

Every Student Succeeds Act (ESSA)
Consolidated State Plan Requirements
Summary from the Proposed Regulations Released May 23, 2016

The consolidated state plan is intended to address requirements across included programs rather than specific requirements individually for each program, many of which overlap. The proposed regulations aim to eliminate duplication and streamline requirements, promote a comprehensive approach to implementation, help to remove silos between funding streams, and support collaboration and efficiency across multiple programs to ensure that all children have a significant opportunity to receive a fair, equitable, and high-quality education and that SEA continues to close achievement gaps.

Overview of State Plan Requirements (299.13)

- Covered programs in the consolidated state plan:
 - Title IA – Improving Basic Programs
 - Title IC - Education of Migratory Children
 - Title ID – Neglected, Delinquent, or At-Risk Students
 - Title IIA – Supporting Effective Instruction
 - Title IVA – Student Support and Academic Enrichment Grants
 - Title IV-B – 21st Century Community Learning Centers
 - Title V – Rural and Low-Income School Program
- Submit assurances for certain covered programs, including for Title IA regarding partial school enrollment and transportation of children in foster care to their school origin; Title IIA regarding English learners; and Title VB regarding rural and low-income school program.
- Additional programs that may be included: Title IB – Grants for State Assessment and Related Activities, and Education for Homeless Children and Youth program under McKinney-Vento Act.
- Two deadlines for submission of state plan: March 6 or July 5, 2017.

Requirements for the Consolidated State Plan (299.14)

- Establishes a framework for the consolidated state plan with five overarching components corresponding to elements that cut across all programs:
 1. Consultation and Coordination
 2. Challenging Academic Standards and Academic Assessments
 3. Accountability, Support, and Improvement for Schools
 4. Supporting Excellent Educators
 5. Supporting All Students
- Within each component, provide descriptions, strategies, timelines, and funding sources, if applicable related to implementation of the programs included in state plan.
- For components 2-5 provide a description, including strategies and timelines, of its system of performance management of implementation of state and LEA plans. Including SEA’s process for supporting the development, review, and approval of the activities in LEA plans; monitoring SEA and LEA implementation; continuously improving implementation; and SEA’s plan to provide differentiated technical assistance to LEAs and schools.

1. Consultation and Coordination (299.15)

- Combine requirements across all included programs to engage in timely and meaningful consultation with relevant stakeholders and coordinate plans across all programs under ESSA, as well as other federal programs such as IDEA. Address how consulted with

Challenging Academic Standards and Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; Supporting All Students.

2. Challenging Academic Standards and Assessments (299.16)

- Outline the state plan requirements for standards and assessments. Provide evidence demonstrating:
 - Adoption of standards and aligned achievement standards in required subject and grades
 - Alternative achievement standards
 - Adoption of English language proficiency standards
- Identify the high-quality student academic assessments it is implementing as required and any approved locally selected nationally recognized high school assessments; and for advanced middle school.
- Describe how SEA will ensure all students have the opportunity to take advanced coursework in math.
- Describe how SEA intends to use the formula grant to support assessment and assessment-related activities.

3. Accountability, Support, and Improvement (299.17)

- Provide long-term goals and measurements of interim progress for academic achievement, graduation rates, and English language proficiency.
- Describe its statewide accountability system that is based on reading/ELA and math standards, meets the participation rate requirements; meaningfully differentiates all schools annually; and identifies schools for comprehensive and targeted support and improvement.
- Describe support and improvement activities for low-performing schools; how SEA will allocate funds and the supports it is providing to LEAs with schools identified for comprehensive and targeted support and improvement.
- Describe SEA's process for approving, monitoring, and periodically reviewing LEA comprehensive support and improvement plans.
- Describe any additional activities to support continued improvement, including state review of resource allocation, technical assistance for LEAs with schools identified for comprehensive and targeted support and improvement, and additional state action to support LEA improvement.

4. Supporting Excellent Educators (299.18)

- Provide key descriptions, strategies, and funding sources outlining the state's approach to supporting excellent educators for all students.
- Describe state's educator development, retention, and advancement systems.
- Describe how SEA intends to use Title II-A funds, as well from other programs, to support state-level strategies to develop, retain, and advance excellent educators in order to improve student outcomes and increase teacher and leader effectiveness.
- Describe how SEA will work with LEAs to develop or implement state or local teacher and principal or other school leader evaluation and support systems and how it will improve educator preparation programs (*if it chooses to use funds from one or more programs in the state plan to support and develop excellent educators*).

- Clarifies the steps for SEA to meet the requirement that low-income and minority students are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers; calculations of disproportionality can be conducted and reported statewide using data that is similar across districts; must be conducted using student-level data; must be reported annually.
 - A one year extension may be granted to states if not prepared to calculate these data at the student level by submission of their initial state plan
- Clarifies the steps for SEAs must take if schools receiving funds under Title I-A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers; including root-cause analysis and strategies to eliminate disproportionate rates.
- Clarifies that SEA may deny LEAs application for Title II-A funds if LEA fails to describe how it will address identified disproportionalities.

5. Supporting All Students (299.19)

- Describe how SEA will ensure that all children have a significant opportunity to meet the state’s challenging academic standards and attain a regular high school diploma.
 - Focus on support for all students rather than separately for individual subgroups of students under each program.
- Describe strategies, rationale, timelines, and funding sources that address the continuum of a student’s education from PreK-12, equitable access to a well-rounded education and rigorous coursework, school conditions to support student learning, effective use of technology, parent and family engagement, and the accurate identification of English learners and children with disabilities.
- In developing strategies, SEA must consider the unique needs of all subgroups of students and the information and data from a resource equity review, including the data collected and reported.
- Describe how SEA will leverage title IVA and B funds, along with other federal funds, to support state-level strategies and the process it will use to award subgrants authorized under included programs.
- Describe how SEA will use data to review and approve local applications for ESEA program funds.
- Address essential program specific requirements to ensure compliance for particular programs.
- Describe the process and criteria SEA will use to grant waivers of the 40-percent poverty threshold required to operate a schoolwide program.