Program Planning Guide

Title IV, Part A: Student Support and Academic Enrichment

Title IV, Part A is a flexible source of funding that can support a broad range of activities. By design, the program provides local educational agencies (LEAs) with considerable latitude to determine their most critical needs in the areas of:

- Well-rounded Education
- Safe and Healthy Students
- Effective Use of Technology

This document is intended to provide LEAs with a short guide for developing their Title IV, Part A programs as required by ESSA.

Identify Local Needs

All LEAs are encouraged to develop a thoughtful process for identifying student, staff, school, and community needs. A needs assessment is the most widely recognized approach for organizations of all kinds to prioritize and maximize limited resources.

Needs Assessment (required for LEAs receiving at least $30,000)

For LEAs that receive at least $30,000, a comprehensive needs assessment is required. This requirement applies prior to any determination to transfer funds to another Title program. Subsequently, a needs assessment should be completed at least once every three years.

During the needs assessment process for Title IV, Part A, LEAs should examine needs specifically related to the improvement of:

- Access to, and opportunities for, a well-rounded education and enriched curriculum for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

A sample diagram of one possible needs assessment process is included on page three.

Stakeholder Engagement (required for all LEAs)

Regardless of whether an LEA uses a full needs assessment approach to program planning, all LEAs receiving Title IV-A funds are required to consult with a range of stakeholders during the design and development of its application. Such stakeholders must include, but are not limited to:

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- Parents
- Teachers
- Principals
- Students
- School leaders
- Specialized instructional support personnel
- Indian tribes or tribal organizations
- Community-based organizations
- Local government representatives
- Others with relevant and demonstrated expertise

Stakeholder engagement is important because it creates community buy-in and provides a broader perspective for planning, implementation, and continuous improvement.

Title IV, Part A programs are meant to be coordinated with other school and community-based services and may be conducted in partnership with external entities. This type of coordination and leveraging of local resources requires the engagement of a variety of stakeholders.

Plan for Implementation

As part of the Consolidated Grants Application, the LEA will submit a brief program plan and budget. As required by ESSA, the application must include a description of how funds will be used for activities, as well as a brief description of program objectives and intended outcomes.

Create a Program Logic Model

Once an LEA identifies the best use of Title IV, Part A funds through its needs assessment process, it may choose to develop a "logic model" to document the thought process that links the planned activities with the intended outcomes.

A sample diagram of one possible logic model is included at the end of this document.

Develop Measurable Objectives

OSPI is required to report to the public and to the federal government annually on how LEAs are using Title IV, Part A funds, including the degree to which they are making progress toward meeting the objectives and outcomes described in their program plans.

A measurable objective/outcome generally has four components:

- Subject. Who is the target or focus of the activity? *(e.g., students, teachers, parents, etc.)*
- Action. What changed as a result of the activity? *(e.g., increase knowledge, skills, attitudes, behaviors, or decrease behaviors, etc.)*
- Method/Instrument. How will you assess the extent to which the change occurred? *(e.g., attendance records, teacher surveys, Healthy Youth Survey, etc.)*
- Time period. Over what period of time did the activity you are evaluating occur? *(e.g., end of the school year, each quarter, etc.)*

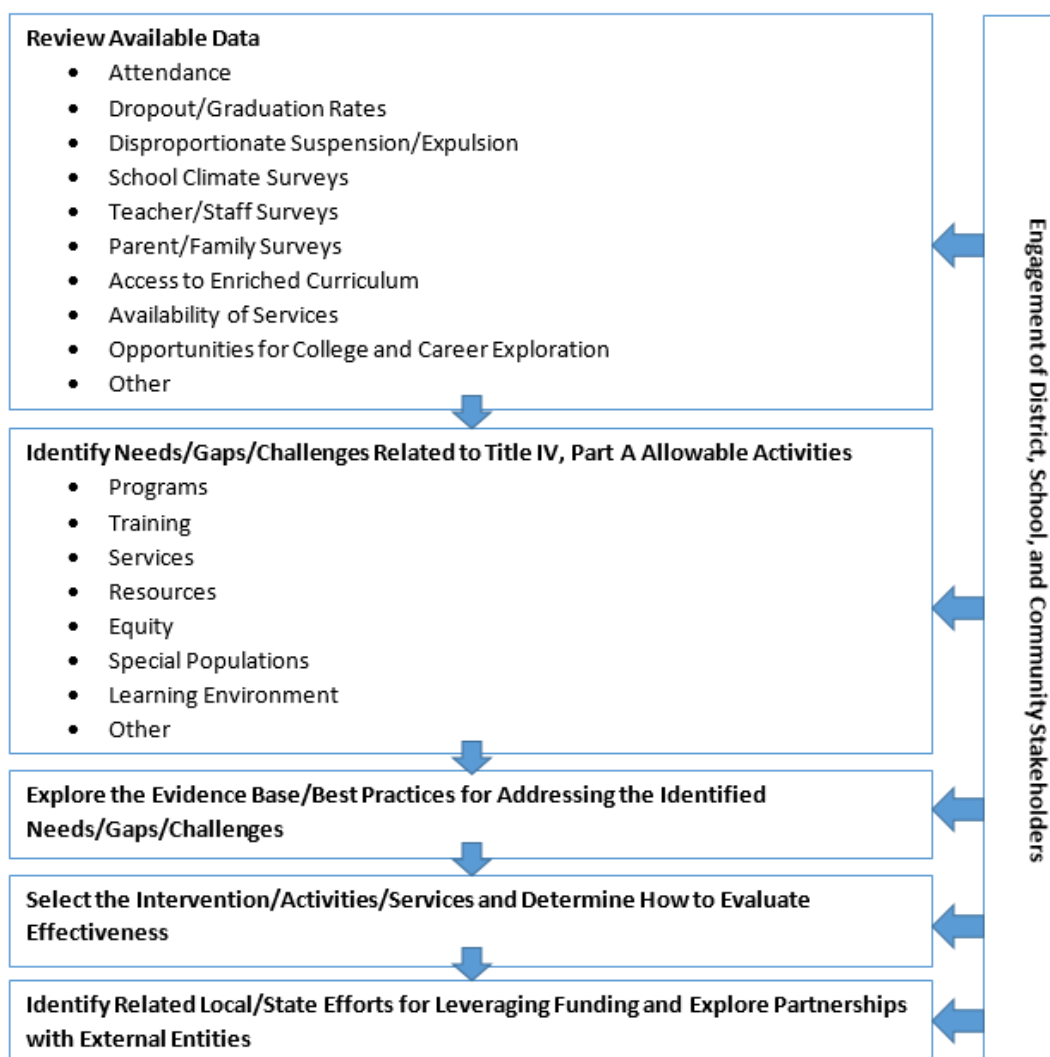Washington Office of Superintendent of
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Title IV, Part A: Student Support and Academic Enrichment Sample Needs Assessment Process

A needs assessment process can help LEAs understand existing conditions in terms of gaps or challenges in services or activities and formulate a strategy for addressing the need through the use of Title IV, Part A funds. All LEAs are encouraged to undertake a needs assessment process, but it is only a grant requirement for LEAs that receive at least $30,000 under Title IV, Part A.

The required needs assessment may incorporate programs and funds beyond just Title IV, A, but it must, at a minimum, examine needs related to the improvement of:
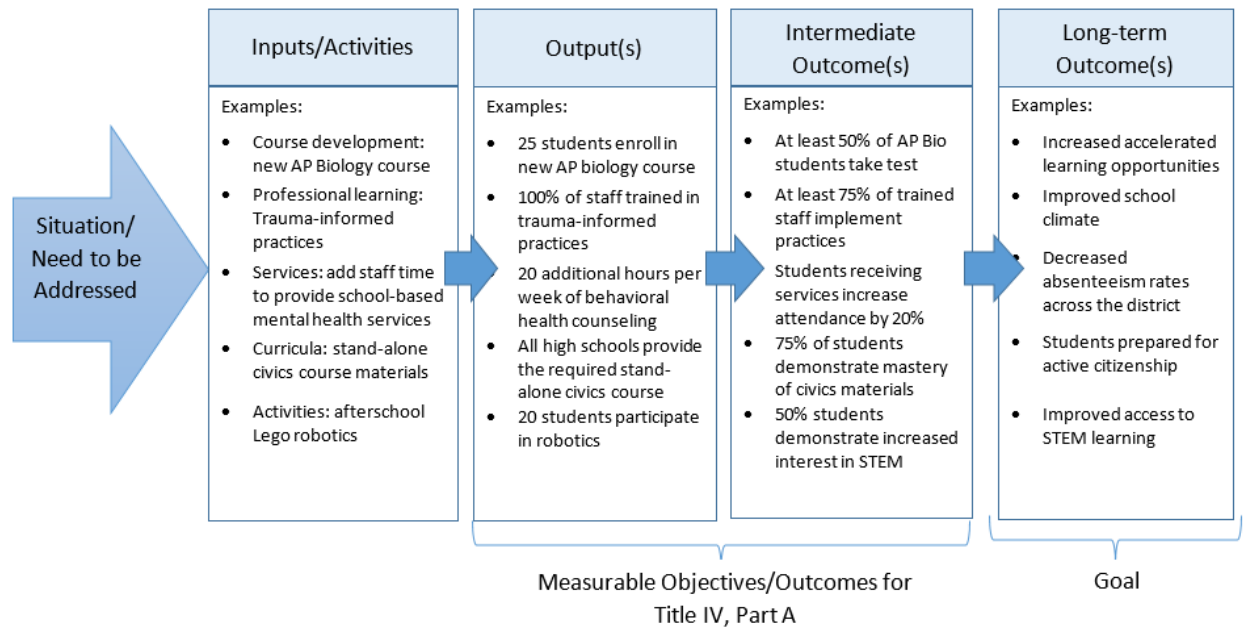
- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Review Available Data
- Attendance
- Dropout/Graduation Rates
- Disproportionate Suspension/Expulsion
- School Climate Surveys
- Teacher/Staff Surveys
- Parent/Family Surveys
- Access to Enriched Curriculum
- Availability of Services
- Opportunities for College and Career Exploration
- Other

Identify Needs/Gaps/Challenges Related to Title IV, Part A Allowable Activities
- Programs
- Training
- Services
- Resources
- Equity
- Special Populations
- Learning Environment
- Other

Explore the Evidence Base/Best Practices for Addressing the Identified Needs/Gaps/Challenges

Select the Intervention/Activities/Services and Determine How to Evaluate Effectiveness

Identify Related Local/State Efforts for Leveraging Funding and Explore Partnerships with External Entities

Engagement of District, School, and Community Stakeholders

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Title IV, Part A: Student Support and Academic Enrichment Sample Logic Model

A Logic Model can help LEAs plan program activities and resources in a way that allows them to test assumptions about how activities will accomplish the intended program goals.

Situation/ Need to be Addressed	Inputs/Activities	Output(s)	Intermediate Outcome(s)	Long-term Outcome(s)
	Examples:	Examples:	Examples:	Examples:
	• Course development: new AP Biology course • Professional learning: Trauma-informed practices • Services: add staff time to provide school-based mental health services • Curricula: stand-alone civics course materials • Activities: afterschool Lego robotics	• 25 students enroll in new AP biology course • 100% of staff trained in trauma-informed practices • 20 additional hours per week of behavioral health counseling • All high schools provide the required stand-alone civics course • 20 students participate in robotics	• At least 50% of AP Bio students take test • At least 75% of trained staff implement practices • Students receiving services increase attendance by 20% • 75% of students demonstrate mastery of civics materials • 50% students demonstrate increased interest in STEM	• Increased accelerated learning opportunities • Improved school climate • Decreased absenteeism rates across the district • Students prepared for active citizenship • Improved access to STEM learning

Measurable Objectives/Outcomes for Title IV, Part A   Goal

Questions?

Please contact Cara Patrick at cara.patrick@k12.wa.us or 360-529-7629 if you have questions about the planning process, allowable Title IV, Part A activities, or how to develop your application. Or visit the website at Student Support and Academic Enrichment (Title IV, Part A) | OSPI (www.k12.wa.us).

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