### Writing a Needs Assessment

* For a private school to participate in equitable services, they must demonstrate that the service provided meets an identified need. Needs can be identified through the process of writing a needs assessment.
* When writing a needs assessment, it is import to identify and collect data that supports each identified need. The data should be directly or closely related to the academic needs of students and may include demographic data, student achievement/outcome data, process data and/or perception data. *Note: In Title I-A, equitable services can be used to pay for assessments if the data from the assessments will only be accessed for Title I-A programs and Title I-A students.*
* After needs are identified, an equitable service program is designed to meet them. All programs must be designed in a way that supplements the private school (34 CFR §299.8(a)), holds reasonable promise of effectiveness (34 CRF §200.64(b)(2)(ii)(B), ESEA section 8501(c)(1)(B)), is reasonable and necessary (2 CFR Part 200) and is secular, neutral and nonideological ((ESEA section 1117(a)(2), 8501(a)(2), 34 CFR §299.0(c)).
* Needs assessments must consider the specific academic needs of private school students, and not the general needs of the school, children or educators (ESEA §1117(a)(1)(A), 8501(c)(1)(B) 34 CFR §299.8(b)).
* Needs assessments may consider the needs of an eligible student’s educator, as per Title program.
* Needs assessments may consider the needs of parents and families of eligible students, as per Title program.
* All necessary paperwork and forms should not require undue administrative effort for the private school.

### Sample Needs Assessment Forms

The Oregon Department of Education (ODE) is providing the following sample forms. There is not a requirement or expectation that a district and private school complete all of the following sample forms. Rather, they are provided as samples where districts and private schools can decide during consultation which form(s) might best fit their equitable service programs. Districts and private schools may also choose to adapt these forms or use other forms. Regardless of the form, every participating private school must complete a needs assessment.

**Needs Assessment**: this is a basic form that can be used by the private school and district to identify the private school student’s academic needs and identify relevant data. It also leads a private school and district in discussion to identify possible services, identify outcomes (which can then be used to evaluate the equitable service program), and decide which Title program will be used to fund the provided service.

**Professional Development (PD) Plan**: this form helps private schools and districts put in writing the specific information for PD opportunities that will meet the identified academic needs of private school students.

**Professional Development (PD) Needs Assessment**: this form is specific to identifying PD needs for educators. While it can be used for any equitable service program, it may be most applicable to Title II-A.

**Professional Development (PD) Technology Needs Assessment Survey**: this survey can be distributed to private school educators to help determine the specific needs of private school educators regarding technology.

**Professional Development (PD) Request Form**: this form can be used by educators to request funding for PD from the district. *Note: a district must never directly reimburse a private school for equitable service expenditures. During consultation, it is important to set clear guidelines and instructions on how expenditures should be requested and paid.*

**Material/Equipment Request Form**: this form can be used to request funding for material or equipment. *Note: a district must never directly reimburse a private school for equitable service expenditures. During consultation, it is important to set clear guidelines and instructions on how expenditures should be requested and paid.*

**Equitable Services Needs Assessment**

District: Private School: School Year:

| **Need** | **Data** | **Service(s) Provided** | **Expected Outcome(s)** | **Title Program(s)** |
| --- | --- | --- | --- | --- |
| The private school should consult with its educators and review all available data that pertains to the academic progress of its students to determine their specific needs. A private school may need a district to assist them. | •Specify the specific data set(s) that were reviewed or collected to identify a need.  •Explain what the data is showing. | •Identify what service(s), including materials and equipment, could be provided to meet the need that was identified. | •Identify what changes are anticipated after providing the service  •Specify data source  •Can be used to inform the evaluation of the service | •Specify what Title program will be used to fund the services.  •Remember to braid Title programs |
| *Students entering 5th grade are behind in their science education. There is a lack of science curriculum for students in grades K-4.* | *•Data: Grade 5 science placement assessments show 75% of students scoring below grade level*  *•Explanation: Review of curriculum maps from grades K-4 show only 6 total months of science education.* | *•Oregon Elementary Science Teachers Association (OESTA) state conference as PD to K-4 teachers*  *•Science Academic Coaches to K-4 teachers as contracted by OESTA* | *•New curriculum maps of K-4 science education will show a minimum of 6 months of science instruction per grade level* | *•Title II-A*  *•Title IV-A* |
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**Equitable Services Professional Development (PD) Plan**

District: Private School: School Year:

| **Need**  **(From Needs Assessment)** | **Training/Conference Requested & Possible Expenditures** | **Participating Staff** | **Content Area & Measurement of**  **Impact on Student Achievement** | **Funding Source & Amount** |
| --- | --- | --- | --- | --- |
| *Lack of science curriculum for students in grades K-4.* | *OESTA Conference*  *Fees: $100/teacher*  *Travel: $300/teacher*  *Hotel: $150/teacher*  *Meals: per diem* | *K, 1st, 2nd, 3rd and 4th grade teachers = 5 teachers* | *Content: Science*  *Measurement: Curriculum maps showing 6 mos. of science curriculum/year. Science placement assessments will show 5th grade students scoring at grade level within 4 years.* | *T2A: $3,000*  *T4A: $250* |
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**Equitable Services Professional Development (PD) Needs Assessment**

District: Private School: School Year:

1. **Indicate what data will be used to identify specific PD needs for educators. All PD needs should be focused on the impact it will have on student’s academic success.**

Staff Surveys  School Improvement Plans  Strategic Planning Process

PD Teams  Student Data Review  Leadership Teams

Other:

1. **Using data, identify the need:**

1. **Identify an area(s) for PD that will directly meet the need identified in step 2** (Check all that apply):

English Language Arts  Reading  Math

Science  Foreign/World Languages  Civics/Government

Economics  Arts (dance/music/theater/visual)  History

Geography  Physical Education  Technology/Engineering

Career Technology  Psychology/Sociology  Advanced Learning Classes

Other:

Integrating technology into the curriculum  Differentiation of instruction in the classroom

Multi-tiered systems of support (MTSS)  Implementation of formative assessments

Educator academic coaching  Training to recognize/prevent child abuse

Culturally responsive teaching  Mental health/social emotional learning

Family engagement strategies  Teacher licensure or college credits

Response to Intervention/Positive Behavioral Intervention Systems/Trauma Informed Practices

Other:

1. **Identify what grade levels will be targeted** (Check all that apply):

PK  K  1  2  3  4  5

6  7  8  9  10  11  12

1. **Identify participants in order of greatest need for PD to least need for PD.**

1. **Describe how the district will evaluate the impact of the PD on student academic success.**

1. **List any known activities, conferences, training and/or workshops that meet the identified needs.**

1. **List any other expenditures (contractors, materials, equipment, stipends, etc.).** *Note: For Title II-A all expenditures must specifically support PD and cannot be purchased for general use or to implement PD.*

**Equitable Services Professional Development (PD) Technology Needs Assessment Survey**

Private School: Teacher: SY:

**Directions**: This survey measures the PD needs and interests, technology skill level and technology use for private school educators. Scale: 1 = Low, 2 = Medium, 3 = High

**Proficiency Interest Type of Technology-Based PD**

**1 2 3 1 2 3**

How to build student’s thinking skills through the use of technology.

Learner-centered teaching strategies incorporating technology.

Using technology for differentiating instruction for students with special learning needs, including gifted and talented students.

Web based lesson and activity development to support classroom lessons.

Using the internet to support classroom lessons.

Online student security and safety.

Using desktop computers in the classroom.

Using desktop applications in the classroom.

Using laptops to support classroom lessons.

Using cellphone apps to support classroom lessons.

Using tablets to support classroom lessons.

Using projector or smart board based technologies in the classroom.

Using/creating interactive videos to support classroom lessons.

Using/creating websites or webpages to support classroom lessons.

Using technology to communicate with students and/or parents.

Using word processing programs to support classroom activities.

Building a database to support classroom activities.

Using technology to collect and analyze student assessment data.

Performance-based student assessment.

Creating a spreadsheet to enhance student learning.

Using publishing software for classroom use.

Using a graphics program and importing images for classroom use.

Using scanning software for classroom use.

Troubleshooting minor computer problems that occur in the classroom.

How to create final projects or assessments that utilize technology.

Using technology to detect plagiarism in student work.

Using virtual meeting platforms for student distance learning programs.

Using technology to enhance STEM instruction to students.

Promoting digital literacy in the classroom.

Using online databases to conduct research for classroom projects.

Using technology to allow students to submit verbal or video responses.

Other:

**Summary**: I am least proficient in

I am most interested in

**Equitable Services Professional Development (PD) Request Form**

District: Private School: School Year:

Requestor Name: Email: Phone:

1. **Requirements** (please check the box to certify the following):

All PD provided by equitable services must be secular, neutral and non-ideological.

All PD provided by equitable services must be supplemental and not replace PD that is required by private school contract. PD should go beyond what is already provided by the private school to meet the needs of students and staff.

All PD provided by equitable services must be paid for directly by the district or reimbursed to a private school employee. A district is barred from directly reimbursing a private school by federal law.

All PD materials/equipment purchased through equitable services must be retained as district owned property and will be returned to the district at the conclusion of the Title program, if applicable. The materials/equipment must be specific to the PD event and not for general use or to implement the PD.

All PD provided by equitable services must align with a needs assessment.

1. **Private School Educator Attending the PD Information**

Name: Title:

Mailing Address:

Email: Phone:

1. **Connection to Needs Assessment**

State the need, as identified on a needs assessment, this PD will meet:

1. **PD and Travel Information**

Name of PD:

Dates: Location:

Registration Cost: Registration Deadline:

Indicate what travel will be needed to attend the PD, and costs (may be approximate):

Mileage Reimbursement $  Meal per diem $  Airfare $

Lodging $  Stipend $  Taxi/Uber $

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $

Title program funding source:  Title I-A  Title I-C  Title II-A  Title III-A  Title IV-A

1. **PD Registration Information** (non-district PD only)

Vendor

Address:

Phone:

Website:

*Please attach any applicable receipts from purchases or screenshots of anticipated expenditures.*

**Equitable Services Material/Equipment Request Form**

District: Private School: School Year:

Requestor Name: Email: Phone:

1. **Requirements** (please check the box to certify the following):

All materials/equipment purchased through equitable services must be secular, neutral and non-ideological.

All materials/equipment purchased through equitable services must be supplemental and not replace core items that are made available using private school funds. Purchases should go beyond what is already provided by the private school to meet the needs of students and staff.

All materials/equipment purchased through equitable services must be purchased directly by the district. A district is barred from directly reimbursing a private school by federal law.

All materials/equipment purchased through equitable services must be retained as district owned property and will be returned to the district at the conclusion of the Title program, if applicable.

All materials/equipment purchased through equitable services must not require construction or remodeling for installation or removal at the conclusion of the Title program.

All materials/equipment purchased through equitable services must align with a needs assessment.

1. **Private School Shipping Information**

Name of recipient: Phone:

Address:

Delivery Instructions:

1. **Vendor Information**

Name: Phone:

Address:

Website:

Vendor Contact: Phone:

Vendor Contact Email:

1. **Order Information**

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| --- | --- | --- | --- |
| Item (including item # if applicable)  *(add website link if applicable; attach any external documents to describe items)* | Quantity | Cost Each | Total Cost |
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| Subtotal |  |  |  |
| Shipping |  |  |  |
| Tax |  |  |  |
| Total |  |  |  |

Title program funding source:  Title I-A  Title I-C  Title II-A  Title III-A  Title IV-A