

FY22 LEA Plan

Mississippi Comprehensive Automated Performance-based System (MCAPS)



Judy K. Nelson

Executive Director

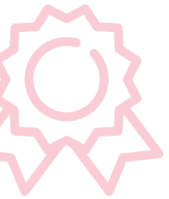
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MISSISSIPPI
DEPARTMENT OF
EDUCATION

July 2021





1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

LEA Plan Layout Overview

Funding Application Plan Layout Overview

Program Question and What is Expected

Questions

ESEA Program Questions in the LEA Plan

Title I, Part A; Title II; Title IV, Part A & Parent and Family Engagement

LEA Plan Sections

Status: Not Started

Change Status To: [Draft Started](#)

[View Change Log](#)

Description (View Sections Only View All Pages)	Validation	Print <input type="checkbox"/> Select Items
All		Print
<input type="checkbox"/> History Log		Print
History Log		Print
Create Comment		
<input type="checkbox"/> LEA Planning Team		Print
LEA Planning Team		Print
<input type="checkbox"/> LEA Plan for ESEA Programs		Print
LEA Plan - Title I, Part A		Print
LEA Plan - Title II, Part A		Print
LEA Plan - Title IV, Part A - Student Support and Academic Enrichment (SSAE)		Print
LEA Plan - Parent and Family Engagement		Print
LEA Plan - Prioritized List of Needs		Print
<input type="checkbox"/> LEA Plan Overview		Print
LEA Plan Overview		Print
<input type="checkbox"/> LEA Plan Related Documents		Print
LEA Plan Related Documents		Print
<input type="checkbox"/> LEA Plan Assurances		Print
LEA Plan Assurances		Print
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LEA Plan Checklist		Print
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ESEA Program Questions- Title I, Part A- LEA Plan

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LEA Plan - Title I, Part A



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* 1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students . Sec. 1112(b)(1)(A)
* 2. Describe how the LEA will identify students who may be at risk for academic failure . Sec. 1112(b)(1)(B)
* 3. Describe how the LEA will provide additional educational assistance to at risk students . Sec. 1112(b)(1)(C)
* 4. Describe how the LEA will monitor students' progress in identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning for all students . Sec. 1112(b)(1)(D)
* 5. Describe the process the LEA uses to identify and address disparities among at risk students and other student who are taught by ineffective, inexperienced, or out-of-field teachers. Sec. 1112(b)(2)
6. Describe how the LEA will carry out its responsibilities to CSI, TSI and/or ATSI for served Title I schools that are identified, if applicable . Sec. 1112(b)(3)
7. Describe in general the nature of the programs to be conducted by the Title I served schools operating Schoolwide or Targeted Assistance programs that includes the appropriate educational services (outside the regular school day) for children living in local institutions or community day school programs for neglected or delinquent children, if applicable . Sec. 1112(b)(5)
* 8. Describe the services that the LEA will provide homeless children and youths to support their enrollment, attendance and success in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act from the required reservation. Sec. 1112(b)(6)
* 9. Describe the strategy(s) the LEA will use to implement effective parent and family engagement. Sec. 1112(b)(7)
10. If applicable, how will the LEA support, coordinate, and integrate services provided with ESEA funds with early childhood education programs at the LEA or individual school level, including plans for the transition of students into the local elementary school program. Sec. 1112(b)(8)
11. Title I Targeted Assistance School Program ONLY - How do teachers and school leaders in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Title I targeted assistance school program identify the eligible children most in need of services. Sec. 1112(b)(9)
12. 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. (Completed if serving grades 6-12)
a. Through coordination with institutions of higher education, employers, and other local partners. Sec. 1112(b)(10)(A)
b. Through increased student access through either early college high school, dual/ concurrent enrollment opportunities or career counseling to identify student interests and skills. Sec. 1112(b)(10)(B)
* 13. Describe how the LEA will support the efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with rates of discipline, disaggregated by each of the subgroups on the State report card. Sec. 1112(b)(11)
Only answer the applicable question below if Title I funds are used.
14. How will the LEA support any programs that coordinate and integrate academic, 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? Sec. 1112(b)(12)(A)
15. How will the LEA support any programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit? Sec. 1112(b)(12)(B)
16. How will the LEA use Title I, Part A funds to assist schools in identifying and serving gifted and talented students? Sec. 1112(b)(13)(A)
17. How will the LEA allocate Title I, Part A funds to assist schools in developing effective school library program to provide students an opportunity to develop digital literacy skills and improve academic achievement? Sec. 1112(b)(13)(B)

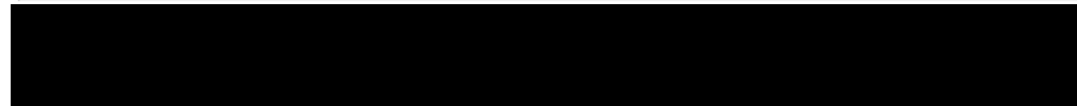
LEA Plan - Title II, Part A



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1. Describe the activities to be carried out by the local educational agency (LEA) under this section and how these activities will be aligned with challenging State academic standards and the Learning Forward Standards. Sec. 2102(b)(2)(A)
2. Describe the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. Sec. 2102(b)(2)(B)
3. Describe how the LEA will prioritize funds to schools served by the agency that are implementing Comprehensive Support and Improvement (CSI) activities, Targeted Support and Improvement (TSI) activities, Additional Targeted Support and Improvement (ATSI) activities and/or have the highest percentage of low-income children. Sec. 2102(b)(2)(C)
4. Describe how the LEA will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A funds. Sec. 2102(b)(2)(D)

LEA Plan - Title IV, Part A - Student Support and Academic Enrichment (SSAE)



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LEAs that receive Student Support and Academic Enrichment (SSAE) grant funds may use these funds to implement activities as outlined below. Please complete the section which the LEA will use their SSAE allocation. If the section is not applicable to the LEA, please leave it blank.

1. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart. Sec. 4106(e)(1)(A)

2. Describe how the LEA will, if applicable, use funds for activities related to supporting well-rounded education under section 4107 including the program objectives and intended outcomes for the activities. Sec. 4106(e)(1)(B,E)

3. Describe how the LEA will, if applicable, use funds for activities related to supporting safe and healthy students under section 4108 including the program objectives and intended outcomes for the activities. Sec. 4106(e)(1)(C,E)

4. Describe how the LEA will, if applicable, use funds for activities related to supporting the effective use of technology in schools under section 4109 including the program objectives and intended outcomes for the activities. Sec. 4106(e)(1)(D-E)

5. Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcome. Sec. 4106(e)(1)(E)

LEA Plan - Parent and Family Engagement



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* 1. Describe how the LEA will ensure the information provided to parents is in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. Sec. 1112(e)(4) and Sec. 1116(e)(5)
* 2. Describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of Title I served schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Sec. 1116(a)(2)(B)
* 3. Describe how the LEA will coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs. Sec. 1116(a)(2)(C)
4. How does the LEA annual evaluation of the effectiveness of the parent and family engagement policy address the following:
* a. 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). Sec. 1116(a)(2)(D)(i)
* b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. Sec. 1116(a)(2)(D)(ii)
* c. Strategies to support successful school and family interactions. Sec. 1116(a)(2)(D)(iii)
* 5. What process will be used to ensure the use of evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies? Sec. 1116(a)(2)(E)
* 6. Describe how the LEA will involve Title I, Part A parents in the development, revision, and review of the parent and family engagement policy. Sec. 1116(a)(2)(F)

LEA Plan - Prioritized List of Needs



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Summarize the successes of schools within the LEA and what contributed to it.

Summarize the challenges of schools within the LEA and what contributed to it.

List, in order of priority, the areas of need as identified through the comprehensive needs assessments. Prioritizing needs by identifying the most critical areas where the creation of goals and strategies will be developed from.

ESEA Program Questions in the Funding Application

Title III- English Learners; Title III- Immigrants; & Title V-RLIS

Title III English Learners

[Title III-A Non-Public Equitable Services](#)

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LEAs that receive English Learners (ELs) grant funds may use these funds to implement activities as outlined below. Each LEA receiving English Learners (ELs) grant funds must complete the following questions.

1. Describe the effective programs and activities, including language instruction educational programs, the LEA will use that will help English Learners (ELs) increase their English language proficiency and meet the challenging State academic standards. Sec. 3116(b)(1)

2. What support will the LEA implement to ensure that elementary and secondary schools assist English Learners (ELs) in achieving English proficiency based on the State's English language proficiency assessment? Sec. 3116 (b)(2)(A) and Sec. 3115 (c)(1)(A)

3. Describe how the LEA will engage parents, families, and the community in the education of English learners (ELs). Sec. 3116(b)(3)

4. How will the LEA provide and implement effective activities and strategies that include parents, family and the community in enhancing or supplementing the language instruction educational programs for English learners (ELs)? Sec. 3115(c)(3)(A)

5. Describe how the LEA will provide and implement effective activities and strategies that enhance or supplement language instruction educational programs for English learners which may include strategies that serve to coordinate and align to the current educational programs. Sec. 3115(c)(3)(B) (extracurricular, supplemental, not excluded, gifted, dual enrollment)

6. Describe how the LEA provides effective professional development to all teachers, principals, other school leaders, administrators, and other school community-based organizational personnel that (all sections must be answered).

a. Improve the instruction and assessment of English learners? Sec. 3115(c)(2)(A)

b. Enhance their ability to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners? Sec. 3115(c)(2)(B)

c. Designed to effectively increase children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of EL teachers. Sec. 3115(c)(2)(C)

d. Designed to have a positive and lasting impact on the long-term teacher's performance in the classroom (outside of regularly established or planned PD.) Sec. 3115(c)(2)(D)

LEAs that receive English Learners (EL) grant funds must use these funds to implement activities in at least one area outlined below. Please complete the section which the LEA will use their EL allocation. If the section is not applicable to the LEA, please leave it blank. Only one activity must be answered.

Activities	Description of programs objectives; expected outcomes; and activities.
LEA will upgrade program objectives and effective instructional strategies.	<div>LEA will provide community participation programs, family literacy services, and parent and family outreach and training activities to English Learners and their families to improve their English language skills. Sec. 3115(d)(6)(A)</div>
LEA will improve the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures. Sec. 3115(d)(2))	<div>LEA will provide community participation programs, family literacy services and parent and family outreach and training activities to English learners and their families to assist parents and families in helping their children to improve their academic achievement and becoming active participants in education of their children. Sec. 3115(d)(6)(B)</div>
LEA will provide tutorials and academic or career and technical education to English learners. Sec. 3115(d)(3)(A)	<div>Education Technology - LEA will improve the instruction of English learners, which may include English learners with a disability, by providing for the acquisition or development of educational technology or instructional materials. Sec. 3115 (d)(7)(A) LEA will improve the instruction of English learners, which may include English learners with a disability, by providing for access to, and participation in, electronic networks for materials, training and communications. Sec. 3115(d)(7)(B) LEA will improve the instruction of English learners, which may include English learners with a disability, by providing an incorporation of the resources into the curricula and programs. Sec. 3115(d)(7)(C)</div>
LEA will provide intensified instruction, which may include materials in a language that the student can understand, interpreters and translators. Sec. 3115(d)(3)(B)	<div>LEA will offer early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education. Sec. 3115(d)(8)</div>
LEA will develop and implement effective preschool, elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services. Sec. 3115(d)(4)	<div>LEA will carry out other activities that are consistent with the program not listed previously. Sec. 3115(d)(9)</div>
LEA will improve the English language proficiency and academic achievement of English learners. Sec. 3115(d)(5)	

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Title III Immigrant

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LEAs that receive Immigrant Children and Youth grant funds may use these funds to implement activities as outlined below. Each LEA receiving Immigrant Children and Youth grant funds must complete the following section.

LEAs that receive Immigrant Children and Youth grant funds **must use** these funds to implement activities in **at least one area** outlined below.

Activities	Description of program goals, expected outcomes and activities
LEA will provide family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children. Sec. 3115(e)(1)(A)	
LEA will recruit and support for personnel, including teachers and paraprofessionals, who have been specifically trained, or are being trained, to provide services to immigrant children and youth. Sec. 3115(e)(1)(B)	
LEA will provide tutorials, mentoring, and academic or career counseling for immigrant children and youth. Sec. 3115(e)(1)(C)	
LEA will identify develop, and acquire curricular materials, educational software, and technology. Sec. 3115(e)(1)(D)	
LEA will provide basic instructional services for immigrant children and youth, which may include classroom supplies, transportation costs, or other costs directly related to instructional support. Sec. 3115(e)(1)(E)	

LEA will provide other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to educational system and civics education. Sec. 3115(e)(1)(F)	
LEA will provide activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services. Sec. 3115(e)(1)(G)	

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Title V
<u>Budget</u>
<u>Budget Overview</u>
<u>Program Details</u>
<u>Title V Personnel Details - School-based and Districtwide</u>
<u>Plan Relationships</u>
<u>Related Documents</u>
<u>Program Assurances</u>

Program Details

Public District - FY 2022 - Consolidated - Rev 0 - Title V

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Title V, Part B, Subpart 2 - Rural and Low-Income School (RLIS) Program

For each program budgeted, provide a narrative description of how you will use your funding by describing in detail the need for the project, the goals, and objectives.

1. Parental Involvement Activities Title I-A

\$0.00 Amount

Please describe how the LEA plans to use these funds.

2. Improving Basic Programs Title I-A

\$0.00 Amount

Please describe how the LEA plans to use these funds.

3. Supporting Effective Instruction Title II-A

\$0.00 Amount

Please describe how the LEA plans to use these funds.

4. Language Instruction for English Learners and Immigrant Students Title III

\$0.00 Amount

Please describe how the LEA plans to use these funds.

5. Student Support and Academic Enrichment Title IV-A

\$0.00 Amount

Please describe how the LEA plans to use these funds.

* Describe how the use of the RLIS funds will assist the LEA in increasing academic achievement and closing achievement gaps

Administration (reasonable and necessary)

* Provide a summary of how the Title V program is administered and which funds (Title V, State/local funds, etc.) support these activities/personnel.

ESEA Program Questions- Title I, Part A

LEA Plan

1. **Describe** how the LEA will **monitor students' progress** in meeting the challenging State academic standards by **developing and implementing a well-rounded** program of instruction to meet the academic needs of **all students**. Sec. 1112(b)(1)(A)

The LEA response should contain the monitoring process for well-rounded program which includes:

- How the **well-rounded program** of instruction **is developed**
- How the **well-rounded program** of instruction **will be implemented**
- Which **data point(s)** will be used to monitor **ALL** students' progress
- Any **timeline(s)** to be followed

2. Describe how the LEA will **identify students who may be at risk for academic failure.**

Sec. 1112(b)(1)(B)

The LEA response should consist of the **process** that will be **implemented to identify students at-risk for academic failure** and include:

- The **data points** that will be used to identify students **at-risk** for academic failure.
- The **frequency** that the LEA will check the **data points** for identification of students.
- Who will be **responsible for implementation** of the identification of students at risk for academic failure.

3. Describe how the LEA will **provide additional educational assistance to at-risk students.**

Sec. 1112(b)(1)(C)

The LEA response should describe:

- **additional educational supports for identified at-risk students.**

4. Describe how the LEA will **monitor students' progress in identifying and implementing instructional** and other **strategies** intended to **strengthen academic programs and improve school conditions** for student learning for **all students**. Sec. 1112(b)(1)(D)

The LEA response should **describe**:

- process used to **monitor students' progress to improve/strengthen academic programs and schools' culture**.

5. Describe the process the LEA **uses to identify and address disparities** among **at risk students and other students** who are **taught by ineffective, inexperienced, or out-of-field teachers**.

Sec. 1112(b)(2)

The LEA response should describe:

- **Identified and addressed disparities**
- Address students taught by **ineffective, inexperienced, or out-of-field teachers**.

6. Describe **how the LEA will carry out its responsibilities to CSI, TSI and/or ATSI for served Title I schools** that are **identified, if applicable.** Sec. 1112(b)(3)

The LEA response should describe:

- How they will **provide support to ATSI, TSI or CSI schools.**

7. Describe in general the nature of the **programs to be conducted by the Title I served schools operating Schoolwide or Targeted Assistance programs** that includes the **appropriate educational services (outside the regular school day) for children living in local institutions or community day school programs for neglected or delinquent children, if applicable.**

Sec. 1112(b)(5)

The LEA response should give:

- **general descriptions** of the types of **programs** that will be **operated** by the served Title I Schools
- Any description of the types of programs provided to **neglected and/or delinquent children, if applicable.**

8. Describe the **services** that the LEA will **provide homeless children and youths** to support their **enrollment, attendance and success** in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act **from the required reservation**.

Sec. 1112(b)(6)

The LEA response should include:

- services provided to **Homeless children and youth** using the **required Homeless reservation**.

9. Describe the **strategy(s)** the LEA will **use to implement effective parent and family engagement.**
Sec. 1112(b)(7)

The LEA response should outline:

- **at least one evidence-based strategy**
 - The **resource bank** from which the evidence was provided
 - The **level of effectiveness** (strong, moderate or promising)
 - The **impact** on student achievement
 - If the **demographics** of the study is **similar to the schools**
- or
- Two Years of data that show growth for a strategy that is being implemented.

10. If applicable, how will the LEA support, coordinate, and integrate services provided with ESEA funds with **early childhood education programs** at the LEA or individual school level, including plans for the transition of students into the local elementary school program. Sec. 1112(b)(8)

The LEA response should:

- Include how ESEA funds are **coordinated with other funding sources** to support **early childhood educational programs**.
- Include a **transition plan** for early child programs student **into elementary school**

11. **Title I Targeted Assistance School Program ONLY-** How do teachers and school leaders in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Title I targeted assistance school program identify the eligible children most in need of services.** Sec. 1112(b)(9)

The LEA response should explain **how** they will **identify** the eligible **children most in need of services.**

12. 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**.

(Completed if serving grades 6-12)

- a. Through **coordination with institutions of higher education, employers, and other local partners**. Sec. 1112(b)(10)(A)

Completed if serving grades 6-12

The LEA response outlines:

- **Strategies that will be implemented** to ensure effective transitions for secondary students through **coordination** with IHL, employers and other stakeholders

12. 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**.
(Completed if serving grades 6-12)

- b. Through increased student **access** through either **early college high school, dual/concurrent enrollment** opportunities or **career counseling to identify student interests and skills**. Sec. 1112(b)(10)(B)

Completed if serving grades 6-12

The LEA response outlines:

- Strategies for effective transitions that will be implemented to provide student access to:
 - **early college high school,**
 - **dual enrollment,**
 - **concurrent enrollment opportunities**
 - **career counseling** (identification of student's interests and skill set).

13. Describe how the LEA will support the efforts to **reduce the overuse of discipline practices that remove students from the classroom**, which may include identifying and supporting schools with rates of discipline, disaggregated by each of the subgroups on the State report card. Sec. 1112(b)(11)

The LEA response should **outline:**

- The **process** used to ensure the **removal** from the classroom is not **overly used**.
- The **MTSS process** should be a part of the process that is implemented.

Only answer the applicable question below if Title I funds are used.

14. How will the LEA **support any programs that coordinate and integrate academic, 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? Sec. 1112(b)(12)(A)

The LEA response should describe:

- The coordination and integration between the **core academic** program and the **career and technical education** program
- The **coordinated** instructional strategies.

Only answer the applicable question below if Title I funds are used.

15. How will the LEA **support** any **programs** that **coordinate and integrate work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit?

Sec. 1112(b)(12)(B)

The LEA response should consist of:

- **Any supports** the LEA will provide to **coordinate and integrate work-based learning opportunities** for students.

Only answer the applicable question below if Title I funds are used.

16. How will the LEA use **Title I, Part A funds** to assist schools in **identifying and serving gifted and talented students?**

Sec. 1112(b)(13)(A)

The LEA response should describe:

- **Any strategies** used to **identify** and **serve** gifted and talented students.

Only answer the applicable question below if Title I funds are used.

17. How will the LEA allocate **Title I, Part A** funds to assist schools in **developing effective school library's program** to provide students an opportunity to **develop digital literacy skills** and **improve academic achievement**?

Sec. 1112(b)(13)(B)

The LEA response should describe:

- **Strategies used to develop effective school library programs** with Title I, Part A funds
- How the program will **develop literacy skills** and **improve academic achievement** of students.

ESEA Program Questions- Title II, Part A

LEA Plan

1. Describe the **activities** to be carried out by the local educational agency (LEA) under this section **and how** these **activities** will be **aligned** with challenging **State academic standards** and the **Learning Forward Standards**.

Sec. 2102(b)(2)(A)

The LEA response should describe:

- **Describe** professional development **activities** that will be implemented
- **How** activities are **aligned** with **State academic standards & Learning Forward Standards**

Draft revised Standards for Professional Learning

CONDITIONS FOR SUCCESS

Equity Foundations

Educators establish a vision for equitable access to high-quality professional learning, create structures to ensure such access, and sustain a culture that supports the development of all staff members.

Culture of Collaborative Inquiry

Educators commit to and drive continuous improvement, engage in collaborative learning, and take shared responsibility for improving learning for all students.

Leadership

Educators establish a compelling and inclusive vision for professional learning, ensure a coherent system of supports to build individual and collective capacity, and advocate for professional learning by making both the impact of professional learning and their own learning visible to others.

Resources

Educators allocate resources for professional learning, prioritize their use to achieve a vision for equitable outcomes for all students, and monitor the impact of resource investments.

TRANSFORMATIONAL PROCESSES

Equity Drivers

Educators reflect individually and collectively to identify and address their own biases, support and collaborate with diverse colleagues, and cultivate beliefs, knowledge, and behaviors that accelerate ambitious outcomes for all educators and students.

Evidence

Educators use evidence and data from multiple sources to plan and monitor their learning and assess its impact on students.

Learning Designs

Educators set relevant and contextualized learning goals and apply the science of learning to implement evidence-based learning designs.

Implementation

Educators understand and apply research on change management theory, engage in and learn from feedback processes, and implement and sustain professional learning that leads to long-term educator, student, school, and system outcomes.

RIGOROUS & INCLUSIVE CONTENT

Curriculum, Assessment, and Instruction

Educators understand and implement the school or district's curriculum, select and use high-quality instructional materials, and strengthen content expertise for their area of responsibility.

Reaching Each Student

Educators recognize each student's particular assets and aspects of identity, understand students' contexts and conditions, and serve as advocates for and partners with diverse students, families, and communities.

Conditions for Success

- Equity Foundations
- Culture of Collaborative Inquiry
- Leadership
- Resources

<https://learningforward.org/wp-content/uploads/2021/01/standards-dec5-draft.pdf>

Draft revised Standards for Professional Learning

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Educators reflect individually and collectively to identify and address their own biases, support and collaborate with diverse colleagues, and cultivate beliefs, knowledge, and behaviors that accelerate ambitious outcomes for all educators and students.

Evidence

Educators use evidence and data from multiple sources to plan and monitor their learning and assess its impact on students.

Learning Designs

Educators set relevant and contextualized learning goals and apply the science of learning to implement evidence-based learning designs.

Implementation

Educators understand and apply research on change management theory, engage in and learn from feedback processes, and implement and sustain professional learning that leads to long-term educator, student, school, and system outcomes.

RIGOROUS & INCLUSIVE CONTENT

Curriculum, Assessment, and Instruction

Educators understand and implement the school or district's curriculum, select and use high-quality instructional materials, and strengthen content expertise for their area of responsibility.

Reaching Each Student

Educators recognize each student's particular assets and aspects of identity, understand students' contexts and conditions, and serve as advocates for and partners with diverse students, families, and communities.

Transformational Processes

- Equity Drivers
- Evidence
- Learning Designs
- Implementation

<https://learningforward.org/wp-content/uploads/2021/01/standards-dec5-draft.pdf>

Draft revised Standards for Professional Learning

CONDITIONS FOR SUCCESS

Equity Foundations

Educators establish a vision for equitable access to high-quality professional learning, create structures to ensure such access, and sustain a culture that supports the development of all staff members.

Culture of Collaborative Inquiry

Educators commit to and drive continuous improvement, engage in collaborative learning, and take shared responsibility for improving learning for all students.

Leadership

Educators establish a compelling and inclusive vision for professional learning, ensure a coherent system of supports to build individual and collective capacity, and advocate for professional learning by making both the impact of professional learning and their own learning visible to others.

Resources

Educators allocate resources for professional learning, prioritize their use to achieve a vision for equitable outcomes for all students, and monitor the impact of resource investments.

TRANSFORMATIONAL PROCESSES

Equity Drivers

Educators reflect individually and collectively to identify and address their own biases, support and collaborate with diverse colleagues, and cultivate beliefs, knowledge, and behaviors that accelerate ambitious outcomes for all educators and students.

Evidence

Educators use evidence and data from multiple sources to plan and monitor their learning and assess its impact on students.

Learning Designs

Educators set relevant and contextualized learning goals and apply the science of learning to implement evidence-based learning designs.

Implementation

Educators understand and apply research on change management theory, engage in and learn from feedback processes, and implement and sustain professional learning that leads to long-term educator, student, school, and system outcomes.

RIGOROUS & INCLUSIVE CONTENT

Curriculum, Assessment, and Instruction

Educators understand and implement the school or district's curriculum, select and use high-quality instructional materials, and strengthen content expertise for their area of responsibility.

Reaching Each Student

Educators recognize each student's particular assets and aspects of identity, understand students' contexts and conditions, and serve as advocates for and partners with diverse students, families, and communities.

Rigorous & Inclusive Content

- Curriculum, Assessment and Instruction
- Reaching Each Student

<https://learningforward.org/wp-content/uploads/2021/01/standards-dec5-draft.pdf>

2. Describe the LEA's systems of **professional growth and improvement**, such as induction for teachers, principals, or other **school leaders** and opportunities for **building the capacity** of **teachers** and opportunities to **develop meaningful teacher leadership**.

Sec. 2102(b)(2)(B)

The LEA response should describe:

- **Professional growth and improvement for building capacity of teachers or other school leaders**
- **Opportunities to develop meaningful teacher leadership**

3. **Describe** how the LEA will **prioritize funds** to schools served by the agency that are implementing **Comprehensive Support and Improvement (CSI)** activities, **Targeted Support and Improvement (TSI)** activities, **Additional Targeted Support and Improvement (ATSI)** activities and/or have the **highest percentage of low-income children**.

Sec. 2102(b)(2)(C)

The LEA response should describe:

- how the LEA will **prioritize funds** for activities for schools with **CSI, TSI, and ATSI** designations and/or have the **highest percentage of low-income students**.

4. Describe how the LEA will use **data** and **ongoing consultation** to continually **update** and **improve** activities supported with Title II, Part A funds.

Sec. 2102(b)(2)(D)

The LEA response should describe:

- how LEA will indicate:
 - **data points** to be used
 - the **frequency** and **method(s)** of **ongoing consultation**
- **timeline** for updating and improving activities supported with Title II, Part A funds.

ESEA Program Questions

Title III- English Learners

Funding Application

1. Describe the effective programs and activities, including **language instruction educational programs (LIEP)**, the LEA will use that will help English Learners (ELs) **increase** their **English language proficiency (ELP)** and **meet** the challenging **State academic standards**. Sec. 3116(b)(1)

The LEA responses should describe:

- The **type** of LIEP such as pull-out, sheltered, etc. and **activities and programs** involved.
- How ELs will **meet and increase** English Language Proficiency (**ELP**) (**speaking, listening, reading, writing**)

1. Dual Language Program
2. Two-Way Immersion
3. Transitional Bilingual Education Program
4. Sheltered English Instruction
5. Structured English Immersion Program
6. Content-Based
7. Pull-out Programs
8. Specially Designed Academic Instruction in English (SDAI)
- 9. Developmental Bilingual (Currently there are no programs in MS)**
- 10. Heritage Language (MS is an English Only State and cannot be used)**

(see slides 10-12 for definitions)

1. **Dual Language Program:** Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.
2. **Two-way immersion:** An educational model that integrates native English speakers and native speakers of another language for all or most of the day, with the goals of promoting high academic achievement, first- and second-language development, and cross-cultural understanding for all students.
3. **Transitional Bilingual Education Program:** This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The teacher must be proficient in both languages. The primary purpose of a TBE program is to facilitate the ELL student's transition to an all English instructional program while receiving academic subject instruction in the native language to the extent necessary.

4. **Sheltered English Instruction:** An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
5. **Structured English Immersion Program:** The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.
6. **Content-based:** This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

7. **Pull-out programs:** This program removes students from their regular/content classes for a period-of-time to receive language instruction. Students may be pulled individually or in groups, with the overarching goal of helping ELL keep up with their regular coursework.
8. **Specially Designed Academic Instruction in English (SDAI):** places special emphasis on various teaching strategies that provide contextual support for complex content area concepts and language. These teaching strategies are designed to provide students with the following: 1) scaffolded ways for understanding the target content, 2) comprehensible academic language that students acquire through various modeling and practice activities, and 3) ongoing feedback on how well they are learning the target content and language.
9. **Developmental Bilingual:** (MS doesn't have currently)
10. **Heritage Language:** (MS is an English only state)

2. What **support** will the LEA implement to ensure that elementary and secondary schools **assist** English Learners (**ELs**) in achieving **English proficiency** based on the **State's** English language proficiency **assessment**?

Sec. 3116 (b)(2)(A)

Sec. 3115 (c)(1)(A)

The LEA response should describe:

- The types of **daily intensive instruction/intervention**
- Amount of **time or timeframe** services are in
- **How** the instruction will be delivered **across disciplines** (Subject Area specific, such as math, science etc.)
- Which **data points** will be used to **monitor student's progress**
- **When and how often** the **data** will be collected and analyzed

3. Describe how the LEA will **engage parents, families, and the community** in the education of English learners (ELs). Sec. 3116(b)(3)

The LEA response should describe parent, family and community **engagement** in the education of ELs which includes:

- How the **school advertises** events and **how often**
- What **volunteer opportunities** are available
- What **local partner opportunities** are offered

4. How will the LEA provide and implement effective **activities** and **strategies** that include **parents, family and the community** in enhancing or **supplementing the language instruction educational programs** for English learners (ELs)?

Sec. 3115(c)(3)(A)

The LEA responses should include the activities and strategies that include parents, family and community in supplementing the LIEP:

- **What type of activities** are offered
- **How** and **when** activities/strategies are offered for parents, families, and communities
- **How** do parents participate in **Parent and family outreach services**
- **How** do they receive **Parent Translation Services (materials/resources)**

5. Describe how the LEA will provide and implement effective activities and strategies that **enhance** or **supplement language instruction** educational programs for English learners which may include strategies that serve to **coordinate and align to the current educational programs**. Sec. 3115(c)(3)(B)

The LEA response should describe how it will provide and implement activities that enhance or **supplement** ELs to coordinate and align to current **educational programs** which includes:

- Activities such as **extracurricular** activities- sports, clubs, **Title I, special education** and other **nonacademic** programs or activities.
- Other programs such as **Gifted, Dual Enrollment, CTE** or anything supplemental

Describe how the LEA provides effective **professional development** to all teachers, principals, other school leaders, administrators, and other school community-based organizational personnel that (**all sections must be answered**).

a. **Improve** the **instruction** and **assessment** of English learners?

Sec. 3115(c)(2)(A)

- a. The LEA should describe the PD provided for:
- **Accommodations and modifications, instructional strategies to improve** instruction and assessment

- b. **Enhance** their ability to **understand** and **implement curricula, assessment practices** and **measures**, and **instructional strategies** for English learners?
Sec. 3115(c)(2)(B)

- b. The LEA response should **describe** the **types of PD** provided to **EL teachers and support staff** for:
- Curriculum
 - Assessment
 - Data Management and/or
 - Instructional Strategies

- c. Designed to effectively **increase children's English language proficiency** or substantially increasing the **subject matter knowledge, teaching knowledge, and teaching skills** of EL teachers.

Sec. 3115(c)(2)(C)

- c. The LEA should describe how the PD will increase EL teachers' capacity in:

- English Language Proficiency supports for ELs,
- expertise in subject matter,
- intellectual and/or
- leadership capacity of teachers.

- d. Designed to have a positive and lasting impact on **the long-term teacher's performance** in the classroom (outside of regularly established or planned PD.)

Sec. 3115(c)(2)(D)

- d. The LEA should describe the **process** used to **determine PD** that will be implemented that outlines:
- The **resource bank** used to **vet the PD** activity
 - The **level of effectiveness** (strong, moderate, or promising)
 - The **impact on student achievement**
 - **How the demographics of the research is similar, to the schools'**
- Or
- **Two years of data** that **show growth in students' achievement** for **PD** that is being **implemented currently** in the schools.

LEAs that receive English Learners (EL) grant funds may use these funds to implement activities as outlined below. The LEA will **only complete the section in which the LEA will use their EL allocation**. If the section is **not applicable to the LEA**, it should be left **blank**.

- a. LEA will **upgrade** program **objectives** and effective **instructional strategies.**

Sec. 3115(d)(2)

- a. The LEA should describe **how** it will **upgrade**:
- The program **objectives** and **instructional strategies.**

- b. LEA will **improve** the **instructional program** for English learners by **identifying, acquiring, and upgrading** curricula, instructional materials, educational software, and assessment procedures.
Sec. 3115(d)(2))

- b. The LEA should describe how it will improve its instructional program by ensuring that:
- All curriculum areas are being addressed when an EL is receiving intensive support for **English language acquisition**;
 - Teachers use English Language development standards, **modifications and accommodations** for assessments;
 - Instruction focuses on **listening, speaking, reading, and writing** in English; or
 - Targeted to the students' **levels of proficiency in English, use of technologies** and is **based on the standards**.

- c. LEA will provide **tutorials** and **academic or career and technical education** to English learners.

Sec. 3115(d)(3)(A)

- c. The LEA should **describe** how it will provide **tutorials** and **academic or career technical education** to ELs.

- d. LEA will provide **intensified instruction**, which may include **materials** in a **language** that the student can **understand, interprets** and **translate**.

Sec. 3115(d)(3)(B)

- d. The LEA should describe how **intensified instruction** may provide:

- **Supplemental materials and other aids** in the **language** that the students can **understand**.

- e. LEA will **develop** and **implement** effective preschool, elementary school or secondary school **language instruction educational programs** that are **coordinated** with **other** relevant **programs** and services.

Sec. 3115(d)(4)

- e. The LEA should describe how to develop and implement effective preschool, elementary school or secondary school **language instruction educational programs** that are **coordinated** with **other** relevant **programs**.

- f. LEA will **improve** the **English language proficiency** and **academic achievement** of English learners.

Sec. 3115(d)(5)

- f. The LEA should describe how it **improves ELP** and **academic achievement** of English Learners

- g. LEA will provide community participation programs, family literacy services, and parent and family outreach and training **activities** to English Learners and their families to **improve** their **English language skills**.

Sec. 3115(d)(6)(A)

- g. The LEA should describe how it will provide **activities** to **improve language skills** such as:
- Providing **resource** guides to parents
 - **Inviting** potential families to trainings and program overview meetings.
 - **Advertising** through school communications, back-to-school nights, and parent-teacher organizations.

- h. LEA will provide community participation programs, family literacy services and parent and family outreach and training activities to English learners and their families to assist parents and families in helping their children to **improve their academic achievement** and becoming **active participants in education** of their children.

Sec. 3115(d)(6)(B)

If not applicable, leave blank a-k

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h. The LEA should describe how it will aid families in helping their children **improve their academic achievement** and become **active participants** in their children's education:

- **Family literacy services;**
- **Parent and family outreach and training activities; or**
- **Encourage community participation (business partners)**

- i. LEA will **improve** the **instruction** of English learners, which may include English learners with a **disability**, by providing for the access to, participation in, **acquisition or development of educational technology, instructional materials or resources.**

Sec. 3115 (d)(7)

- i. The LEA should describe **how** it will **include ELs with disabilities** by providing appropriate adaptations to the instructional program may include:

- **Instructional materials** (e.g., extensive use of visual cues, graphic organizers) specifically for students identified with disability(s);
- **Educational technology** for ELs specifically identified with disability(s)

- j. LEA will **offer early college high school and/or dual/concurrent enrollment programs/courses** designed to help English learners **achieve success in postsecondary** education.

Sec. 3115(d)(8)

- j. The LEA will describe how it will offer programs designed to help ELs achieve success in postsecondary education by:
- Providing support from **high school counselors** and **college counselors**;
 - **Access** to rigorous **college preparatory coursework**;
 - High-quality **career** and **technical education programs**;
 - Access to **college prep resources**; or
 - **College bridge programs**

- k. LEA will carry out **other activities** that are **consistent** with the **programs**.

Sec. 3115(d)(9)

- k. The LEA will describe how it will carry out **other activities** that are **consistent** with the **purposes** of the **EL** program.

ESEA Program Questions

Title III-Immigrant Children and Youth

Funding Application

LEAs that receive Immigrant and Children and Youth grant funds must use these funds to implement activities in **at least one area** outlined on the next slides. Please complete the section which the LEA will use their **Immigrant and Children and Youth allocation**. If the section is not applicable to the LEA, it should be left blank.

- a. LEA will provide family literacy, parent and family outreach, and **training activities** designed to assist parents and families to become **active participants in the education** of their children.

Sec. 3115(e)(1)(A)

- a. LEA response should describe how it provides family literacy, parent and family outreach, and **training activities** such as:
- **Materials** for home use **translated** in the primary **language**;
 - **Connecting families** with **community agencies** who can provide additional support with basic needs;
 - **Offering volunteering**;
 - **Local partnership** opportunities; or
 - Parent and family **mentors** and **outreach programs**.

- b. LEA will **recruit** and **support** for **personnel**, including **teachers** and **paraprofessionals**, who have been **specifically trained**, or are being trained, to provide services to immigrant children and youth.
- Sec. 3115(e)(1)(B)

- b. LEA response should describe:
- The **process** used to **recruit** teachers, paraprofessionals and/or support personnel that are **specifically trained**
 - The **process** used to continue **supporting** teachers, paraprofessionals, and/or support personnel that provide to support Immigrant children and youth.

- c. LEA will provide **tutorials, mentoring, and academic or career counseling** for immigrant children and youth.
Sec. 3115(e)(1)(C)

- c. The LEA response should describe how Immigrant children and youth needs are provided:
- **Tutorial support, mentoring** services, and **academic or career counseling** may be provided several times per week depending on the individual student's needs.

- d. LEA will **identify, develop, and acquire curricular materials, educational software, and technology.**
Sec. 3115(e)(1)(D)

- d. The LEA response should describe how it identifies, develops and acquires:
- **Curricular materials, educational software, and technology**

- e. LEA will provide basic **instructional services** for immigrant children and youth, which may include **classroom supplies, transportation costs**, or other costs directly related to instructional support.

Sec. 3115(e)(1)(E)

- e. The LEA will describe what costs are directly related to basic **instructional services or support**:
- **Classroom supplies**
 - **Costs of transportation outside of the regular school day** (after school/ extended year/ summer school)

- f. LEA will provide **other instructional services** that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as **programs of introduction to educational system and civics education**.

Sec. 3115(e)(1)(F)

- f. The LEA will describe how it will provide **other instructional services** in elementary and secondary schools such as:
- **Introduction to Educational System**
 - **Civics education**
 - **Bullying**
 - **Social Emotional Supports**
 - **Skills Development**
 - **Introduction to Cultures in the US**
 - **History of MS etc.**

- g. LEA will **provide activities, coordinated with community-based organizations, institutions of higher education, private sector entities**, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by **offering comprehensive community services**.

Sec. 3115(e)(1)(G)

- g. The LEA will **provide the process** used to create **wrap around services** with community-based organizations, IHL, private sector entities and other entities.

These organizations may include but are not limited to:

- **Colleges**
- **Fraternities/Sororities**
- **Regional Mental and Behavioral Health Partners**
- **Local Health Department**
- **Community Colleges/Four-Year Universities**
- **Department of Human Services etc.**

ESEA Program Questions- Title IV, Part A

LEA Plan & Funding Application

1. Describe any **partnership** with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a **demonstrated record of success** in implementing activities under this subpart.
Sec. 4106(e)(1)(A)

The LEA response should **describe** all **partnerships** that have a demonstrated **record of success**.

2. Describe how the local educational agency, or consortium of such agencies, will **periodically evaluate the effectiveness** of the activities carried out under this section based on such objectives and outcome.

Sec. 4106(e)(1)(c)

The LEA response should **describe:**

- **Process** used to **evaluate** the **effectiveness** of the activities
- **Timeline** used

For each program budgeted, provide a narrative description of how you will use your funding by describing in detail the **need** for the project, the **goals**, and **objectives**.

- Well-Rounded
- Safe and Healthy
- Effective Use of Technology

The LEA response should **describe the activities** that support **category of spending** which includes:

- **Program need**
- **Program objectives**
- **Intended outcomes**

ESEA Program Questions- Title V, Part B, Subpart 2

1. Summarize how the LEA will use the allocation to achieve program goals and expected outcomes

If applicable, the LEA response should **describe** how the allocation will be **used** as authorized under **Parent Involvement activities** which includes:

- **Program objectives**
- **Intended outcomes**

2. Summarize how the LEA will use the allocation to achieve program goals and expected outcomes

If applicable, The LEA response should **describe** how the allocation will be **used** as authorized under **Title I, Part A** which includes:

- **Program objectives**
- **Intended outcomes**

3. Summarize how the LEA will use the allocation to achieve program goals and expected outcomes

If applicable, the LEA response should **describe** how the allocation will be **used** as authorized under **Title II, Part A** which includes:

- **Program objectives**
- **Intended outcomes**

4. Summarize how the LEA will use the allocation to achieve program goals and expected outcomes

If applicable, the LEA response should **describe** how the allocation will be **used** as authorized under **Title III, Part A** which includes:

- **Program objectives**
- **Intended outcomes**

5. Summarize how the LEA will use the allocation to achieve program goals and expected outcomes

If applicable, the LEA response should **describe** how the allocation will be **used** as authorized under **Title IV, Part A** which includes:

- **Program objectives**
- **Intended outcomes**




ESEA Program Questions- Parent and Family Engagement

LEA Plan

1. **Describe** how the LEA will **ensure the information provided to parents** is in an understandable and uniform format, and to the extent practicable, in a **language the parents can understand.**

Sec. 1112(e)(4) and Sec. 1116(e)(5)

The LEA response should include:

- How the LEA will provide information to parents and families
 - Post to school website
 - Mail copies
 - News and other media outlets...
 - Facebook 
 - Twitter 
 - Instagram 

1. **Describe** how the LEA will **ensure the information provided to parents** is in an understandable and uniform format, and to the extent practicable, in a **language the parents can understand**.

Sec. 1112(e)(4) and Sec. 1116(e)(5)

The LEA response should include:

- What information is available
 - State Assessment
 - Parent Right to Know
 - Parent Programs
 - Meetings
 - Professional Development
 - Other activities

1. **Describe** how the LEA will **ensure the information provided to parents** is in an understandable and uniform format, and to the extent practicable, in a **language the parents can understand**.

Sec. 1112(e)(4) and Sec. 1116(e)(5)

The LEA response should include:

- Steps the LEA takes to ensure information is understood
 - Translations (languages spoken in the home)
 - User Friendly Documents

2. **Describe** how the LEA will provide the **coordination**, **technical assistance**, and **other support** necessary to **assist** and **build** the **capacity** of Title I served schools in **planning** and **implementing effective** parent and family engagement **activities** to improve student academic achievement and school performance. Sec. 1116(a)(2)(B)

The LEA response should include the process used to include stakeholders in assisting and supporting Title I served schools in planning and implementing effective PFE activities.

2. **Describe** how the LEA will provide the **coordination**, **technical assistance**, and **other support** necessary to **assist** and **build** the **capacity** of Title I served schools in **planning** and **implementing effective** parent and family engagement **activities** to improve student academic achievement and school performance. Sec. 1116(a)(2)(B)

Stakeholders may include:

- Local employers
- Business leaders
- Philanthropic organizations
- Individuals with expertise in engaging parents and families in education.
- Community partners

3. **Describe** how the LEA will **coordinate** and **integrate** parent and family engagement strategies with **other Federal, State, and local laws and programs.**

Sec. 1116(a)(2)(C)

The LEA response should describe how it will coordinate PFE strategies with other programs such as:

- SPED
- CTE
- Head Start
- Homeless

(Response must include at least one other program)

4. How does the LEA annual evaluation of the effectiveness of the parent and family engagement policy address the following:

- a. **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).

Sec. 1116(a)(2)(D)(i)

The LEA response should contain:

- A **brief summary** of the results of the **annual evaluation**
- How each barriers is **addressed**
- A **timeline for review** of activities to ensure greater participation occurs

- b. The **needs of parents** and family members to assist with the learning of their children, including engaging with school personnel and teachers.

Sec. 1116(a)(2)(D)(ii)

The LEA response should contain:

- The **Processes** for determining needs
- The **List of needs** of parents based on data collected
- **Strategies** to build capacity of parents and families

- c. **Strategies** to support successful school and family interactions.

Sec. 1116(a)(2)(D)(iii)

The LEA response should contain:

- **Strategies** to improve **school** and **family interaction**

5. What **process** will be used to ensure the use of evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies?

Sec. 1116(a)(2)(E)

The LEA response should include:

- The **data sources** used to evaluate the effectiveness of the policy.
- The **Timeline** to review evaluation

5. What **process** will be used to ensure the use of evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies?

Sec. 1116(a)(2)(E)

The LEA response should include:

- **Specific evidence-based strategy(s)** that includes:
 - The **resource bank** from which the evidence was provided
 - The **level of effectiveness** (strong, moderate or promising)
 - The **impact** on student achievement
 - If the **demographics** of the study is **similar to the schools**
- or
- Two Years of data that show growth for a strategy that is being implemented.

6. **Describe** how the LEA will **involve** Title I, Part A parents in the **development, revision, and review** of the parent and family engagement **policy**.
Sec. 1116(a)(2)(F)

The LEA response should contain:

- A description of the **process** used to invite/select a **diverse** group of **parents and families** to develop, review, and revise the PFE policy.



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