



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# **Technical Assistance for the Title IV, Part A Needs Assessment Process**

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Office of Essa Funded Programs

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*Please note that NYSED does not prescribe a specific Title IV, Part A needs assessment.*

*This presentation is a guide to assist LEAs that would like technical assistance for identifying their Title IV, Part A needs.*

# Agenda

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- **Why Conduct a Title IV, Part A Needs Assessment**
- **Objectives of Title IV, Part A Funding**
- **Preparing for Title IV, Part A Funding**
- **Comprehensive Needs Assessment Requirements**
- **Questions to Consider for the Needs Assessment**
- **Strategies for Identifying Title IV, Part A Needs**
- **Process for Assessing Needs**
- **Needs by Content Area**
- **Next Steps**
- **Guidance Links**

# Why Conduct a Title IV, Part A Needs Assessment

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- LEAs with an allocation of \$30,000 or more are required by statute to conduct a comprehensive needs assessment once every three years to examine the needs for: access to *well-rounded educational opportunities (WRE)*; activities to support *safe and healthy students (SHS)*; and the *effective use of technology (EUT)* to improve the academic achievement, academic growth, and digital literacy of all students (Sec. 4106(e)(2)(C-E)).
- All Title IV, Part A programs and activities must be informed by the results of the needs assessment.
- A needs assessment ensures that the strategies and interventions provided with Title IV, Part A funding benefit and target the students most in need.
- Guides LEAs in prioritizing the distribution of Title IV, Part A funds to schools (Sec. 4106(e)(2)(A)).

# Objectives of Title IV, Part A Funding

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The three categories of allowable activities in the Title IV, Part A Program are widely variable, they have specific objectives that connect to the intent of the program.

- **Well Rounded Educational Opportunities (WRE)** provide an enriched curriculum and education experiences to all students. It includes programs and activities in the content areas as well as other activities that integrate multiple academic disciplines. In general, an LEA may use Title IV, Part A funds for any program or activity that supports student access to and success in well-rounded educational experiences.
- **Safe and Healthy Students (SHS)** improves school conditions for student learning. When students are healthy and feel safe and supported, they are more likely to succeed in school. Title IV, Part A program funds may be used for any program or activity that fosters safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff. The authorized LEA activities may be categorized by topic as: 1) Safe and supportive learning environments; and 2) Student physical and mental health, including substance abuse prevention. Three of the authorized activities--mentoring and school counseling, schoolwide positive behavioral interventions, and pay for success initiatives--are cross-cutting and are applicable to both topics.
- **Effective Use of Technology (EUT)** is intended to improve the academic achievement, academic growth, and digital literacy of all students, including providing educators with professional learning related to technology.
  - EUT Special Rule: LEAs may only use up to 15% of those funds placed in the EUT content area for technology infrastructure.

# Preparing for a Title IV, Part A Needs Assessment

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## Plan the Title IV, Part A Needs Assessment:

- Visit the [NYSED Title IV, Part A Program website](#) to acquaint your LEA with the available resources.
- Review the [Title IV, Part A Fact Sheet](#) and [Allowable and Unallowable Uses of Funds](#) to understand the program and the variety of ways it can be utilized within your LEA.
- Become familiar with programs and activities that fall under each of the Title IV, Part A content areas:
  - Well-Rounded Educational Opportunities (WRE)
  - Safe and Healthy Students (SHS)
  - Effective Use of Technology (EUT)

# Comprehensive Needs Assessment Requirements

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**The comprehensive needs assessment should include evidence of:**

- **Active and meaningful engagement of all required stakeholders** (ESEA section 4106(c)) in order to examine, identify, and diagnose the challenges that need to be addressed in the Title IV, Part A program.
- **Examining the LEA's needs** for each of Title IVA content areas – WRE, SHS, and EUT - to understand:
  - the students' and schools' most pressing needs, and
  - the potential root causes of such needs.
- **Associated data analysis** used to inform needs for each Title IVA content area - WRE, SHS and EUT programs and activities

# Questions to Consider for the Title IV, Part A Needs Assessment

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- Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?
- What data are needed to best understand local needs?
- Do the current systems fully capture the needs of our hardest-to-serve students – including those who might experience adversity that might not come up in a survey or other data tools (e.g., trauma experienced by a recent influx of refugee students)?
- Are there inherent inequities in the system driving the local needs?
- How should the identified needs be prioritized?

# Strategies for Identifying Title IV, Part A Needs

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**Gather Data:** Collect data from a variety of sources such as student performance data, technology surveys, school climate data, school staff, student, and family feedback, committee meeting minutes, and demographic data from within the last three years.

- LEAs may have results from surveys or other methods that it uses or has used to determine priorities for programs and activities.
- If there are no appropriate resources, LEAs should move forward with creating methods to gather data.
- Verify that the data collected covers all three Title IV, Part A content areas – WRE, SHS, and EUT.
- Look for gaps or areas where the LEA needs improvement.

# Strategies for Identifying Title IV, Part A Needs

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**Analyze Data:** Analyze the data to identify trends, patterns, and areas of need. Provide evidence of how data was analyzed to identify needs.

**Engage stakeholders:** Engage a diverse group of Title IV, Part A stakeholders such as parents, students, educators, community members, and business leaders to provide input on the needs assessment. (See the Consultation and Collaboration form from your ESSA Application to verify that you have engaged with all Title IV, Part A stakeholders.)

# Strategies for Identifying Title IV, Part A Needs

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**Identify strengths and weaknesses:** Based on the analysis of the data, identify the strengths and weaknesses of the schools, students, and educators.

- *LEAs should seek to understand students' and schools' most pressing needs, including the potential root causes of such needs.*

**Prioritize needs:** Prioritize the needs identified based on the severity of the issue, the potential impact on student success, and the available resources. Also, prioritize by school building.

# Process for Assessing Needs

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To assess need in Title IV, Part A content areas, data collection and analysis should focus on the domains and indicators for each category:

- **Well Rounded Educational Opportunities**
  - Academic proficiency
  - Access and enrollment/participation in other courses
  - Access and the level of student participation in advanced coursework
  - Access and usage of educational supports
- **Safe and Healthy Students**
  - School engagement
  - School discipline
  - School climate and safety
  - School-based service providers and programs
- **Effective Use of Technology**
  - Access to technology
  - Technology use
  - Support offered to use technology

# Data Examples: Well-Rounded Educational Opportunities

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To assess the need in this domain, data may be collected around the following indicators:

- 1. Academic Proficiency:** *English Language Arts; Mathematics; Science; Social Studies; the Arts.*
- 2. Access and Enrollment/Participation in Other Courses including:** *World Languages; Technology and Digital Literacy; Career and Technical Education; Computer Science/Robotics; and Other LEA-determined courses.*
- 3. Access and the level of student participation in advanced coursework:** *International Baccalaureate; Advanced Placement; Dual Credit; Other LEA-determined criteria.*
- 4. Access and usage of educational supports, specifically libraries and college and career counseling:** *Library; College and Career Counseling; Other LEA-determined criteria.*

# Data Examples: Well-Rounded Educational Opportunities

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Additional examples of data include but are not limited to:

**1. Academic Proficiency:**

- the number of courses offered
- the number of students enrolled in these courses, and
- academic performance data.

**2. Access and Enrollment/Participation in Other Courses including; and**

**3. Access and the level of student participation in advanced coursework:**

- the number of courses offered, and
- the number of students enrolled in these courses.

**4. Access and usage of educational supports, specifically libraries and college and career counseling:**

- the number of staff, and
- student access data.

# Data Examples: Safe and Healthy Students

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To assess the need in this domain, data may be collected around the following indicators:

- 1. School Engagement:** *Chronic absenteeism; Dropout; Other LEA-determined criteria.*
- 2. School Discipline:** *Out-of-school suspensions; In-school suspensions; Law enforcement referrals; Expulsions; Other LEA-determined criteria.*
- 3. School Climate and Safety:** *Conducting and using a school climate survey; Physical fights; Rape or sexual assault; Bullying; Other LEA-determined criteria.*
- 4. School-based Service Providers and Programs:** *School nurses; Counselor/psychologist/school social worker; Other personnel to coordinate services; Health and Physical Education Programs; Other LEA-determined criteria.*

# Data Examples: Safe and Healthy Students

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Additional examples of data include but are not limited to:

## **1. School Engagement**

## **2. School Discipline**

- Number of students involved

## **3. School Climate and Safety:**

- the number of instances that occurred.

## **4. School-based Service Providers and Programs**

- the number of providers
- programs available for students.

# Data Examples: Effective Use of Technology

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To assess the need in this domain, data may be collected around the following indicators:

- 1. Access to technology:** *Internet availability and speed; Internet/wi-fi enabled devices for teaching staff; Internet/wi-fi enabled devices for students; Other technology devices and tools; Other technology-based resources; Other LEA-determined criteria.*
- 2. Technology use:** *Computerized assessments; Blended learning courses or opportunities; Online courses used for credit recovery; Online advanced coursework; Other LEA-determined criteria*
- 3. Support offered to use technology:** *Hours IT staff are available per week; Funds provided to teaching staff to attend training around technology tools and integration; Teaching staff who attended a training on technology tools and integration; Other LEA-determined criteria*

# Data Examples: Effective Use of Technology

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Additional examples of data include but are not limited to:

## **1. Access to technology:**

- number of student devices available

## **2. Technology use:**

- device availability, and
- connection speeds.

## **3. Support offered to use technology:**

- type of support offered,
- number of students/staff accessing support, and
- response time for support inquiries.

# Next Steps

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**Use the results of the needs assessment to develop the Title IV, Part A program plan:**

Develop an action plan that outlines specific strategies and interventions to address the identified Title IV, Part A needs.

- ***Determine how the Title IV, Part A program will address the needs identified in the comprehensive needs assessment.***
- ***LEAs with allocations of \$30,000 or more must consider statutory spending requirements.***
- ***All LEAs must be mindful of the 15% technology infrastructure special rule within EUT.***

**Implement and periodically evaluate the Title IV, Part A program:** Implement the Title IV, Part A programs and activities and periodically evaluate the progress to ensure that the strategies and interventions are effective in addressing the identified needs, and modifications are made to the program, as necessary.

# Guidance Links

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## [NYSED Title IV, Part A Website](#)

The [Title IV, Part A Non-Regulatory Guidance](#) and [Title IVA Frequently Asked Questions](#) both provide guidance to consider when identifying local needs.

NYSED has not prescribed a comprehensive needs assessment tool that LEAs must use. However, the US Department of Education has developed a [needs assessment tool \(link is external\)](#) that may be used by LEAs if they wish.

**Thank You for Your  
Continued Collaboration!**

*For Additional  
Guidance and Support,*  
please visit our website  
at:  
<http://www.nysed.gov/essa/schools/consolidated-application>

## **NYSED Support**

Please contact Catherine Clayton in the ESSA-Funded Programs Office at (518) 473-0295 or via email at [Catherine.Clayton@nysed.gov](mailto:Catherine.Clayton@nysed.gov) if you have any questions or concerns.