

**Local Educational Agency (LEA) Plans under the Every Student Succeeds Act (ESSA)**  
**Frequently Asked Questions (FAQs)**  
**March 2017**

**1. How will LEAs submit plans to the State for approval?**

*The requirements for LEA plans under the ESSA will be addressed through the web-based grants management system, the Comprehensive Continuous Improvement Plan (CCIP). Some requirements will be addressed in the Planning Tool and others will be addressed in the Funding Application for Title I, Part A. Remember one goal of utilizing CCIP is to consolidate the planning and application process in order to reduce duplication of information across the state.*

**2. Will neglected & delinquent, homeless education, early childhood education, and transition strategies be addressed in the Planning Tool as goals, strategies, or action steps? Do we attach funding to those as well? Also, are AIG/ CTE addressed in the Planning Tool? Do we attach funding?**

*The LEA plan requirements for neglected and delinquent, homeless, preschool, and transitions will be addressed in the Grant Details section and in the Related Documents section of the Title I Funding Application, as applicable. Initiatives targeting these groups of students (e.g., homeless, preschool, etc.) may also be addressed in the Planning Tool.*

*Fiscal Resources for Title I may be designated for any Goals in the Planning Tool. As outlined under LEA Plan requirements for ESSA, the Planning Tool descriptions (strategies, action steps, etc.) may also address academically gifted students and students in career and technical education programs, as appropriate. For example, if the district plans to use Title I funds to support a goal that will include strategies to help schools identify and support academically gifted students, then the LEA will create a Fiscal Resource for Title I for that particular goal.*

**3. Regarding consultation requirements with private schools, this does apply only to those private schools that elected to participate in Title I services, correct?**

*An “invitation” to participate must be sent to each private school within the borders of the LEA. Documentation of at least 3 direct invitations (if you do not receive a response to the first and second invitation) must be retained by the LEA and provided to the State Ombudsman on request. Documentation of “consultation” only applies to those private schools electing to participate.*

**4. What if a private school does not attend the meeting after three documented direct invitations?**

*Once an LEA has documentation of 3 direct invitations and still does not receive a response from the private school, then it must be assumed that the private school has declined to participate. The LEA will maintain the documentation and submit to the State Ombudsman on request.*

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- 5. Most of us make a distinction between private school *meetings* and private school *consultations*. The meeting is with ALL private schools in our LEA. The consultation is only with those private schools that elect to participate. Is that distinction still true when referring to requirements for private school consultations?**

*The “meeting” invitation should be sent to ALL private schools within the borders of the LEA. The follow-up “consultation” would be with just those private schools electing to participate.*

- 6. Where do we find the current list of private schools?**

*A listing of North Carolina private schools may be found on the North Carolina Administration website. The website lists private schools by county which should be beneficial to our LEAs. The most recent listing is from 2015-16, which will be the definitive list for the 2017-18 requirements. The website is: <https://ncadmin.nc.gov/citizens/private-school/nc-directory-private-schools>.*

- 7. Regarding Tribal consultation, we have an Indian Education grant but who do we consult with if the grant serves multiple tribes? Would the parent council through that program be sufficient?**

*We recommend that you reach out to any general contact that you may have to determine who may want to be included in the consultation.*

*A few items to note in terms of verbiage from the law:*

- ✓ *The term “appropriate officials” means— (A) tribal officials who are elected; or (B) appointed tribal leaders or officials designated in writing by an Indian tribe for the specific consultation purpose under this section.”*
- ✓ *However, “Nothing in this section shall be construed to require the local educational agency to determine who are the appropriate officials; or to make the local educational agency liable for consultation with appropriate officials that the tribe determines not to be the correct appropriate officials.”*
- ✓ *In addition, “Consultation required under this section shall not interfere with the timely submission of the plans or applications required under this Act.” So if the tribal organization does not respond in a timely manner and you reached out to them in sufficient time, you would have met your obligation.*

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- 8. With regard to consultation with Indian tribes - do we consult with the tribe for all the same federal programs as are now included on the new affirmation of consultation form for private schools?**

*For “affected” LEAs, the law requires consultation in the development of any plan under “this Act” which means any authorized grant programs under ESSA. So yes, the plans for applying for all of those programs would be included in the consultation as well as any plans to apply for the Title VI, Indian Education Grants.*

*As a reminder, the term “affected local educational agency” means an LEA with:*

- ✓ An enrollment of American Indian or Alaska Native students that is not less than 50 percent of the total enrollment of the local educational agency; or*
- ✓ An LEA that received an Indian Education grant in the previous year that exceeded \$40,000.*

- 9. Do the consultation requirements apply even if the tribal organization has their own school system and they apply for Title I themselves?**

*The LEA must consult with tribal organizations to provide the opportunity for the tribal organization to “meaningfully and substantively contribute” to the development of the LEA plan. As such, the consultation is not focused on participation in equitable services like the consultation with private school officials.*

- 10. Since accountability plans are not due until the fall, does the State plan to freeze the current focus and priority school lists or create a list for a single year until CSI / TSI go in to effect?**

*A cross-divisional team at NCDPI is currently working on this, taking in to consideration which plan will best assist our schools in need of support and improvement. Accountability is running a variety of scenarios to provide the team with a clear picture of which schools would remain if a new list were created for a single year.*

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**11. Will an Equity Plan template be provided to LEAs for use?**

*While no specific template is required, local staff may want to develop the local plan based on the template the NC Department of Public Instruction (NCDPI) used to develop [North Carolina's State Plan to Ensure Equitable Access to Excellent Educators](#) (Equity Plan). In the development of the state Equity Plan, NCDPI used resources developed by the Center for Great Teachers and Leaders (GTL) at the American Institutes for Research (AIR) under a cooperative agreement with the U.S. Department of Education (USED). LEAs may find these resources helpful in developing plans to address inequities in teacher distribution in and among their schools. For example, the resources include a Data Review Tool to help determine appropriate metrics and to analyze data to identify. To access the GTL resources, go to: <http://www.gtlcenter.org/learning-hub/equitable-access-toolkit>.*

*Again, no specific template is required; however, LEAs must develop and submit a plan that both 1) identifies gaps in equitable distribution of teachers specifically for low-income and minority students, and 2) describes how the LEA will address those gaps.*