



REVISED CONSOLIDATED STATE PLAN TEMPLATE

MARCH 2017

OBJECTIVES

- As a result of this session, participants will be able to:
 - Understand the structure of the revised consolidated State plan, including how the absolutely necessary requirements are related to the previous consolidated State plan template
 - Understand the absolutely necessary requirements of the revised consolidated State plan
 - Identify changes in the revised consolidated State plan template from the previous consolidated State plan template
 - Understand key dates and resources for State plan submission



AGENDA

- State Plan Updates
 - Congressional Review Act
 - Timelines
 - Governor's Consultation
 - Assurances
- Overview of Revised Consolidated State Plan Requirements
- Questions
- Resources & Next Steps





State Plan Updates



REVISED STATE PLAN REQUIREMENTS

SECRETARY'S LETTER MARCH 2017

- Consistent with section 8302(b)(1) of ESEA, the Department collaborated with State educational agencies (SEAs), as well as other State and local stakeholders, in developing the revised consolidated State plan template, which includes only those descriptions and information that are **absolutely necessary** for the Department's consideration of each State's plan



REVISED STATE PLAN REQUIREMENTS

SECRETARY'S LETTER MARCH 2017

- The revised template promotes innovation, flexibility, transparency and accountability, and reduces burden to help ensure every child has a chance to learn and succeed
- Each State plan will provide parents with quality, transparent information about how the ESEA, as amended by the ESSA, will be implemented in their State so that all children can reach their full potential



CONGRESSIONAL REVIEW ACT

- Congress approved a joint resolution of disapproval under the Congressional Review Act (CRA) (5 U.S.C. §§ 801-808) to overturn the accountability and State plan regulations
- If the resolution is signed by the president, these regulations “shall have no force or effect”



ASSURANCES

STATE PLANS

- In order to receive fiscal year (FY) 17 ESEA funds on July 1, 2017 for the programs that may be included in a consolidated State plan, each SEA must submit a comprehensive set of assurances to the Department at a date and time established by the Secretary.
- In the near future, the Department will publish an information collection request that details these assurances; this collection will be available by no later than June 2017.

TIMELINES

STATE PLANS

- Release of Revised Consolidated State Plan Absolutely Necessary Requirements
 - **March 13, 2017**
- Consolidated State plan or individual program State plans must be submitted on one of two deadlines:
 - **April 3, 2017** **spring peer review window**
 - **September 18, 2017** **summer peer review window**



TIMELINES

STATE PLANS

- States submitting for the **spring peer review window** where the Governor cannot complete full 30-day review by April 3rd must submit by **May 3, 2017**
- States planning to submit by May 3, 2017 for the spring peer review window should notify the Deputy Director of the Office of State Support, Roberta Miceli at Roberta.Miceli@ed.gov and include the date on which the SEA provided its consolidated State plan to the Governor for review



GOVERNOR'S CONSULTATION

ESEA SECTION 8540

- Each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan
- A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan
- If an SEA consulted with the Governor on the previous consolidated State plan template based on the regulations, an SEA may not rely on that consultation
- The Department encourages, but no longer requires, each SEA to timely and meaningfully consult with a variety of stakeholders consistent with the individual consultation requirements for each program included in its consolidated State plan



CONSOLIDATED STATE PLAN TEMPLATE

REVISED TEMPLATE

- An SEA must use the [Revised Consolidated State Plan template](#) or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO)
- States may consider using the previous template released by ED as a guide

CONSOLIDATED STATE PLAN TEMPLATE

ALTERNATIVE TEMPLATE

- If an SEA does not use this template, it must:
 - Include the information on the Cover Sheet;
 - Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
 - Indicate that the SEA worked through CCSSO in developing its own template; and
 - Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. (See Appendix B of Revised Consolidated State Plan Requirements).



CONSOLIDATED STATE PLAN TEMPLATE

CROSSWALK OF CONSOLIDATED STATE PLAN REQUIREMENTS

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)	Citation to ESEA, as amended by the ESSA, and Part 200 regulations		
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A
Native Language Assessments	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))			
Subgroups	1111(c)(2)	A.4.i.a-d	4.1.B
Minimum N-Size	1111(c)(3)	A.4.ii.a-e	4.1.C
Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C
Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A
Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D; 4.1.G
Identification of Schools	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)- (D)	A.4.vi.a-g	4.2.A-B





Revised Consolidated State Plan Requirements



INCLUDED PROGRAMS

CONSOLIDATED STATE PLAN

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento)



STRUCTURE OF THIS PRESENTATION

EXAMPLE

ITEM(S) FROM
PREVIOUS
TEMPLATE

MINIMUM N-SIZE (1111(c)(3)(A))

ACCOUNTABILITY

Previous Template:
4.C

A.4.ii.e

- If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting

SECTION
FROM REVISED
TEMPLATE

REQUIREMENT(S) FROM
REVISED TEMPLATE





Title I, Part A

Improving Basic Programs Operated by
State and Local Educational Agencies



EIGHTH GRADE MATH EXCEPTION

ESEA SECTION 1111(b)(2)(C) AND 34 C.F.R. 200.5(b)(4)

Previous Template:
3.A

A.2.i-iii

- Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA? **Yes** or **No**
- If the State responds “Yes,” does it plan to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA? **Yes** or **No**
- If the State responds “Yes” that it plans to use the eighth grade math exception , it must describe strategies to provide all students the opportunity to be prepared for and take advanced mathematics coursework in middle school



NATIVE LANGUAGE ASSESSMENTS

Previous Template:
3.B

ESEA SECTION 1111(b)(2)(F) AND 34 C.F.R. 200.6(f)(2)(ii) AND (f)(4)

A.3.i-iii

- Provide definition for “languages other than English that are present to a significant extent in the participating student population” and identify the specific languages that meet the definition
- Identify existing assessments in languages other than English and specify for which grades and content areas those languages are available
- Indicate languages that meet the State’s definition for which assessments are not available and are needed



NATIVE LANGUAGE ASSESSMENTS

Previous Template:
3.B

ESEA SECTION 1111(b)(2)(F) AND 34 C.F.R. 200.6(f)(2)(ii) AND (f)(4)

A.3.iv

- Describe how the State will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent by providing
 - Plan and timeline for developing such assessments
 - Process for consultation on need for such assessments
 - As applicable, explanation of why the State has not been able to develop such assessments



SUBGROUPS (1111(c)(2))

OVERALL REQUIREMENTS

Previous Template:
4.1.B

A.4.i.a-b

- List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B)
- If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system



SUBGROUPS (1111(c)(2))

FORMER ENGLISH LEARNERS

Previous Template:
4.1.B

A.4.i.c

- Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability? **Yes** or **No**
 - A student's results may be included in the English learner subgroup for not more than four years after the student exits English learner status

Note: States cannot include former children with disabilities in the children with disabilities subgroup.



SUBGROUPS (1111(c)(2))

RECENTLY ARRIVED ENGLISH LEARNERS

Previous Template:
4.1.B

A.4.i.d

- If applicable, choose one of the following options for recently arrived English learners in the State:
 - Applying the exception under ESEA section 1111(b)(3)(A)(i)
 - Applying the exception under ESEA section 1111(b)(3)(A)(ii)
 - Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii)
If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner



SUBGROUPS (1111(c)(2))

RECENTLY ARRIVED ENGLISH LEARNERS

Previous Template:
4.1.B

- There are two exceptions for including recently arrived English learners in accountability and assessments:

Exception A (ESEA section 1111(b)(3)(A)(i))									
	Year 1 Assessments			Year 2 Assessments			Year 3 Assessments		
	R/LA	Math	ELP	R/LA	Math	ELP	R/LA	Math	ELP
EL Takes Assessment?	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
State Reports Score?	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
State Includes in Accountability?	--	No	No	Yes	Yes	Yes	Yes	Yes	Yes

Exception B Exception A (ESEA section 1111(b)(3)(A)(ii))									
	Year 1 Assessments			Year 2 Assessments			Year 3 Assessments		
	R/LA	Math	ELP	R/LA	Math	ELP	R/LA	Math	ELP
EL Takes Assessment?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
State Reports Score?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
State Includes in Accountability?	No	No	Yes	Growth	Growth	Yes	Proficiency		Yes



MINIMUM N-SIZE (1111(c)(3)(A))

ACCOUNTABILITY

Previous Template:
4.1.C

A.4.ii.a

- Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes



MINIMUM N-SIZE (1111(c)(3)(A))

ACCOUNTABILITY

Previous Template:
4.1.C

A.4.ii.b-d

- Describe:
 - How the minimum number of students is statistically sound
 - How the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number
 - How the State ensures that the minimum number is sufficient to not reveal any personally identifiable information



MINIMUM N-SIZE (1111(c)(3)(A))

ACCOUNTABILITY

Previous Template:
4.1.C

A.4.ii.e

- If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.



LONG-TERM GOALS (1111(c)(4)(A))

Previous Template:
1.A; 1.B; 1.C

ACADEMIC ACHIEVEMENT

A.4.iii.a.1

- Describe the long-term goals for improved academic achievement based on proficiency in the annual statewide reading/language arts and mathematics assessments, for: all students, and each subgroup of students, including:
 - Baseline data;
 - The timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students; and
 - How the long-term goals are ambitious.



LONG-TERM GOALS (1111(c)(4)(A))

ACADEMIC ACHIEVEMENT

Previous Template:
1.A; 1.B; 1.C

A.4.iii.a.2-3

- Provide the measurements of interim progress towards meeting the long term goals for academic achievement in Appendix A.
- Describe how the long-term goals and measurements of interim progress (toward the long-term goals) take into account the improvement that will be necessary to make significant progress in closing statewide proficiency gaps



LONG-TERM GOALS (1111(c)(4)(A))

GRADUATION RATE

Previous Template:
1.A; 1.B; 1.C

A.4.iii.b.1

- Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including:
 - Baseline data;
 - The timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students; and
 - How the long-term goals are ambitious.



LONG-TERM GOALS (1111(c)(4)(A))

Previous Template:
1.A; 1.B; 1.C

GRADUATION RATE

A.4.iii.b.2

- If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including:
 - The timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students;
 - How the long-term goals are ambitious; and
 - How the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.



LONG-TERM GOALS (1111(c)(4)(A))

Previous Template:
1.A; 1.B; 1.C

GRADUATION RATE

A.4.iii.b.3-4

- Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A
- Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps

LONG-TERM GOALS (1111(c)(4)(A))

ENGLISH LANGUAGE PROFICIENCY (ELP)

Previous Template:
1.A; 1.B; 1.C

A.4.iii.c.1-2

- Describe the long-term goals for English learners for increases in the percentage of EL students making progress in achieving English language proficiency (as it is measured by the statewide English language proficiency assessment), including:
 - Baseline data
 - The State-determined timeline for such students to achieve English language proficiency
 - How the long-term goals are ambitious
- Provide the measurements of interim progress for the percentage of English learners making progress in English language proficiency toward the long-term goal for increases in Appendix A



INDICATORS (1111(c)(4)(B))

ACADEMIC ACHIEVEMENT INDICATOR

Previous Template:
4.1.A

A.4.iv.a

- Describe the Academic Achievement indicator, including how the indicator:
 - Is based on the long term goals;
 - Is measured by proficiency on the annual Statewide reading/ language arts and mathematics assessments;
 - Annually measures academic achievement for all students and separately for each subgroup of students; and
 - **At the State's discretion**, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.



INDICATORS (1111(c)(4)(B))

Previous Template:
4.1.A

INDICATOR FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS THAT ARE NOT HIGH SCHOOLS (OTHER ACADEMIC INDICATOR)

A.4.iv.b

- Describe the Other Academic indicator including how it annually measures the performance for all students and separately for each subgroup of students
- **If the Other Academic indicator is not a measure of student growth**, the description must include a demonstration that the indicator is a valid and reliable statewide indicator that allows for meaningful differentiation in school performance



INDICATORS (1111(c)(4)(B))

Previous Template:
4.1.A

GRADUATION RATE INDICATOR

A.4.iv.c(i)–(iv)

- Describe the Graduation Rate indicator, including:
 - How the indicator is based on the long-term goals;
 - How the indicator annually measures graduation rate for all students and separately for each subgroup of students;
 - How the indicator is based on the four-year adjusted cohort graduation rate; and
 - **If the State, at its discretion,** also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator.



INDICATORS (1111(c)(4)(B))

GRADUATION RATE INDICATOR

Previous Template:
4.1.A

A.4.iv.c(v)

- Describe the Graduation Rate indicator, including:
 - If applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25)



INDICATORS (1111(c)(4)(B))

Previous Template:
4.1.A

PROGRESS IN ACHIEVING ELP INDICATOR

A.4.iv.d

- Describe the Progress in Achieving English language Proficiency (ELP) indicator, including in the description the State's definition of ELP, as measured by the State's ELP assessment



INDICATORS (1111(c)(4)(B))

Previous Template:
4.1.A

SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR(S)

A.4.iv.e

- Describe each School Quality or Student Success Indicator, including in the description for each indicator:
 - How the indicator allows for meaningful differentiation in school performance;
 - How the indicator is valid, reliable, comparable, and statewide (for the grade span(s) for which it applies); and
 - How each indicator annually measures performance for all students and separately for each subgroup of students.
- For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.



ANNUAL MEANINGFUL DIFFERENTIATION

(1111(c)(4)(C))

Previous Template:
4.1.D; 4.1.G

A.4.v.a

- Describe the State's system of annual meaningful differentiation for all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including:
 - How the system is based on all indicators in the State's accountability system; and
 - For all students and for each subgroup of students.
- Each State must comply with the requirements in section 1111(c)(5) of the ESEA with respect to accountability for charter schools.



ANNUAL MEANINGFUL DIFFERENTIATION (1111(c)(4)(C))

Previous Template:
4.1.D; 4.1.G

A.4.v.b

- Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including:
 - How the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each received substantial weight individually, and in the aggregate, much greater weight than the School Quality or Student Success indicator(s) in the aggregate



ANNUAL MEANINGFUL DIFFERENTIATION

(1111(c)(4)(C))

Previous Template:
4.1.D; 4.1.G

A.4.v.c

- If the State uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. for schools for which the accountability determination cannot be made (e.g. P-2 schools), describe the different methodology or methodologies , indicating the type(s) of schools to which it applies



IDENTIFICATION OF SCHOOLS (1111(c)(4)(D))

COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOLS

Previous Template:
4.2.A and B

A.4.vi.a-c

- Describe the State's methodology, including the year in which the State will first identify such schools, for identifying:
 - Not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State;
 - All public high schools in the State that are failing to graduate one third or more of their students; and
 - Public schools receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) using the State's methodology under ESEA section 1111(c)(4)(D) for schools that have not satisfied the statewide exit criteria within a State-determined number of years.



IDENTIFICATION OF SCHOOLS (1111(c)(4)(D))

FREQUENCY OF IDENTIFICATION

Previous Template:
4.2.A and B

A.4.vi.d

- Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools
- Note that these schools must be identified at least once every three years

IDENTIFICATION OF SCHOOLS (1111(c)(4)(D))

TARGETED SUPPORT AND IMPROVEMENT

Previous Template:
4.2.A and B

A.4.vi.e

- Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the State’s definition for determining consistent underperformance (ESEA section 1111(c)(4)(C)(iii))



IDENTIFICATION OF SCHOOLS (1111(c)(4)(D))

ADDITIONAL TARGETED SUPPORT

Previous Template:
4.2.A and B

A.4.vi.f

- Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools(ESEA section 1111(d)(2)(C)-(D))



IDENTIFICATION OF SCHOOLS (1111(c)(4)(D))

ADDITIONAL STATEWIDE CATEGORIES OF SCHOOLS

Previous Template:
4.2.A and B

A.4.vi.g

- If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.



ANNUAL MEASUREMENT OF ACHIEVEMENT (1111(c)(4)(E)(III))

Previous Template:
4.1.E

A.4.vii

- Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system



CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

Previous Template:
4.2.A.ii; 4.2.B.iii;
4.3.B-D

A.4.viii.a-b

- Describe the statewide exit criteria, established by the State for:
 - Schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria; and
 - Schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.



CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

Previous Template:
4.2.A.ii; 4.2.B.iii;
4.3.B-D

A.4.viii.c-d

- Describe:
 - The more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA; and
 - How the State will periodically review resource allocation to support school improvement in each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.



CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

Previous Template:
4.2.A.ii; 4.2.B.iii;
4.3.B-D

A.4.viii.e

- Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement

CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

Previous Template:
4.2.A.ii; 4.2.B.iii;
4.3.B-D

A.4.viii.f

- If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are:
 - Consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State **or**
 - Implementing targeted support and improvement plans



DISPROPORTIONATE RATES OF ACCESS TO EDUCATORS

ESEA SECTION 1111(g)(1)(B)

Previous Template:
5.3.B-C

A.5

- Describe:
 - How low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers
 - The measures the SEA will use to evaluate and publicly report progress of the SEA with respect to such description



SCHOOL CONDITIONS

ESEA SECTION 1111(g)(1)(C)

Previous Template:
6.1.C

A.6

- Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing:
 - Incidences of bullying and harassment
 - The overuse of discipline practices that remove students from the classroom
 - The use of aversive behavioral interventions that compromise student health and safety



SCHOOL TRANSITIONS

ESEA SECTION 1111(g)(1)(D)

Previous Template:
6.1.A and B

A.7

- Describe:
 - How the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school)
 - How the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out





Title I, Part C

Education of Migratory Children

SUPPORTING NEEDS OF MIGRATORY STUDENTS

ESEA SECTION 1304(b)(1)

Previous Template:
6.2.B.ii-iii and vi

B.1.i-iv

- Describe how the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school are identified and addressed through:
 - The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs
 - Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A
 - The integration of services available under Title I, Part C with services provided by those other programs; and
 - Measurable program objectives and outcomes



COORDINATION OF SERVICES

ESEA SECTION 1304(b)(3)

Previous Template:
6.2.B.iv

B.2

- Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.



USE OF FUNDS

ESEA SECTION 1304(b)(4)

Previous Template:
6.2.B.viii

B.3

- Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.





Title I, Part D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk



ASSISTING IN TRANSITION OF CHILDREN

ESEA SECTION 1414(a)(1)(B)

Previous Template:
6.2.C.i

C.1

- Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

PROGRAM OBJECTIVES AND OUTCOMES

ESEA SECTION 1414(a)(2)(A)

Previous Template:
6.2.C.ii

C.2

- Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.





Title II, Part A

Supporting Effective Instruction



USE OF FUNDS

ESEA SECTION 2101(d)(2)(A) AND (D)

Previous Template:
5.2.A

D.1

- Describe how the State educational agency will use Title II, Part A funds for State-level activities described in section 2101(c) , including how the activities are expected to improve student achievement.



USE OF FUNDS

ESEA SECTION 2101(d)(2)(E)

Previous Template:
5.2.A; 5.3.E

D.2

- If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose



SYSTEM OF CERTIFICATION AND LICENSING

ESEA SECTION 2101(d)(2)(B)

Previous Template:
5.1.A

D.3

- Describe the State's system of certification and licensing of teachers, principals, or other school leaders



IMPROVING SKILLS OF EDUCATORS

ESEA SECTION 2101(d)(2)(J)

Previous Template:
5.2.B

D.4

- Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to:
 - Identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels
 - Provide instruction based on the needs of such students



DATA AND CONSULTATION

ESEA SECTION 2101(d)(2)(K)

Previous Template:
2.2.C and D

D.5

- Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A





TEACHER PREPARATION

ESEA SECTION 2101(d)(2)(M)

Previous Template:
5.1.B

D.6

- Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA





Title III, Part A

Language Instruction for English Learners and Immigrant Students



ENTRANCE AND EXIT PROCEDURES

Previous Template:
6.2.D.i

ESEA SECTION 3113(b)(2)

E.1

- Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.



SEA SUPPORT

ESEA SECTION 3113(b)(6)(A)-(B)

Previous Template:

N/A

E.2.i-ii

- Describe how the SEA will assist eligible entities in meeting:
 - The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G);
 - The challenging State academic standards



MONITORING AND TECHNICAL ASSISTANCE

ESEA SECTION 3113(b)(8)

Previous Template:
2.2.B and D

E.3.i-ii

- Describe how the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency
- Describe the steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies





Title IV, Part A

Student Support and Academic Enrichment Grants



USE OF FUNDS

ESEA SECTION 4103(c)(2)(A)

Previous Template:
6.1.A-E

F.1

- Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities



AWARDING SUBGRANTS

ESEA SECTION 4103(c)(2)(B)

Previous Template:
N/A

F.2

- Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2)





Title IV, Part B

21st Century Community Learning Centers



USE OF FUNDS

ESEA SECTION 4203(a)(2)

Previous Template:
6.2.E.i.

G.1

- Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities



AWARDING SUBGRANTS

ESEA SECTION 4203(a)(4)

Previous Template:
6.2.E.ii

G.2

- Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards





Title V, Part B, Subpart 2

Rural and Low-Income School Program



OUTCOMES AND OBJECTIVES

ESEA SECTION 5223(b)(1)

Previous Template:
6.2.F.i.

H.1

- Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards

TECHNICAL ASSISTANCE

ESEA SECTION 5223(b)(3)

Previous Template:
2.2.D

H.2

- Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222





Education for Homeless Children and Youths

McKinney-Vento



STUDENT IDENTIFICATION

722(g)(1)(B) OF MCKINNEY-VENTO

Previous Template:
6.2.G.i

I.1

- Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs

DISPUTE RESOLUTION

722(g)(1)(C) OF MCKINNEY-VENTO

Previous Template:
6.2.G.iii

I.2

- Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth

SUPPORT FOR SCHOOL PERSONNEL

722(g)(1)(D) OF MCKINNEY-VENTO

Previous Template:
6.2.G.ii

I.3

- Describe programs for school personnel to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth



ACCESS TO SERVICES

722(g)(1)(F) OF MCKINNEY-VENTO

Previous Template:
6.2.G.v.1 and 2;
6.2.G.iv

I.4.i-iii

- Describe procedures that ensure that:
 - Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State
 - Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services
 - Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities



ADDRESS OTHER PROBLEMS

722(g)(1)(H) OF MCKINNEY-VENTO

Previous Template:
6.2.G.vi

I.5.i-v

- Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:
 - Requirements of immunization and other required health records
 - Residency requirements
 - Lack of birth certificates, school records, or other documentation
 - Guardianship issues
 - Uniform or dress code requirements



POLICIES TO REMOVE BARRIERS

722(g)(1)(I) OF MCKINNEY-VENTO

Previous Template:
6.2.G.vi

1.6

- Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences



ASSISTANCE FROM COUNSELORS

722(g)(1)(K) OF MCKINNEY-VENTO

Previous Template:
N/A

I.7

- Describe how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college





Resources and Next Steps

OMB MAX

STATE PLAN SUBMISSION

- The Department will accept submission of consolidated State plans through the Office of Management and Budget's MAX.gov platform
- MAX.gov is a government-wide collaboration, information sharing, data collection, publishing, and analytical web-based platform for Federal agencies and partners



OMB MAX

STATE PLAN SUBMISSION

The screenshot shows the MAX.gov LOGIN page. At the top, there is a navigation bar with the MAX.gov logo and the text "MAX.gov LOGIN". To the right of the logo is a link "Don't Have a MAX ID Yet? REGISTER NOW". Below the navigation bar are links for "HOME", "MANAGE PASSWORD", and "CONTACT US". The main content area is titled "LOGIN WITH ..." and contains three sections: "MAX.GOV USER ID & PASSWORD", "PIV OR CAC CARD", and "MAX AGENCY FEDERATED PARTNER AUTOMATED LOGIN". The "MAX.GOV USER ID & PASSWORD" section has fields for "User ID" and "Password", a "Set a Personal Username" checkbox, and a "Forgot, Set, or Change Your Password?" link. The "PIV OR CAC CARD" section has a "Remember to plug in your PIV/CAC card" note and a "Register a Secure+ SMS 2-Factor Device" link. The "MAX AGENCY FEDERATED PARTNER AUTOMATED LOGIN" section lists various agencies: NASA, DOJ, HHS, MCC, USAID, NAVMED, TREASURY, OGE, ED, VA, DHS OIG, and EOP PITC. Three callout boxes are present: one on the left pointing to the login fields, one on the right pointing to the "REGISTER NOW" button, and one at the bottom containing text about user identification.

ED will grant permission to 3 users from each State to access the State's page on MAX.gov and upload the consolidated State plan.

Each of the 3 State users will need to self-register with [MAX.gov](https://login.max.gov).

You will be contacted by ED to identify your 3 State users.



OMB MAX

STATE PLAN SUBMISSION

The screenshot shows a web browser window with two tabs: 'MAX.gov Home Page' and 'ESSA Consolidated State Plan'. The address bar shows the URL: <https://community.max.gov/display/EDEternal/ESSA+Consolidated+State+Plan>. The page header includes 'MAX Federal Community - including NON-FEDERAL Partners' and navigation links for 'Home', 'Find', 'Help', and 'Contact Us'. A search bar and user profile 'Welcome Daniel' are also visible. The breadcrumb trail reads: 'PERMISSIONS RESTRICTED > Dashboard > Dept of Education > Home > ESSA Consolidated State Plan (5)'. The main content area features the 'DEPT OF EDUCATION-EXTERNAL' logo and the title 'ESSA CONSOLIDATED STATE PLAN'. A blue navigation bar contains 'Home' and 'State Plans'. A vertical 'PAGE TREE' sidebar on the left lists 'Overview' and 'State Plans', with a green arrow pointing to 'Overview'. The 'Overview' section contains the following text: 'Welcome to the Office of State Support (OSS) Web Page for ESSA Consolidated State Plans Submission and Review. On the blue menu bar above, use the menu option "State Plans" to access an individual State Plan page.' To the right, there are sections for 'Due Dates' (April 3, 2017) and 'Contacts' (Technical questions on accessing or using the MAX Community: MAX Support (202-395-6860) or MAXSupport@max.gov).



OMB MAX

STATE PLAN SUBMISSION

MAX.gov Home Page x District of Columbia - State Plan x

Secure | https://community.max.gov/display/EDExternal/District+of+Columbia+--+State+Plan

MAX Federal Community - including NON-FEDERAL Partners

Home Find Help Contact Us Search The MAX Community All

PERMISSIONS RESTRICTED Dashboard > Dept of E > Home > ESSA Cor > State Plans > District of Columbia - State Plan (2)

DEPT OF EDUCATION-EXTERNAL
DISTRICT OF COLUMBIA - STATE PLAN

Home State Plans

+ Add Attachment(s) Sort By: Type File Name Size User File Modified Properties Modified Comment

PAGE TREE



RESOURCES

SUPPORT FOR STATES

- Webinar: Consolidated State Plan Peer Review Process
 - **Wednesday, March 22nd, 2-3:30 PM ET**
- ED's Every Student Succeeds Act (ESSA) website
 - <https://www.ed.gov/essa>
- ED's ESSA Consolidated State Plans page
 - <https://www2.ed.gov/admins/lead/account/stateplan17/plans.html>
- OSS Technical Assistance (TA) Resources
 - <http://www2.ed.gov/about/offices/list/oese/oss/technicalassistance>
- Individual Assistance
 - Send questions and requests for individualized TA to your State contacts at: OSS.State@ed.gov

