Federal Funding and Early Literacy Instruction

**Title I**  
**Education for the Disadvantaged**
- Square Panda provides engaging supplemental phonics instruction for PreK-1st grade through a personalized learning environment.
- Proven effective in helping diverse student populations improve early literacy skills, including English learners and struggling students.

**Title III**  
**Language Instruction for English Learners**
- Provides early intervention to young English Learners, critical to get them on the path to English proficiency.
- Targets foundational literacy skills in phonemic awareness, phonics, spelling, and more through games that teach rhyming, initial and final sound segmentation, and auditory blending.

**Title IV**  
**Student Support and Academic Enrichment**
- Provides an adaptive learning experience that scaffolds the experience to develop reading readiness.
- Assessment engine drives the personalized learning experience for each child as they progress through the program in their optimal learning zone, while the interactive digital books engage students and ease transition to connected text in decodable print books.
- Teachers are provided with real-time information on student progress, empowering them to differentiate instruction through additional practice, intervention, or enrichment.

**IDEA**  
**Individuals with Disabilities Act**
- Aligns with research-based learning tools that are proven effective in helping diverse student populations improve early literacy skills, including students with disabilities. In addition to reading readiness skills, young learners practice fine motor skills, social interaction, focus, memory development, and receptive/expressive language.
- Based on brain research and learning science, students are engaged in interactive visual, auditory, and tactile learning. Multisensory learning is supported with smart letters in tactile letter shapes.

**Head Start**  
**Comprehensive Early Childhood Education**
- Supports young children’s growth and development by building reading readiness skills in a positive learning environment.
- Multi-sensory and tactile approach engages pre-and emergent-readers as they learn letter-sound correspondence, blend sounds to create words, and read their first connected text.
- Provides meaningful center work and individual practice to ensure students are receiving appropriate literacy instruction even while working independently.