




Title IV, Part A LEA Needs Assessment Tool

REFRESHER TRAINING



Agenda

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- Review: Needs Assessment for Title IV, Part A (Title IV-A)
 - Overview & Components of the Tool
 - Customizing the Tool for Different Local Education Agencies' (LEAs') Contexts
 - Additional Resources

Objectives



Understand the main elements
within the Title IV-A LEA Needs
Assessment Tool



Understand how to customize the
tool based on LEAs' contexts and
available resources

Needs Assessment for Title IV-A



Needs Assessment for Title IV-A: Relevant Requirements

- LEAs receiving allocations of more than \$30,000 shall conduct a comprehensive needs assessment once every three years (Sec. 4106(d)).
- When funding Title IV-A activities, LEAs receiving allocations of more than \$30,000 shall adhere to the content area distribution requirements (Sec. 4106(e)(2)(C-E)).
- LEAs or consortia of LEAs shall prioritize the distribution of funds to schools served by the LEA or a consortium of such agencies (Sec. 4106(e)(2)(A)).

Needs Assessment for Title IV-A: Benefits

- Conducting a needs assessment
 - Helps local stakeholders and system leaders understand how the pieces of a complex educational system interact.
 - Can uncover both strengths and challenges that will inform growth and improvement.
 - Helps educators identify, understand, and prioritize the needs that districts and schools must address to improve performance.

Overview & Components of the Title IV-A LEA Needs Assessment Tool



The Title IV-A LEA Needs Assessment Tool

- Built to support LEAs with conducting a needs assessment to inform Title IV-A programming.
- Provides a customizable tool LEAs can use regardless of whether they have needs assessment or data visualization resources available to them.
- Optional support—LEAs may choose to use the entire tool or select components that work best.

Guiding Principles Behind the Tool

Developed based
on input from
SEAs

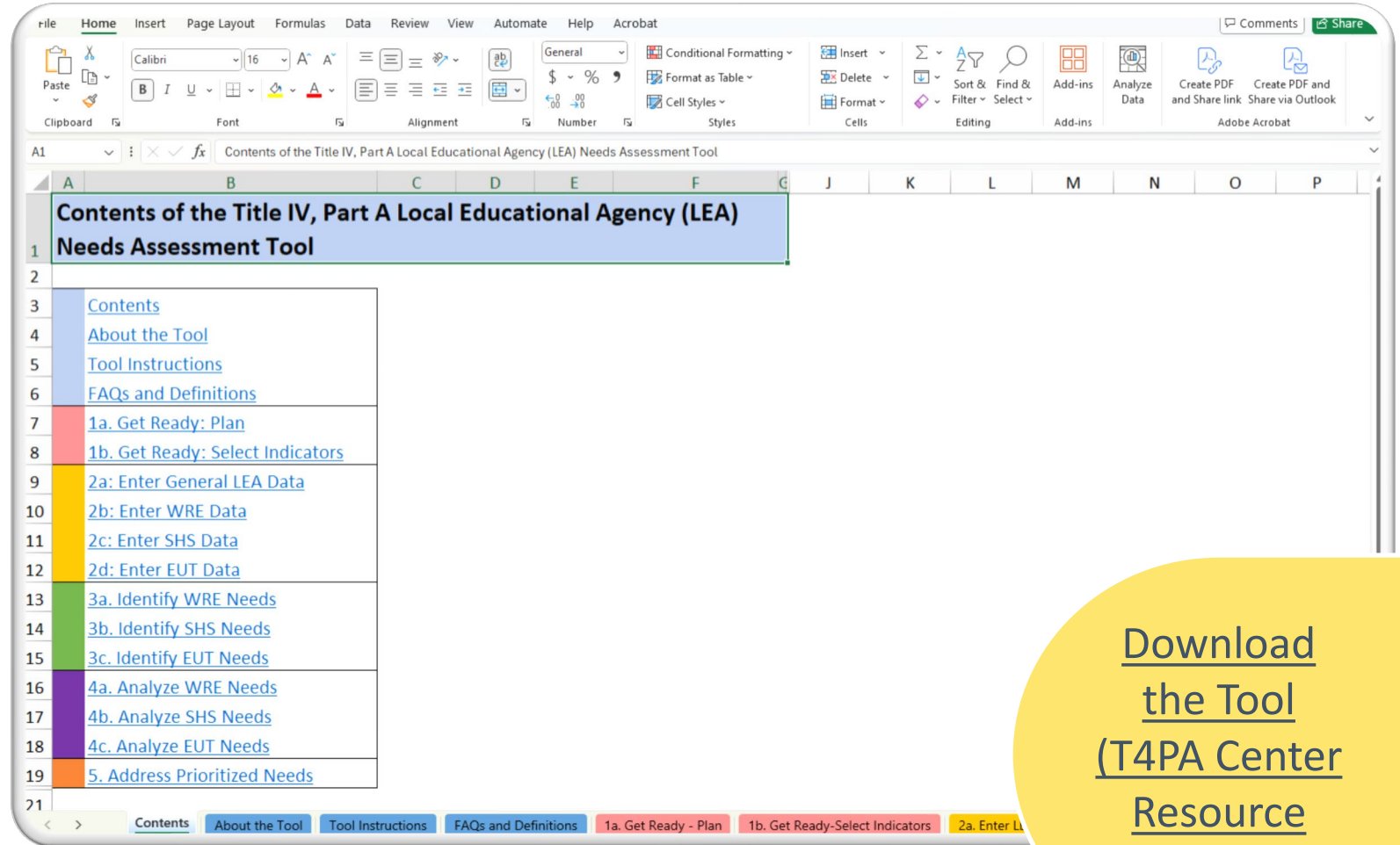
Follows statutory
requirements

Walks LEAs
through a data-
driven process

Allows LEAs to
leverage existing
data

Provides flexibility
and accessibility
to LEAs

Designed
in Excel



	A	B	C	D	E	F	G	J	K	L	M	N	O	P
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[Download
the Tool
\(T4PA Center
Resource
Library\)](#)

Features of the Tool

Numbered and colored to reflect five steps in the process:

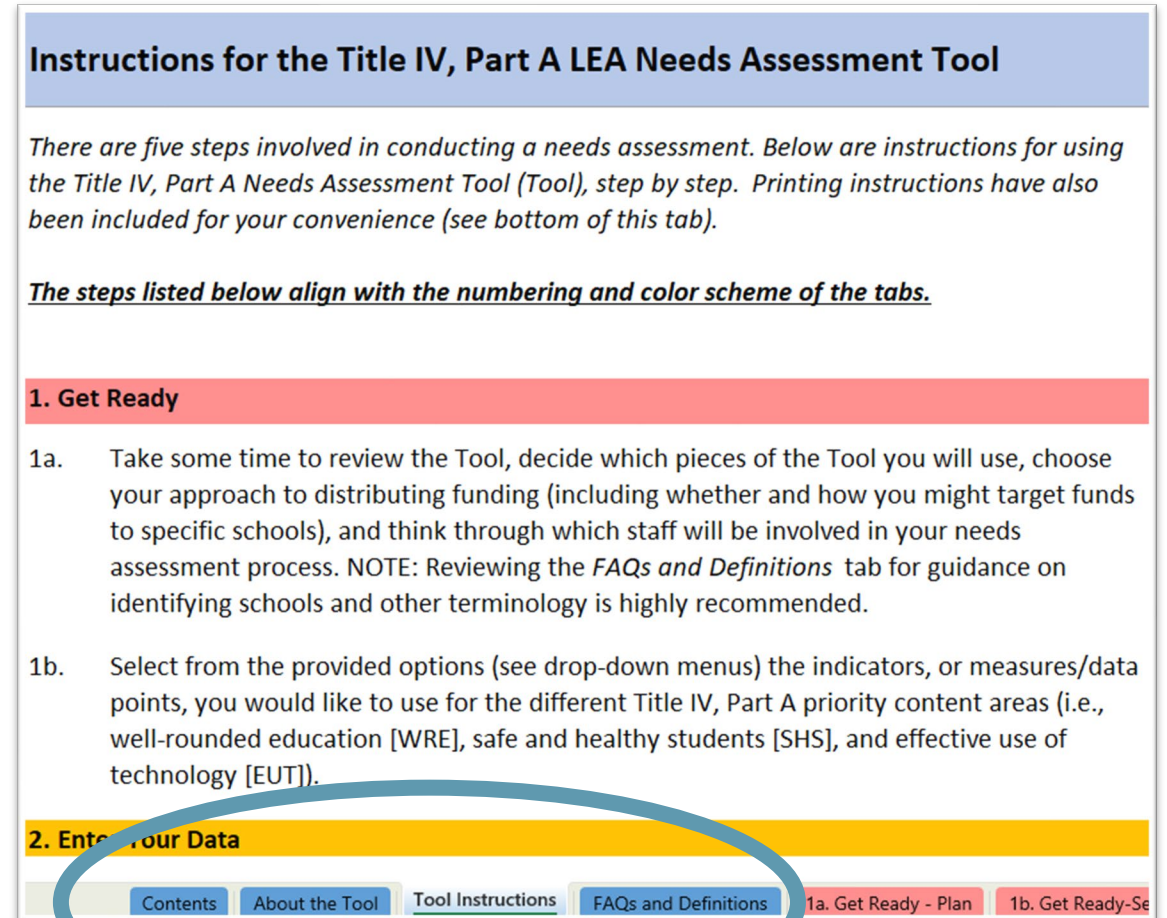
1. Getting ready for assessment (pink tabs)
2. Entering data (yellow tabs)
3. Identifying needs (green tabs)
4. Analyzing needs (purple tabs)
5. Addressing prioritized needs (orange tab)

Contents of the Title IV, Part A Local Educational Needs Assessment Tool	
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3	Contents
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6	FAQs and Definitions
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19	5. Address Prioritized Needs
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When All Else Fails, Read the Instructions (Blue Tabs)

- **About the Tool tab:** describes tool and reviews statutory language
- **Tool Instructions tab:** a good home base to get a feel for the tool and how the parts work together
- **FAQs & Definitions tab:** for reference if the LEA has questions while filling out other sheets



Instructions for the Title IV, Part A LEA Needs Assessment Tool

There are five steps involved in conducting a needs assessment. Below are instructions for using the Title IV, Part A Needs Assessment Tool (Tool), step by step. Printing instructions have also been included for your convenience (see bottom of this tab).

The steps listed below align with the numbering and color scheme of the tabs.

1. Get Ready

1a. Take some time to review the Tool, decide which pieces of the Tool you will use, choose your approach to distributing funding (including whether and how you might target funds to specific schools), and think through which staff will be involved in your needs assessment process. NOTE: Reviewing the *FAQs and Definitions* tab for guidance on identifying schools and other terminology is highly recommended.

1b. Select from the provided options (see drop-down menus) the indicators, or measures/data points, you would like to use for the different Title IV, Part A priority content areas (i.e., well-rounded education [WRE], safe and healthy students [SHS], and effective use of technology [EUT]).

2. Enter Your Data

Contents About the Tool Tool Instructions FAQs and Definitions 1a. Get Ready - Plan 1b. Get Ready-Se


Sections of the Tool: Getting Ready for Assessment (Pink Tabs)

- **Plan tab:** helps LEAs select which parts of the tool they plan to use and decide who will do what/when.
- **Select Indicators tab:** helps LEAs select and customize indicators.

1a. Get Ready: Plan

Title IV, Part A requires any LEA receiving at least \$30,000 in funding to conduct a comprehensive needs assessment. A needs assessment is a process that often requires bringing together different stakeholders or staff (e.g., data managers, school leaders, teachers, student support staff, community service providers, etc.) to support equitable services). It can be helpful to plan in advance to clarify the process you will take when conducting your LEA needs assessment.

The following actions can help you prepare for your LEA needs assessment process whether you use this Tool or not. For each action, there is a set of questions you can answer to think through how you will conduct your needs assessment, and corresponding gray fields in which to enter your plans.

Note: The  icon denotes a drop-down. Click on the gray field to view the drop-down options.

- 1) **Skim through the instructions and remaining tabs of this Tool.** The tabs of this Tool reflect the steps LEAs can take to conduct a comprehensive needs assessment. Looking through the tabs can give you a better sense of the needs assessment process. It can also help you make decisions about whether your LEA will want to use some or all of the tabs of this Tool. Your LEA may have other available resources that can better serve your needs as you conduct your LEA needs assessment (e.g., if your state has its own data dashboard that easily synthesizes Title IV, Part A related information).

>

Contents

About the Tool

Tool Instructions

FAQs and Definitions

1a. Get Ready - Plan

1b. Get Ready-Select Indicators

What are Indicators?



- Focused on student outcomes or on school outputs that support outcomes:
 - Current indicators focus on Title IV-A options
 - LEAs can add additional indicators that align with district priorities
- Have an appropriate unit of measurement (i.e., denominator)
- Measured through a known data source

Indicators Within the Tool: Well-Rounded Education

Academic Proficiency	Access and Enrollment	Access and Use
<ul style="list-style-type: none">• ELA• Math• Science*• Social studies* <p>*Optional access and enrollment indicators are available if the state does not test in these subjects.</p>	<p>Other classes</p> <ul style="list-style-type: none">• Foreign language• Technology• Visual arts• Performing arts• Health/PE• Career and technical education <p>Advanced coursework</p> <ul style="list-style-type: none">• IB• AP• Dual Credit	<ul style="list-style-type: none">• Library• College and career counseling

Each indicator is explained further in the pink **Get Ready: Select Indicators** section of the tool.

Indicators Within the Tool: Safe & Healthy Students

Each indicator is explained further in the pink **Get Ready: Select Indicators** section of the tool.

School Engagement	<ul style="list-style-type: none">• Chronic absenteeism• Dropout
School Discipline	<ul style="list-style-type: none">• Out-of-school suspensions• In-school suspensions• Referrals to law enforcement• Expulsions
Creation and Maintenance of a Safe School Climate	<ul style="list-style-type: none">• Administration of a school climate survey• Use of school climate data to drive decision-making• Physical fights on school property• Rape or sexual assault• Harassment and bullying
Availability of School-Based Service Providers	<ul style="list-style-type: none">• Availability of school nurses• Availability of FTE school counselors/psychologists/social workers• Availability of designated personnel to coordinate support services

Indicators Within the Tool: Effective Use of Technology

Technology Access in Schools	<ul style="list-style-type: none">• Internet access• Availability of internet-enabled devices for staff use• Availability of internet-enabled devices for student use
Technology Use	<ul style="list-style-type: none">• Use of computers for assessments• Use of blended learning• Availability of online courses that are offered for credit recovery from accredited sources• Availability of online college readiness courses that are offered for credit from accredited sources
Support Offered for School Staff to Use Technology	<ul style="list-style-type: none">• Availability of FTE IT staff• LEA-offered training for teachers on technology tools and integration• Participation of teachers in trainings offered by the LEA on technology tools and integration

Each indicator is explained further in the pink **Get Ready: Select Indicators** section of the tool.

Sections of the Tool: Enter Data (Yellow Tabs)

- **Enter LEA Data tab:** allows LEA to share info about LEA and its schools (and auto-populates the rest of the tabs)
- **Enter Content Area Data tabs:** allows LEAs to enter data for Title IV-A identified schools and compare their data with benchmark goals or LEA averages

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From Data to Planning Actions

Identify Needs

- Compare data within and across indicators

Analyze Needs

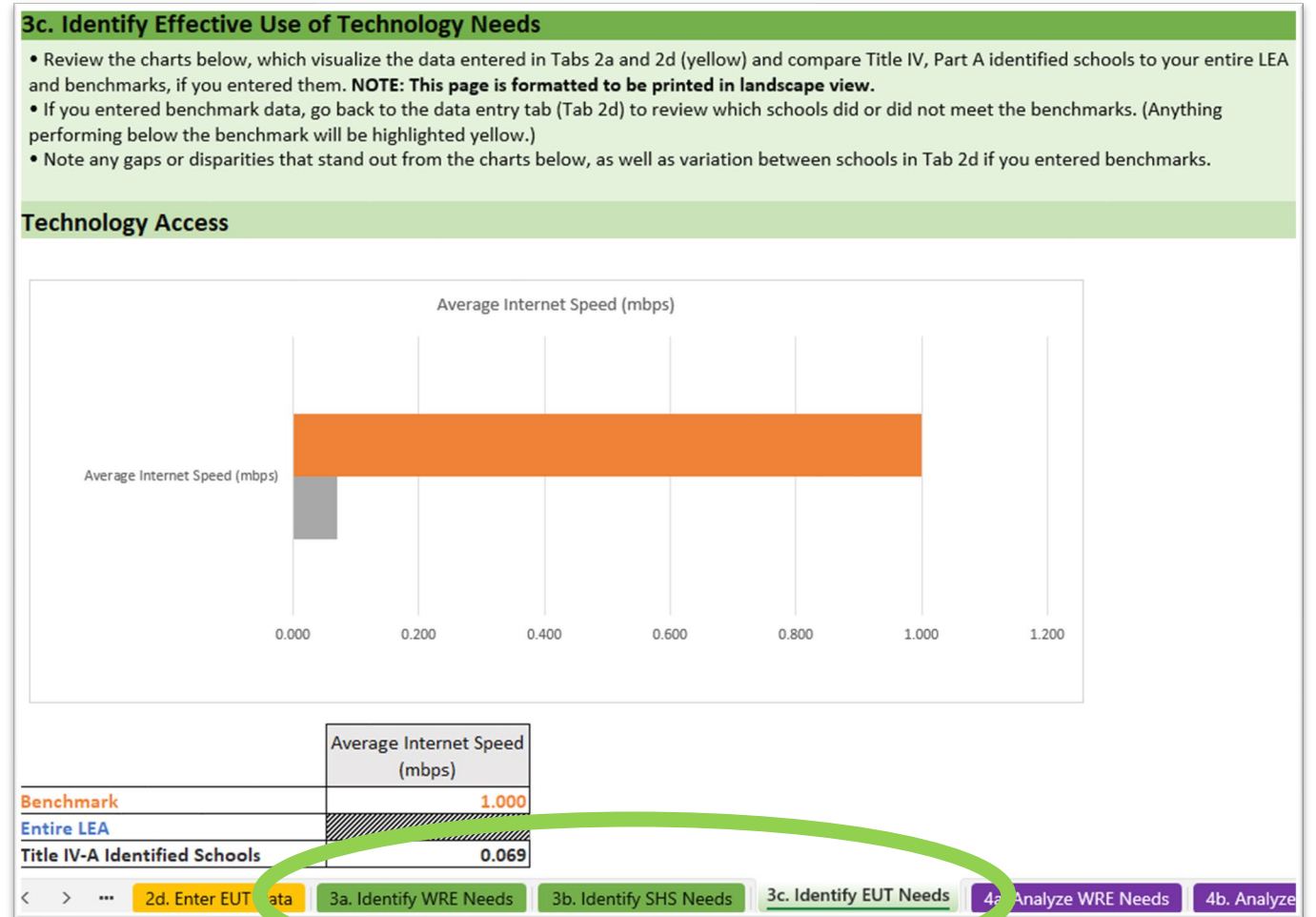
- Name the issues that may be occurring

Address Needs

- Decide the best course of action

Sections of the Tool: Identifying Needs (Green Tabs)

- Provide graphical representations to help LEAs make sense of their data



Sections of the Tool: Analyze Data (Purple Tabs)

- Help LEAs name the problem and root causes (even if they do not use yellow and green tabs)

4b. Analyze Safe and Healthy Students (SHS) Needs

SHS 1. Data Inventory: In addition to the data you entered in Tabs 2a and 2c (yellow), did you collect any other SHS-related data? (Check all that apply.)

<input type="checkbox"/> State report card	<input type="checkbox"/> Civil Rights Data Collection
<input type="checkbox"/> Administrative data	<input type="checkbox"/> Title IV, Part A stakeholder engagement data
<input type="checkbox"/> Youth Risk Behavior Survey	<input type="checkbox"/> Other _____
<input type="checkbox"/> School Crime and Safety Indicators	

Note: Other data sources may include LEA administered surveys, interviews, or focus groups as part of a strategic plan.

Notes on other data collections:

SHS 2. Gap Identification: Looking at the charts that automatically generated in Tab 3b (green) and reflecting on any additional data you collected, what strengths and gaps in the area of Safe and Healthy Students stand out among your Title IV, Part A identified schools? How do the strengths and gaps of your Title IV, Part A identified schools stand out among the general needs of your district?

> ... 3c. Identify EUT Needs 4a. Analyze WRE Needs 4b. Analyze SHS Needs 4c. Analyze EUT Needs 5. Address P

Sections of the Tool: Address Prioritized Needs (Orange Tab)

- Helps LEAs reflect on findings and plan the work

5. Address Prioritized Needs

Once you have prioritized the needs of your LEA and/or the needs of a subset of schools within your LEA, it is time to identify either existing interventions (i.e., programs, practices, or other approaches) to improve and/or expand, or new interventions that will help you address those needs. Title IV, Part A places an emphasis on selecting and using evidence-based practices, to the extent they are available. Evidence-based practices are more likely to improve student outcomes, but their effectiveness also depends on the local context and local capacity. The questions in this section will help you consider the contexts for any activity or intervention, such as how the activity aligns with other efforts underway, the population being served, funding, staff availability and skills, resources, and stakeholder buy-in.

As you map out the rest of your plan, please remember the required distribution amounts for LEAs receiving at least \$30,000, as outlined in Section 4106(e)(2)(C-E): at least 20% for well-rounded education activities, at least 20% for safe and healthy activities, and a portion for effective use of technology, with no more than 15% of that portion spent on technology infrastructure.

For information on and strategies for successfully planning and implementing interventions, consider the following resource:

Program Planning and Implementation (U.S. Department of Health and Human Services (DHHS), Office of Adolescent Health)

> ...

3c. Identify EUT Needs

4a. Analyze WRE Needs

4b. Analyze SHS Needs

4c. Analyze EUT Needs

5. Address Prioritized Needs

Customizing the Tool for Different LEAs' Contexts



Customizing the Tool: Questions to Consider



- Is the LEA's allocation over \$30,000 (i.e., is the LEA required to conduct a CNA and distribute funds among all three content areas)?
- What data and data tools are already available to the LEA?
- Which aspect of needs assessment does the LEA need the most support with?
 - Collecting multiple data points
 - Analyzing the data
 - Prioritizing needs and beginning to plan programming to address them

Which Components of the Tool Should an LEA Use?

If an LEA has no data collection/visualization tools

- Use entire tool (Step 1 through Step 5)

If an LEA already has data collection/visualization tools

- Use Step 1 to **plan** and **consider indicators** relevant to content areas
- Use Step 4 to **analyze needs** within each content area
- Use Step 5 to plan strategies to **address prioritized needs**

If an LEA receives an allocation under \$30,000 and would like to focus the needs assessment on one content area

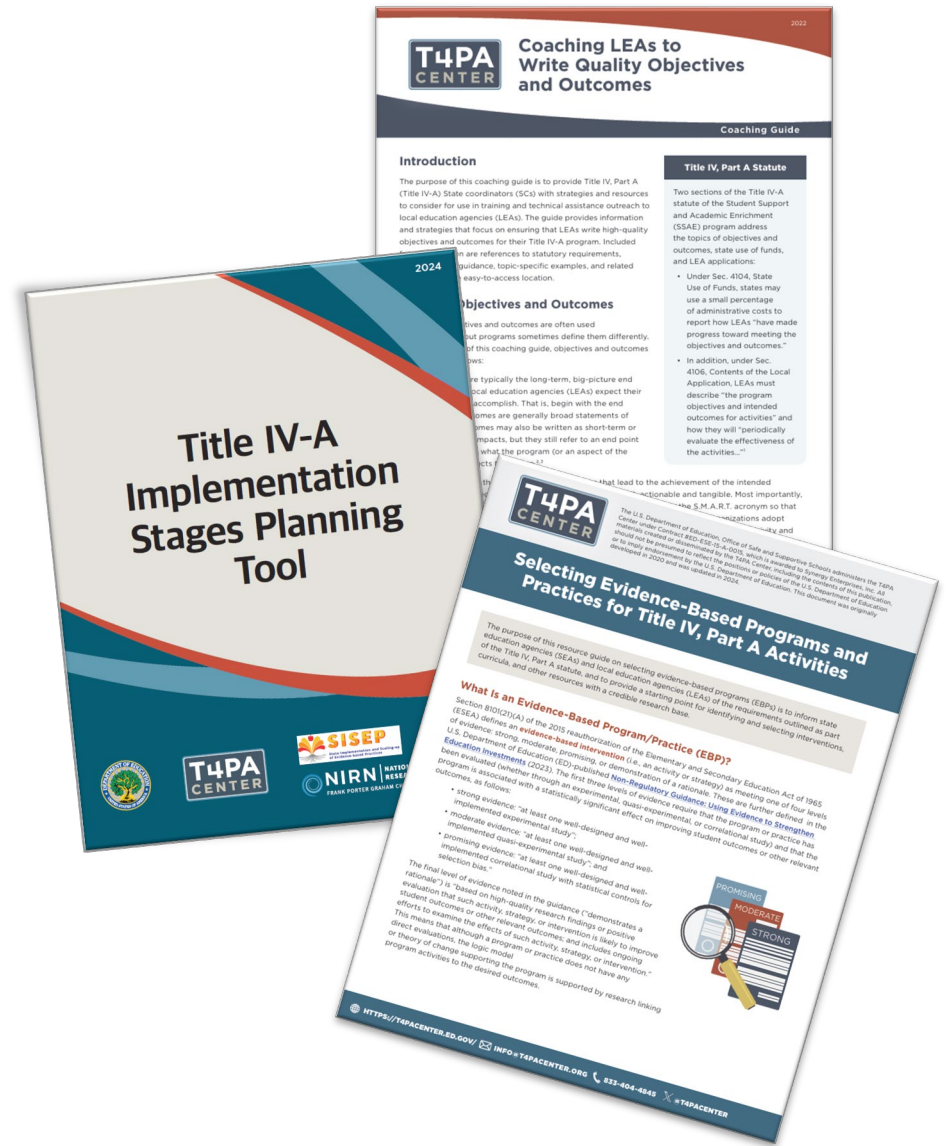
- In Step 1, select indicators relevant to the **selected content area**
- In Steps 2 through 5, only use tabs and reflection questions related the **selected content area**

Additional Resources



T4PA Center Resources

- Previous Needs Assessment Tool
- Training Recording & Materials
- Resources to Support Next Steps
 - Selecting Evidence-Based Programs and Practices for Title IV, Part A Activities
 - Coaching LEAs to Write Quality Objectives and Outcomes
 - Title IV-A Implementation Stages Planning Tool





CONTACT US

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 @T4PACenter





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