



Readiness Assessment for the Local Education Agency (LEA) Plan Under the Every Student Succeeds Act (ESSA)

Background and Purpose

Beginning in the 2017-18 school year, local education agencies (LEAs) that receive funds under Title I, Title II and Title III will need to complete a consolidated application (ConApp) that includes new requirements from the Every Student Succeeds Act (ESSA). In addition, LEAs will have the opportunity to apply for the new Student Support and Academic Enrichment Grant under the Title IV, Part A grant program.

The purpose of the self-assessment contained in this document is to help LEA leaders assess their readiness to implement the new and/or expanded provisions under ESSA that will be reflected in the 2017-18 release of the ConApp. While the listing below is not exhaustive, it provides the major changes to the ConApp for the upcoming year. At the end of the assessment, a brief summary on the Title IV grant program is included. More information regarding this grant will be provided by OSSE prior to the release of the 2017-18 ConApp.

Structure of the Assessment

For each section of the ConApp, the requirement under ESSA is listed in the chart below, along with key questions for LEA leaders to consider when evaluating their readiness to implement. After considering the prompt questions, LEA leaders should evaluate their readiness using the following scale:

Rating Scale

Color Rating	Description
Green	The LEA is fully ready to implement this requirement.
Yellow	The LEA will be ready to implement this requirement with relatively minor changes to current practice.
Orange	The LEA will need to implement substantial changes to current practice in order to meet this requirement.
Red	No work currently exists in this area. The LEA will need to develop and implement new plans to meet this requirement.

OSSE is asking LEA teams to use this assessment as a guide to determine their own next steps as they transition to the new ESSA law. OSSE also plans to use this tool to identify areas in which LEAs will need more information and guidance during the transition. To this end, OSSE is requesting that all LEAs provide a copy of their completed tool to Sharon Gaskins of the Division of Elementary, Secondary and Specialized Education at Sharon.Gaskins@dc.gov by March 30, 2017. LEA ratings will be used for informational purposes only.

Title I – Part A: LEA plan requirements for the receipt of Title I-A funds.				
IA.	ESSA Citation	Requirement	Key Questions	Readiness Rating
A.	§ 1112(a)(1)(A)	Assurance that the LEA plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (as applicable), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.	<ul style="list-style-type: none"> • What stakeholders are currently involved in the development of the LEA’s plan for this Title program? • What does the LEA do to ensure “timely and meaningful consultation” with these groups? 	G Y O R Notes:
B.	§ 1112(a)(1)(B)	Assurance that, as appropriate, the LEA plan is coordinated with other programs under the ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.	<ul style="list-style-type: none"> • Do we make meaningful connections between ESEA activities and activities of the listed federal grants? • Who engages with whom? How often? • What does effective coordination across all of these grant programs look like within our LEA? 	G Y O R Notes:
C.	§ 1112(b)(2)	Describe how the LEA will identify and address 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.	<ul style="list-style-type: none"> • Has the LEA analyzed its staffing data to determine if disparities exist? • If yes, what do the data reveal? If no, what steps need to be taken to carry out such an analysis? • What plans will be put in place to address any disparities? 	G Y O R Notes:
D.	§ 1112(b)(5)	Describe, in general, the nature of the programs to be conducted by the LEA’s schools under schoolwide and targeted assistance programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.	<ul style="list-style-type: none"> • How does the LEA plan to administer its schoolwide and/or targeted assistance programs? • How will the LEA’s program for special populations of children be structured in particular? 	G Y O R Notes:

Title I – Part A: LEA plan requirements for the receipt of Title I-A funds.

IA.	ESSA Citation	Requirement	Key Questions	Readiness Rating
E.	§ 1112(b)(10)(A)	<p><i>For LEAs that serve grades 6 – 12</i></p> <p>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, <i>if applicable, through coordination with institutions of higher education, employers, and other local partners.</i></p>	<ul style="list-style-type: none"> • What strategies do we have in place to help students prepare for life after high school? • Are there established partnerships between high schools and their feeder middle schools? If so, what strategies exist? If not, how will partnerships be established? • What partnerships do we have with institutions of higher education, employers, and other local partners? • What can we do to increase access in these areas in order to reach more students? 	<p>G Y O R</p> <p>Notes:</p>
F.	§ 1112(b)(10)(B)	<p><i>For LEAs that serve grades 6 – 12</i></p> <p>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, <i>if applicable, through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.</i></p>	<ul style="list-style-type: none"> • What supports does our LEA have in place to support students’ transition from middle school, to high school, to postsecondary education? • What access do our students have to postsecondary learning opportunities? • What can we do to increase access in this area in order to reach more students? 	<p>G Y O R</p> <p>Notes:</p>
G.	§ 1112(b)(11)	<p>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 following subgroups of students: economically disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners.</p>	<ul style="list-style-type: none"> • Has the LEA analyzed its data on student discipline, across schools and student subgroups? What do the data reveal? • What supports has the LEA provided to schools with high rates of discipline, or subgroups of students that are disciplined at disproportionate rates? 	<p>G Y O R</p> <p>Notes:</p>
H.	§ 1112(b)(12)(A)	<p><i>For LEAs that serve grades 6 - 12</i></p> <p>Describe, if determined appropriate by LEA, how such agency will support programs that coordinate and integrate 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.</p>	<ul style="list-style-type: none"> • Does our LEA provide career and technical education experiences integrated with academic learning? • If no, would our students benefit from such programs? How do we know? What could they look like? 	<p>G Y O R</p> <p>Notes:</p>

Title I – Part A: LEA plan requirements for the receipt of Title I-A funds.

IA.	ESSA Citation	Requirement	Key Questions	Readiness Rating
I.	§ 1112(b)(12)(B)	<p><i>For LEAs that serve grades 6 - 12</i></p> <p>Describe, if determined appropriate by LEA, how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<ul style="list-style-type: none"> • Does our LEA provide work-based learning opportunities for students? • If no, would our students benefit from such programs? How do we know? What could they look like? 	<p>G Y O R</p> <p>Notes:</p>
J.	§ 1112(b)(13)	<p>Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will—</p> <p>(A) assist schools in identifying and serving gifted and talented students; and</p> <p>(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.</p>	<ul style="list-style-type: none"> • What other activities, beyond those described in other sections, would my LEA plan to carry out using Title I funds? 	<p>N/A</p>
K.	§ 1112(c)(7)	<p><i>For LEAs that provide early childhood programs</i></p> <p>Provide an assurance that the LEA will, in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).</p>	<ul style="list-style-type: none"> • Do we plan to use Title I funds to provide early childhood education services? • If so, are these services aligned with the performance standards established under the Head Start Act? 	<p>G Y O R</p> <p>Notes:</p>
L.	§ 1116(a)(2)	<p>Provide an assurance that the LEA has developed jointly with, agreed on with, and distributed to, parents and family members of participating children a written parent and family engagement policy that meets the requirements of the section.</p>	<ul style="list-style-type: none"> • Does the LEA currently have a parent and family engagement policy in place? • How will parents and family members be involved in the development of the policy for the upcoming school year? • How will we ensure that all parents and families are aware and knowledgeable of the policy once it is established? 	<p>G Y O R</p> <p>Notes:</p>

Title I – Part A: LEA plan requirements for the receipt of Title I-A funds.				
IA.	ESSA Citation	Requirement	Key Questions	Readiness Rating
M.	§ 1118(b)(2)	An LEA shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part. (Supplement Not Supplant)	<ul style="list-style-type: none"> Does the LEA have a full understanding of this requirement? Does the LEA have specific questions or considerations for OSSE related to this requirement? 	<p style="text-align: center;">G Y O R</p> <p>Notes:</p>

Title II – Part A: LEA plan requirements for the receipt of Title II funds.				
IIA.	ESSA Citation	Requirement	Key Questions	Readiness Rating
N.	§ 2102(b)(3)(A)	Assurance that the LEA plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title.	<ul style="list-style-type: none"> What stakeholders are currently involved in the development of the LEA’s plan for this Title program? What does the LEA do to ensure “timely and meaningful consultation” with these groups? 	<p style="text-align: center;">G Y O R</p> <p>Notes:</p>
O.	§ 2102(b)(3)(B)	Assurance that the LEA will seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and	<ul style="list-style-type: none"> How do we collect feedback from the stakeholder groups outlined in § 2102(b)(3)(A) to evaluate our performance? 	<p style="text-align: center;">G Y O R</p> <p>Notes:</p>
P.	§ 2102(b)(2)(C)	Describe how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).	<ul style="list-style-type: none"> How will the LEA prioritize funds under this Title to its lowest performing schools and the schools that serve the highest percentage of children in poverty? 	<p style="text-align: center;">G Y O R</p> <p>Notes:</p>

Title III – Part A: LEA plan requirements for the receipt of Title III funds.				
IIIA.	ESSA Citation	Requirement	Key Questions	Readiness Rating
Q.	§ 3116(b)(2)	Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in— (A) achieving English proficiency based on the State’s English language proficiency assessment under section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in section 1111(c)(4)(A)(ii); and (B) meeting the challenging State academic standards.	<ul style="list-style-type: none"> • What supports exist to help English learners achieve at high levels within your LEA? • Who within your LEA is responsible for monitoring the performance of this subgroup in particular? 	<p style="text-align: center;">G Y O R</p> <p>Notes:</p>
R.	§ 3116(b)(3)	Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.	<ul style="list-style-type: none"> • How are the parents, families and communities of English learners engaged at the LEA and school levels? 	<p style="text-align: center;">G Y O R</p> <p>Notes:</p>
S.	§ 3116(b)(4)(A)	Provide an assurance that each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application.	<ul style="list-style-type: none"> • How will the LEA ensure that parents receive required information about the professional qualifications of their child’s classroom teachers and their child’s level of academic achievement and growth? • Does the LEA have a system in place to ensure that parents of English learners receive the required information about their child’s program placement? 	<p style="text-align: center;">G Y O R</p> <p>Notes:</p>
T.	§ 3116(b)(4)(C)	Provide an assurance that the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan.	<ul style="list-style-type: none"> • What stakeholders are currently involved in the development of the LEA’s plan for this Title program? 	<p style="text-align: center;">G Y O R</p> <p>Notes:</p>
U.	§ 3116(c)	Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.	<ul style="list-style-type: none"> • Does this requirement impact our staffing structures? If so, how? 	<p style="text-align: center;">G Y O R</p> <p>Notes:</p>

Title IV, Part A

ESSA created a new formula block grant to states for Student Support and Academic Enrichment (SSAE).

The purposes of Title IV, Part A are to:

- Provide all students access to a well-rounded education
- Improve school conditions for student learning, and
- Improve the use of technology to improve the academic achievement and digital literacy of all students

The new Title IV grant consolidates several programs from NCLB, including:

- Physical Education (NCLB: Title V, Part D, Subpart 1)
- School Counseling (NCLB: Title V, Part D, Subpart 2)
- Safe and Drug-free Schools (NCLB: Title IV, Part A, Subpart 10)
- Advanced Placement (NCLB: Title I, Part G)
- Mathematics and Science Partnerships (NCLB: Title II, Part B)

LEAs may choose to use a portion of their funds to cover expenses in the absence of these previous federal programs (i.e. AP/IB test fees for low-income students).

LEAs that receive \$30,000 or more must use funding for each of the following:

- Well-rounded educational opportunities (at least 20%)
 - Activities include college and career guidance and counseling programs, music and arts programs, STEM subjects, accelerated learning (AP/IB) examinations, history, foreign language, environmental education, promoting volunteerism, and other activities
- Safe and healthy students (at least 20%)
 - Activities include drug and violence prevention, school-based mental health, supporting a healthy, active lifestyle, preventing bullying and harassment, mentoring and school counseling, school dropout and reentry programs, schoolwide positive behavioral interventions and supports, and other activities
- Effective use of technology (no more than 15% on technology infrastructure)
 - Activities include professional learning tools, technological capacity and infrastructure, academic courses through technology, blended learning, PD technology for STEM subjects, digital learning for students in underserved areas, and other activities
- After the minimum percentages, LEAs may use for any other of these purposes
- LEAs receiving under \$30,000 may use funding for any of these uses in any ratio
- LEAs receiving under \$10,000 may join a consortium

To reduce administrative burden, Title IV will be included in this year's ConApp. OSSE will provide LEAs additional information and guidance on the Title IV requirements to assist in their preparation for this new grant activity.