Comprehensive Needs assessement & SAU consolidated plan

QUESTION & ANSWERS

Maine Department of Education | 23 State House Station, Augusta, 04330

2018

Programmatic & General Questions

1. **What are the requirements for the CNA/SAU Consolidated Plan?**

A CNA/SAU Consolidated Plan must be submitted by each SAU to the Maine DOE by July 1, 2018. Schools currently implementing Title I supports under schoolwide authority or schools interested in moving to providing schoolwide supports under schoolwide authority must also submit a school level CNA/SAU Consolidated Plan containing school level data elements.

1. **What does the CNA/SAU Consolidated Plan replace?**

The reauthorization of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires each SAU to complete a local plan. While reviewing the law, federal law discusses the utilization of comprehensive needs assessments when determining the use of federal funds, Maine rule (Chapter 125, section 4) requires a Comprehensive Education Plan (CEP), and ESSA required a local consolidated plan. The Maine DOE conducted a crosswalk between all elements and developed a single document to address all required elements in the SAU Consolidated Plan (required under ESSA); the CEP (required under Maine rule); application for schoolwide authority (required under ESSA); and comprehensive needs assessments (required under each federal title). The resulting document is the CNA/SAU Consolidated Plan template.

1. **My district is an Alternative Organized Structure (AOS). Do I have to complete a single document or one for each town?**

Given the unique nature of the AOS, Maine DOE is providing both options to AOS’s. The AOS has the option to:

* 1. complete a single CNA/SAU Consolidated Plan representing the entire AOS or
	2. each town could submit their own unique CNA/SAU Consolidated Plan.

Utilizing (b), if a single school building “district”, the town could also apply to implement Title I funds under schoolwide authority.

1. **Does this process replace the binder or is this strictly Title I?**

Presuming “the binder” refers to the CEP, the CNA/SAU Consolidated Plan would replace the CEP. This CNA/SAU Consolidated Plan encompasses more than Title I programming but also includes, Title II, Title III, Title IV, Title V, McKinney-Vento, Special Education and Student Supports.

1. **What Schoolwide reports dovetail this report?**

The reauthorization of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires each school currently operating under schoolwide authority reapply for this authority. The reapplication ensures the school is meeting and addressing necessary changes and modifications to the law because of reauthorization. Schoolwide applications must be submitted to the Maine DOE by July 1, 2018.

1. **How often must I complete and submit the CNA/SAU Consolidated Plan to Maine DOE?**

ESSA requires an SAU Consolidated Plan be submitted upon initial implementation of ESSA and Maine rule indicates the CEP is “valid” for five (5) years. When Federal and State statute conflict, the more stringent is followed and therefore, each SAU will be required to resubmit the CNA/SAU Consolidated Plan every five (5) years for review.

1. **Do I still have to complete the online application in GEM Software that’s due August 1 each year?**

Yes. The CNA/SAU Consolidated Plan is a long range five (5) year plan of where the district is headed and how the SAU will address high need areas. The annual application for federal funds will articulate how federal funds will be utilized to meet the needs identified in the CNA/SAU Consolidated Plan and may change and morph from year to year. The intent is for the annual application for federal funds to be the annual evaluative process and update to the CNA/SAU Consolidated Plan as a living document.

1. **Can I include additional data that is not listed in the data section?**

Absolutely. If there is a data set that is pertinent to your school demographic or geographical region that has significant impact to instructional practices, achievement or non-academic data by all means add it. This plan is the SAU’s plan and therefore should meet the needs of the SAU

1. **Can I remove sections that are not applicable?**

No, you cannot remove sections from the CNA/SAU Consolidated Plan however, if there are data elements that are not pertinent to the SAU or School, those could be removed.

1. **Do I have to use this template?**

It is preferred but not required. Utilizing the template allows the SAU to clearly demonstrate they have addressed all required elements within the plan rather than providing an indexed crosswalk to an SAU submission highlighting the how the submitted plan meets the CNA/SAU Consolidated Plan elements.

1. **Why did the Maine DOE switch to this process?**

The reauthorization of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) provided an opportunity for Maine DOE to examine current practices and fully utilize and embrace the additional flexibilities provided under ESSA. The U.S. Department of Education (USED) has encouraged the blending and braiding of state, local and federal funds to meet student needs and the reauthorization of ESEA and the development of the CNA/SAU Consolidated Plan harnesses this intent and provides it to Maine SAUs.

1. **What do I need to submit?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | SAU | AOS | School |
| CNA/SAU Consolidated Plan | ✓ | ✓ | ✓ (if applying for schoolwide authority) |
| Sections | 1-9 | 1-9 | 1-10 |
| Section 1 – Planning Team | Representative of entire SAU | Representative of entire AOS | Representative of school community |
| Section 2 – Data Collection/Analysis | Aggregated & Representative of entire SAU | Aggregated & Representative of entire AOS | School specific data |
| Section 3- Professional Practice | SAU process | AOS process | Combination of SAU & School process |
| Section 4 – Personnel & Policy | SAU policy | AOS policy | Combination of SAU & School process |
| Section 5 – Family & Community Engagement | SAU strategies | AOS policy | School process |
| Section 6 – Accountability | SAU strategies  | AOS strategies | School process |
| Section 7 - EL Data & Analysis (“n” count >20) | Aggregated & Representative of entire SAU | Aggregated & Representative of entire AOS | Combination of SAU & School process |
| Section 8 – Coordination | Representative of entire SAU | Representative of entire AOS | School process  |
| Section 9 – Evaluation/Re-evaluation | Representative of entire SAU | Representative of entire AOS | School process  |
| Section 10 - Fiscal |  |  | School process |
| Due Date | July 1 | July 1 | July 1 |

SAU 98 has a total of 7 schools within the district and three would like to continue operating under schoolwide authority with an additional school applying for schoolwide authority for the first time. SAU 98 would submit the following documentation:

* CNA/SAU Consolidated Plan for SAU 98
* CNA/SAU Consolidated Plan for school 1
* CNA/SAU Consolidated Plan for school 2
* CNA/SAU Consolidated Plan for school 3
* CNA/SAU Consolidated Plan for school 4 (new school)

There may be elements that can be extrapolated from the SAU version of the CNA/SAU Consolidated Plan and utilized across all schools within the district with specific nuances for each school identified and shared.

1. **If I apply to be schoolwide, do I submit my plan on an annual basis?**

No, the schoolwide plan must be reviewed and evaluated at the local level on an annual basis; however, Maine DOE does not require documentation of the review process be submitted to the department on an annual basis. The Maine DOE currently requests schools with schoolwide authority submit evidence of plan evaluation on a bi-annual basis.

1. **Do I need to complete Section 7 - EL Data & Analysis?**

Any SAU that has a school with at least 20 ELs must complete Section 7. If no school within the SAU has at least 20 ELs, Section 7 is not required.

1. **Can I include Early Childhood or Pre-K in my plan?**

Absolutely. If the SAU determines this is an area of challenge or an area that has not been thoroughly evaluated we would encourage you to include it. It would also be beneficial to have Early Childhood/Pre-K representation within the planning team to ensure the plan addresses the needs of ALL students. This would include any outside agencies the district and/or school collaborates with to provide services.

1. **Can I include Career & Technical Education (CTE) in my plan?**

Absolutely, especially if you have a CTE center housed within your district. It would also be beneficial to have CTE representation within the planning team to ensure the plan addresses the needs of ALL students.

1. **Where can I find a copy of the template and guidance?**

The CNA/SAU Consolidated Plan template and guidance are located on the Maine DOE website at the following URL: http://www.maine.gov/doe/essa/

1. **What do I do if my district doesn’t collect data requested in Section 2?**

If a data collection system is not in place for a specific type of requested data, Maine DOE requires that the district provide an explanation and detailed plan for creating a collection process to be implemented during the upcoming school year.

1. **If I’m working with several schools within my district to apply for schoolwide authority, should each school complete an individual CNA template?**

Yes, in order to apply for Title I schoolwide authority a completed CNA template must be submitted to Maine DOE by July 1. You may find that some of the sections are similar (for example, section 3 and 4) and you are welcome to copy and paste this information from the SAU plan.

1. **How is schoolwide authority granted?**

All school level CNAs submitted by July 1 will be scored with a rubric.

1. **About how long does it take to complete a CNA?**

Maine DOE encourages districts to allow school and districts leaders the entire nine months to complete the process.

1. **What type of support will Maine DOE provide to school and district leaders?**

Maine DOE staff members are available to support district and schools leaders throughout the school year. The department’s staff will continue to provide technical assistance to the field. Title I staff members are available to review and provide feedback on schoolwide application sections throughout the school year.

Data Specific Questions

1. **Isn’t the data in Section 2 already in Maine DOE’s data systems?**

Yes, Maine DOE does require this data be submitted online. Maine DOE doesn’t currently have the ability to provide to districts a comprehensive report which includes all the required data points from Section 2. During school year 2018-19, Maine DOE will be able to provide a comprehensive report for all SAUs.

1. **It’s not clear if this document should be filled out for each Title 1 school or if just one document is needed for the SAU.**

Communication and in person technical assistance provided to SAUs indicates that each SAU must completed a CNA/SAU Consolidated Plan and submit this to the Maine DOE for review by July 1, 2018. As the document encompasses all ESEA Federal programs the CNA/SAU Consolidated Plan applies to all schools within the district and not just Title I schools. The data from all schools in the district should be aggregated to provide a whole district picture.

* If a district has multiple schools that have been operating under schoolwide authority or would like to initially apply for schoolwide authority, the school(s) will also have to complete a version of the template document. The district will then submit a SAU version and then individual school copies.
* If the district is a single school district, only a single CNA/SAU Consolidated Plan is required as the district and school are one in the same.
1. **The term Migratory Students is confusing to the field – (it is confused with mobility).  They are more familiar with the term Migrant Students**

We can amend this in the document moving forward and have clarified language within the Q & A document compiled to assist the completion of the document.

1. **Some suggestions would be helpful as to where they might find data for Chart #3 – Community Demographics**

Sarah has some resources regarding community demographics so I will leave it for her to share but we will include this information in the resources section of the Q & A document.

1. **MDOE stopped collecting staff race/ethnicity several years ago, as it was not a data point needed for state or federal reporting.  Therefore, this data point might not be readily accessible in SAU data systems.**

This was added as there has recently been an increased awareness for the teaching population to be representative of the demographics of the school population and speaks to equity of teaching staff across the district schools.

1. **English Learners** (if n count 5 or more, must complete chart: 6; if n count 20 or more, must complete Section 7) This is extremely confusing

For the first chart, if there are more than 5 EL students, the chart should be completed. Less than 5 students the data would be typically suppressed and statistically unreliable so it would but prudent to complete the chart.

For section 7, it was deemed an EL population of more than 20 for most schools was a large population and therefore comparisons to non-EL students could be made and would be statistically reliable.

1. **If the document is meant to be filled out a school level and not an SAU level, districts may have difficulty coming up with restraint and seclusion numbers at the school level within chart #7.**

Each district/SAU is required to submit the Consolidated Plan and therefore the data would be at the district level. If the school is applying for schoolwide authority the information would need to be collected at the school level.

1. **With some specific guidance on the what you are looking for in these various buckets – you may not get what you are looking for within chart #11. Since Chronic Absenteeism is a new term – getting this data for past years may be problematic**.

Maine DOE has conveyed during the technical assistance sessions that chronic absenteeism is new and data for past years may not be available. This may also be true for other areas – districts may not have thought to collect other certain data points. We have indicated that SAUs should indicate this was not collected in XX year and what plan, if applicable is in place to collect it moving forward.

The “% of tardy” etc. would be the % of students tardy at the district level during the applicable school year.

1. **If this document is meant to be filled out at a school level can charts 12 & 13 be blank for non high schools?**

As mentioned in technical assistance sessions if the district is a single school district with K-8 only, the district would not complete the charts. They may however be interested in collecting the data moving forward especially if district students have the choice to attend multiple HS in other districts.

1. **For literacy and mathematics data sources – do schools need to use eMPowerME scores or can they exclusively use local assessments?**

Local data would be the ideal as it can be triangulated. We’ve had inconsistent State of Maine assessments and therefore making a comparison is not easy to achieve or advised.

1. **What exactly is meant by “educator”?  Are Ed. techs included, literacy specialists, classroom teachers, long-term substitutes (Chart 19)?**

Educators would be staff providing instruction to students.

1. **Is number of years in classroom the number of years in that classroom or does it mean the number of years teaching?**

In the teaching profession – not the actual classroom to which the teacher is currently assigned.

1. **In the Demographic section of Section 7 – the race/ethnicity breakouts are not the same as in Section 2. (Asian and Pacific Islander are separate races – not sure why they are combined in Section 7).**

Student groups have been expanded out as this section is specifically examines English learners and any potential disparities between student groups and non-EL students.

1. **Also in Section 7 – Chart #11 – what is the definition of long-term English Learner?**

Greater than 5 years.

1. **The guidance document link just goes to another copy of the CNA document** [**http://maine.gov/doe/essa/documents/comprehensiveneedsguidance.docx**](http://maine.gov/doe/essa/documents/comprehensiveneedsguidance.docx)

It looks like a duplicate copy until you reach page 4 which is where the guiding questions for section 2 are provided. This process is then repeated on pages 12, 14, 16, 17 and 18 prior to the actual sections. The guidance is embedded into the document.

1. **As a District Data Coordinator, why am I receiving this document? Why am I being requested to complete the data? Why aren’t there any instructions for me?**

The intent of the document was not for it to be provided to the district data personnel to input the data for review by the team. The document was originally provided in conjunction with a technical assistance session focusing on an overview of the document. A technical assistance session especially for District Data Coordinators will be held in early February with a notification provided.

*This document may be updated as additional questions arise.*