



New Hampshire

Department of Education

2024 Spring ESEA Title Programs Conference

The Wonderful World of Title IV - A

Student Support and Academic Enrichment Grant Program

NH Department of Education
Office of ESEA Programs
Bureau of Instructional Support

Complete office details at [Office of ESEA Title Programs | Department of Education \(nh.gov\)](https://www.nh.gov/office-of-esea-title-programs)
Title IV-A Toolkit at [NHEON.org/titleiva](https://www.nheon.org/titleiva)



New Hampshire

Department of Education

The Wonderful World of Title IV-A

Agenda | The Wonderful World of Title IV - A

Part 1 | **Purpose**

Part 2 | **Program Overview**

Part 3 | **Program Development Process**

Part 4 | **Entering Activities in GMS**

Part 5 | **Public Reporting**

Part 6 | **Guidance and Resources**

Part 7 | **Topics of Interest / Questions**



Part 1 | Purpose

Session Description

The purpose of the Title IV, Part A Program is to ***improve students' academic achievement*** by increasing the capacity of the schools, and communities to provide all students with ***access to a well-rounded education***; ***improve school conditions for student learning***; and ***improve the use of technology and digital literacy*** of all students.

During this session, the NHED Title IV, Part A Program Coordinator will guide attendees through the Title IV, Part A ***program development process***, demonstrate the ***guidance and resources*** available, and engage in an ***open forum for questions*** and ***discussion of topics of interest to those in attendance***.

Title IV-A is covered in ESEA Sections 4101 - 4112



Part 2 | Program Overview

Objective

The Title IV, Part A program is intended to ensure all children graduate from high school ***ready to thrive in college and careers*** by ***increasing the capacity*** of State education agencies (SEAs), local education agencies (LEAs), schools, and local communities to:

- provide all students with ***access to a well-rounded education***,
- ***improve school conditions for student learning***, and
- ***improve the use of technology*** in order to improve the academic achievement and digital literacy of all students.



Part 2 | Program Overview

Requirements

Stakeholder Team – both community and school staff roles.

Needs based programming – a comprehensive needs assessment if allocation is greater than \$30,000.

Program Assurances – supplement, not supplant; provide equitable services to non-public schools; target funds to schools/student populations in greatest need.

Use at least one of the content categories – use all three if allocation is greater than \$30,000.

Public Report – how you spent your funds, the extent to which you met the program objectives.



Part 3 | Program Development Process

DEVELOP A STAKEHOLDER TEAM

Develop a Title IV-A Stakeholder Team. 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
- others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV-A.

The Stakeholder Team consults on the use of funds by identifying and prioritizing school and student needs.



Part 3 | Program Development Process

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TARGET SCHOOL OR STUDENTS

Your Stakeholder Team should consider these as top priorities when deciding how to best distribute the Title IV-A allocated funds. Funds must go to schools that:

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

Funds should be targeted to the school or student population most in need.



Part 3 | Program Development Process

TARGET USE OF FUNDS

Once the school or student population is targeted, funds should be prioritized for needs that will improve:

- access to, and opportunities for, a well-rounded education for all students (Well Rounded);
- school conditions for student learning in order to create a healthy and safe school environment (Safe and Healthy Students); and
- access to personalized learning experiences supported by technology and professional development for the effective use of data and technology (Effective Use of Technology).

In this category, no more than 15% of effective use of technology funds may be spent on infrastructure software or devices necessary for the success of the Effective Use of Technology program.



Part 3 | Program Development Process

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ASSESS NEEDS FOR STUDENT SUPPORT

If your allocation is over \$30,000, a comprehensive needs assessment is required to determine student needs.

- A comprehensive needs assessment must consider needs in all three Title IV-A program areas.
- Your comprehensive needs assessment results can be used for 3 years.

If your allocation is under \$30,000, you can assess student needs by any method.



Part 3 | Program Development Process

CONSIDER ANY BUDGET REQUIREMENTS

If your allocation is over \$30,000, you must:

- Spend at least 20% of their funds on well-rounded academic programs.
- Spend at least 20% on safety and healthy school environments programs.
- Spend at least some of the remaining available on effective use of technology.

If your allocation is under \$30,000, you are able to use any or all program areas in any proportion.



Title IV-A Process Infographic

<https://drive.google.com/file/d/14ph89g615ATCi4xm0ithKvcWvw6tXz8Z/view>



Part 4 | Entering Activities in GMS

1

THE PRIORITY SECTION

In the Priority Section, the focus is on the need for supplemental student support within the three program areas. The narrative should briefly answer the following questions:

- What is the specific need for supplemental student support?
- Which school in your LEA or group of students have this need?
- How did the Stakeholder Team identify the need?
- Why was that need prioritized by the Stakeholder Team?

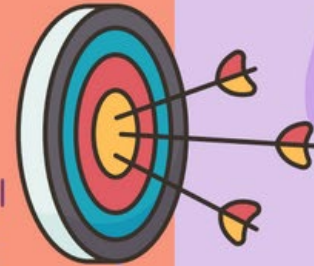


Part 4 | Entering Activities in GMS

THE OUTCOME SECTION

In the Outcome Section, the focus is on what the expected objectives of the program are. The narrative should briefly answer the following questions:

- What do you expect will be the results of your program evaluation?
- What do you expect will increase or decrease as a result of the activity, and by how much?
- How do you expect the activity will provide the supplemental supports for students that were identified and prioritized as needing those supports in the Priority Section?



Part 4 | Entering Activities in GMS

3

THE ACTIVITY SECTION

In the Activity Section, the focus is on a program, a defined action, or set of actions, that will provide the students with supplemental support within the three program areas. The narrative should briefly answer the following questions:

- What is the program for students that will provide supplemental support for their learning?
- When, where, and for how long will this program operate?
- Who will run or operate the program?
- What are the expectations for participating teachers, students, or other personnel?
- What supplies, equipment, and/or personnel will be needed to make the program run effectively?
- Why are those supplies, equipment, and/or personnel necessary for the success of the program?
- What evidence do you have that suggests this program is effective?



Part 4 | Entering Activities in GMS

THE PERFORMANCE MEASUREMENT SECTION

In Performance Measurement Section, the focus is on evaluating the activity to determine if the activity produced your outcomes. The narrative should briefly answer the following questions:

- What data will be collected to measure success?
- What data collection tools or instruments will be used to collect that data?
- What are the timelines and periods for data collection?
- How will the data be analyzed in order to determine success?

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Title IV-A Grants Management Narrative Infographic

https://drive.google.com/file/d/1lf85_uCwxQ-5jxFpGDgg6kxaiQ9L328M/view



Part 5 | Public Reporting

ESSA Section 4104. State Use of Funds.

(a) IN GENERAL.-Each State that receives an allotment under section 4103 for a fiscal year shall-

(2) reserve not more than 1 percent of the allotment for the administrative costs of ***carrying out its responsibilities*** under this subpart, ***including public reporting on how funds made available under this subpart are being expended*** by local educational agencies, including ***the degree to which the local educational agencies have made progress toward meeting the objectives and outcomes*** described in section 4106(e)(1)(E).



Part 6 | Guidance and Resources

Title IV-A Project Planning Toolkit
Understanding Title IV-A - Open Canvas Course
The NH Title IV-A Program Newsletter
Title IV-A Drop-In Office Hours
Documents Folder in the Toolkit
Title IV-A Page on the NHED Website
Call or Email Stan


Stan Freeda

602-271-5132

Stanley.J.Freeda@doe.nh.gov


Title IV-A Project Planning Toolkit

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



Title IV-A Project Planning

Student Support and Academic Enrichment Grants **toolkit**



Title IV-A Project Planning Toolkit Home

NH Title IV-A Student Support and Academic Enrichment Grant Program

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:

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

This toolkit will offer resources and guidance to help with the development of your district Title IV-A Student Support and Academic Enrichment program and complete the application for funding your Title IV-A student support programs.

The New Hampshire Title IV-A Program is designed to support the New Hampshire vision of competency based education and personalized learning in the context of preparing students for the future. This can be accomplished through increasing student opportunities for a well rounded education, developing and maintaining safe and healthy students, and effectively using technology to increase opportunities for digital learning and teaching.

Proposals for funding through the New Hampshire Title IV-A Student Support and Academic Enrichment program should support districts in their efforts to improve personalized learning and competency-based education efforts while ensuring learning experiences are augmented with digital tools and resources that support academic and digital literacy. Engaging students and school communities in activities that integrate digital tools and resources is a powerful way for schools and districts to move students towards future readiness. One framework for developing systemic personalized learning through visioning, planning, and implementation of school improvement activities focused on personalizing student learning is the Future Ready Framework. Districts are encouraged to use the Future Ready Framework to develop, enhance, and operationalize a systemic Title IV-A program focused around improving and enhancing the 7 conditions (Future Ready Gears) necessary for personalized student learning.

This toolkit will offer resources and guidance to help with the development of your proposals for funding through the New Hampshire Title IV-A Student Support and Academic Enrichment program. The New Hampshire Title IV-A Program is designed to support the New Hampshire vision of competency based education and personalized learning in the context of preparing students for the future. Engaging students and school communities in activities that integrate digital tools and resources is a powerful way for schools and districts to move students towards future readiness.

As always, should you have an awesome idea or resource that you want to share, please contact us and let us know what you would like to see in this toolkit.

Title IV-A Planning

Navigation

- [Title IV-A Project Planning Toolkit Home](#)
- [Introduction: How Title IV-A Funding Works](#)
- [Title IV-A Program Overview](#)
- [The Needs Assessment](#)
- [Developing Your Title IV-A Program Activities](#)
- [Entering Your Application](#)
- [Seeking Help and Guidance](#)
- [Title IV-A Documents Folder](#)
- [Title IV-A Public Reporting](#)
- [Understanding Title IV-A Course](#)
- [Stronger Connections Competitive Grant](#)
- [NHEON Toolkits](#)
- [NH Department of Education](#)
- [ET News](#)
- [About NHEON](#)

Understanding Title IV-A - Open Canvas Course

<https://nhdoe.instructure.com/courses/130>

Understanding Title IV-A *Student Support and Academic Enrichment Program*

Understanding Title IV-A is designed to support local Title IV-A Program Managers, Stakeholder Team members, educators, and anyone interested in understanding more about the New Hampshire Title IV-A Student Support and Academic Enrichment program. The New Hampshire vision of competency based education and personalized learning serves to prepare students for their futures. Local Title IV-A programs can align with this vision through its purpose of increasing student opportunities for a well rounded education; developing and maintaining safe and healthy learning environments that support student success; and effectively using technology to increase opportunities for digital learning and teaching. The course is divided into 6 modules, each provides an understanding of individual parts of the Title IV-A program beginning with its purpose and funding requirements to developing impactful activities, developing impactful activities, and ending with successful grant management and reporting of impact on students.

Course Modules

1 **Program Requirements** Title IV-A

- The Purpose of Title IV-A
- Title IV-A Program Requirements
- Documenting the Process

2 **Preliminary Work** Title IV-A

- The Stakeholder Team
- Targeting Use of Funds
- Assessment of Needs for Student Support
- Equitable Services
- Transferability of Funds

3 **Developing Activities** *That Support Students* Title IV-A

- Targeting Areas for Student Support
- The Activity Through-Line
- Budget Requirements
- Using Title IV-A for Professional Development

4 **Evaluating Activities** *For Meeting Objectives* Title IV-A

- Developing Your Evaluation Plan
- Collecting Data
- Analyzing Data for Impact

5 **Entering the Activity** *In the Grants Management System* Title IV-A

- Starting Your Grant
- Entering Activities
- The Approval Process

6 **Managing the Grant** Title IV-A

- Monthly Reporting
- Grant Monitoring for Compliance
- Reporting to the Public



Understanding Title IV-A - Open Canvas Course

<https://nhdoe.instructure.com/courses/130>

Understanding Title IV-A – Each Lesson Contains

Introduction

Gives some general content information about the lesson topic.

Read for Insight and Understanding

Materials to review for content include slide shows, infographics, training materials, fact sheets, etc.

Reflection Questions: Know. Want. Learn.

Questions to ask yourself or your team that make you think more deeply about the topic.

Next Steps: Things to Make or Do.

Applications of the lesson topic that you can try with yourself or your Stakeholder Team.



Understanding Title IV-A - Open Canvas Course

<https://nhdoe.instructure.com/courses/130>

Reflection Questions: Know. Want. Learn.

- Can you clearly identify the through-line in your activities?
- When developing a new activity, how would you determine what the through-line should be?
- What more information do you need in order to develop an activity with a strong through-line?
- How might you get help, guidance, or technical assistance to learn what you need to know in order to develop activities with strong through-lines?

Next Steps: Things to Make or Do.

- Develop a graphic organizer for developing Title IV-A programs.
- Download the activity templates from the Examples of Activities subfolder in the Title IV-A Toolkit and share it with your Stakeholder Team.
- If you are not your school or district's grant writer, invite them to participate in this course to learn more about how to develop activities that Title IV-A funds can support.



Title IV-A Newsletter

<https://docs.google.com/document/d/1Z1O0sm-l4DoohfGIT5zr0pnQZuS58zRfSOueIKpsA3Q/view>



Title IV-A Student Support and Academic Enrichment Program Office of ESEA Programs, New Hampshire Department of Education newsletter

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Title IV-A Drop In Office Hours

- Regular Scheduled Title IV-A Drop In Office Hours - Program Guidance

FY24 | 2023-2024 Title IV-A Grant Programs

FY23 | 2022-2023 Title IV-A Grant Programs

- Title IV-A Formula Grants
- Stronger Connections Grant Program

FY22 | 2021-2022 Title IV-A Grant Programs

- Closing Out the 2021-2022 Grants

Ideas for Potential Title IV-A Program Activities

- Support Digital Literacy with Title IV-A with Digital Response-Ability
- Title IV-A Funding to Increase Engagement with ClassHook
- Free Tools and Resources for Digital Learning

Title IV-A Grant Program Resources

Additional Information and Resources

Title IV-A Drop-In Office Hours












Posted in the Newsletter
Monday Email Reminder
Scheduled for 10 Weeks












<i>Drop In Tuesdays at 9:00 AM</i>		<i>Drop In Wednesdays at 10:00 AM</i>	
<i>Date</i>	<i>Topic of Discussion</i>	<i>Date</i>	<i>Topic of Discussion</i>
<i>1/30/2024</i>	<i>The Big Picture: Planning for IV-A</i>	<i>2/7/2024</i>	<i>Developing Activities with a Through-Line</i>
<i>2/13/2024</i>	<i>Consolidating your Title IV-A Evaluation</i>	<i>2/21/2024</i>	<i>Focusing on What Students Need for Supplemental Supports</i>
<i>3/5/2024</i>	<i>How to Develop a Good Activity in GMS</i>	<i>3/13/2024</i>	<i>Preparing The Consolidated Application for Title IV-A</i>
		<i>3/20/2024</i>	<i>Confirming Appropriate and Allowable Use of Title IV-A Funds</i>
<i>4/2/2024</i>		<i>4/17/2024</i>	
<i>4/23/2024</i>		<i>5/1/2024</i>	

Documents For LEAs Folder in the Toolkit

*Many subfolders of
information.*

*Infographics subfolder in
the Training Materials
folder.*

 2019-2020 Information and Paperwork
 2020-2021 Information and Paperwork
 2021-2022 Information and Paperwork
 2022-2023 Information and Paperwork
 2023-2024 Information and Paperwork
 2024-2025 Information and Paperwork
 Consolidated Monitoring
 COVID-19 Pandemic
 Equitable Services
 Evidence Based Practices
 Examples of Activities

 Grants Management System
 Needs Assessments
 Procurement
 Project Evaluation
 Records Retention
 Stakeholder Team Engagement
 Stronger Connections Grant Program
 Time and Effort
 Title II-A Connections
 Title IV-A Training Materials
 Z-Archive-Risk Assessment and Monitoring

Title IV-A Page on NHED Website

<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/integrated-programs/title-iv-part-student-support-and-academic-enrichment>

[Home](#) > [Who We Are](#) > [Division of Learner Support](#) > [Bureau of Instructional Support](#) > [Office of ESEA Title Programs](#)

Title IV, Part A- Student Support and Academic Enrichment

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

The distribution of Title IV, Part A must be prioritized by the local educational agency or local education agency consortium to schools that:

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

Title IV, Part A Tools and Documents

[Title IV-A Project Planning Toolkit](#)

[Understanding Title IV-A](#) - an NHED open course

[Title IV Program Newsletter](#)

[Title IV-A Resources and Documents Folder](#)

[Public Reporting of LEA Title IV-A Programs](#)

Allocations

[Title IV Part A Final Allocations 2023-2024](#) 

[Title IV Part A Final Allocations 2022-2023](#) 

[Title IV Part A Final Allocations 2021-2022](#) 

[Title IV Part A Final Allocations 2020-2021](#) 

[Title IV Part A Final Allocations 2019-2020](#) 

> Title IV, Part A- Student Support and Academic Enrichment

Stronger Connections Grant Program

The Bipartisan Safer Communities Act (BSCA) authorized \$1 billion in formula funding under Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) to State educational agencies (SEAs) to provide students with safer and healthier learning environments. Under the BSCA, SEAs must award these funds competitively to high-need local educational agencies (LEAs) to fund activities allowable under section 4108 of the ESEA. The purpose of the funding is to improve student health and safety through measurable outcomes.

March 31, 2023 - NHED began to seek public comment on the definition of high need LEA.

April 14, 2023 - NHED closed public comment period.

June 15, 2023 - NHED opened applications.

August 11, 2023 - Stronger Connections Grant Applications due date. Applications will be accepted after the due date as long as funds remain available.

August 17, 2023 - NHED closed applications for the Stronger Connections grant program.

Contact

Stan Freeda

603-271-5132

Stanley.J.Freeda@doe.nh.gov

Part 7 | Topics of Interest / Questions

It's your turn!



What questions do you have?

