



New Hampshire | LIVE FREE AND LEARN
Department of Education

Technical Assistance for the Title IA Plan Template

December 6, 2023



LEA Plan Approval

The approval of a local education agency (LEA) Title I, Part A Plan by the NHED is a requirement for receiving Federal funding subgrants under [ESEA Section 1112](#).

ESEA Section 1112 states that an LEA may receive a Title I, Part A subgrant for any fiscal year *only* if such agency has on file with the State educational agency (SEA) a plan, approved by the SEA, that is developed with timely and meaningful consultation with all stakeholders.

The LEA is required by ESEA Section 1112(a)(3)(A) to file the plan according to a schedule established by the SEA. The SEA may then approve the LEA's plan prior to being granted federal funds at the start of the fiscal year.



Timeline for Submission

To prepare for this updated submission process, a uniform plan template has been created by the NHED.

The template includes all required plan components for the plan to be considered complete per ESEA Section 1112.

Following the submission instructions on the template, the anticipated **due date** for the uniform plan template is **April 26, 2024** to comply with 2024-2025 fiscal year requirements.



LEA Plan Submission

The local educational agency (LEA) plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services.

Each LEA is required to annually review and, as necessary, revise its plan.

If the LEA identifies as a Schoolwide Program school, after the initial approval of their Title I, Part A Plan, they must revise their approved plan to address the schoolwide program components.

The LEA must upload their annual review to the LEA Homepage in the Grants Management System (GMS) before being granted federal funds at the start of the fiscal year.



ESEA Section 1112(b) Title I, Part A Plan Components



Component #1

What the law states:

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by—

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

What is being asked for:

This component essentially encompasses much of what is already in your existing plans. This is the how, what, and who of the school's Title IA program.



Component #2

What the law states:

Describe how the LEA will identify and address, as required under State plans as described in Section [1111\(g\)\(1\)\(B\)](#), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

What is being asked for:

How will the school address when teachers are inexperienced or not certified in their age or grade span? Think about low income or minority student's educational outcome when such teachers are in place.



Component #3

What the law states:

Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of [Section 1111\(d\)](#) if the LEA were to be identified. (School Improvement requirements for CSI and TSI identified schools.)

What is being asked for:

Imagine your school has been CSI or TSI identified – what would you do? What are some steps that might be helpful to have in place should that situation occur?



Component #4

What the law states:

Describe the poverty criteria that will be used to identify eligible school attendance areas under [Section 1113](#).

What is being asked for:

New Hampshire traditionally uses Free and Reduced lunch numbers for allocations. If the school will be using a different resource for this data, this is where you would describe this process and how the schools who receive funding would be calculated.



Component #5

What the law states:

Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 – Schoolwide Programs and 1115 – Targeted Assistance Programs and, where appropriate, educational services outside applicable schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

What is being asked for:

Describe the Title IA program that will be used – either Schoolwide or Targeted Assistance. If applicable, also describe how the district will provide services as needed to children and youth living in institutions for neglected and delinquent or for children and youth attending community day programs for neglected or delinquent children.



Component #6

What the law states:

Describe the services that will be provided to homeless children and youths, including services provided with funds reserved under [Section 1113\(c\)\(3\)\(A\)](#), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

What is being asked for:

How will the school provide services to students experiencing homelessness?



Component #7

What the law states:

Describe the strategies that will be used to implement effective parent and family engagement under [Section 1116](#) – Parent and Family Engagement.

What is being asked for:

As it sounds - describe the parent and family engagement strategies.



Component #8

What the law states:

Describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs, if applicable.

What is being asked for:

If the district has chosen to provide early childhood education programs with Title IA funding, how will the programs work and how will the district provide a seamless transition into elementary school?



Component #9

What the law states:

Describe if operating an applicable school, how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under [Section 1115](#), will identify the eligible children most in need of services under this part.

What is being asked for:

If a targeted assistance school, what criteria will be used to determine eligibility of students for Title IA? What types of testing, data, observations, feedback, etc. from stakeholders is used?



Component #10

What the law states:

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

What is being asked for:

If the district has chosen to provide Title IA funds towards transitions between middle and high school or between high school to post-secondary, what will that look like?

Part A and B of the question are potential examples.



Component #11

What the law states:

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in [Section 1111\(c\)\(2\)](#).

What is being asked for:

How will the district use data to reduce behavioral incidents that result in lower educational outcomes? This could include work with MTSS-B.



Component #12

What the law states:

If the LEA determines this to be appropriate, describe how the LEA will support programs that coordinate and integrate—

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

What is being asked for:

If the district has chosen to provide such services, how will the district support and integrate career and technical education and work-based learning opportunities?



Component #13

What the law states:

Describe any other information on how the funds will be used to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

What is being asked for:

Describe any other ways that the school is using Title IA funds to meet needs.

If the district so chooses, how will the district use funds to support gifted and talented students and/or develop effective school library programs?



ESEA Section 1114(b) Schoolwide Program Components *(if applicable)*



Component #14

What the law states:

Describe the strategies that the school will be implementing to address school needs, including a description of how such strategies will-

- (a) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- (b) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- (c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-
 - i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

What is being asked for:

How will the district use funds schoolwide to promote educational success and meet school needs?



Component #15

What the law states:

If programs are consolidated, describe the specific SEA and LEA programs and other Federal programs that will be consolidated in the schoolwide program.

What is being asked for:

If the district has so chosen, what will the consolidation of funds look like?



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Questions?

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