

Association Opportunities in Local ESSA Implementation

LOCAL PLANS UNDER THE EVERY STUDENT SUCCEEDS ACT OF 2015

Your State educational agency determines the submission requirements and deadlines for local educational plans. Many states have produced forms of their own to assist LEAs in providing all the required information. In reviewing local plans, be sure to differentiate between various types of plans required by ESSA so you can maximize your voice in each of them.

The local plans to watch out for include (1) local educational agency plans (equity plans); (2) consolidated local plans (district plans); (3) school improvement plans (CSI or TSI plans); (4) schoolwide program plans (Title I plans; may also be called TAR plans); and (5) parent and family engagement plans. For more information about these plans, please visit www.myschoolmyvoice.nea.org or contact essainfo@nea.org.

In the following pages, you will see an overview of the various types of plans. You might consider delegating each of the members of your ESSA Team with the task of monitoring due dates and opportunities for feedback for each of these plans.

I. Local Educational Agency Plans

- ▶ **Sec. 1112 [20 U.S.C. 6312] Local Educational Agency Plans** outlines plans required for local educational agencies receiving subgrants under Title I for any fiscal year, which must be filed and approved by the State educational agency.
 - States appear to be calling these “*equity plans*.”
 - Equity plans must meet “challenging State academic standards” and describe how the district will improve learning conditions for all students, carry out school improvement activities in coordination with programs outlined in schoolwide program plans (if applicable), and implement a well-rounded program of instruction.¹

II. Consolidated Local Plans

- ▶ **Sec. 8305 [20 U.S.C. 7845] Consolidated Local Plans or Applications** states, “A local educational agency receiving funds under more than one covered program may submit plans or applications to the State educational agency under those programs on a consolidated basis.”

¹ Elementary and Secondary Education Act, Title I, Part A, Sec. 1112(a)(3)(B)(i)-(ii). These plans must be approved by the State educational agency.

- States appear to be calling these “***district ESSA plans.***”
- The Sec. 1112 LEA plan can be submitted as part of a Sec. 8305 “consolidated local application”.
 - Other sections included in consolidated plans include 2102(b) (Subgrants to Local Educational Agencies), 4106 (Applications for Allocations to Local Educational Agencies), 4204(b) (Local Competitive Subgrant Program), and Sec. 4204 (Local Competitive Subgrant Program). States can require consolidated plans, but may NOT require separate plans for each program. Other local plans or grant applications may be included, such as Title III, Part A, Sec. 3115—Programs for English Learners.

III. School Improvement Plans

- ▶ **Title I, Part A, Sec. 1111(d) [20 U.S.C. 6314] Comprehensive and Targeted School Improvement Activities.** According to Wisconsin’s State ESSA plan, initial identification of comprehensive and targeted support and improvement schools will take place in the 2018-2019 school year. The Elementary and Secondary Education Act mandates that local educational agencies and schools act in partnership with teachers to create school improvement plans for identified schools.
- ▶ *District plans should reflect this requirement by including a written commitment to collaborate with educators in sections of the district plan that mention Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies.*
 - **COMPREHENSIVE SUPPORT AND IMPROVEMENT.** Federal law requires that “for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents)” the **local educational agency** shall “develop and implement a comprehensive support and improvement plan....based on a school-level needs assessment... [that] identifies resource inequities [and is] **approved by the school, local educational agency, and the State.**”²
 - **TARGETED SUPPORT AND IMPROVEMENT.** Federal law requires that “each **school** receiving a notification...in this part [shall] in partnership with stakeholders (including principals and other school leaders, teachers, and parents) develop and implement a school-level...improvement plan to improve student outcomes...that is informed by all indicators...includes evidence-based interventions...is **approved by the local educational agency**...and monitored by the local educational agency.”³

IV. Schoolwide Programs

- ▶ **Title I, Part A, Sec. 1114(b) [20 U.S.C. 6314] Schoolwide Program Plan** (for schools that serve an eligible school attendance area in which not less than 40% of the children are from low-income families, or nor less than 40% of the children enrolled in the school are from such families)
 - A school operating a schoolwide program plan “shall develop a comprehensive plan that...with the involvement of parents... teachers, principals, other school leaders,

² Elementary and Secondary Education Act, Title I, Part A, Sec. 1111(d)(1)(B).

³ Elementary and Secondary Education Act, Title I, Part A, Sec. 1111(d)(2)(B).



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paraprofessionals present at the school, administrators, the local educational agency...and, if appropriate, specialized instructional support personnel...and other individuals [who will help carry it out].

- A schoolwide program plan must be based on a “comprehensive needs assessment⁴ of the entire school that takes into account information on the academic achievement of children...particularly the needs of those children who are failing or at-risk of failing, to meet...State standards.”

V. Parent and Family Engagement

- ▶ **Title I, Part A, Sec. 1116 [20 U.S.C. 6318] Parent and Family Engagement** describes requirements for local educational agencies applying for grants conditioned on conducting “outreach to all parents and family members” and creating a written policy “developed jointly with...parents and family members”.
 - The application for this funding is NOT part of a consolidated local plan, BUT the government requires that the requirements of this section are met and incorporated into a Sec. 1112 plan in order to qualify for funding.

THE APPROVAL PROCESS

Sec. 8452 [20 U.S.C. 7872] Approval and Disapproval of Local Educational Agency

Applications states that State educational agencies must make a written determination, including supporting informational and rationale, articulating whether LEA applications are subject to approval or disapproval.

- State must offer a detailed description of the specific provisions of the application it determines to have failed requirements.
- States get 45 days to revise and resubmit.
- States must provide technical assistance, if requested, and conduct a hearing within 30 days of the application resubmission.

⁴ The National Education Association developed a comprehensive needs assessment tool. You can access NEA’s Opportunity Audit [here](#). The Education Policy and Practice Department can also provide limited paper copies upon request.



LOCAL PLAN FEEDBACK

YOUR LEA DISTRICT PLAN

Your District Plan is currently in template form. District personnel responded to inquiry questions provided by the state. The inquiry questions are provided to the district to “guide discussion about the component within each objective”. The district “narrative” will be entered into your state-provided platform upon additional instructions from the state.

It appears that your “LEA ESSA Plan” is a Consolidated Plan allowed under ESEA. This means that multiple plans and grant applications are included in one document to allow the State to streamline processing and feedback. Districts benefit from submitting a consolidated plan because it prevents duplication of efforts and may limit the amount of additional time required to fulfill new obligations since the passage of ESSA.

Federal regulatory guidance published by the Department of Education states that schoolwide program plans and school support and improvement plans should match in terms of programs and resources dedicated to improving student outcomes. District plans address BOTH of these plans. That means that ALL THREE should have corresponding priorities and that authentic collaboration with educators should be consistent and embedded in planning and ratification processes.

As you work with your local and State educational agencies, be sure to reference the law as you advocate for formalized opportunities to ingrain educator voice in local plans.

Handwritten feedback is provided for your district plan in a separate attachment. Please contact Christine DonFrancesco (cdonfrancesco@nea.org) with questions or feedback.