



New Hampshire

Department of Education

Title IV-A Program Development Process

Developing Title IV-A Program Activities

Student Support and Academic Enrichment Grants

NH Department of Education

Office of ESEA Programs

Bureau of Instructional Support

101 Pleasant St.

Concord, NH 03301

Complete program details at www.nheon.org/titleiva

Agenda | **Developing Title IV-A Program Activities**

Part 1 | **Title IV-A Program Requirements**

Part 2 | **Title IV-A Program Development**

Part 3 | **Title IV-A Developing an Activity**

Part 4 | **Entering Title IV-A Activities in GMS**



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Part 1 | **Title IV-A Program Requirements**

D-1 Understand the purpose of the Title IV, Part A program [ESSA Section 4101]

D-2 Develop an application through consultation with a Title IV-A Stakeholder Team [ESSA Section 4106 (c)]

D-3 Prioritize activities in the application on need and conduct a comprehensive needs assessment, if necessary [ESSA Section 4106 (d)]

D-4 Prioritize the distribution of funds to most in need schools or student populations [ESSA Section 4106 (e)(2)(A)]



Part 1 | **Title IV-A Program Requirements**

D-5 Provide equitable services for eligible students in private schools [ESSA Section 4106 (e)(2)(B)]

D-6 Use Title IV, Part A funds for student support and academic enrichment in one or more of three ways [ESSA Section 4106 (f)]

D-7 Use federal funds only to supplement, not supplant, other resources [ESSA Section 4110]

D-8 Annually report to the state how funds are being used under Title IV-A to meet the State's Title IV-A Program requirements. [ESSA Section 4104(a)(2)]



Part 1 | **Title IV-A Program Requirements**

D-1 UNDERSTAND THE PURPOSE OF THE TITLE IV, Part A PROGRAM [ESSA Section 4101]

The purpose of the Title IV-A Program is to improve students' academic achievement by increasing the capacity of the LEA schools, and local communities to:

- (1) provide all students with access to a well-rounded education;
- (2) improve school conditions for student learning; and
- (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.



Part 1 | **Title IV-A Program Requirements**

D-2 DEVELOP AN APPLICATION THROUGH CONSULTATION WITH A TITLE IV-A STAKEHOLDER TEAM [ESSA Section 4106 (c)]

An LEA, or consortium of LEAs, shall develop its application through consultation with a Title IV-A Stakeholder Team that includes representatives from a variety of stakeholder groups. The Stakeholder Team should include, but not be limited to, parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community based organizations, local government representatives, private school leaders who participate in equitable services, other school leaders, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV-A.



Part 1 | **Title IV-A Program Requirements**

D-3 PRIORITIZE ACTIVITIES IN THE APPLICATION ON NEED AND CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT, IF NECESSARY [ESSA Section 4106 (d)]

LEAs receiving allocations above \$30,000 shall be required to conduct a comprehensive needs assessment, at least once every three years.

LEAs receiving less than \$30,000 can assess needs in other ways.



Part 1 | **Title IV-A Program Requirements**

D-3 PRIORITIZE ACTIVITIES IN THE APPLICATION ON NEED AND CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT, IF NECESSARY [ESSA Section 4106 (d)]

The Stakeholder Team of an LEA, or consortium of LEAs, shall prioritize the needs based on an assessment of for improvement of—

- (A) access to, and opportunities for, a well-rounded education for all students;
- (B) school conditions for student learning in order to create a healthy and safe school environment; and
- (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.



Part 1 | **Title IV-A Program Requirements**

D-4 PRIORITIZE THE DISTRIBUTION OF FUNDS TO MOST IN NEED SCHOOLS OR STUDENT POPULATIONS [ESSA Section 4106 (e)(2)(A)]

The LEA, or consortium of LEAs, shall assure they prioritize the distribution of Title IV, Part A funds to schools that:

- (a) are among the schools with the greatest need (as determined by the LEA);
- (b) have the highest percentages of low-income students;
- (c) are identified for comprehensive support and improvement;
- (d) have consistently underperforming subgroups;
- (e) are identified as a persistently dangerous public elementary school or secondary school under *Section 8532*.



Part 1 | **Title IV-A Program Requirements**

D-5 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS [ESSA Section 4106 (e)(2)(B)]

The LEA will provide, after timely, meaningful, and continued consultation with private, nonprofit (*ESSA Section 8101*) school officials, equitable services to eligible students attending private, non-profit elementary and secondary schools in accordance with *Section 8501*.

The LEA must consult with each non-public school about the Title IV, Part A grant, and include representation on their Stakeholder Team. The LEA must maintain a written records of consultation and participation in its records and provide a copy of the initial consultation to the SEA by posting the signed document on the Online Grants Management System.



Part 1 | **Title IV-A Program Requirements**

D-6 USE TITLE IV, PART A FUNDS FOR STUDENT SUPPORT AND ACADEMIC ENRICHMENT:

The LEA will assure that one of these conditions shall apply:

(1) If the LEA, or consortium of LEAs, receives a Title IV-A allocation in an amount less than \$30,000, shall be required to develop activities that support at least one of the three Title IV-A Program areas. *[ESSA Section 4106 (f)]*

(2) If the LEA, or consortium of LEAs, receives a Title IV-A allocation greater than \$30,000, the LEA shall be required to develop activities that support all of the three Title IV-A Program areas, in the following proportion:



Part 1 | Title IV-A Program Requirements

D-6 USE TITLE IV, PART A FUNDS FOR STUDENT SUPPORT AND ACADEMIC ENRICHMENT:

- use not less than 20 percent of funds received under Title IV-A to support one or more of the activities authorized under section 4107; activities to support well-rounded educational opportunities. *[ESSA Section 4106 (e)(2)(C)]*
- use not less than 20 percent of funds received under Title IV-A to support one or more of the activities authorized under section 4108; activities to support safe and healthy students. *[ESSA Section 4106 (e)(2)(D)]*
- use a portion of funds received under Title IV-A to support one or more activities authorized under section 4109(a), but will not use more than 15% of funds in this program area to purchase technology infrastructure to support the effective use of technology, according to section 4109(b). *[ESSA Section 4106 (e)(2)(E)]*



Part 1 | **Title IV-A Program Requirements**

D-7 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES [ESSA Section 4110]

Use Title IV, Part A funds only to supplement, not supplant, non-Federal funds that would otherwise be used for activities that are authorized under Title IV, Part A, but are either state/locally required or have been previously funded through state or local budgets.



Part 1 | **Title IV-A Program Requirements**

D-8 ANNUAL REPORTING TO THE STATE:

Annually report to the State for inclusion in the report described in *Section 4104(a)(2)* how funds are being used under Title IV-A to meet the State's Title IV-A Program requirements.



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Part 2 | Title IV-A Program Development

1. Start your grant in GMS as soon as you receive your allocations.
2. The LEA Stakeholder Team is formed.
3. The Stakeholder Team assesses need in one of three ways, depending on allocation.
 - a. Conducts a comprehensive needs assessment (\$30,000 or more).
 - b. Uses a previously conducted comprehensive needs assessment (\$30,000 or more).
 - c. Determines needs in alternative ways (less than \$30,000).
4. Stakeholder Team identifies needs based on the criteria.



Part 2 | **Title IV-A Program Development**

5. Stakeholder Team categories needs into one or more of the three critical areas.
 - a. provide all students with access to a well-rounded education;
 - b. improve school conditions for student learning; and
 - c. improve the use of technology in order to improve the academic achievement and digital literacy of all students.
6. Stakeholder Team prioritizes needs to determine which to address, based on the allocation and any proportion requirements.
7. Stakeholder Team determines what activities to do in order to meet the needs in the order they were prioritized.



Part 2 | Title IV-A Program Development

8. Enter your activities into GMS so they can be reviewed and tweaked as needed.
9. Develop your evaluation process for each activity.
 - a. Your data collection instruments and tools
 - b. Your timeline for data collection throughout the activity
 - c. Your data collection team
 - d. Collect any preliminary or baseline data
10. Begin your activities
11. Analyze and process your evaluation data



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Part 3 | Title IV-A Developing an Activity

Things to Remember:

1. **The activity is not the need.** The need is something that students need for supplemental support for academic achievement. The activity is a program that you design that will provide that supplemental support.
2. **The purchase is not the activity.** The activity is a program you will develop to meet your need. The purchases are items, personnel, materials, etc that you need in order to effectively run the program.
3. **Performance measurements are data that should be collected.** The new or enhanced program must be evaluated and data must be collected to inform that evaluation. The goal is to provide evidence that your program met your student needs.



Part 3 | Title IV-A Developing an Activity

Things to Remember:

4. **Outcome is what you expect will happen when needs are met.** The goal is not to complete the activity, the goal is to meet the need that was identified. So the outcome describes what it looks like if the need has been met.
5. **A through-line connects the need to the program.** Like a backward design process, you start with the need, anticipate the outcome, then design the program to produce that outcome. The evaluation is the assessment of that program in terms of how it met the need.
6. **Don't confuse needs and wants.** Wants are things that are nice to have, and might do some good. But they also might not have any impact on students at all. Needs are things that students must have in order to support them in their academic achievement. They are necessary.



Part 3 | Title IV-A Developing an Activity

Things to Remember:

7. **You are responsible for providing services, not funding, to private schools.** Under Equitable Services, the requirement is for your district to provide services to the students and teachers in private schools in your catchment area. You are not required to set funding aside for them, and any equipment you provide belongs to the district and should be inventoried as such. Equitable services documentation asks you to consult with your private schools. Private School representatives should be part of your Title IV-A Stakeholder Team as part of the required consultation and participation in your Title IV-A program.



Part 3 | Title IV-A Developing an Activity

Planning Your Activities:

1. **Start with your needs.** You determine your needs based on situations identified in your needs assessment that prevent student success or opportunities. It's all about the students and providing opportunities for success.
2. **Determine your intended outcomes.** You want the observed situations that determined your needs to change, so think about what it would look like if these situations were different, in other words, the needs were not there.
3. **Develop a new or enhanced program.** In order to change the situations creating need, you want to supplement your current practices with a program that adds additional supports that remove the barriers to learning you identified as a need. Your program will be the new set of opportunities you will put in place that will remove those barriers.



Part 3 | Title IV-A Developing an Activity

Planning Your Activities:

4. **Clearly define your program.** You want to make sure you have all the expectations for how the program will run clearly defined, so that you can accurately budget for resources, supplies, or equipment you need to effectively run the program.
5. **Develop your evaluation of this program.** The program details will give you places where you can plan to collect data that can demonstrate the effectiveness of your program. The objective of your evaluation plan for the program is to prove that the program caused the outcomes you specified. You'll need direct data on the program to prove that. Relying on summative assessments and data you already collect will not provide this evidence. Only data tied to the program will.



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Part 4 | Entering Title IV-A Activities in GMS

Things to Remember When Entering an Activity:

1. ***Focus on your strong through-line.*** The focus should be on how the program will meet your need. Don't focus on justifying the costs or items purchased to the reviewer. Rather, describe the program in such a way that shows how each purchase will be used in the program in a valuable way.
2. ***Only enter the information specifically needed for each section.*** Keep the narrative brief by just including the information that is required for each section. Remember that each section requires different specifics about the activity.



Part 4 | Entering Title IV-A Activities in GMS

Things to Remember When Entering an Activity:

3. ***Safe and Healthy Schools programs need Evidence.*** The safe and healthy schools category is for improving school culture and climate in order to create a healthy learning environment. It is not about security, though some programs may include security measures. Title IV-A requires that programs instituted under Safe and Healthy schools be evidence based. This means that you also need to provide a brief narrative, properly cited, that provides evidence that the program, as it will be used, actually is proven to work.



Part 4 | Entering Title IV-A Activities in GMS

Entering Activities into GMS:

1. **You have to select a category.** There are several choices, depending on your use of funds:
 - a. **Flex Transfer** - is for flexing activities into/out of Title IV-A program - need activity numbers to cross reference program in with program out.
 - b. **Well Rounded Opportunities** - for activities that provide access to, and opportunities for, a well-rounded education for all students.
 - c. **Safe and Healthy Schools** - for activities that improve school conditions for student learning in order to create a healthy and safe school environment.
 - d. **Effective Use of Technology** - for activities that provide access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
 - e. **Indirect Costs** - set aside funds for indirect costs
 - f. **2% Administration** - you are entitled to use a maximum of 2% to support administration of the Title IV-A program.



Part 4 | Entering Title IV-A Activities in GMS

Entering Activities into GMS:

2. **The Priority Section.** In the Priority section, use evidence and explain how your stakeholder group determined the need and prioritized it above others. Briefly describe:
 - a. *How need was determined.*
 - b. *How needs were prioritized.*
 - c. *What the specific need is that the activity will hopefully resolve.*
3. **The Activity Section.** In the Activity Section, describe the new or enhanced program that you will implement in order to meet the need identified in the Priority Section. Briefly describe:
 - a. *What the program will be.*
 - b. *Who the program will service.*
 - c. *What the expectations are for participating teachers, students, or personnel.*
 - d. *What supplies, equipment, and/or personnel will be needed to make the program run effectively.*



Part 4 | Entering Title IV-A Activities in GMS

Entering Activities into GMS:

4. **The Performance Measurement Section.** In Performance Measurement section, describe how you would measure that outcome to determine success. Identify the data would you collect and how would you collect it. Briefly describe:
 - a. *What data will be collected to measure success.*
 - b. *What data collection tools or instruments will be used.*
 - c. *How you will evaluate the program for success.*
5. **The Outcome Section.** In the Outcome section, describe the intended outcome you hope to observe if the need described in the Priority Section has been met. Briefly describe:
 - a. *What you expect the results of the program evaluation to be.*
 - b. *What the new conditions would be if the need is met or no longer exists.*
6. **The Budget Section.** In the budget section, complete line items for the supplies, equipment, or personnel needed to run the program described in the activity.



Appendix | Additional Resources

Title IV-A Toolkit

<http://nheon.org/titleiva/>

Documents for Districts Folder in Title IV-A Toolkit

https://drive.google.com/drive/u/2/folders/1aO_AvJPGIjSIZ7YqnvUV1Jzu69IM86pu

MiniTrainer Slide Deck (Available in the Documents Folder of the Toolkit)

https://drive.google.com/file/d/1Y4WvRJfft_wlunwFyFZopUaHi_XYtBDo/view

Title IV-A Monitoring Process (Available in the Documents Folder of the Toolkit)

https://drive.google.com/file/d/1I1li4Hx0c8E3Genf-NEEGL6heX_U9Yhl/view

