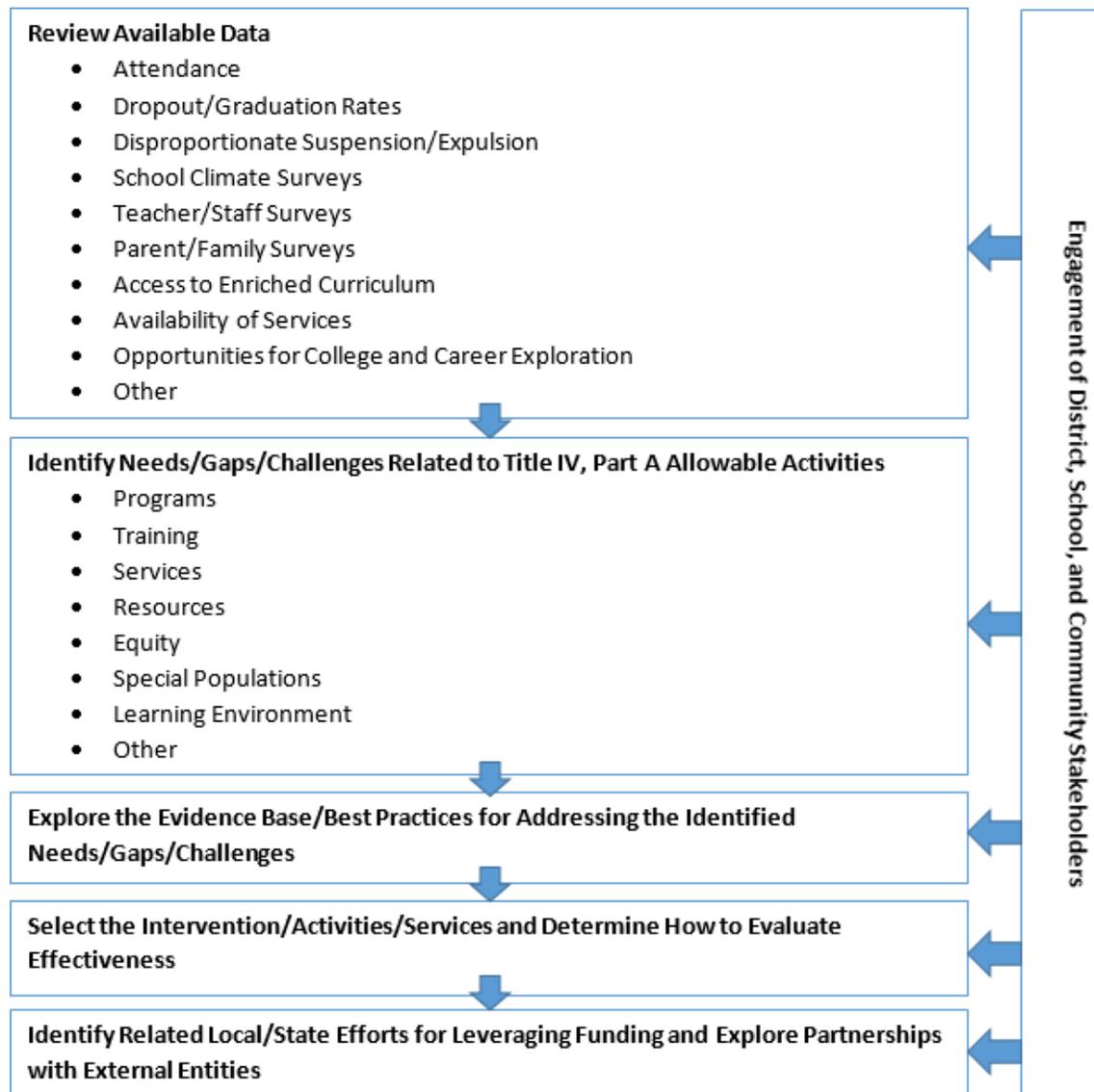


# Title IV, Part A: Student Support and Academic Enrichment

## Sample Needs Assessment Process

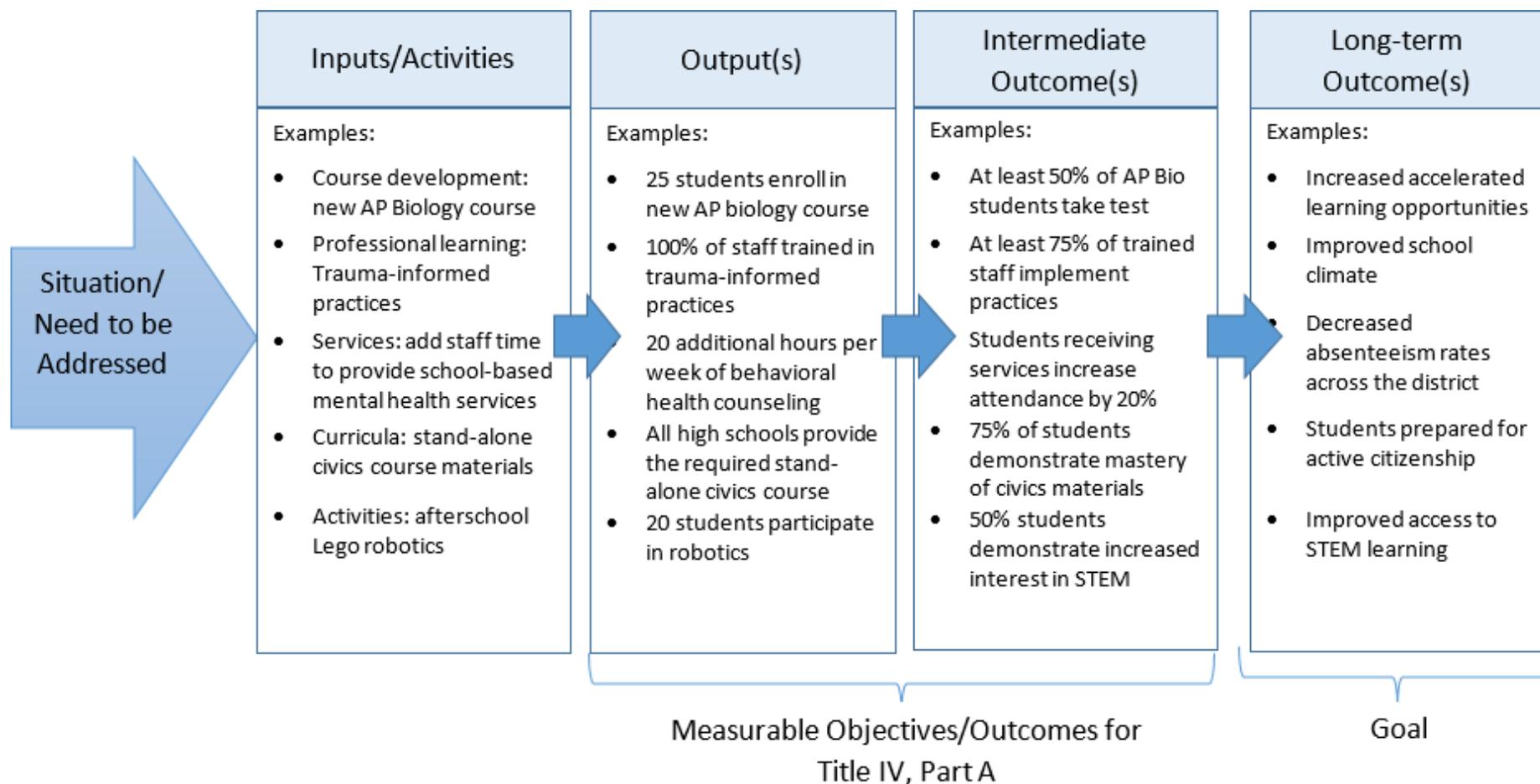
The needs assessment process can help LEAs understand existing conditions in terms of gaps or challenges in services or activities and formulate a strategy for addressing the need through the use of Title IV, Part A funds. A needs assessment is the most widely recognized approach for organizations of all kinds to prioritize and maximize limited resources. 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.

In order to develop a quality needs assessment, districts must engage stakeholders and look at district data to determine how to best utilize funds.



## 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.



## Identifying and Communicating Local Needs

LEAs should clearly communicate the results of the needs assessment, including specific data points and other information collected and analyzed during the process. The needs assessment results should guide the best use of funds using evidence-based programs and activities, and approaches. There must be a clearly articulated connection between the needs assessment results, program description, and budget within the application.

## Needs Assessment Application Alignment Examples

### Well-Rounded Education

#### *Needs Assessment*

One of the primary goals in our district CSIP is to increase college and career readiness rates. Currently, our college and career data shows that 70% of students are college and career ready with only 42% of our minority students and 37% of our special needs students meeting college and career readiness. Our district would like to target students who are at high risk for not being college and career ready and increase supports to ensure we increase our number of students who leave high school on a path to either a college or a career.

#### *Program Description*

Our district will be hiring a college and career coach who will work with students that are identified as falling behind in college and career readiness and help those students with advising and counseling on academic and occupational training.

#### *Assessing Program Effectiveness*

The effectiveness of the college career coach will be measured by analyzing the change in the rates of students meeting the college and career ready benchmarks. We will pay particular attention to examining change in college and career readiness rates among our minority students and students who have special needs. Our district approach to improving the college and career readiness rates will be reassessed and adjusted as needed based on the student data and additional needs assessment activities.

#### *Budget*

- Salary and fringe benefits for college and career coach

## Effective Use of Technology

### *Needs Assessment*

A priority need determined in our CDIP is an increase in utilizing the technology tools within the classroom to create a more blended learning environment. This need was identified from surveys of teachers within the district. Teachers at all the schools were surveyed in the Spring of 2019 and the results demonstrated that only 65% of elementary school teachers, 60% of middle school teachers, and 50% of high school teachers feel they can effectively use the technology devices and programs in their classroom to effectively utilize blended learning strategies. The survey data also indicated that teachers would prefer more job-embedded training on using technology tools within the classroom.

### *Program Description*

Funds will be used to pay a stipend to our district technology specialist to provide after school trainings for teachers at the elementary, middle, and high school levels on providing job-embedded professional development to peer teachers on utilizing the technology in their classrooms. Teachers who are trained by the district technology specialist will work with their grade-level and/or subject-level to create plans and strategies to increase the effectiveness of the technology used in the classroom. Substitute teachers will also be paid to cover classes for teachers who want to observe other teachers utilizing technology effectively. The district will also provide summer trainings and workshops for teachers on integrating technology in their classrooms. Stipends will be paid to teachers who lead trainings and workshops.

### *Assessing Program Effectiveness*

Teachers will be surveyed again in the Spring of 2020 to determine if there has been change in their perception of effective utilization of technology in their classrooms. Classroom observations and walk-throughs conducted by the Principal and technology specialist will also help determine if teachers are effectively implementing the strategies learned in the trainings in maximizing the use of the technology within their classrooms. The plan for technology training will be adjusted based on the results of the survey and observational data.

### *Budget*

- Stipend to technology specialist
- Substitute teacher costs
- Stipends to teachers leading the trainings and workshops
- Materials for trainings (*must list items that will be purchased under general supplies*)