers use this time to motivate students through word-play games and activities that introduce and review broad phonics concepts. Teachers can use the Whole-Group Instructional setting to motivate students by using the Word Building Kit to promote engagement, read aloud books to model fluent reading, or teach important academic vocabulary words and word study elements.</p> <p><u>Small-Group Instruction</u> Small-Group Instruction takes place while a group of students work independently on the <i>System 44</i> software. Using the <i>System 44 Teaching Guide</i>, teachers review and reinforce skills that students are learning on the software. Small-Group Instruction allows the teacher to work with several students at a time to differentiate instruction. The S.M.A.R.T. (Strategies for Metacognition, Academic Language, Reading, and Thinking) lessons present essential concepts, teach academic vocabulary, and build background for learning. Teachers use the <i>Word Building Kit</i> manipulatives to engage students in word analysis and word-building activities that support learning and word consciousness. The Flip Chart helps engage students’ attention and provides patterned word lists and decodable sentences for modeling, instruction, and practice.</p> <p style="text-align: right;">(Continued)</p>

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Close the achievement gap between high- and low-performing children,
Continued

Teachers can also use the Whole- or Small-Group Instructional setting to hold structured reading conferences. The *Teaching Resources for the System 44 Library* has Conference Guides for each book to help engage students in book discussions and monitor comprehension during reading conferences. Teachers can use the guides to focus on content, along with decoding, word study, vocabulary, and fluency instruction.


System 44 utilizes a teaching system that provides a clear instructional path for Whole- and Small-Group instruction, integrated professional development, and resources for accessing students and differentiating instruction. Comprehensive teaching support ensures all teachers can differentiate instruction with confidence. While students work independently on the *System 44* software, the system is continuously collecting data that provides ongoing diagnostic information for teachers. Because much of the repeated individualize practice is handled by the software, teachers are freed up to focus on areas identified as needing additional support.


System 44 provides students with opportunities to build confidence in their ability to decode and read connected text. The software and teacher-led instruction focus on discrete skills in the program scope and sequence. Students are engaged with manageable, progressively difficult content that requires demonstrated proficiency before moving on. The *System 44* software rewards students' efforts as they complete each Series of Topics. After students have mastered a group of new skills, the dashboard feature of the software unlocks a high-interest Success Video. The engaging subject of the video reinforces newly acquired skills, while building background knowledge in nonfiction content. This mastery-based nature of the program helps students to feel confident before being challenged with new content.


4. Use effective methods and instructional practices that are based on scientifically based research and that:
- Strengthen the core academic program
 - Provide an enriched and accelerated curriculum
 - Increase the amount and quality of learning time


System 44 combines the very best thinking on research-based phonics instruction for older students with the power of adaptive technology and age-appropriate, supportive fiction and nonfiction text. The program is the result of collaboration between Marilyn Adams, author of the seminal work *Beginning to Read: Thinking and Learning about Print*, and Dr. Ted Hasselbring, the scientist behind the development of the Scholastic *READ 180* program. An extensive body of literature, both theoretically and empirically based, was reviewed to develop the research foundations for *System 44*.

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<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p>Strengthen the core academic program</p> <p>At the heart of <i>System 44</i> is adaptive software that delivers direct, systematic, research-based instruction and practice to students in Grades 3-12. Print-based teaching resources provide opportunities for students to practice and reinforce targeted skills and strategies in the following areas:</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none">▪ In the Smart Zone, students receive direct, explicit instruction and modeling of sound-symbol correspondences, as well as self-paced, multisensory support of new patterns.▪ Students manipulate letters and morphemes to build new words and practice segmentation through simplified encoding tasks. <p><u>Phonics</u></p> <ul style="list-style-type: none">▪ The Word Zone gradually introduces and builds on decoding strategies for use with increasingly complex words, building sound-to-sound blending to comprehensive word attack strategies.▪ The “Mix & Match Words” activities build proficiency in matching aural, or spoken, words to their spellings, as it guides students to aurally discriminate sounds in varied positions. <p><u>Vocabulary</u></p> <ul style="list-style-type: none">▪ In Read & Record activities, students connect words to meanings through images, definitions, Spanish cognates, and translations.▪ The Word Challenge implements expanding recall, so that the students become increasingly automatic at blending and reading multisyllabic words. <p><u>Fluency</u></p> <ul style="list-style-type: none">▪ The Read & Think activities provide structured opportunities to decode unfamiliar words and build confidence by demonstrating that students can use strategies to unlock words that challenge them.▪ Students read decodable sentences of increasingly complex syntactical structures. <p><u>Comprehension</u></p> <ul style="list-style-type: none">▪ The Success Zone builds background knowledge of nonfiction content.▪ Success Passages provide practice in reading and rereading increasingly challenging connected text.▪ Comprehension Activities promote reading for meaning in a discrepancy format in which students must read and compare content of similar captions. <p style="text-align: right;"><i>(Continued)</i></p>

Key Criteria for Title I, Part A Funding	 System 44
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p>Provide an enriched and accelerated curriculum</p> <p><i>System 44</i> harnesses the power of research-based software that combines learning theory, pedagogical principles, and integrated media technology in a unique way. The software uses adaptive and audio technology to customize and scaffold individual skill practice and application in phoneme manipulation, word recognition, vocabulary, spelling, comprehension, and fluency. Throughout, the software offers consistent and targeted support with nonjudgmental and individualized coaching.</p> <p>The <i>System 44</i> FASTT (Fluency and Automaticity through Systematic Teaching with Technology) technology helps students move information from working- to long-term memory. Adaptive pacing of practice in the FASTT model moves students to automaticity. The multi-sensory approach in <i>System 44</i> further improves recall by combining audio and visual supports. For example, every new word in the technology is linked with a picture and context sentence, both of which help learners commit the word meaning and underlying concept to memory.</p> <p>Ongoing assessment allows the software to differentiate and adapt instruction to students' needs and customize corrective feedback to their specific errors. Customized technology lessons allow for differences in students' prior knowledge and learning styles. In the software, two distinct tracks (Standard and Fast-Track) further individualize instruction with adaptive pacing, allowing students to skip content for which they already show mastery and focus more closely on specific areas of needs.</p> <p>Increase the amount and quality of learning time</p> <p><i>System 44</i> was designed to be used daily for 45-60 minutes with a small class of ten to twelve students, with students spending a minimum of twenty minutes on the software and a modeled/independent reading. In the 45-60 minute instructional model, the class begins with a five- to ten-minute Whole-Group introduction in which the teacher leads a brief warm-up activity to engage students and build phonemic awareness and phonics skills. After the introduction, students split into two groups; one group rotates to the <i>System 44</i> Instructional Software, while the other group works with the teacher in Small-Group Instruction or Modeled & Independent practice.</p> <p style="text-align: right;"><i>(Continued)</i></p>

Key Criteria for Title I, Part A Funding	 System 44
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p><i>System 44</i> offers a multisensory instructional approach that provides students with daily opportunities to view, listen, speak/record, and write. The multisensory approach in <i>System 44</i> includes videos, images and graphics, sounds, Audiobooks, several different types of print components, and manipulatives thus offering multiple points of entry for all learners to access, learn the content, and collaborate with each other in Small-Group activities.</p>
<p>5. Provide high-quality and ongoing professional development that aligns with the State’s academic standards</p>	<p>Scholastic offers comprehensive <i>System 44</i> Implementation Training to help teachers successfully implement and sustain best teaching practices in the classroom. Two days of implementation training are provided for districts. All trainings are conducted by Scholastic Implementation Consultants.</p> <p><u>Teacher Implementation Training—Day One</u> This training occurs before teachers begin to use the program. During Day One training, teachers will learn to implement the <i>System 44</i> Instructional Model, manage the <i>System 44</i> classroom effectively, and utilize <i>Scholastic Phonics Inventory</i> (SPI), <i>Scholastic Reading Inventory</i> (SRI), and <i>Scholastic Achievement Manager</i> (SAM) successfully and to their greatest capacity.</p> <p><u>Teacher Implementation Training—Day Two</u> The second full day of training is scheduled approximately six to eight weeks after the <i>System 44</i> program is implemented. The focus of Day Two training is the <i>Scholastic Achievement Manager</i> (SAM). Teachers learn how to use the data gathered in SAM to drive instruction. Specifically, the Scholastic Implementation Consultant will guide teachers through the different types of reports available in SAM, and how they can use the data to drive instruction.</p> <p>Scholastic offers a comprehensive professional development program to support <i>System 44</i>, as well as to improve reading instruction. Additional professional development, coaching, as well as customized training packages are priced per day.</p> <ul style="list-style-type: none"> ▪ On-site Implementation Training for Teachers Additional day of on-site training for <i>System 44</i> teachers to provide greater understanding of the program and its components, specifically the teaching materials, software, and assessment ▪ <i>System 44</i> Training Webinars A series of online training sessions available for <i>System 44</i> teachers and administrators

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<p>6. Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p>The <i>System 44</i> software generates letters and reports—available in English, Spanish, Cantonese, Hmong, Filipino, Haitian Creole, and Vietnamese—which inform parents of their children’s reading progress and ways they can be supportive at home. In addition, students can bring home English-Language paperbacks and share them with their families. The <i>Teaching Guide</i> provides strategies and suggestions for how to engage parents and families as they support their children’s participation in the <i>System 44</i> program.</p> <p><i>System 44</i> provides tools and resources to help initiate ongoing communication with families.</p> <ul style="list-style-type: none"> ▪ The <i>System 44 Family Letter</i> is available in seven languages—English, Spanish, Cantonese, Vietnamese, Haitian Creole, Hmong, and Filipino. The Family Letters can be used to inform families of their child’s enrollment in <i>System 44</i>, explain the assessment results that determined their placement, answer questions about the instruction, and initiate family involvement through suggested <i>System 44</i> resources. ▪ The <i>System 44 Family Report</i>—available in English and Spanish—is populated with software performance data. The Family Report can be used to provide regular data-driven updates, including current data on mastery of software instruction; explain students’ progress during family-teacher conferences; motivate students by highlighting their skill mastery and growth; and encourage involvement by recommending <i>System 44</i> resources for home use.
<p>7. If appropriate, coordinate with other funding programs</p>	<p>System 44 can be integrated with funds and money from state, local, foundation, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none"> ▪ Title I – Supplemental Educational Services ▪ Title IC—Education of Migratory Children ▪ Title IID—Enhancing Education Through Technology (Formula) ▪ Title III – English Language Acquisition ▪ Enhancing Education Through Technology ▪ 21st Century Community Learning Centers ▪ IDEA, Part B ▪ IDEA, <i>Response to Intervention</i>