



777 6th Street NW  
Suite 500  
Washington DC 20001  
tel (202) 618-3900  
fax (202) 478-1804  
[www.pennhillgroup.com](http://www.pennhillgroup.com)

## MEMORANDUM

TO: **Interested Parties**  
FROM: **Penn Hill Group**  
DATE: **March 14, 2017**  
SUBJECT: **Revised ESSA Consolidated State Plan Template**

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On March 13, 2017, the U.S. Department of Education (ED) released a new template for the submission of consolidated State plans under the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA). The template and accompanying materials can be accessed [here](#). The purpose of this memorandum is to describe the process ED will use for the submission and review of new plans, using the new template, and the content of the new template compared to the original version that ED released late last year.

### **Background**

ESSA, the most recent reauthorization of the ESEA, was enacted on December 10, 2015. Under the statute, a State desiring to receive funding under the State formula grant programs must submit a State plan or application, covering the period of the reauthorization, for each individual program. As an alternative, however, a State may instead submit a single consolidated State plan covering some or all of the formula grant programs. Under the statute, ED establishes the requirements for a consolidated State plan, but may require the inclusion of only such descriptions, information, assurances, and materials as are absolutely necessary for consideration of the plan. A State educational agency (SEA) that submits a consolidated State plan must still abide by the statutory requirements applicable to the individual programs. For the last round of State plans (that is, for the implementation of the No Child Left Behind Act), all States submitted consolidated State plans covering all of the ESEA State formula programs; no State submitted any individual program applications for formula grant programs.

On November 30 of last year, ED, under the outgoing Obama Administration, released a template for the consolidated State plans under ESSA. This template was aligned with the requirements of the ESEA accountability and State plan regulations that ED published in final on November 29, 2016. Subsequently, however, Congress passed a joint resolution under the Congressional Review Act that would repeal these regulations, and President Trump is expected to sign this resolution into law. When that repeal action is completed, the previous template will no longer be aligned with program requirements and new instructions from ED will be needed on what information is “absolutely necessary.”. ED’s new template is intended to fill that need.

In addition to releasing the new template for immediate use by the States, ED, also on March 13, published a Federal Register notice soliciting public comment on the template, with comments due on May 12, 2017. The Federal Register notice is available [here](#). Although the Paperwork Reduction Act (PRA) generally requires Federal agencies to take public comment on an information-collection instrument before making use of it, PRA also permits the Office of Management and Budget (OMB) to grant a temporary clearance of an instrument if there is insufficient time for comment. It appears that OMB is granting an emergency clearance in this situation, but the request for public comment might also indicate a willingness to make changes in the future.

## **Procedures for Submission of Consolidated State Plans**

The previous Administration announced two deadlines for submission of State plans – April 3 and September 18, 2017 – and gave States the option of submitting by one of these two dates. The current Administration has retained those two deadlines.

In the materials accompanying the new template, ED discusses the options available to States for the submission of their plans, which is particularly critical to the States planning to submit by April 3. A State may:

- Submit a consolidated State plan using the new template;
- Submit a consolidated State plan using an alternative template that is developed by the State in partnership with the Council of Chief State School Officers and addresses each of the requirements in the ED template; or
- Submit plans for individual programs that address the statutory requirements. ED is not planning to issue templates for individual program plans.

In addition to providing the descriptions and other materials called for in the template, States will need to submit a series of assurances applicable to specific programs. The new materials from ED indicate that ED intends to make this list of assurances public in the near future. In addition, ED intends to post guidance for peer review of the plans in approximately a week.

One of the statutory requirements affecting SEAs as they develop their plans is that they consult with a variety of stakeholders during development and prior to a plan's submission. Of particular note is that, under a new provision added by ESSA, an SEA must engage in timely and meaningful consultation with the Governor (or appropriate officials from the Governor's office) and must give the Governor 30 days to review and sign off on the plan before submitting it to ED. The new materials from ED provide that an SEA may not rely on the Governor's review of a previous version of the plan (based on the original template), but must instead give the Governor a full 30 days to review a revised plan. The materials acknowledge, however, that in some States aiming to submit by April 3, the Governor will not have 30 days to review prior to that date. In these cases, the SEA may submit the plan at the conclusion of the 30-day review period, but no later than May 3, and will be considered to have met the April 3 deadline.

## **Contents of the New Template**

As discussed in the accompanying materials, the revised template is organized by program, while most of the original template was organized thematically. Some of the specific information items in the previous version were retained, while others were deleted and some are reworded, and the new template adds a few new items.

The following chart compares, on item-by-item basis, the requirements under the original and new templates.

**Comparison of Required Information in the Original vs. New Templates  
For ESSA Consolidated State Plans**

Long-Term Goals and Interim Performance Measures	
Original Template	New Template
Description of how the State established its long-term goals and interim measures for <u>academic achievement</u> , including how the State established its timeline for achieving the goals	Not included
Long-term goals, baseline data, and baseline year for the <u>reading/language arts and math</u> goals for all students and each subgroup of students	<p>Description of the State’s long-term goals for reading/language arts and math, the timeline for meeting those goals, and of how those goals are ambitious</p> <p>Description of the State’s <u>interim performance measures</u> for academic achievement</p> <p>Description of how the goals and measures take into account the improvement necessary to make significant progress in <u>closing statewide gaps</u></p>
Description of how the State established its long-term goals and interim measures for the <u>four-year adjusted cohort graduation rate</u> , including how the State established its timeline for achieving the goals	Not included
Long-term goals, baseline data, and baseline year for <u>the four-year adjusted cohort graduation rate</u> for all students and each subgroup	<p>Description of the State’s long-term goals for the four-year adjusted cohort graduation rate, the timeline for meeting those goals, and of how those goals are ambitious</p> <p>Description of the State’s <u>interim performance measures</u> for the four-year adjusted cohort rate and any extended-year rates</p> <p>Description of how the goals and measures (for the four-year rate and any extended-year rates) take into account the improvement necessary to make significant progress in <u>closing statewide gaps</u></p>

<p>If applicable, description of how the State established its long-term goals and interim measures for each <u>extended-year adjusted cohort graduation rate</u>, including how the State established its timeline for achieving the goals</p>	<p>Not included</p>
<p>If applicable, long-term goals, baseline data, and baseline year for each <u>extended-year cohort graduation rate</u>, for all students and each subgroup</p>	<p>If applicable, description of the long-term goals for each extended-year cohort graduation rate that the State will use, of how those goals are ambitious, and of how the goals for these rates are more rigorous than the goals for the four-year rate.</p>
<p>Description of the State’s uniform procedure for establishing research-based, student-level <u>English language proficiency (ELP) targets</u> on which goals and interim measures are based. The description must include:</p> <ul style="list-style-type: none"> <li>• How the State considers a student’s ELP level at the time of identification and any other student characteristics the State takes into account</li> <li>• The applicable timelines over which English learners (ELs) sharing particular characteristics would be expected to attain ELP, within a State-determined maximum number of years and the rationale for that maximum</li> <li>• How the student-level targets expect all ELs to make annual progress toward attaining ELP within the applicable timelines</li> </ul>	<p>Not included</p>
<p>Description of how the SEA established ambitious State-determined goals and progress measures for increases in the percentage of ELs making annual progress toward <u>ELP</u></p>	<p>Not included</p>
<p>Long-term goals and interim progress measures for <u>ELP</u></p>	<p>Long-term goals, interim progress measures, and timelines for ELP, and a description of how the goals are ambitious</p>
<p><b>Consultation</b></p>	
<p><b>Original Template</b></p>	<p><b>New Template</b></p>
<p>Evidence that the SEA met the <u>public notice</u> requirements under the regulations relating to</p>	<p>Not included</p>

its processes and procedures for developing and adopting its plan	
Description of how the SEA <u>conducted outreach to and solicited input</u> from the categories of stakeholders required by the regulations during the design and development of its plan and following the completion of its initial plan	Not included
Description of how the SEA <u>took into consideration input</u> obtained through consultation and public comment, including how the agency addressed the issues and concerns raised and any changes made as a result of the consultation and public comment	Not included
Description of how the SEA <u>consulted in a timely and meaningful way with the Governor</u> , including whether officials from the SEA and the Governor's office met during development and prior to submission of the plan	Not included
Date on which the SEA provided the plan to the <u>Governor</u>	Included
Indication of whether the <u>Governor</u> signed off on the plan	Included
<b>Performance Management</b>	
<b>Original Template</b>	<b>New Template</b>
Description of the SEA's process for supporting the <u>development, review, and approval of LEA plans</u> , including a description of how the SEA will ensure that LEA plans align with the specific needs of the LEA and with the SEA's consolidated plan	Not included
Description of the SEA's plans for <u>monitoring</u> SEA and LEA implementation to ensure compliance, including a description of how the SEA will collect and use data and information to assess the quality of implementation and progress	Not included
Description of the SEA's plan to <u>continuously improve</u> SEA and LEA plans and implementation, including a description of how the SEA will use data and information to	Not included

assess the quality of implementation and progress	
Description of the SEA’s plan to provide differentiated <u>technical assistance</u> to LEAs and schools	Not included
<b>Academic Assessments</b>	
<b>Original Template</b>	<b>New Template</b>
If the State makes use of the <u>middle-school math exception</u> , a description of the SEA’s strategies for providing all students in the State the opportunity to be prepared for and take advanced math coursework in middle school	Same requirement
The State’s definition of “ <u>languages other than English that are present to a significant extent</u> in the participating student population” and identification of specific languages meeting the definition	Same requirement
Identification of <u>existing assessments in languages other than English</u> , including the grades and content areas	Same requirement
Identification of the <u>assessments in languages other than English</u> (that are present to a significant extent) <u>that are not available</u> and are needed	Same requirement
Description of <u>how the SEA will make every effort to develop assessments</u> , at a minimum, in languages other than English that are present to a significant extent, by providing: <ul style="list-style-type: none"> <li>• The State’s plan for developing those assessments</li> <li>• A description of the State’s process for gathering meaningful input on the need for assessments in languages other than English, for collecting and responding to public comment, and for consulting with stakeholders</li> <li>• As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments, despite making every effort</li> </ul>	Same requirement
<b>Accountability Systems</b>	

Original Template	New Template
<p>Description of the measures included in each of the State’s <u>annual indicators</u>, and of how those measures meet the statutory and regulatory requirements, including</p> <ul style="list-style-type: none"> <li>• How each indicator is valid, reliable, and comparable across all LEAs in the State</li> <li>• How the State’s School Quality or Student Success (SQ/SS) indicators are supported by research that high performance or improvement on the measure is likely to lead to increased student learning</li> <li>• For high school SQ/SS indicators, how research shows that high performance or improvement on the indicator is likely to increase student learning, graduation rates, postsecondary enrollment, persistence, completion, or career readiness</li> <li>• For the academic achievement and SQ/SS indicators, how each indicator aids in the meaningful differentiation of schools by demonstrating variable results across schools in the State</li> </ul>	<p>For the <u>academic achievement</u> indicator, a description of the indicator and of how it is based on the long-term goals, is measured by proficiency on the State’s assessments, annually measures the achievement of all students and all subgroups, and, at the State’s discretion, includes a measure of student growth based on State assessments</p> <p>For the <u>“other” elementary- and middle-school indicator</u>, a description of the indicator and of how it annually measures the performance of all students and all subgroups</p> <p>For the <u>graduation-rate</u> indicator, a description of the indicator and of how it is based on the long-term goals, annually measures the rate for all students and all subgroups, is based on the four-year rate, is adjusted (at the State’s discretion) to include one or more extended-year rates, and (at the State’s discretion) includes students with the most significant cognitive disabilities who are assessed using alternate assessments and receive State-defined alternate diplomas</p> <p>For the <u>ELP</u> indicator, a description of the indicator and the State’s definition of ELP</p> <p>For each <u>SQ/SS</u> indicator, a description of the indicator and of how it allows for meaningful differentiation of school performance; is valid, comparable, and statewide; and measures performance for all students and all subgroups</p>
<p>A list of students from <u>each major ethnic and racial group</u> in the State and, as applicable, a description of any additional subgroups of students used in the accountability system</p>	<p>Included (with slightly different wording)</p>
<p>If applicable, the State’s statewide uniform procedure (including number of years) for including <u>former children with disabilities</u> in the children with disabilities subgroup</p>	<p>Not included</p>
<p>If applicable, the State’s statewide uniform procedure (including number of years) for including <u>former ELs</u> in the ELs subgroup</p>	<p>Replaced with a yes/no question on whether the State will include former ELs in the EL subgroup</p>

Identification of which option for inclusion of <u>recently arrived ELs</u> the State has adopted (with a description of the State’s procedure if the State develops its own procedure)	Same requirement
The <u>N size</u> that the State uses for <u>accountability</u>	Same requirement
The <u>N size</u> that the State uses for <u>reporting</u> , if it uses a lower N size for that purpose	Same requirement
Description of how the State’s <u>N size</u> meets the regulatory requirements	Description of how the State’s N size is <u>statistically sound</u>
Description of how the <u>other components of the State’s accountability system interact with the N size</u> to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and subgroups	Not included
Not included	Description of <u>how the State determined its N size</u> , including how it collaborated with stakeholders on that determination
Description of the strategies the State uses to ensure the <u>privacy</u> of each individual student for each purpose for which disaggregated data are required	Description of how the N size is sufficiently large to not reveal personally identifiable information
Information regarding the number and percentage of all <u>students and each subgroup for whose results schools would not be held accountable</u> under the State’s system for annual meaningful differentiation	Not included
If the SEA proposes an N size over 30, a justification explaining how the number promotes reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation (compared to if the N size were 30)	Not included
Description of the State’s system of <u>annual meaningful differentiation</u>	Description of the State’s system of annual meaningful differentiation, including how it is based on all indicators in the State’s accountability system and [covers?] <sup>1</sup> all students and all subgroups

<sup>1</sup> Text of the actual template is unclear.



Description of the system’s distinct and discrete <u>levels of performance under each indicator</u> , and of how they are calculated	Not included
Description of how the indicators are <u>weighted</u> , including how certain indicators receive substantial weight individually and much greater weight in the aggregate	Included (with slightly different wording)
Description of the <u>summative determinations</u> produced by the system, including of how they are calculated	Not included
Explanation of how <u>schools with low performance</u> on substantially weighted indicators are more likely to be identified for comprehensive support and improvement	Not included
Description of how the State factors <u>the 95% participation rate requirement</u> into its system for annual meaningful differentiation	Included (slightly different wording)
Description of the State’s uniform procedure for <u>averaging data</u>	Not included
If applicable, description of the State’s different system for differentiating the performance of <u>certain types of schools</u> , including, individually: <ul style="list-style-type: none"> <li>• Schools in which no grade level is assessed</li> <li>• Schools with variant grade configurations</li> <li>• Schools in which the total number of students is less than the State’s N size</li> <li>• Schools designed to serve special populations</li> <li>• Newly opened schools</li> </ul>	If applicable, description of the State’s different methodology for annual meaningful differentiation for schools for which the regular accountability determination cannot be made
<b>Identification of Schools</b>	
<b>Original Template</b>	<b>New Template</b>
Description of the methodologies and timeline by which the State <u>identifies schools for comprehensive support and improvement (CSI)</u>	Included (with somewhat different wording)
Description of the State’s <u>uniform exit criteria for CSI status</u> , including the number of years	Included (slightly different wording)

in which schools are expected to meet the criteria	
Description of the State’s methodology for identifying a school as a <u>targeted support and improvement (TSI) school based on its having one or more “consistently underperforming subgroups,”</u> including the definition and time period for determining consistent underperformance	Included (somewhat different wording)
Description of the State’s methodology for <u>identifying TSI schools with “low-performing subgroups”</u>	Included (with somewhat different wording)
Description of the State’s <u>uniform exit criteria for Title I TSI schools with low-performing subgroups,</u> including the number of years over which schools are expected to meet the criteria	Included (slightly different wording)
Not included	If the State chooses to identify <u>additional categories of schools,</u> a description of those categories

**State Support and Improvement for Low-Performing Schools**

Original Template	New Template
Description of how the SEA will meet its responsibilities with respect to the <u>Title I school improvement set-aside,</u> including its process for awarding set-aside funds and for monitoring and evaluating the use of funds by LEAs	Not included
Description of the <u>technical assistance</u> that the SEA will provide to LEAs that have a significant number or percentage of CSI or TSI schools, including: <ul style="list-style-type: none"> <li>• How it will provide assistance on effective implementation of evidence-based interventions</li> <li>• If applicable, the list of State-approved evidence-based interventions for use in CSI and TSI schools</li> </ul>	Not included
Description of the State’s <u>“more rigorous interventions”</u> for CSI schools that do not meet the exit criteria within a State-determined number of years	Same requirement

Description of how the SEA will periodically, review, identify, and, to the extent practicable, address <u>any identified inequities in resources</u> so as to ensure sufficient support for school improvement in each LEA with a significant number or percentage of CSI or TSI schools	Description of how the State will periodically review resource allocation to support school improvement in each LEA with a significant number of CSI or TSI schools
Not included	If applicable, description of additional action the State will initiate in any LEA with a significant number or percentage of schools that are consistently identified for CSI and are not meeting the exit criteria or in any LEA with a significant number or percentage of TSI schools

**Educator Development, Retention, and Advancement**

Original Template	New Template
If the SEA intends to use Title II-A or other formula funds for certifying and licensing teachers and school leaders, a description of the State's systems for <u>certification and licensure</u>	Description of the State's system of certification and licensure for teachers, principals, or other school leaders
If the SEA intends to use Title II-A or other formula funds to <u>improve educator preparation programs</u> , a description of the State's strategies for improving those programs	Description of the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders
If the SEA intends to use Title II-A or other formula funds to support the State's system of <u>professional growth and improvement</u> , a description of that system	Not included

**Support for Educators**

Original Template	New Template
Description of how the SEA will use title II-A and other formula funds to <u>support State-level strategies</u> to: <ul style="list-style-type: none"> <li>• Increase student achievement</li> <li>• Improve the quality and effectiveness of teachers, principals, and other school leaders</li> <li>• Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement</li> </ul>	Description of how the SEA will use Title II-A funds for State-level activities and of how those activities are expected to improve student achievement

<ul style="list-style-type: none"> <li>• Provide low-income and minority students with greater access to effective teachers, principals, and other school leaders</li> </ul>	
Description of how the SEA will improve the skills or teachers, principals, or other school leaders in identifying <u>students with specific learning needs</u> and providing instruction based on those needs	Included (with slightly different language)
Not included	Description of how the SEA will use data and ongoing consultation to continually update and improve Title II-A activities
<b>Educator Equity</b>	
<b>Original Template</b>	<b>New Template</b>
<u>Statewide definitions</u> or guidelines for “ineffective teacher,” “out-of-field teacher,” “inexperienced teacher,” “low-income student,” “minority student,” and, at State option, other key terms	Not included
<u>Statewide rates</u> (and differences between rates) at which low-income and minority students in schools receiving Title I-A funds are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students in non-Title I schools	Not included
The <u>Web address</u> where the SEA will annually publish its teacher equity data	Not included
Discussion of the <u>likely causes</u> of any differences in the rates at which low-income or minority students in Title I schools are taught by ineffective, out-of-field, or minority teachers (compared to non-low-income or non-minority students in non-Title I schools), including differences between districts, within districts, and within schools	Not included
For each such difference, a description of the SEA’s <u>strategies</u> (including timelines, interim targets, and funding sources), which must be designed to address the likely causes and priorities to address the most significant differences	Description of how low-income and minority children in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers and of the measures that the SEA will use to evaluate and publicly report progress of the SEA with respect to that description

Not included	If the SEA plans to use Title II-A funds to improve equitable access to effective teachers, a description of the planned uses of funds for that purpose
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**Well-Rounded and Supportive Education for All Students**

Original Template	New Template
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<p>Description of the State’s strategies (including how it will use Title IV-A and other formula funds) to support LEAs in <u>supporting the continuum of education</u> from preschool through grade 12 (including transitions from early childhood education , elementary school to middle school, middle school to high school, and high school to postsecondary education and careers) in order to support promotion practices and decrease the risk of students dropping out; this description (and the other descriptions in this section of the plan) must include information on how, when developing these strategies, the SEA considered the academic and non-academic needs of 11 specific student populations</p>	<p>Description of how the State will support LEAs receiving Title I-A funds in meeting the needs of students at all levels of schooling (particularly in the middle grades and high school), including how the State will work with those LEAs in providing effective transitions of students to the middle grades and high school in order to decrease the risk of students dropping out</p>
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<p>Description of the State’s strategies (including how it will use Title IV-A and other formula funds) to support LEAs in providing equitable access to a <u>well-rounded education</u> and rigorous coursework in subjects in which female students, minority students, children with disabilities, or low-income students are underrepresented</p>	Not included
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<p>If the SEA intends to use Title IV-A and other formula funds to support LEA improvement of <u>conditions for student learning</u>, a description of that intended use of funds</p>	<p>Description of how the SEA will support LEAs receiving assistance under Title I-A in improving conditions for student learning, including through reducing incidences of bullying and harassment, the overuse of disciplinary practices that remove students from the classroom, and the use of aversive behavioral interventions that compromise student health and safety</p>
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<p>If the SEA intends to use Title IV-A and other formula funds to support LEAs in effectively using <u>technology</u>, a description of that intended use of funds</p>	Not included
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<p>If the SEA intends to use Title IV-A and other formula funds to support LEAs <u>in engaging parents, families, and communities</u>, a description of that intended use of funds</p>	<p>Not included</p>
<p><b>Program-Specific Requirements</b></p>	
<p><b>Original Template</b></p>	<p><b>New Template</b></p>
<p><b>Title I-A</b> Description of the SEA’s process and criteria for waiving <u>the schoolwide programs poverty threshold</u></p>	<p>Not included</p>
<p><b>Migrant Education</b> Description of how the SEA and its local operating agencies will establish and implement a system for the proper <u>identification of eligible migratory children on a statewide basis</u></p> <p>Description of how the SEA and its local operating agencies will identify the <u>unique needs of migratory children</u>, so that those needs can be addressed through the full range of services that are available from appropriate local, State, and Federal programs</p> <p>Description of how the SEA and its local operating agencies will ensure that the <u>educational needs of migratory children</u> are addressed through the full range of available programs</p> <p>Description of how the SEA and its local operating agencies will use Migrant Education funds to promote <u>interstate and intrastate coordination of services</u> for migratory children, including how the State will provide for educational continuity through the timely transfer of student records</p> <p><u>Description of the unique needs</u> of the State’s migratory children</p>	<p>Not included</p> <p>Description of how the State and its local operating agencies will ensure that the unique needs of migratory children are identified and addressed through:</p> <ul style="list-style-type: none"> <li>• The full range of services that are available from appropriate local, State, and Federal programs;</li> <li>• Joint planning across programs</li> <li>• Integration of Migrant Education and other services</li> <li>• Measurable program objectives and services</li> </ul> <p>Not included separately, but see above</p> <p>Same requirement</p> <p>Not included (but see reference to needs below)</p>

<p>Description of the State’s <u>current measurable objectives and outcomes</u> for Migrant Education and the <u>strategies</u> the SEA will pursue on a statewide basis to achieve those objectives and outcomes</p> <p>Description of how the SEA will ensure <u>consultation with parents</u> of migratory children, including parent advisory councils, at the State and local levels, in the planning and operation of Migrant Education programs</p> <p>Description of the <u>SEA’s priorities</u> for the use of Migrant Education funds, consistent with the statutory “priority or services” requirements, including:</p> <ul style="list-style-type: none"> <li>• The <u>measures and sources of data</u> that will be used in identifying children who will receive a priority</li> <li>• When and how the <u>SEA will communicate its priorities</u> to all its local operating agencies</li> </ul>	<p>Not included, but see above</p> <p>Not included</p> <p>Description of the State’s priorities for the use of Migrant Education funds, and of how those priorities relate to the State’s assessment of needs for services in the State</p>
<p><b>Neglected and Delinquent (N and D)</b> Description of the SEA’s plan for assisting in the <u>transition</u> of children and youth between correctional institutions and locally operated programs</p> <p>Description of the <u>program objectives and outcomes</u> established by the State for assessing the effectiveness of its N and D program</p>	<p>Same requirement</p> <p>Same requirement (slightly different language)</p>
<p><b>Language Instruction for English Learners and Immigrant Students</b> Description of the State’s <u>standardized entrance and exit procedures</u> for ELs</p> <p>Not included</p> <p>Not included</p>	<p>Description of how the SEA will establish and implement (with timely and meaningful consultation with LEAs) standardized, statewide entrance and exit procedures</p> <p>Description of how the <u>SEA will assist subgrant recipients</u> in meeting the State’s ELP goals and interim measures, and meeting State academic standards</p> <p>Description of how the SEA will <u>monitor</u> the progress made by subgrantees in helping ELs achieve ELP and of the steps the SEA will take to further assist subgrantees if the strategies they carry out under Title III are not effective</p>

<p><b>Student Support and Academic Enrichment Grants</b> Not included</p> <p>Not included</p>	<p>Description of how the SES will use its Title IV-A <u>set-aside funds</u> for State-level activities</p> <p>Description of how the SEA will ensure that each Title IV-A subgrant is of at least the <u>minimum amount</u> specified in the statute</p>
<p><b>21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CLCCs)</b> Description of how the SEAS will use its 21<sup>st</sup> CLCCS and other Federal funds for <u>State-level activities</u> to support the <u>continuum of a student's education</u></p> <p>Description of the processes, procedures, and priorities the SEA will use to <u>award 21<sup>st</sup> CLCC subgrants in a manner that supports the continuum of a student's education</u>, to the extent permitted under applicable law and regulations</p> <p>Not included</p> <p>Not included</p>	<p>Not included</p> <p>Not included</p> <p>Description of <u>how the SES will use its 21<sup>st</sup> CLCC funds</u>, including the funds set aside for State-level activities</p> <p>Description of the SEA's <u>procedures and criteria</u> for awarding 21<sup>st</sup>CLCC subgrants</p>
<p><b>Rural and Low-Income School Program</b></p> <p>Description, if applicable, of the SEA's <u>specific measurable objectives and outcomes</u> related to activities carried out under the program</p> <p>Not included</p>	<p>Information on the State's objectives and outcomes for the program, including how the SEA will use program funds to help all students meet the State's standards</p> <p>Description of how the SEA will provide <u>technical assistance</u> to help eligible LEAs implement authorized activities under the program</p>
<p><b>Education for Homeless Children and Youth</b> Description of the SEA's procedures for <u>identifying</u> homeless children and youth and <u>addressing their needs</u></p> <p>Description of the SEA's programs for <u>heightening the awareness</u> of school personnel of the needs of homeless children and youth</p>	<p>Same requirement</p> <p>Same requirement</p>



<p>Description of the SEA’s procedures for ensuring that disputes regarding the <u>educational placement</u> of homeless children and youth are promptly resolved</p>	<p>Same requirement (slightly different wording)</p>
<p>Description of SEA’s procedures for ensuring that <u>homeless youth who are separated from secondary schools are identified and accorded equal access</u> to secondary education and support services</p>	<p>Same requirement</p>
<p>Description of the SEA’s procedures for ensuring that homeless children and youth:</p> <ul style="list-style-type: none"> <li>• Have access to public <u>preschool</u> programs administered by the SEA or LEA</li> <li>• When they meet the relevant eligibility criteria, do not face <u>barriers to accessing academic and extracurricular activities</u></li> <li>• When they meet the relevant eligibility criteria, are able to participate in Federal, State, and local <u>nutrition programs</u></li> </ul>	<p>Description of the SEA’s procedures for ensuring that homeless children and youth:</p> <ul style="list-style-type: none"> <li>• Have access to public preschool programs administered by the SEA or LEA</li> <li>• When they meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities</li> </ul>
<p>Description of the SEA’s strategies for <u>addressing problems with respect to the education of homeless children and youth</u>, including problems resulting from enrollment delays and retention</p>	<p>A demonstration that the SEA and LEAs in the State have developed, and will review and revise, policies to remove <u>barriers to the identification, enrollment, and retention</u> of homeless children and youth</p>
<p>Not included</p>	<p>Description of how youths in homeless children and youth will receive assistance from <u>counselors</u></p>