

*NEVADA DEPARTMENT OF EDUCATION
GUIDANCE DOCUMENT FOR
Title I, Part A*



District Title I Plan¹

Created by the Nevada Department of Education
Title I Team

¹ This guidance supersedes any previous NDE guidance on this topic and will be remain in effect until further notice from NDE.

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Overall Module Topic Name

1. Title I, Part A

1.1. Overview

The United States Department of Education (ED) provides financial assistance through State educational agencies (SEAs) to local educational agencies (LEAs) and public schools with high numbers or percentages of children in poverty to help ensure that all children meet challenging State academic content and student academic achievement standards. The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) includes Title I, Part A (Title I-A) a formula-based entitlement grant which targets funds to public schools with the highest percentages of children from low-income families. The goal of Title I, Part A, is to raise the academic achievement of low-achieving, economically disadvantaged students and those most at risk of failing to meet the State's challenging achievement standards: the program supports all six of NDE's State Educational Goals: 2020. Title I, Part A, is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting State standards. After the district has determined the allotment for each school, the LEA must collaboratively work with the school to develop a Title I plan for using the funds to operate one of the following models: Schoolwide (SW) Program (ESSA Section 1114) or Targeted Assistance School (TAS) Program (ESSA Section 1115).

1.2. ESSA Section 1112 [20 U.S.C. 6312] LEA Plans

a) PLANS REQUIRED.—

- (1) SUBGRANTS.—A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that—
 - (A) is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), 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; and

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- (B) as appropriate, is coordinated with other programs under this Act, 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.
- (2) CONSOLIDATED APPLICATION.—The plan may be submitted as part of a consolidated application under section 8305.
- (3) STATE APPROVAL.—
 - (A) IN GENERAL.—Each local educational agency plan shall be filed according to a schedule established by the State educational agency.
 - (B) APPROVAL.—The State educational agency shall approve a local educational agency’s plan only if the State educational agency determines that the local educational agency’s plan—
 - (i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards; and
 - (ii) meets the requirements of this section.
- (4) DURATION.—Each local educational agency plan shall be submitted for the first year for which this part is in effect following the date of enactment of the Every Student Succeeds Act and shall remain in effect for the duration of the agency’s participation under this part.
- (5) REVIEW.—Each local educational agency shall periodically review and, as necessary, revise its plan.
- (6) RULE OF CONSTRUCTION.—Consultation required under paragraph (1)(A) shall not interfere with the timely submission of the plan required under this section.
- (b) PLAN PROVISIONS.—To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe—
 - (1) how the local educational agency will monitor students’ progress in meeting the challenging State academic standards by—
 - (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - (B) identifying students who may be at risk for academic failure;

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- (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
 - (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;
- (2) how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), 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;
 - (3) how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d);
 - (4) the poverty criteria that will be used to select school attendance areas under section 1113;
 - (5) in general, the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 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;
 - (6) the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.);
 - (7) the strategy the local educational agency will use to implement effective parent and family engagement under section 1116;
 - (8) if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs;
 - (9) how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part;

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- (10) how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—
 - (A) through coordination with institutions of higher education, employers, and other local partners; and
 - (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;
 - (11) how the local educational agency 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 subgroups of students, as defined in section 1111(c)(2);
 - (12) if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate—
 - (A) 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; and
 - (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and
 - (13) any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will—
 - (A) assist schools in identifying and serving gifted and talented students; and
 - (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
- (c) ASSURANCES.—Each local educational agency plan shall provide assurances that the local educational agency will—
- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

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- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- (5) collaborate with the State or local child welfare agency to—
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

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- (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
 - (7) 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)).
- (d) SPECIAL RULE.—For local educational agencies using funds under this part for the purposes described in subsection (c)(7), the Secretary shall—
- (1) consult with the Secretary of Health and Human Services and establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subsection; and
 - (2) disseminate to local educational agencies the education performance standards in effect under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)), and such agencies affected by such subsection (c)(7) shall plan to comply with such subsection (taking into consideration existing State and local laws, and local teacher contracts), including by pursuing the availability of other Federal, State, and local funding sources to assist with such compliance.
- (e) PARENTS RIGHT-TO-KNOW.—
- (1) INFORMATION FOR PARENTS.—
 - (A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:
 - (i) Whether the student’s teacher—
 - (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - (III) is teaching in the field of discipline of the certification of the teacher.
 - (ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

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- (B) **ADDITIONAL INFORMATION.**—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—
- (i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
 - (ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
- (2) **TESTING TRANSPARENCY.**—
- (A) **IN GENERAL.**—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
- (B) **ADDITIONAL INFORMATION.**—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency’s website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including—
- (i) the subject matter assessed;
 - (ii) the purpose for which the assessment is designed and used;
 - (iii) the source of the requirement for the assessment; and
 - (iv) where such information is available—
 - (I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - (II) the time and format for disseminating results.

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(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE

A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

(3) LANGUAGE INSTRUCTION.—

(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—

- (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- (ii) the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- (v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and

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(viii) information pertaining to parental rights that includes written guidance—

- (I) detailing the right that parents have to have their child immediately removed from such program upon their request;
- (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- (III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL

YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

(C) PARENTAL PARTICIPATION.—

(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

- (I) be involved in the education of their children; and
- (II) be active participants in assisting their children to—
 - (aa) attain English proficiency;
 - (bb) achieve at high levels within a well-rounded education; and
 - (cc) meet the challenging State academic standards expected of all students.

(ii) REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

(D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

(4) NOTICE AND FORMAT.—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand

2. District Plan Requirements and Assurances

The LEA plan requirements as outlined in ESSA, in developing a Title I application for districts, are listed below. Please note that the SEA has some flexibility in how these requirements are collected. Requirements may be collected as LEA confirmed assurances in ePAGE, collected through Nevada's desktop monitoring system and/or verified through onsite Title I monitoring visits.

- § 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 (in a local educational agency that has charter schools), 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.
- § 1112(a)(1)(B) Assurance that, as appropriate, the LEA plan is coordinated with other programs under this Act, 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.
- § 1112(b)(1)(A) Describe how the LEA will monitor students' progress in meeting challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.
- § 1112(b)(1)(B) Describe how the LEA will monitor students' progress in meeting challenging State academic standards by identifying students who may be at risk for academic failure.
- § 1112(b)(1)(C) Describe how the LEA will monitor students' progress in meeting challenging State academic standards by providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards.
- § 1112(b)(1)(D) Describe how the LEA will monitor students' progress in meeting challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
- § 1112(b)(2) Describe how the LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), 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.
- § 1112(b)(3) Describe how the LEA will carry out its responsibility under section 1111(d).

District Plan Requirements and Assurances (Continued)

- § 1112(b)(4) Describe the poverty criteria that will be used to select school attendance areas under section 1113.
- § 1112(b)(5) Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 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.
- § 1112(b)(6) Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).
- § 1112(b)(7) Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116.
- § 1112(b)(8) Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
- § 1112(b)(9) Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.
- § 1112(b)(10)(A) 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, if applicable, through coordination with institutions of higher education, employers, and other local partners.
- § 1112(b)(10)(B) 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, 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
- § 1112(b)(11) Describe how the local educational agency 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 subgroups of students, as defined in section 1111(c)(2).
- § 1112(b)(12)(A) 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

District Plan Requirements and Assurances (Continued)

experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

- § 1112(b)(12)(B) 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.
- § 1112(b)(13) 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 assist schools in identifying and serving gifted and talented students; and assist schools in developing effective school library programs to provide students an opportunity to develop.
- § 1112(c)(1) Provide an assurance that the LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services.
- § 1112(c)(2) Provide an assurance that the LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services.
- § 1112(c)(3) Provide an assurance that the LEA will participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)).
- § 1112(c)(4) Provide an assurance that the LEA will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
- § 1112(c)(5)(A) Provide an assurance that the LEA will collaborate with the State or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency.
- § 1112(c)(5)(B) Provide an assurance that the LEA will collaborate with the State or local child welfare agency to, by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in

District Plan Requirements and Assurances (Continued)

foster care, which procedures shall ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; the LEA agrees to pay for the cost of such transportation; or the LEA and the local child welfare agency agree to share the cost of such transportation.

- § 1112(c)(6) Provide an assurance that the LEA will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.
- § 1112(c)(7) 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)).
- § 1116(a)(2) 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.
 - ✓ The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d); and provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
 - ✓ Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
 - ✓ Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family

District Plan Requirements and Assurances (Continued)

engagement policy in improving the academic quality of all schools served under this part, including 1) identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); 2) identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; 3) strategies to support successful school and family interactions; 4) use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and 5) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

- § 1116(b)(4) Provide an assurance that the LEA has submitted any parent comments from parents of participating children to whom the LEA plan is not satisfactory.
- § 1117(a)(1)(A), § 1117(a)(3)(B) Provide an assurance that the LEA has conducted timely and meaningful consultations with appropriate private school officials; will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c) ; and ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to section 1116.
- § 1117(b)(1) Provide an assurance that the LEA, after conducting the timely and meaningful consultation with appropriate private school officials, has submitted a copy of the agreement between the LEA and the private school to the ombudsman.
- § 1117(b)(5) Provide an assurance that the LEA has submitted to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

3. Comprehensive Needs Assessment

A comprehensive needs assessment is a process that is used to identify needs and performance challenges in a school or district, determine their root causes, and set priorities for future action. Schools and districts should use the comprehensive needs assessment to inform improvement planning and budgeting. Many ESEA Programs (Title I, Part A; Title I, Part C, Title II, Part A; and Title IV, Part A) have requirements for LEAs to conduct a comprehensive needs assessment in order to identify needs that will be addressed with ESEA funds. The comprehensive needs assessment must engage stakeholders in a timely and meaningful consultation and examine relevant data to identify the needs of students, schools and educators.

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). A school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. In order to justify the use of ESEA funds, there must be a demonstrated need identified in the comprehensive needs assessment. A summary of findings will then be included in each school's plan.

Needs assessments must be completed annually for all 1, 2 and 3-Star schools and all 4 and 5-Star schools should complete a needs assessment every three years. NDE is in the process of redesigning the comprehensive needs assessment for LEAs. NDE will reach out to LEAs with further information should this anticipated timeline change.

The U.S. Department of Education released a 2016 non-regulatory guidance [Using Evidence to Strengthen Education Investments](#) with a five step model for the continuous improvement cycle. Step 1 is to identify local needs. The [State Support Network Needs Assessment Guidebook](#) provides information on the elements of a successful needs assessment: Needs-Driven and Context-Specific Approach; Rigorous Data Analysis; Stakeholder Engagement; and Collaborative Identification of Improvement Needs.