

ESSA: State Plan Requirements

Title I – Part A: State plan requirements for the receipt of Title I-A funds.					
IA.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	§ 1111(a)(1)(A)	<p>Plan must be developed by the SEA with meaningful consultation with the Governor, members of the State legislature, the State board of education, LEAs, representatives of Indian tribes (in CO), teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.</p> <p><i>Limit: Consultation with the above members may not interfere with the timely submission of the plan.</i></p>	CDE Team members:	Spoke Committee: External Team Members:	
B.	§ 1111(a)(1)(B)	<p>Plan must be coordinated with:</p> <ul style="list-style-type: none"> • other programs under this Act, • the IDEA, • the Rehabilitation Act of 1973, • the Carl D. Perkins CTE Act of 2006, • the Workforce Innovation and Opportunity Act, • the Head Start Act, • the Child Care and Development Block Grant of 1990, • the Education Sciences Reform Act of 2002, • the Education Technical Assistance Act of 2002, • the National Assessment of Educational Progress Authorization Act, • the McKinney-Vento Homeless Assistance Act, and • the Adult Education and Family Literacy Act. 	CDE Team members:	Spoke Committee: External Team Members:	
C.	§ 1111(a)(8)	<p>Must make the State plan available to the public for comment for a period of not less than 30 days (electronically and easily accessible), prior to submission to the Secretary.</p> <p>Must provide an assurance that public comments were taken into account in the development of the State plan.</p>	CDE Team members:	Spoke Committee: External Team Members:	
D.	§ 1111(b)(1)(A)	<p>Must provide an assurance that the State has adopted challenging academic content standards and aligned academic achievement standards.</p> <p><i>Academic standards must include no less than three levels of achievement that will be used by the State, LEAs, and its schools. The State is not required to submit the academic standards.</i></p>	CDE Team members:	Spoke Committee: External Team Members:	
E.	§ 1111(b)(1)(B)-(C)	<p>Academic standards must:</p> <ul style="list-style-type: none"> (i) Apply to all public schools and public school students in the State; and, (ii) Include the same knowledge, skills, and levels of achievement expected of all public school students in the State. <p>Must have academic standards for math, reading/language arts, and science.</p>	CDE Team members:	Spoke Committee: External Team Members:	
F.	§ 1111(b)(1)(D)(i)		CDE Team members:	Spoke Committee:	

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		Must demonstrate that the standards are aligned with entrance requirements for credit-bearing coursework in the public higher education in the State and relevant State CTE standards.		External Team Members:	
G.	§ 1111(b)(1)(E)	May adopt alternate academic standards for students with the most significant cognitive disabilities through a documented and validated standard-setting process. <i>Alternate standards must meet the requirements within section 1111(b)(1)(E)(i).</i>	CDE Team members:	Spoke Committee: External Team Members:	
H.	§ 1111(b)(1)(F)	Must demonstrate that the State has adopted English language proficiency standards. <i>The State is not required to submit the standards for review.</i>	CDE Team members:	Spoke Committee: External Team Members:	
I.	§ 1111(b)(1)(F)(i)-(iii)	English language proficiency standards must: (i) be derived from the four recognized domains (speaking/listening/reading/writing), (ii) address the different proficiency levels of English learners, and (iii) be aligned with the challenging State academic standards.	CDE Team members:	Spoke Committee: External Team Members:	
J.	§ 1111(b)(1)(H)	Existing standards (academic achievement, alternate academic achievement, and English language proficiency) may be used if revised for consistency with section 1111.	CDE Team members:	Spoke Committee: External Team Members:	
K.	§ 1111(b)(2)(A)	Must demonstrate that the SEA has implemented, in consultation with the LEAs, a set of high-quality student academic assessments in math, reading/language arts, and science.	CDE Team members:	Spoke Committee: External Team Members:	
L.	§ 1111(b)(2)(B)	Assessments must: <ul style="list-style-type: none"> • be the same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State (except as provided in section 1111(d)), • be administered to all public elementary school and secondary school students in the State (except as provided in section 1111(d)), • be aligned with the challenging State academic standards, • provide coherent and timely information about student attainment of such standards, • provides coherent and timely information about whether a student is performing at grade level, • be used for purposes for which such assessments are valid and reliable, • be consistent with relevant, nationally recognized professional and technical testing standards, • objectively measure academic achievement, knowledge, and skills, • not evaluate or assess personal or family beliefs or attitudes, 	CDE Team members:	Spoke Committee: External Team Members:	

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		<ul style="list-style-type: none"> not publicly disclose PII, be of adequate technical quality for each purpose required under this Act and consistent with section 1111 (evidence of which shall be made public), be administered in each of grades 3 through 8 (math and reading/LA), be administered at least once in grades 9 through 12 (math and reading/LA), be administered not less than once in grades 3 through 5 (science), be administered not less than once in grades 6 through 9 (science), be administered not less than once in grades 10 through 12 (science), be administered at the discretion of the State (all other subjects), involve multiple up-to-date measure of student achievement, provide for the participation of all students, provide appropriate accommodations for children with disabilities, provide for the inclusion of English learners (see section 1111(b)(2)(G)), at the State's discretion, be administered through single or multiple assessment(s), provide for assessments (using tests in English) of reading/LA of any student who has attended school in the U.S. for three or more consecutive school years (with exception re: appropriateness of providing assessments in appropriate languages for students that have not yet reached a level of English proficiency that would yield valid and reliable information), produce individual student reports (interpretive, descriptive, and diagnostic), produce reports that are provided to parents, teachers, and school leaders in an understandable and uniform format, in a language that parents can understand, enable results to be disaggregated at the State, LEA, and school level by: major racial and ethnic groups, economically disadvantaged as compared to the not economically disadvantaged, children with disabilities as compared to children without disabilities, English proficiency status, gender, and migrant status (unless N size is too small), enable itemized score analyses to LEAs and schools, and be developed using principles of universal design for learning. 			
M.	§ 1111(b)(2)(C)	Exception may be made to exempt any 8th grade student from the math assessment as provided by section 1111(b)(2)(C)(i)-(iii).	CDE Team members:	Spoke Committee:	
				External Team Members:	
N.	§ 1111(b)(2)(D)	Alternate assessments may be provided for students with the most significant cognitive disabilities as provided by section 1111(b)(2)(D)(i)-(ii).	CDE Team members:	Spoke Committee:	
				External Team Members:	
O.	§ 1111(b)(2)(D)(i)(IV)	If the State provides alternate assessments for students with the most significant cognitive disabilities, then the State must describe the steps it has taken to incorporate universal design for learning, to the extent feasible, in alternate assessments.	CDE Team members:	Spoke Committee:	
				External Team Members:	

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P.	§ 1111(b)(2)(D)(i)(V)	If the State provides alternate assessments for students with the most significant cognitive disabilities, the State must describe that general and special education teachers, as well as other appropriate staff, know how to administer the alternate assessments and make appropriate use of accommodations for students.	CDE Team members:	Spoke Committee: External Team Members:	
Q.	§ 1111(b)(2)(F)(i)	Must identify the languages other than English that are present to a significant extent in the participating student population of the State. Must indicate the languages for which annual student academic assessments are not available and are needed.	CDE Team members:	Spoke Committee: External Team Members:	
R.	§ 1111(b)(2)(G)(i)-(ii)	Must demonstrate that the LEAs in the State will provide an annual assessment of English proficiency of all ELs in the schools served by the SEA. Assessment must be aligned with the State’s English language proficiency standards.	CDE Team members:	Spoke Committee: External Team Members:	
S.	§ 1111(b)(2)(I)	State may defer commencement – but not development – of the assessments in section 1111(b) for 1 year for each year for which grants appropriated under part B is less than \$369,100,000.	CDE Team members:	Spoke Committee: External Team Members:	
T.	§ 1111(b)(2)(J)	State may develop and administer computer assessments as long as the assessments meet the requirements of section 1111(b), the exceptions under section 1111(b)(2)(J)(i)(I)-(II), and requirements under section 1111(b)(2)(J)(ii).	CDE Team members:	Spoke Committee: External Team Members:	
U.	§ 1111(b)(3)	State may choose to: <ul style="list-style-type: none"> exclude ELs who have been enrolled for less than 12 months from one administration of reading/LA assessment (scores will be counted toward achievement in year two), or assess ELs who have been enrolled for less than 12 months (scores will be counted toward growth in year two). 	CDE Team members:	Spoke Committee: External Team Members:	
V.	§ 1111(c)(1)-(2)	Must describe the statewide accountability system. It must comply with §§ 1111(c) and 1111(d). <i>Subgroups of students under section 1111(c) include economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners.</i>	CDE Team members:	Spoke Committee: External Team Members:	
W.	§ 1111(c)(3)(A)	Must describe the minimum number of students the State determines are necessary to be included to carry out disaggregation requirements, how that number is statistically sound, and how the minimum number was determined by the State, including stakeholders.	CDE Team members:	Spoke Committee: External Team Members:	
X.	§ 1111(c)(4)(A)	State must establish ambitious State-designed long-term goals that include measurements of interim progress toward meeting such goals for:	CDE Team members:	Spoke Committee:	

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		<ul style="list-style-type: none"> all students and separately for each subgroup of students for improved academic achievement, measured by proficiency on annual assessments, and improved high school graduation rates, English learners for increases in the percentage of ELs achieving English language proficiency. 		External Team Members:	
Y.	§ 1111(c)(4)(B)	<p>State must annually measure, for all students and separately for each subgroup, the following indicators:</p> <ul style="list-style-type: none"> Academic achievement for all public schools in the State, Student growth (or another valid and reliable indicator that allows meaningful differentiation) for public elementary schools and secondary schools that are not high schools, Four-year adjusted cohort graduation rate and, at the State’s discretion, the extended-year adjusted cohort graduation rate, for public high schools, Progress in achieving English language proficiency within a State-determined timeline for ELs for public schools in the State, and An additional indicator as defined in section 1111(c)(4)(B)(v). <p><i>Additional requirements for each indicator discussed in more depth in section 1111(c)(4)(B).</i></p>	CDE Team members:	Spoke Committee: External Team Members:	
Z.	§ 1111(c)(4)(C)	State must establish a system of meaningfully differentiating, on an annual basis, all public schools in the State.	CDE Team members:	Spoke Committee: External Team Members:	
AA.	§ 1111(c)(4)(D)	State must identify schools for comprehensive support and improvement.	CDE Team members:	Spoke Committee: External Team Members:	
BB.	§ 1111(c)(4)(E)	<p>State must annually measure the achievement of no less than 95 percent of all students, and 95 percent of all students in each subgroup, who are enrolled in public schools on the assessments.</p> <p><i>Additional requirements discussed in sections 1111(c)(4)(E)-(F).</i></p>	CDE Team members:	Spoke Committee: External Team Members:	
CC.	§ 1111(d)(1)(A)	SEA must notify each LEA of any school served by the LEA that is identified for comprehensive support and improvement.	CDE Team members:	Spoke Committee: External Team Members:	
DD.	§ 1111(d)(2)(A)	<p>SEA must notify each LEA of any school served by the LEA in which any subgroup of students is consistently underperforming.</p> <p>SEA must ensure that each LEA notifies each school in which any subgroup of students is consistently underperforming.</p>	CDE Team members:	Spoke Committee: External Team Members:	

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EE.	§ 1111(d)(2)(D)	SEA must notify each LEA of any school served by the LEA in which any subgroup of students, on its own, would lead to identification for comprehensive support and improvement.	CDE Team members:	Spoke Committee: External Team Members:	
FF.	§ 1111(d)(3)(A)(i)	SEA must establish statewide exist criteria for schools identified for comprehensive support and improvement and for schools identified for targeted support.	CDE Team members:	Spoke Committee: External Team Members:	
GG.	§ 1111(d)(3)(A)(ii)	SEA must periodically review resource allocation to support school improvement in each LEA serving a significant number of schools identified for either comprehensive support and improvement or targeted support and improvement.	CDE Team members:	Spoke Committee: External Team Members:	
HH.	§ 1111(d)(3)(A)(iii)	SEA must provide technical assistance to each LEA serving a significant number of schools identified for either comprehensive support and improvement or targeted support and improvement.	CDE Team members:	Spoke Committee: External Team Members:	
II.	§ 1111(g)(1)(A)	Must describe how the State will provide assistance to LEAs and individual elementary schools choosing to use funds under this part to support ECE programs.	CDE Team members:	Spoke Committee: External Team Members:	
JJ.	§ 1111(g)(1)(B)	Must describe how low-income and minority children enrolled in Title I-A schools are not served at disproportionate rates by ineffective/out-of-field/inexperienced teachers.	CDE Team members:	Spoke Committee: External Team Members:	
KK.	§ 1111(g)(1)(B)	Must describe the measures the SEA will use to evaluate and publicly report the SEA's progress regarding the previous description. (Does not require State to develop evaluation system.)	CDE Team members:	Spoke Committee: External Team Members:	
LL.	§ 1111(g)(1)(C)	Must describe how the SEA will support LEAs receiving Title I-A assistance to improve school conditions for student learning (including reducing incidences of bullying and harassment, overuse of discipline practice which remove students from class, and use of aversive behavioral interventions that compromise student health and safety.)	CDE Team members:	Spoke Committee: External Team Members:	
MM.	§ 1111(g)(1)(D)	Must describe how the State will support LEAs receiving Title I-A assistance in meeting the needs of students at all levels of schooling, including how the State works with LEAs to provide effective transitions of students from middle to high school to decrease the risk of dropping out.	CDE Team members:	Spoke Committee: External Team Members:	

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NN.	§ 1111(g)(1)(E)	Must describe the steps the SEA will take to ensure collaboration with the agency administering the State plans under parts B and E of title IV of the Social Security Act to ensure stability of children in foster care.	CDE Team members:	Spoke Committee:	
				External Team Members:	
OO.	§ 1111(g)(1)(E)	Must provide assurances that: (i) Any child described above enrolls or remains in the child’s school of origin (pending an opposing decision made regarding the child’s best interest); (ii) When a determination is made that the school of origin is not in the child’s best interest, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment; (iii) The enrolling school must immediately contact the school last attended by the child to obtain relevant academic and other records; and, (iv) The SEA will designate an employee as a POC to oversee implementation of the State agency’s responsibilities. The POC may not serve as the State’s Coordinator for Education of Homeless Children and Youths (MV).	CDE Team members:	Spoke Committee:	
				External Team Members:	
PP.	§ 1111(g)(1)(F)	Must describe how the SEA will provide support to LEAs in the identification, enrollment, attendance, and school stability of homeless children and youths.	CDE Team members:	Spoke Committee:	
				External Team Members:	
QQ.	§ 1111(g)(1)(G)	Must describe other factors the SEA determines appropriate to provide students an opportunity to achieve the knowledge and skills described in the challenging State academic standards.	CDE Team members:	Spoke Committee:	
				External Team Members:	
RR.	§ 1111(g)(2)(A)	Must provide an assurance that the State will make public any methods or criteria the State is using to measure teacher, principal, or other school leader effectiveness for the purpose of meeting the requirements in par. (1)(B). (Comparability/Disproportionate Rates)	CDE Team members:	Spoke Committee:	
				External Team Members:	
SS.	§ 1111(g)(2)(B)	Must provide an assurance that the SEA will notify LEAs, Indian tribes and tribal organizations, schools, teachers, parents, and the public of the challenging State academic standards, academic assessments, and State accountability system, developed under Title I-A.	CDE Team members:	Spoke Committee:	
				External Team Members:	
TT.	§ 1111(g)(2)(C)	Must provide an assurance that the SEA will assist each LEA and school affected by the State plan to meet the requirements of this part.	CDE Team members:	Spoke Committee:	
				External Team Members:	
UU.	§ 1111(g)(2)(D)	Must provide an assurance that the State will participate in the biennial State academic assessments in reading and math in grades 4 and 8 of the National	CDE Team members:	Spoke Committee:	
				External Team Members:	

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		Assessment of Education Progress if the Secretary pays the costs of administering such assessments.		External Team Members:	
VV.	§ 1111(g)(2)(E)	Must provide an assurance that the SEA will modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate funds from other Federal, State, and local sources to improve educational opportunities and reduce unnecessary fiscal and accounting requirements.	CDE Team members:	Spoke Committee: External Team Members:	
WW.	§ 1111(g)(2)(F)	Must provide an assurance that the SEA will support the collection and dissemination to LEAs and schools of effective parent and family engagement strategies, including those under section 1116.	CDE Team members:	Spoke Committee: External Team Members:	
XX.	§ 1111(g)(2)(G)	Must provide an assurance that the SEA will provide the least restrictive and burdensome regulations for LEAs and individual schools participating in a program assisted under this part.	CDE Team members:	Spoke Committee: External Team Members:	
YY.	§ 1111(g)(2)(H)	Must provide an assurance that the SEA will ensure that LEAs, in developing and implementing programs under this part, will, to the extent feasible, work in consultation with outside intermediary organizations, or individuals, that have practical expertise in the development or use of evidence-based strategies and programs to improve teaching, learning, and schools.	CDE Team members:	Spoke Committee: External Team Members:	
ZZ.	§ 1111(g)(2)(I)	Must provide an assurance that the SEA has appropriate procedures and safeguards in place to ensure the validity of the assessment process.	CDE Team members:	Spoke Committee: External Team Members:	
AAA.	§ 1111(g)(2)(J)	Must provide an assurance that the SEA 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.	CDE Team members:	Spoke Committee: External Team Members:	
BBB.	§ 1111(g)(2)(K)	Must provide an assurance that the SEA will coordinate activities funded under this part with other Federal activities as appropriate.	CDE Team members:	Spoke Committee: External Team Members:	
CCC.	§ 1111(g)(2)(L)	Must provide an assurance that the SEA has involved the committee of practitioners established under section 1603(b) in developing the plan and monitoring its implementation.	CDE Team members:	Spoke Committee: External Team Members:	
DDD.	§ 1111(g)(2)(M)		CDE Team members:	Spoke Committee:	

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		Must provide an assurance that the State has professional standards for paraprofessionals working in a program supported with funds under this part, including qualifications that were in place under NCLB (prior to ESSA).		External Team Members:	
EEE.	§ 1111(g)(2)(N)	<p>Must provide an assurance that the SEA will provide the information described in clauses (ii), (iii), and (vii) of subsection (h)(1)(C) to the public in an easily accessible and user-friendly manner that can be cross-tabulated by, at a minimum, each major racial and ethnic group, gender, English proficiency status, and children with or without disability.</p> <p>This may be accomplished by including such information on the annual State report card described in (h)(1)(C); must be present in a manner that is first anonymized and does not reveal PII about an individual student, does not include a number of students in any subgroup that is insufficient to yield statistically reliable information or that would reveal PII, and is consistent with the requirements of section 444 of the GEPA (formerly FERPA).</p>	CDE Team members:	Spoke Committee:	
				External Team Members:	

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Title I – Part C: State plan requirements for the receipt of Title I-C funds.					
IC.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	§ 1304(b)(1)	<p>Must describe how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:</p> <ul style="list-style-type: none"> (A) The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; (B) Joint planning among local, State, and Federal educational programs serving migratory children, including LIEPs under part A of title III; (C) The integration of services available under this part with services provided by those other programs; and (D) Measurable program objectives and outcomes. 	CDE Team members:	Spoke Committee:	
				External Team Members:	
B.	§ 1304(b)(2)	<p>Must describe the steps the State is taking to provide all migratory students with the opportunity to meet the same challenging State academic content standards and challenging State academic standards that all children are expected to meet.</p>	CDE Team members:	Spoke Committee:	
				External Team Members:	
C.	§ 1304(b)(3)	<p>Must describe how the State will use funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.</p>	CDE Team members:	Spoke Committee:	
				External Team Members:	
D.	§ 1304(b)(4)	<p>Must describe the State’s priorities for the use of funds received under this part, and how such priorities relate to the State’s assessment of needs for services in the State.</p>	CDE Team members:	Spoke Committee:	
				External Team Members:	
E.	§ 1304(b)(5)	<p>Must describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the requirements of subsection (d), and the availability of funds from other Federal, State, and local programs.</p>	CDE Team members:	Spoke Committee:	
				External Team Members:	
F.	§ 1304(b)(6)	<p>Must describe how the State will encourage programs and projects assisted under this part to offer family literacy services if the program or project serves a substantial number of migratory children whose parents do not have a high school diploma or its recognized equivalent or who have low levels of literacy.</p>	CDE Team members:	Spoke Committee:	
				External Team Members:	
G.	§ 1304(c)(1)	<p>Must provide an assurance that funds will be used only for programs and projects, including the acquisition of equipment, in accordance with section 1306, and to coordinate such programs and projects with similar programs and projects within the</p>	CDE Team members:	Spoke Committee:	
				External Team Members:	

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		State and in other States, as well as with other Federal programs that can benefit migratory children and their families.			
H.	§ 1304(c)(2)	Must provide an assurance that programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (c) of section 1118, and part F.	CDE Team members:	Spoke Committee: External Team Members:	
I.	§ 1304(c)(3)	Must provide an assurance that the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parents of migratory children, including parent advisory councils, for programs not less than 1 school year in duration, and that all such programs and projects are carried out: (A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and, (B) in a format and language understandable to the parents.	CDE Team members:	Spoke Committee: External Team Members:	
J.	§ 1304(c)(4)	Must provide an assurance that in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school.	CDE Team members:	Spoke Committee: External Team Members:	
K.	§ 1304(c)(5)	Must provide an assurance that the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and LEAs under part A.	CDE Team members:	Spoke Committee: External Team Members:	
L.	§ 1304(c)(6)	Must provide an assurance that such programs and projects will provide for outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services.	CDE Team members:	Spoke Committee: External Team Members:	
M.	§ 1304(c)(7)	Must provide an assurance that to the extent feasible, such programs and projects will provide for: (A) advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; (B) professional development programs, including mentoring, for teachers and other program personnel; (C) family literacy programs; (D) the integration of information technology into educational and related programs; and, (E) programs to facilitate the transition of secondary school students to postsecondary education or employment.	CDE Team members:	Spoke Committee: External Team Members:	
N.	§ 1304(c)(8)	Must provide an assurance that the State will assist the Secretary in determining the number of migratory children under section 1303(a)(1).	CDE Team members:	Spoke Committee: External Team Members:	

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Title I – Part D: State plan requirements for the receipt of Title I-A funds.					
ID.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	§ 1414(a)(2)(A)	Must describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program.	CDE Team members:	Spoke Committee: External Team Members:	
B.	§ 1414(a)(2)(B)	Must provide , to the extent feasible, that such children will have the same opportunities to achieve as if such children were in the schools of LEAs in the State.	CDE Team members:	Spoke Committee: External Team Members:	
C.	§ 1414(a)(2)(C)	Must describe how the State will place a priority for such children to attain a regular high school diploma, to the extent feasible.	CDE Team members:	Spoke Committee: External Team Members:	
D.	§ 1414(a)(2)(D)	Must provide an assurance that the SEA will: (i) Ensure that programs assisted under Title I-Part D will be carried out in accordance with the State plan described in this subsection; and, (ii) Ensure that the State agencies receiving subgrants comply with all applicable statutory and regulatory requirements.	CDE Team members:	Spoke Committee: External Team Members:	
E.	§ 1414(a)(2)(E)	Must provide an assurance that the SEA has established: (i) Procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program that best meets the needs of the student, including the transfer of credits that such student earns during placement; and, (ii) Opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming.	CDE Team members:	Spoke Committee: External Team Members:	

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Title II – Part A: State application requirements for the receipt of Title II funds.					
IIA.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	§ 2101(d)(2)(A)	Must describe how the SEA will use Title II funds for State-level activities described in (c).	CDE Team members:	Spoke Committee: External Team Members:	
B.	§ 2101(d)(2)(B)	Must describe the State’s system of certification and licensing of teachers, principals, or other school leaders.	CDE Team members:	Spoke Committee: External Team Members:	
C.	§ 2101(d)(2)(C)	Must describe how Title II activities are aligned with challenging State academic standards.	CDE Team members:	Spoke Committee: External Team Members:	
D.	§ 2101(d)(2)(D)	Must describe how Title II activities are expected to improve student achievement.	CDE Team members:	Spoke Committee: External Team Members:	
E.	§ 2101(d)(2)(E)	If the SEA plans to use funds to improve equitable access to effective teachers, consistent with section 1111(g)(1)(B), then the SEA must describe how Title II funds will be used to do so.	CDE Team members:	Spoke Committee: External Team Members:	
F.	§ 2101(d)(2)(F)	If applicable, the SEA must describe how it will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems that meet the requirements of subsection (c)(4)(B)(ii).	CDE Team members:	Spoke Committee: External Team Members:	
G.	§ 2101(d)(2)(G)	Must provide an assurance that the SEA will monitor the implementation of Title II activities and provide technical assistance to LEAs carrying out such activities.	CDE Team members:	Spoke Committee: External Team Members:	
H.	§ 2101(d)(2)(H)	Must provide an assurance that the SEA will work in consultation with the entity responsible for teacher, principal, or other school leader professional standards, certification, and licensing for the State, and encourage collaboration between educator preparation programs, the State and LEAs to promote the readiness of new educators entering the profession.	CDE Team members:	Spoke Committee: External Team Members:	

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I.	§ 2101(d)(2)(I)	Must provide an assurance that the SEA will comply with section 8501 (regarding participation by private school children and teachers).	CDE Team members:	Spoke Committee: External Team Members:	
J.	§ 2101(d)(2)(J)	Must describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, ELs, students who are gifted and talented, and student with low literacy levels, and provide instruction based on the needs of such students.	CDE Team members:	Spoke Committee: External Team Members:	
K.	§ 2101(d)(2)(K)	Must describe how the State will use data and ongoing consultation as described in paragraph (3) to continually update and improve the activities supported under this part.	CDE Team members:	Spoke Committee: External Team Members:	
L.	§ 2101(d)(2)(L)	Must describe how the SEA will encourage opportunities for increased autonomy and flexibility for teachers, principals, or other school leaders, such as by establishing innovation schools that have a high degree of autonomy over budget and operations, are transparent and accountable to the public, and lead to improved academic outcomes for students.	CDE Team members:	Spoke Committee: External Team Members:	
M.	§ 2101(d)(2)(M)	Must describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.	CDE Team members:	Spoke Committee: External Team Members:	

ESSA: State Plan Requirements

Title III – Part A: State plan requirements for the receipt of Title III funds.					
IIIA.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	§ 3113(b)(1)	Must describe the process that the SEA will use in awarding subgrants to eligible entities.	CDE Team members:	Spoke Committee: External Team Members:	
B.	§ 3113(b)(2)	Must describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures , including an assurance that all students who may be ELs are assessed for such status within 30 days of enrollment in a school in the State.	CDE Team members:	Spoke Committee: External Team Members:	
C.	§ 3113(b)(3)	Must provide assurances that: (A) The SEA will ensure that eligible entities receiving a subgrant comply with requirement in section 1111(b)(2)(B)(ix) regarding assessment of ELs in English; (B) The SEA will ensure that eligible entities receiving a subgrant annually assess the English proficiency of all ELs participating in a Title III program; (C) The SEA will address the needs of school systems of all sizes and in all geographic areas (rural and urban) when making subgrants under 3114; (D) Subgrants will be of sufficient size and scope to allow entities to carry out effective LIEPs for ELs; (E) The SEA will require that eligible entities receiving a subgrant use it in ways that will build such recipients capacity to continue to offer effective LIEPs that assist ELs in meeting challenging State academic standards; (F) The SEA will monitor the entities receiving a subgrant for compliance with Federal fiscal requirements; and, (G) The plan has been developed in consultation with LEAs, teachers, administrators of Title III programs, parents of ELs and other relevant stakeholders.	CDE Team members:	Spoke Committee: External Team Members:	
D.	§ 3113(b)(4)	Must describe how the agency will coordinate its Title III programs and activities with other programs and activities under ESSA and other Acts as appropriate.	CDE Team members:	Spoke Committee: External Team Members:	
E.	§ 3113(b)(5)	Must describe how each eligible entity will be given the flexibility to teach ELs: 1) using a high-quality, effective language instruction curriculum for teaching ELs and 2) in the manner the eligible entity determines to be most effective.	CDE Team members:	Spoke Committee: External Team Members:	
F.	§ 3113(b)(6)	Must describe how the SEA will assist eligible entities in meeting: 1) the State-designed long-term goals est. under section 1111(c)(4)(A)(ii) – including measurements of interim	CDE Team members:	Spoke Committee:	

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		progress towards meeting such goals – based on the State’s English language proficiency assessment under section 1111(b)(2)(G), and 2) the challenging State academic standards.		External Team Members:	
G.	§ 3113(b)(7)	Must describe how the SEA will meet the unique needs of children and youth in the State being served through the reservation of funds under 3114(d) (Immigrant Set-aside).	CDE Team members:	Spoke Committee:	
				External Team Members:	
H.	§ 3113(b)(8)(A)	Must describe how the SEA will monitor the progress of each entity receiving a subgrant in helping ELs achieve English proficiency.	CDE Team members:	Spoke Committee:	
				External Team Members:	
I.	§ 3113(b)(8)(B)	Must describe the steps the SEA will take to further assist entities if the Title III strategies are not effective, such as providing technical assistance and modifying such strategies.	CDE Team members:	Spoke Committee:	
				External Team Members:	

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Title IV – Part A: State plan requirements for the receipt of Title IV – Part A funds.					
IVA.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	§ 4103(c)(2)(A)	Must describe how the SEA will use funds received under Title IV-A for State-level activities.	CDE Team members:	Spoke Committee:	
				External Team Members:	
B.	§ 4103(c)(2)(B)	Must describe how the SEA will ensure that awards made to LEAs under Title IV-A are in amounts that are consistent with section 4105(a)(2).	CDE Team members:	Spoke Committee:	
				External Team Members:	
C.	§ 4103(c)(2)(C)	Must provide an assurance that the SEA will: (i) Review existing resources and programs across the State and will coordinate any new plans and resources under this subpart with such existing resources and programs; (ii) Monitor the implementation of activities under Title IV-A and provide technical assistance to LEAs in carrying out such activities; and, (iii) Provide for equitable access for all students to the activities supported under Title IV-A, including aligning those activities with the requirements of other Federal laws.	CDE Team members:	Spoke Committee:	
				External Team Members:	

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Title IV – Part B: State application requirements for the receipt of Title IV – Part B funds.					
IVB.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	§ 4203(a)(1)	Must designate the SEA as the agency responsible for the administration and supervision of programs assisted under Title IV-B.	CDE Team members:	Spoke Committee: External Team Members:	
B.	§ 4203(a)(2)	Must describe how the SEA will use Title IV-B funds, including funds reserved for State-level activities.	CDE Team members:	Spoke Committee: External Team Members:	
C.	§ 4203(a)(3)(A)	Must provide an assurance that the SEA will: (i) Make awards under this part to entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support an improvement activities under 1111(d), and other schools determined by the LEA to be in need of intervention and support; and, (ii) The families of such students.	CDE Team members:	Spoke Committee: External Team Members:	
D.	§ 4203(a)(3)(B)	Must provide an assurance that the SEA will: (1) Will further give priority to eligible entities that propose in the application to serve students described in subclauses (I) and (II) of section 4204(i)(1)(A)(i).	CDE Team members:	Spoke Committee: External Team Members:	
E.	§ 4203(a)(4)	Must describe the procedures and criteria the SEA will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.	CDE Team members:	Spoke Committee: External Team Members:	
F.	§ 4203(a)(5)	Must describe how the SEA will ensure that awards made under this part are of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part, and in amounts that are consistent with section 4204(h).	CDE Team members:	Spoke Committee: External Team Members:	
G.	§ 4203(a)(6)	Must describe the steps the SEA will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, dissemination of promising practices, and coordination of professional development for staff in specific content areas and youth development.	CDE Team members:	Spoke Committee: External Team Members:	
H.	§ 4203(a)(7)	Must describe how programs under this part will be coordinated with programs under this Act, and other programs as appropriate.	CDE Team members:	Spoke Committee:	

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				External Team Members:	
I.	§ 4203(a)(8)	Must provide an assurance that the SEA: (A) Will make awards for programs for a period of not less than 3 years and not more than 5 years; and, (B) Will require each eligible entity seeking such an award to submit a plan describing how the activities funded through the award will continue after funding under this part ends.	CDE Team members:	Spoke Committee: External Team Members:	
J.	§ 4203(a)(9)	Must provide an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs.	CDE Team members:	Spoke Committee: External Team Members:	
K.	§ 4203(a)(10)	Must provide an assurance that the SEA will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed.	CDE Team members:	Spoke Committee: External Team Members:	
L.	§ 4203(a)(11)	Must describe how the State will: (A) Prescreen external organizations that could provide assistance in carrying out the activities under this part; and, (B) Develop and make available to eligible entities a list of external organizations that successfully completed the prescreening process.	CDE Team members:	Spoke Committee: External Team Members:	
M.	§ 4203(a)(12)(A)	Must provide an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer recess) programs and activities, the heads of the State health and mental health agencies or their designees, statewide after-school networks (where applicable) and representatives of teachers, local educational agencies, and community-based organizations.	CDE Team members:	Spoke Committee: External Team Members:	
N.	§ 4203(a)(12)(B)	Must describe any other representatives of teachers, parents, students, or the business community that the State has selected to assist in the development of the application, if applicable.	CDE Team members:	Spoke Committee: External Team Members:	
O.	§ 4203(a)(13)	Must describe the results of the State’s needs and resources assessment for before and after school (or summer recess) programs and activities, which shall be based on the results of on-going State evaluation activities.	CDE Team members:	Spoke Committee: External Team Members:	

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P.	§ 4203(a)(14)(A)	<p>Must describe how the SEA will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum: a description of the performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, including performance indicators and measures that:</p> <ul style="list-style-type: none"> (i) Are able to track student success and improvement over time; (ii) Include State assessment results and other indicators of student success and improvement, such as improved attendance during the school day, better classroom grades, regular (or consistent) program attendance, and on-time advancement to the next grade level; and (iii) For high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities; 	CDE Team members:	Spoke Committee:		
				External Team Members:		
Q.	§ 4203(a)(14)(B)	<p>Must describe how the SEA will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum: a description of how data collected for the purposes of subparagraph (A) will be collected.</p>	CDE Team members:	Spoke Committee:		
				External Team Members:		
R.	§ 4203(a)(14)(C)	<p>Must describe how the SEA will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum: public dissemination of the evaluations of programs and activities carried out under this part.</p>	CDE Team members:	Spoke Committee:		
				External Team Members:		
S.	§ 4203(a)(15)	<p>Must provide for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.</p>	CDE Team members:	Spoke Committee:		
				External Team Members:		

ESSA: State Plan Requirements

Title V – Part B: State application requirements for the receipt of Title V – Part B funds.					
VB.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	§ 5223(b)(1)	Must describe the program objectives and outcomes for activities under this subpart, including how the SEA will use funds to help all students meet the challenging State academic standards.	CDE Team members:	Spoke Committee: External Team Members:	
B.	§ 5223(b)(2)	If the SEA will award competitive grants to LEAs, must describe the methods and criteria the SEA will use to review applications and award funds in the application, and how the SEA will notify eligible LEAs of the grant competition.	CDE Team members:	Spoke Committee: External Team Members:	
C.	§ 5223(b)(3)	Must describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in 5222.	CDE Team members:	Spoke Committee: External Team Members:	

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Title VIII: General Provisions					
VIII.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	§ 8302	Consolidated State Plan or Application: Remains the same as under NCLB, with the exception of the removal of the word “non-profit” from (b)(1).	CDE Team members:	Spoke Committee: External Team Members:	
B.	§ 8304(a)	<p>General Assurances required under Consolidated State Plan:</p> <p>(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;</p> <p>(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency, an eligible private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;</p> <p>(3) the State will adopt and use proper methods of administering each such program, including— (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and (C) the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;</p> <p>(4) the State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;</p> <p>(5) the State will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;</p> <p>(6) the State will— (A) make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary’s duties under each such program; and (B) maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary’s duties; and</p> <p>(7) before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment.</p>	CDE Team members:	Spoke Committee: External Team Members:	
C.	§ 8401(b)	<p>Request for Waiver plan must:</p> <p>(A) identify the Federal programs affected by the requested waiver;</p> <p>(B) describe which Federal statutory or regulatory requirements are to be waived;</p>	CDE Team members:	Spoke Committee:	

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		<p>(C) describe, how the waiving of such requirements will advance student academic achievement;</p> <p>(D) describe the methods the SEA, LEA, or Indian tribe will use to monitor and regularly evaluate the effectiveness of the implementation of the plan;</p> <p>(E) include only information directly related to the waiver request; and,</p> <p>(F) describe how schools will continue to provide assistance to the same populations served by the programs for which waivers are requested and, if the waiver relates to provisions of subsections (b) or (h) of section 1111, describe how the SEA, LEA, school, or Indian tribe will maintain or improve transparency in reporting to parents and the public on student achievement and school performance, including the achievement of the subgroups of students identified in section 1111(b)(2)(B)(xi).</p>		External Team Members:	
D.	§ 8401(b)(3)(ii)	After providing the public and LEAs opportunity to comment and provide input, the SEA must submit the comments and input to the Secretary, with a description of how the State addressed the comments and input.	CDE Team members:	Spoke Committee:	
				External Team Members:	
E.	§ 8540(a)	The SEA must consult with Governor (or appropriate officials) in the development of the State plan under titles I and II and a Consolidated State Plan.	CDE Team members:	Spoke Committee:	
				External Team Members:	
F.	§ 8540(c)	The SEA must obtain the Governor’s signature on the Consolidated State Plan. However, if the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA must submit without such signature.	CDE Team members:	Spoke Committee:	
				External Team Members:	

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Title IX: General Provisions – McKinney-Vento Homeless Assistance Act					
IX-M.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	42 U.S.C. 11431, § 722(g)(1)	SEA must submit a plan to provide for the education homeless children and youths within the State in order to receive a grant under this subtitle.	CDE Team members:	Spoke Committee: External Team Members:	
B.	42 U.S.C. 11431, § 722(g)(1)(A)	Must describe how such children and youths are (or will be) given the opportunity to meet the same challenging State academic standards as all students are expected to meet.	CDE Team members:	Spoke Committee: External Team Members:	
C.	42 U.S.C. 11431, § 722(g)(1)(B)	Must describe the procedures the SEA will use to identify such children and youths in the State and to assess their needs.	CDE Team members:	Spoke Committee: External Team Members:	
D.	42 U.S.C. 11431, § 722(g)(1)(C)	Must describe the procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths.	CDE Team members:	Spoke Committee: External Team Members:	
E.	42 U.S.C. 11431, § 722(g)(1)(D)	Must describe the programs for school personnel to heighten awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths. <i>School personnel includes liaisons designated under subparagraph (J)(ii), principal and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel.</i>	CDE Team members:	Spoke Committee: External Team Members:	
F.	42 U.S.C. 11431, § 722(g)(1)(E)	Must describe procedures that ensure that homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local nutrition programs.	CDE Team members:	Spoke Committee: External Team Members:	
G.	42 U.S.C. 11431, § 722(g)(1)(F)(i)	Must describe procedures that ensure that homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State.	CDE Team members:	Spoke Committee: External Team Members:	
H.	42 U.S.C. 11431, § 722(g)(1)(F)(ii)	Must describe procedures that ensure that youths described in section 725(2) and youths separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this clause from receiving	CDE Team members:	Spoke Committee: External Team Members:	

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		appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.			
I.	42 U.S.C. 11431, § 722(g)(1)(F)(iii)	Must describe procedures that ensure that homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.	CDE Team members:	Spoke Committee: External Team Members:	
J.	42 U.S.C. 11431, § 722(g)(1)(G)	Must include strategies to address problems identified in the report provided to the Secretary under subsection (f)(3). <i>Report containing information necessary to assess the educational needs of homeless children and youths within the state.</i>	CDE Team members:	Spoke Committee: External Team Members:	
K.	42 U.S.C. 11431, § 722(g)(1)(H)	Must include strategies to address other problems with respect to the education of homeless children and youths, including problems resulting from delays that are caused by: (i) Requirements of immunization and other required health records; (ii) Residence requirements; (iii) Lack of birth certificates, school records, or other documentation; (iv) Guardianship issues; or, (v) Uniform or dress code requirements.	CDE Team members:	Spoke Committee: External Team Members:	
L.	42 U.S.C. 11431, § 722(g)(1)(I)	Must demonstrate that the SEA and LEAs have developed, and will review and revise, policies to remove barriers to the <u>identification</u> of homeless children and youths, and the <u>enrollment and retention</u> of homeless children and youths in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.	CDE Team members:	Spoke Committee: External Team Members:	
M.	42 U.S.C. 11431, § 722(g)(1)(J)(i)	Must provide an assurance that the SEA and LEAs will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.	CDE Team members:	Spoke Committee: External Team Members:	
N.	42 U.S.C. 11431, § 722(g)(1)(J)(ii)	Must provide an assurance that the LEAs will designate an appropriate staff person, able to carry out the duties described in par. (6)(A), who may also be a coordinator for other Federal programs, as a LEA liaison for homeless children and youths.	CDE Team members:	Spoke Committee: External Team Members:	
O.	42 U.S.C. 11431, § 722(g)(1)(J)(iii)	Must provide an assurance that the State and the LEAs will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin (see par. (3)), in accordance with the following, as applicable: (I) If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child’s or youth’s transportation	CDE Team members:	Spoke Committee:	

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		<p>to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.</p> <p>(II) If the child’s or youth’s living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing the child’s or youth’s education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.</p> <p>(III) The State and the local educational agencies in the State will adopt policies and practices to ensure participation by liaisons described in clause (ii) in professional development and other technical assistance activities provided pursuant to paragraphs (5) and (6) of subsection (f), as determined appropriate by the Office of the Coordinator.</p>		External Team Members:	
P.	42 U.S.C. 11431, § 722(g)(1)(K)	Must describe how youths described in 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.	CDE Team members:	Spoke Committee:	
				External Team Members:	
Q.	42 U.S.C. 11431, § 722(g)(2)(A)	Must describe how the State will ensure that LEAs will comply with the requirements in paragraphs (3) through (7).	CDE Team members:	Spoke Committee:	
				External Team Members:	
R.	42 U.S.C. 11431, § 722(g)(2)(B)	Must indicate what technical assistance the State will furnish to LEAs and how compliance efforts will be coordinated with the LEA liaisons designated under paragraph (1)(J)(ii).	CDE Team members:	Spoke Committee:	
				External Team Members:	
S.	42 U.S.C. 11431, § 722(g)(5)(B)	SEA and LEA must coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act to minimize educational disruption for children and youths who become homeless.	CDE Team members:	Spoke Committee:	
				External Team Members:	
T.	42 U.S.C. 11431, § 722(g)(5)(C)	<p>Coordination must be designed to:</p> <p>(i) Ensure that all homeless children and youths are promptly identified;</p> <p>(ii) Ensure that all homeless children and youths have access to, and are in reasonable proximity to, available education and related support services; and,</p> <p>(iii) Raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.</p>	CDE Team members:	Spoke Committee:	
				External Team Members:	

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Title IX: General Provisions – Education Flexibility Partnership Act of 1999 reauthorization					
IX-EF.	ESSA Citation	Requirement	Assigned to:		Completed (✓)
A.	20 U.S.C. 5891b, § 4(a)(3)(A)	SEA must submit an application to participate in EdFlex program.	CDE Team members:	Spoke Committee: External Team Members:	
B.	20 U.S.C. 5891b, § 4(a)(3)(A)(i)	Must describe the process the SEA will use to evaluate applications from LEAs, educational service agencies or schools requesting waivers.	CDE Team members:	Spoke Committee: External Team Members:	
C.	20 U.S.C. 5891b, § 4(a)(3)(A)(ii)	Must describe in detail the State statutory and regulatory requirements relating to education that the SEA will waive.	CDE Team members:	Spoke Committee: External Team Members:	
D.	20 U.S.C. 5891b, § 4(a)(3)(A)(iii)	Must describe the clear educational objectives the State intends to meet under the EdFlex plan, which may include innovative methods to leverage resources to improve program efficiencies that benefit students.	CDE Team members:	Spoke Committee: External Team Members:	
E.	20 U.S.C. 5891b, § 4(a)(3)(A)(iv)	Must describe how the EdFlex plan is coordinated with activities described in subsections (b), (c), and (d) of section 1111.	CDE Team members:	Spoke Committee: External Team Members:	
F.	20 U.S.C. 5891b, § 4(a)(3)(A)(v)	Must describe how the SEA will evaluate (consistent with Title I requirements) the performance of students in the schools, educational service agencies, and LEAs affected by the waivers.	CDE Team members:	Spoke Committee: External Team Members:	
G.	20 U.S.C. 5891b, § 4(a)(3)(A)(vi)	Must describe how the SEA will meet the requirements of paragraph (7)(Public Notice and Comment).	CDE Team members:	Spoke Committee: External Team Members:	
H.	20 U.S.C. 5891b, § 4(a)(6)(A)(i)	Approval of the SEA’s application will be for a period of no more than five years.	CDE Team members:	Spoke Committee: External Team Members:	
I.	20 U.S.C. 5891b,		CDE Team members:	Spoke Committee:	

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	§ 4(a)(6)(C)(i)	SEA must submit a request to renew an approved EdFlex plan no later than the date of expiration.		External Team Members:	
J.	20 U.S.C. 5891b, § 4(a)(7)(D)	SEA must submit comments received under subsection (7) with the application.	CDE Team members:	Spoke Committee:	
				External Team Members:	
K.	20 U.S.C. 5891b, § 4(d)(1)	SEA with EdFlex plan in effect before enactment of ESSA will automatically be extended for no more than five years, as long as the extension is justified by the performance of the SEA.	CDE Team members:	Spoke Committee:	
				External Team Members:	
L.	20 U.S.C. 4891(b) § 4(c)	SEA may not waive statutory or regulatory authority (unless demonstrated and met to satisfaction of the Secretary) relating to: (A) maintenance of effort; (B) comparability of services; (C) equitable participation of students and professional staff in private schools; (D) parental participation and involvement; (E) distribution of funds to State or to LEAs; (F) serving eligible school attendance areas in rank order; (G) selection of a school attendance area or school (with exception); (H) use of Federal funds to supplement, not supplant, non-Federal funds; and, (I) applicable civil rights requirements.	CDE Team members:	Spoke Committee:	
				External Team Members:	