Technical Assistance Brief: Results from Delaware Department of Education's Every Student Succeeds Act (ESSA) Stakeholder Surveys

Prepared for Delaware Department of Education

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MID-ATLANTIC COMPREHENSIVE CENTER WestEd

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Purpose

This summary for parents, educators, and business and other community members compiles feedback received from Delaware Department of Education's four public surveys. The feedback received from these surveys is helping to inform Delaware's ESSA State plan development.

With the passage of the Every Student Succeeds Act (ESSA) in 2015, the Delaware Department of Education (DDOE) created several content-specific workgroups as well as an ESSA Leadership group to facilitate the writing and implementation of Delaware's State plan. The ESSA Leadership team also designed a stakeholder engagement process that relies on participation from groups of diverse thought leaders and practitioners, as well as the general public, to inform recommendations to support development of the State plan. One component of this stakeholder engagement strategy is four online surveys that were open to the public during the fall of 2016 for feedback and input.

In August 2016, DDOE requested the Mid-Atlantic Comprehensive Center at WestEd (MACC@WestEd) provide support to the ESSA Leadership group by organizing and summarizing results from its four surveys, as listed below. To respond to this request, MACC@WestEd staff downloaded the data from each of the surveys and created charts and tables to organize the results. We reviewed the open-ended items for themes. We also included the background information DDOE had provided within the survey to help respondents answer the questions.

This report, for parents, educators, business people, and other community members, summarizes the feedback received from DDOE's four public surveys — feedback that is helping to inform Delaware's development of its State plan under ESSA.

This document is divided into the following sections:

- **Summary of Key Stakeholder Engagement Requirements Under ESSA** gives a brief description of stakeholder engagement requirements and recommendations provided by the ESSA legislation and U.S. Department of Education.

- **Overview of Delaware's Current Stakeholder Engagement Strategy** provides a brief summary of how Delaware has approached engaging its stakeholders and who has been engaged.

- **Summary of Respondents Across the Four Surveys** provides a brief synopsis of the number of surveys completed and breakdown of who completed them and the county in which respondents to the surveys reside.

- **Results from the *School Support and Improvement* Survey** presents both multiple-choice results and trends found across the open-ended questions for this survey.

- **Results from the *Supporting Excellent Educators for All Students* Survey** presents both multiple-choice results and trends found across the open-ended questions for this survey.

- **Results from the *Measures of School Success and Public Reporting* Survey** presents both multiple-choice results and trends found across the open-ended questions for this survey.

- **Results from the *Support for All Students* Survey** presents both multiple-choice results and trends found across the open-ended questions for this survey.

The appendix provides a list of the stakeholder engagement requirements under ESSA.

Summary of Key Stakeholder Engagement Requirements Under ESSA

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), the most recent reauthorization of the Elementary and Secondary Education Act (ESEA). The law has opened up new possibilities for how student and school success are defined and supported in American public education. One notable shift from ESSA's immediate predecessor, No Child Left Behind (NCLB), is that states have greater responsibility and requirements for ongoing engagement of a variety of stakeholders.

On June 23, 2016, the U.S. Department of Education (USED) released a Dear Colleague letter underscoring the importance of conferring with various stakeholders within the community and recommendations for whom to engage and how:

http://www2.ed.gov/policy/elsec/guid/secletter/160622.html

USED recommends that at the very least, states design their stakeholder engagement strategies to include representatives of those groups affected by the new ESSA legislation, including professionals both in the schools and outside who will implement policies; representatives of all students, including the various groups of students that may or may not be enrolled in the public school system; as well as representatives of families affected by the law. See the appendix for further information pertaining to stakeholder engagement requirements.

Overview of Delaware's Current Stakeholder Engagement Strategy

This section briefly describes Delaware's current stakeholder engagement strategy, which will continue through the 2016/17 school year during the transition to ESSA. Delaware's stakeholder engagement strategy is multi-faceted and includes a broad array of stakeholders from various groups, both internal to DDOE as well as external as indicated on DDOE's ESSA landing web page: http://www.doe.k12.de.us/essa.

Delaware's Stakeholder Engagement Strategy

By infusing stakeholders within the timeline of updating Delaware's education plan, Delaware has used the opportunity provided by ESSA to engage stakeholders in multiple ways and invited a wide variety of stakeholders to offer feedback and discussion at the outset. As figure 1 shows, Delaware considered stakeholder input a crucial component to updating its education plan and intends to engage various groups throughout the writing process of the plan and beyond.

Figure 1. Delaware's Stakeholder Consultation and Plan Development Timeline

Source: Delaware Department of Education, 2016.

DDOE will consult with various stakeholders by:

- Attending and scheduling time during existing group meetings for discussion,called **stakeholder consultation meetings**.

- Conducting two rounds of **community conversations** across the state: the first round to gather feedback and input to inform the State plan, the second round to gather feedback and input regarding the draft plan. These meetings are open to the public.

- Through Executive Order 62, Governor Markell created an **ESSA Advisory Committee**. This committee provides input to the State plan and brings together a variety of education leaders and advocates who are required to be part of the consultation process.

- Engaging representatives of stakeholder groups in **ESSA discussion groups**. Stakeholder groups nominated participants to these topical discussion groups. The first group focused discussions on technical topics related to measures of school success and reporting. The second group focused discussions on provisions for student and school supports. The discussion groups provide information to the ESSA Advisory Committee created by Executive Order 62.

- Continually sharing information and collecting feedback through an [ESSA web page](#) and ESSA State plan [email account](#). DDOE created and welcomed public input pertaining to four topic areas via online **surveys** located on the web page.

After conversations and consultations, DDOE synthesized input and feedback to inform its first draft of the Delaware State Plan, drafted by the end of October. In the next round of stakeholder engagement, DDOE plans to share the first draft and continue to solicit feedback on the draft plan to produce a second draft, which it plans to complete by the end of December. DDOE's goal is to submit the final plan by March, which will allow the plan to be approved prior to the start of the 2017/18 school year. Once the State plan is written and approved, DDOE plans to continue to engage stakeholders to check progress as it implements that State plan.

In this document, we summarize one of the stakeholder engagement strategies DDOE employed from August 30, 2016, to October 5, 2016: four topic surveys posted on the DDOE's ESSA landing page.

Delaware's Stakeholder Engagement Surveys

Delaware Department of Education posted four separate surveys on its ESSA landing page for public comment from August 30, 2016, to October 5, 2016, and addressed four main topics:

1. School Support and Improvement;
2. Supporting Excellent Educators for All Students;
3. Measures of School Success and Public Reporting; and
4. Support for All Students.

Each survey had a unique link allowing respondents to pick the topic in which they wanted to offer feedback. All four surveys were anonymous and did not require respondents to answer any questions that did not pertain to the role that best described them and the county in which they resided. Surveys consisted of both multiple-choice questions — to which those responding could only provide one answer — and the opportunity to provide multiple answers. Surveys also included open-ended items to which those responding could provide their thoughts freely.

In this document, we first provide statistics on the total number of surveys completed and then summarize the results of each of the four surveys.

Respondents Across the Four Surveys

Across the 4 surveys, 416 surveys were completed. Because the surveys were anonymous, there was no way to discern the number of surveys completed by an individual respondent. Therefore, in the descriptions below that summarize results from across surveys, we present the total number of surveys rather than number of respondents. The data sources for figures in this section, figures 2 and 3, are results from the State's four online surveys: *School Support and Improvement; Supporting Excellent Educators for All Students; Measures of School Success and Public Reporting*; and *Support for All Students.*

Role of Respondents

Of the 416 surveys completed (across all four survey types), 40 percent (168 surveys) were completed by public school teachers or administrators, and 36 percent (149 surveys) were completed by parents or guardians of current Delaware public school students. Parents of students not enrolled in Delaware public schools also offered their opinions (4 percent, or 15 surveys), as well as members of the community (12 percent, or 50 surveys) and others, such as board members, elected officials, nurses, retired teachers, and university professors (8 percent, or 34 surveys).

Figure 2 presents a breakdown of the roles of respondents to all four surveys.

Figure 2. Survey Respondents, by Role (416 surveys)
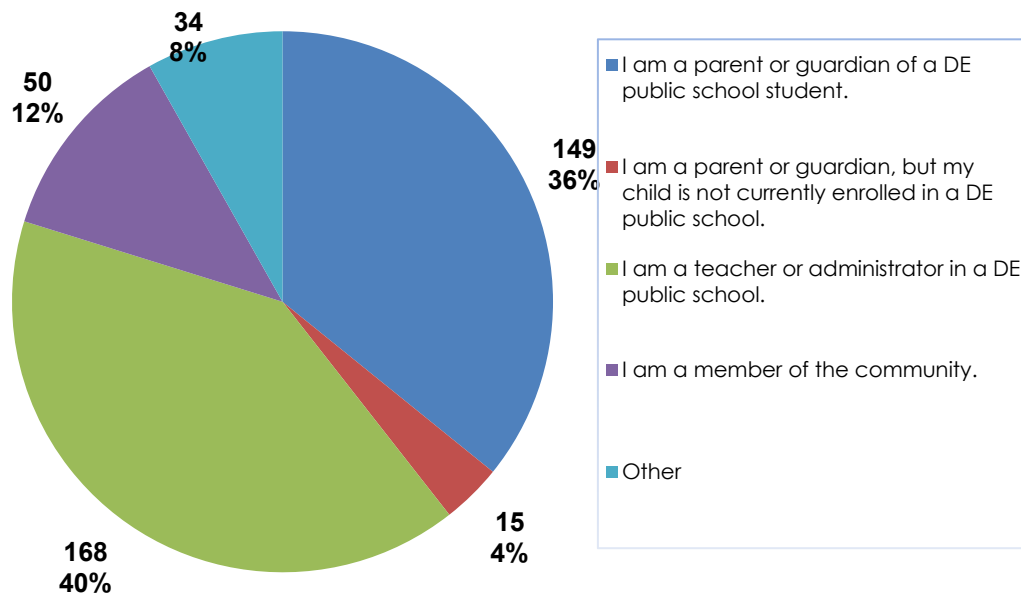
Respondents' County of Residence

The majority of the surveys (59 percent, or 246 surveys) were completed by residents of New Castle County, outside the city of Wilmington. Another 13 percent (54 surveys) were completed by residents of the city of Wilmington. Kent County residents (18 percent, or 76 surveys) and Sussex County residents (10 percent, or 40 surveys) also responded.

Figure 3 presents a breakdown of the county of residence of respondents to all four surveys.

Figure 3. Survey Respondents, by County of Residence (416 surveys)

Legend:
- Kent County
- New Castle County: City of Wilmington
- New Castle County: Outside of the City of Wilmington
- Sussex County

Pie chart data:
- 76, 18% — Kent County
- 54, 13% — New Castle County: City of Wilmington
- 246, 59% — New Castle County: Outside of the City of Wilmington
- 40, 10% — Sussex County
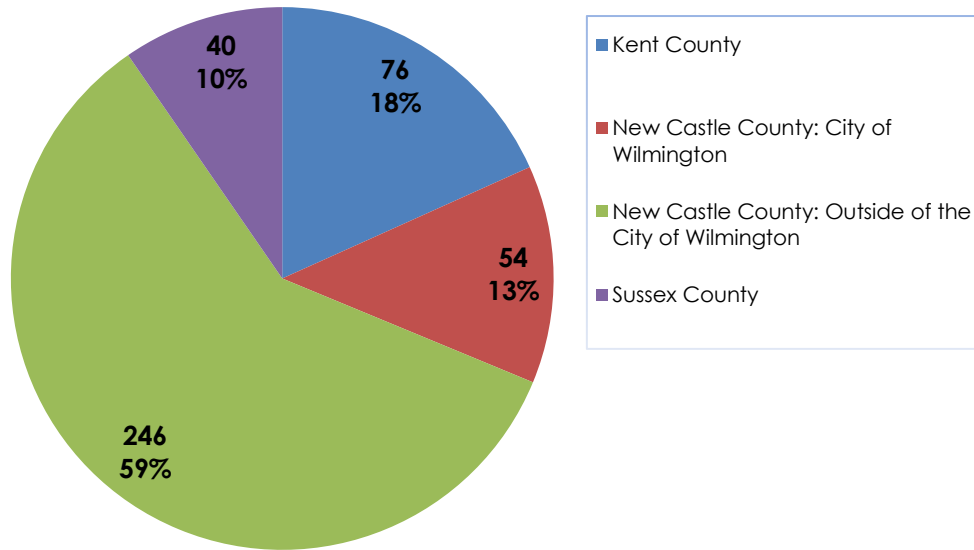
Results from the *School Support and Improvement* Survey

There were 79 *School Support and Improvement* surveys completed. Responses from this survey are the data source for all figures in this section, figures 4 through 12.

Role of Respondents

Of the 79 surveys completed, parents of students enrolled (32 percent, or 25 respondents) and educators working (39 percent, or 31 respondents) in Delaware public schools account for the majority of those who completed the surveys, as indicated in the chart below. Parents of students not enrolled in Delaware public schools (5 percent, or 4 respondents), members of the community (15 percent, or 12 respondents), and others (9 percent, or 7 respondents) also provided feedback.

Figure 4 presents a breakdown of the roles of respondents to the *School Support and Improvement* survey.

Figure 4. Respondents to the *School Support and Improvement* Survey, by Role (79 responses)

Legend:
- I am a parent or guardian of a DE public school student.
- I am a parent or guardian, but my child is not currently enrolled in a DE public school.
- I am a teacher or administrator in a DE public school.
- I am a member of the community.
- Other
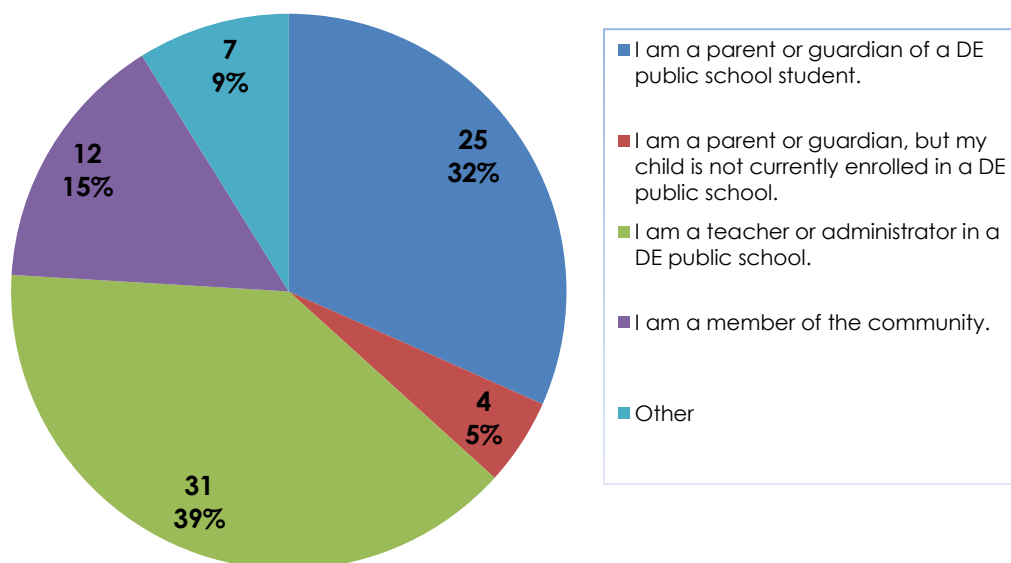
Respondents' County of Residence

The majority of stakeholders who completed surveys pertaining to *School Support and Improvement* resided in New Castle County, outside of the city of Wilmington (58 percent, or 46 respondents). Residents of New Castle County within the city limits of Wilmington (9 percent, or 7 respondents) also completed the survey, as well as residents of Kent County (22 percent, or 17 respondents) and Sussex County (11 percent, or 9 respondents).

Figure 5 presents a breakdown of the county of residence of respondents to the *School Support and Improvement* survey.

Figure 5. Respondents to the *School Support and Improvement* Survey, by County of Residence (79 responses)
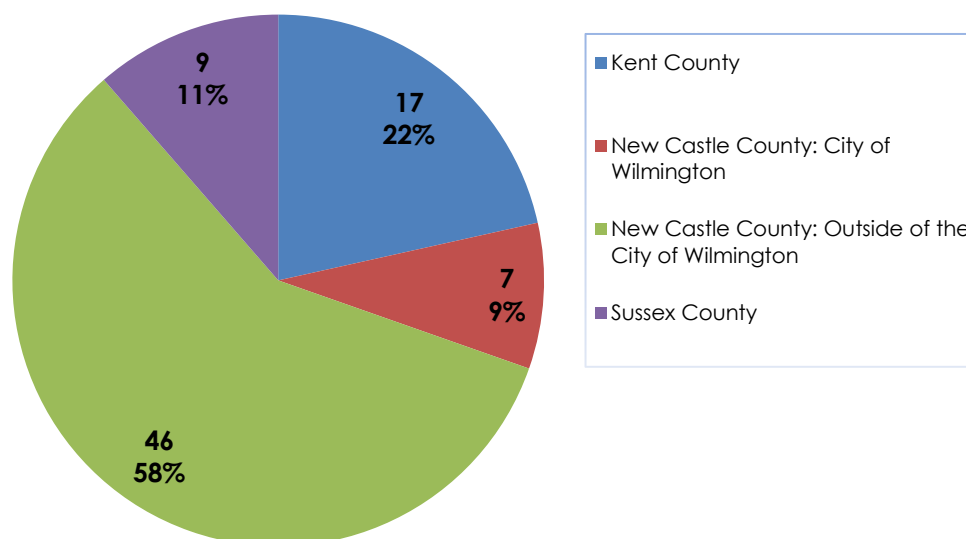
School Support

This section of the *School Support and Improvement* survey asked respondents to indicate which support(s) the State could provide to districts and schools to (1) ensure the success of all students (figure 6); (2) design or enhance early learning programs (figure 7); (3) ease the transition of high school and reduce the risk of students dropping out (figure 8); and (4) support homeless students (figure 9). For each question, respondents could check all the supports that they felt applied to each.

In order to ensure the success of all students, as indicated in figure 6, Respondents indicated the State could provide to districts and schools

(1) specialized training for teachers (24 percent of respondents indicated this was a viable support), (2) identified strategies to improve communication and working relationships (25 percent), and (3) identified mental health services and providers (22 percent). Twenty-nine percent of respondents indicated their own ideas for supports the State could provide.

Figure 6. What other supports should the State provide to districts and schools in order to ensure all students are successful? (79 responses)
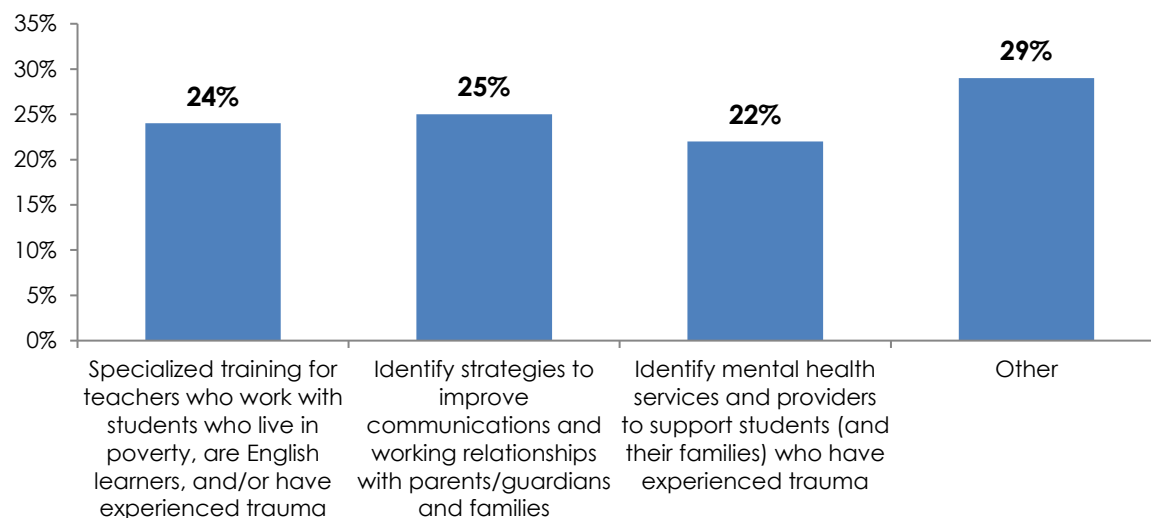
In terms of the supports the State could provide to districts and schools to design and enhance early learning programs, respondents were most in favor of providing districts and charter schools with a framework for building engagement with parents, families, and communities (44 percent); developing exemplar models of developmentally appropriate early learning classrooms (41 percent); encouraging more districts and charter schools to become licensed early learning centers (45 percent); and helping districts and charter schools collaborate with other early learning programs and resources in the State. See figure 7 for further information.

Figure 7. What supports can the State provide to districts and schools to design or enhance their early learning programs? Please check all that apply. (78 responses)

Category	Percentage
Other	19%
Provide districts and charter schools with a framework for building parent/guardian, family, and community engagement strategies	44%
Develop a database of evidence-based approaches and models in early learning	32%
Help districts and charter schools develop plans for students and families transitioning between preschool and kindergarten	32%
Provide technical assistance for effective collection and use of early learning data	23%
Develop exemplar models of developmentally-appropriate early learning classrooms	41%
Provide districts and charter schools with additional information on high quality professional development opportunities	22%
Provide districts and charter schools with additional guidance on early childhood teacher requirements	19%
Encourage more districts and charter schools to become licensed early learning centers	45%
Provide districts and charter schools with improved guidance on existing financial support opportunities	39%
Help districts and charter schools collaborate with other early learning programs and resources in the state	46%

Note: Because respondents could indicate more than one answer, percentages may not add up to 100.

To ease the transition to high school and reduce the risk of students dropping out, respondents (see figure 8) were in favor of the State providing to districts and schools technical assistance to identify at-risk students and

develop school-based programming (52 percent in favor), as well as funding and/or professional development for summer programs for students transitioning from 8th to 9th grade (56 percent in favor).

Figure 8. What support should the State provide to districts and schools to ease the transition to high school and reduce the risk of students dropping out? (77 responses)
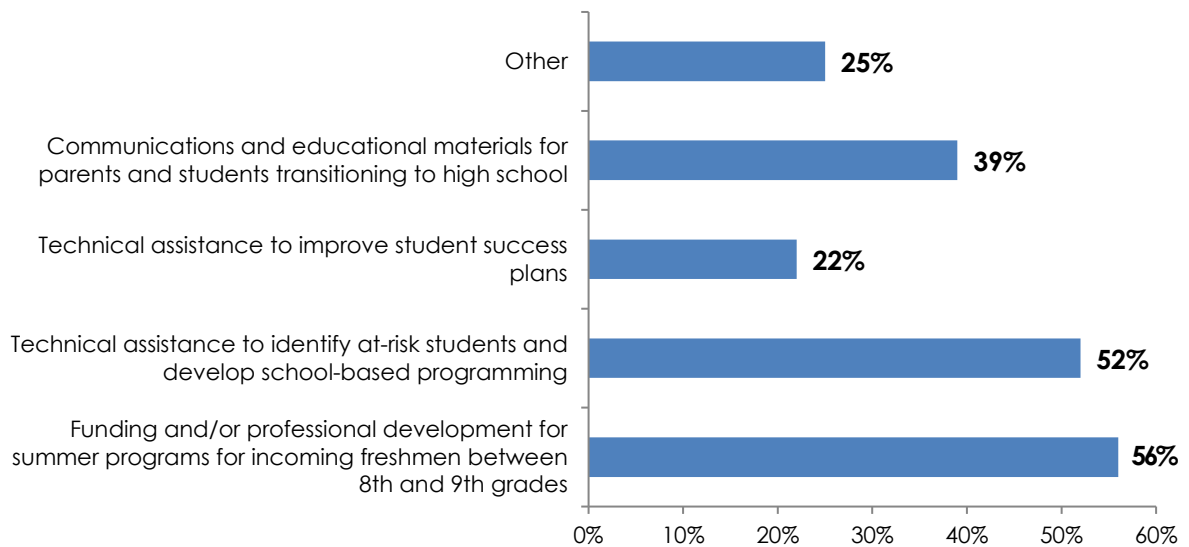
Note: Because respondents could indicate more than one answer, percentages may not add up to 100.

Respondents were in favor of several supports the State could provide to districts and schools to support homeless students, as seen in figure 9. These supports included funding support services for homeless students (67 percent in favor); revising laws, regulations, practices, and policies to ensure homeless students receive equal access to a quality education (49 percent in favor); and removing barriers due to outstanding fees, fines, or absences (49 percent).

Figure 9. What supports should the State provide to districts and schools to support homeless students? Please check all that apply. (76 responses)
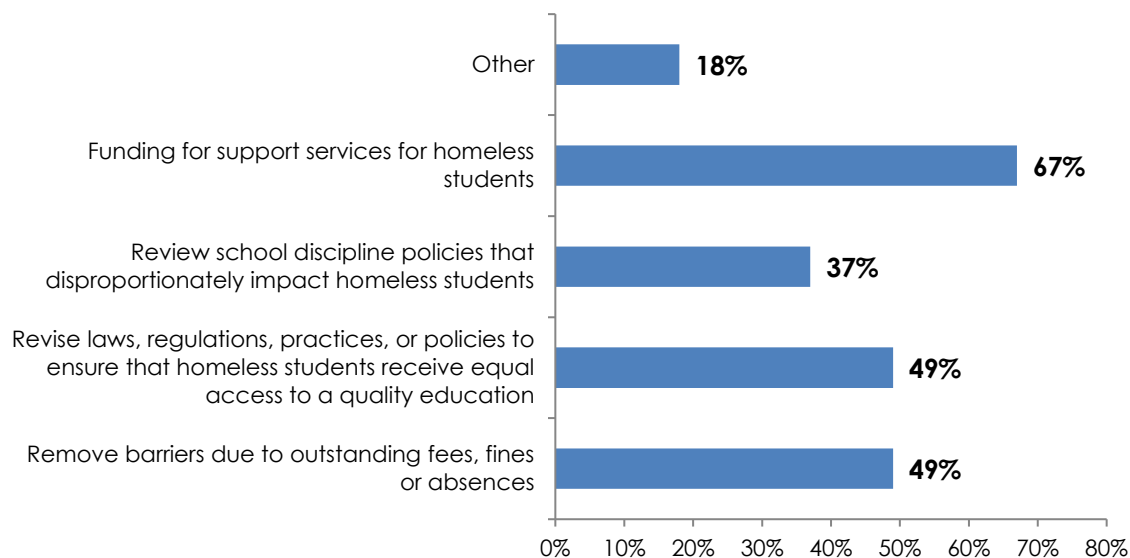
Note: Because respondents could indicate more than one answer, percentages may not add up to 100.

School Improvement

This section of the *School Support and Improvement* survey asked respondents to indicate (1) how long a school should be allowed to be in the bottom 5 percent or fail to graduate more than one third of its students before it is identified as a Comprehensive Support and Improvement School; (2) whether schools, once in improvement status, have to choose between a list of evidence-based improvement strategies or be able to pick their own; and (3) whether all schools under improvement status have to meet the same achievement criteria to exit improvement status, or should the criteria be customized for each school.

Provided as part of the *School Support and Improvement* Survey

The following questions deal with supports for the lowest-performing schools. While districts work to continuously improve all schools, special support and funding is given to schools in the bottom 15 percent of performance in the State. These schools are in "improvement status." Currently, schools in improvement status begin

as either Priority (bottom 5 percent) or Focus (next 10 percent) Schools. Focus Schools that do not improve within three to four years become Priority Schools.

Under ESSA, schools in which one or more subgroups of students is "consistently underperforming" will be identified for "Targeted Support and Improvement." States are required to notify local education agencies (LEAs) about these schools each year, and the LEA must develop a plan to improve student subgroup performance.

In addition, the lowest-performing 5 percent of schools, high schools that fail to graduate more than one third of their students, and schools that have not shown progress under Targeted Support and Improvement will be identified for Comprehensive Support and Improvement. States are required to identify schools for comprehensive support and improvement at least once every three years, and the state must approve the LEA plans for improvement.

Forty-two percent of survey respondents indicated schools should be allowed two years to be in the bottom 5 percent or fail to graduate more than one third of its students before being identified as a Comprehensive Support and Improvement school, as shown in figure 10.

Figure 10. How long should a school be in the bottom 5 percent or fail to graduate more than one third of its students before being identified as a Comprehensive Support and Improvement School? (77 responses)
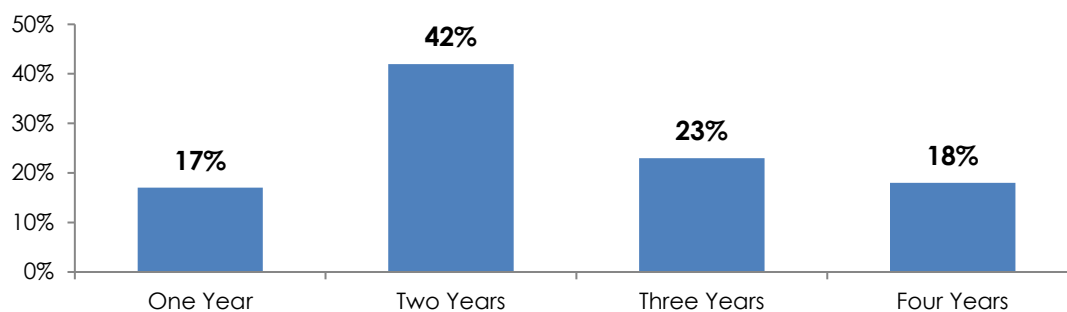
Respondents were split over whether schools in improvement status should have to choose from a menu of evidence-based improvement strategies (40 percent were in favor) or be able to choose their own based on a review of their school data (44 percent), as indicated in figure 11.

Figure 11. Should the State create a menu of evidence-based improvement strategies that schools in improvement status must choose from, or should these schools have full autonomy to choose their own evidence-based strategies based on the review of school data? (77 responses)
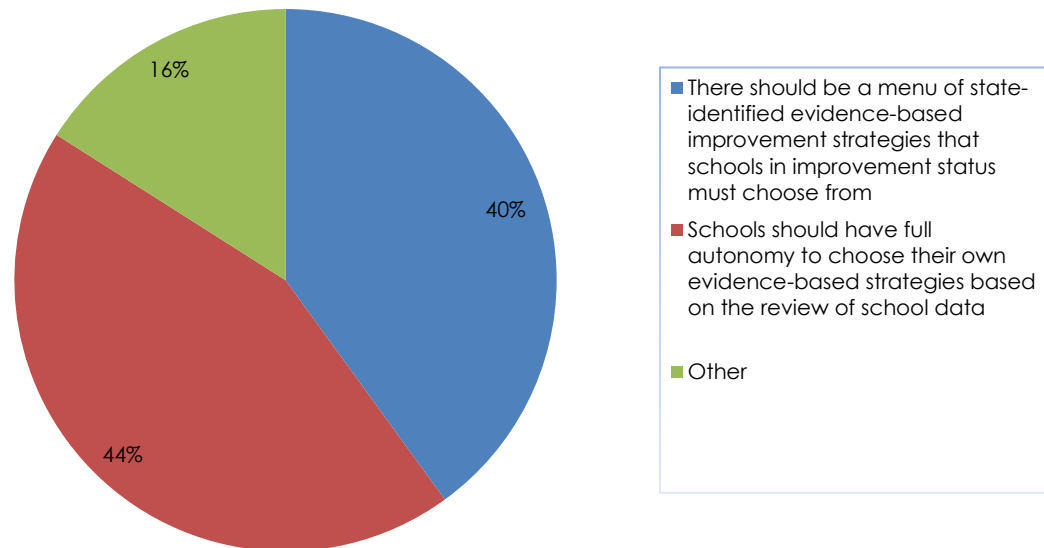
However, there was more agreement over how schools should be able to exit improvement status (see figure 12): an overwhelming majority (87 percent) of respondents thought the criteria for exiting improvement status should be customized for each school, as opposed to all schools having to meet the same achievement criteria.

Figure 12. Should all schools under improvement status have to meet the same achievement criteria (i.e., a certain amount of growth or a certain level of performance) to exit improvement status, or should the criteria be customized for each school? (77 responses)

- All schools under improvement should have to meet the same achievement criteria to exit improvement status
- Criteria for exiting improvement status should be customized for each school

13%

87%
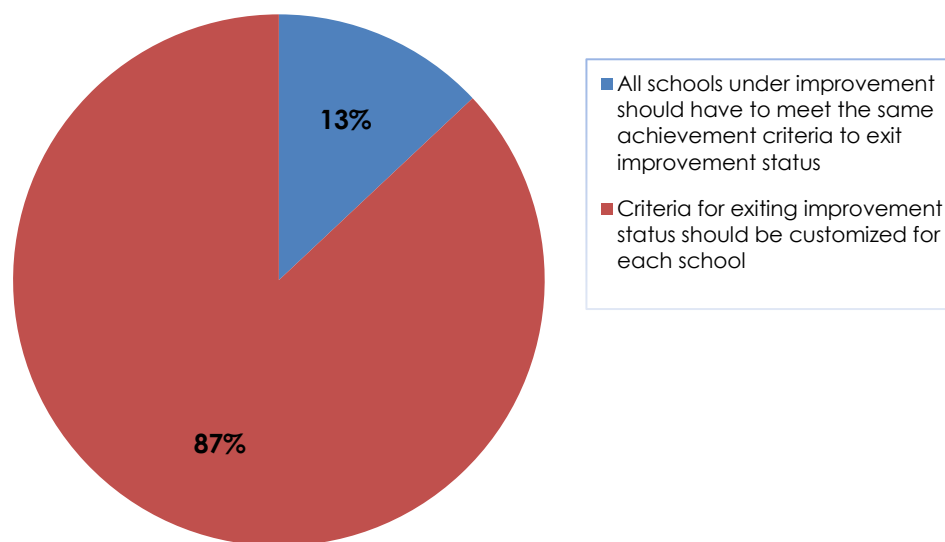
What action should the State take if a school in Comprehensive Support and Improvement fails to make progress after several years?

This open-ended question allowed respondents to offer whatever thoughts they might have about actions the State should take in order to help schools make progress after they have not been able to for several years. We analyzed these answers for trends and identified several.

- Shift and/or replace leadership staff.
- State takes over, with criteria for when and how a State takeover should take place.

Talk to the parents and community leaders to determine causes — sometimes a really great school board with lots of community support still can't overcome outside challenges to education. Figure out what problems and assets actually exist and address them, rather than relying on outcomes as a measure of success. Education is not a closed system — lots of outside actors are involved. The State can and should step in when necessary, but that should be a last resort when communities and school boards are actually failing on their own merit.

— Parent/guardian of child currently enrolled in Delaware public schools

- State takes over with the following example to offer:

  I would advocate a committee of current state superintendents who have a track record of success in their own districts act as the appointing body for bringing in new leadership for the school and determining criteria for immediate changes.

  — Parent/guardian of child currently enrolled in
  Delaware public schools

- Provide wraparound services to support students' needs, other than purely academic.

  The state, the actual State or DOE, needs to look at the student population at the school. High poverty, high arrests, high pregnancy, high trauma, all these things can impact success and until we deal with them appropriately, students will keep dropping out. They need 1-1 mentors, wellness centered–based support programs, after school support programs.

  — Teacher or administrator in a Delaware public school

Results from the *Supporting Excellent Educators for All Students* Survey

There were 98 *Supporting Excellent Educators for All Students* surveys completed. Responses from this survey are the data source for all figures in this section, figures 13 through 21.

Role of Respondents

Of the 98 surveys, parents of students enrolled (36 percent, or 35 respondents) and educators working (45 percent, or 44 respondents) in Delaware public schools made up the majority of those completing them as indicated in figure 13. Parents of students not enrolled in Delaware public schools (2 percent, or 2 respondents), members of the community (8 percent, or 8 respondents), and others (9 percent, or 9 respondents) also provided feedback.

Figure 13 presents a breakdown of the roles of respondents to the *Supporting Excellent Educators for All Students* survey.

Figure 13. Respondents to the *Supporting Excellent Educators for All Students* Survey, by Role (98 responses)
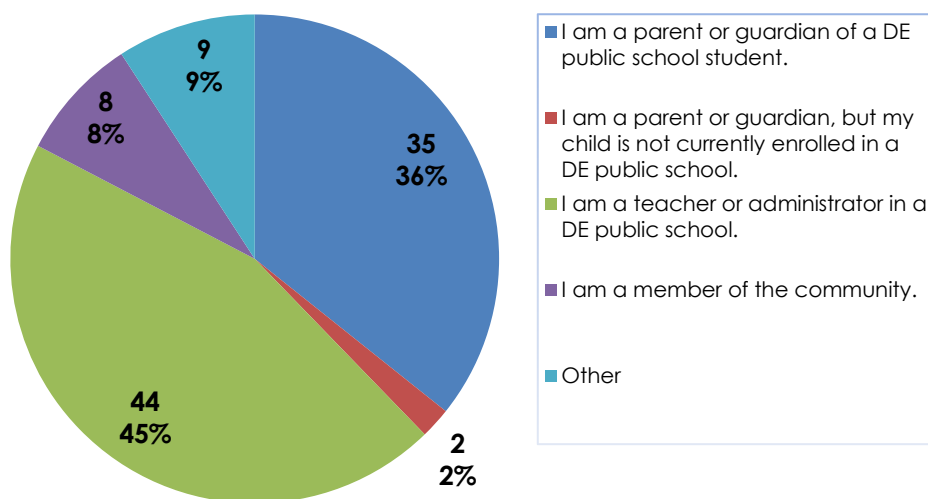
Respondents' County of Residence

The majority of stakeholders completing surveys pertaining to *Supporting Excellent Educators for All Students* resided in New Castle County, outside of the city of Wilmington (59 percent, or 58 respondents). Residents of New Castle County within the city limits of Wilmington (14 percent, or 14 respondents) also completed surveys, as well as residents of Kent County (18 percent, or 17 respondents) and Sussex County (9 percent, or 9 respondents).

Figure 14 presents a breakdown of the county of residence of respondents to the *Supporting Excellent Educators for All Students* survey.

Figure 14. Respondents to the *Supporting Excellent Educators for All Students* Survey, by County of Residence (98 responses)
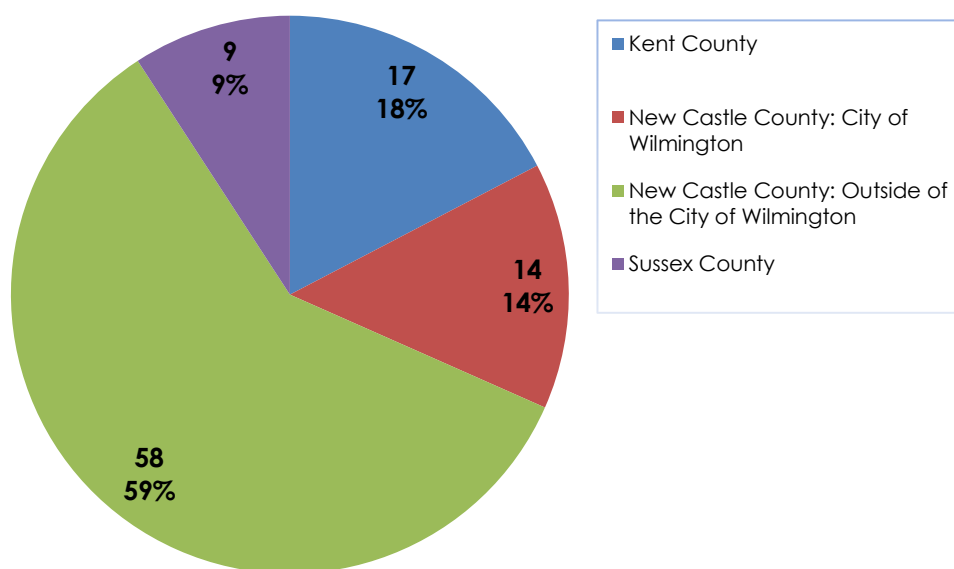
Research-based Strategies to Close Educator Equity Gaps

This section of the *Supporting Excellent Educators for All Students* survey asked respondents to provide rankings of research-based strategies (grouped by focus area) that were believed to be the **most** promising initiatives toward closing Delaware's educator equity gaps. Given that these data are based on respondents' rankings, all survey responses in this section are provided as the number of respondents.

As indicated in figure 15, 36 respondents ranked school leader professional learning as being the most promising and second-most promising of the options for improving and retaining Delaware's best leaders.

Figure 15. Strategy 1. Improving School Leadership and Retaining Our Best Leaders (Please rank the following options 1–3, with 1 being most promising.) (96 responses)
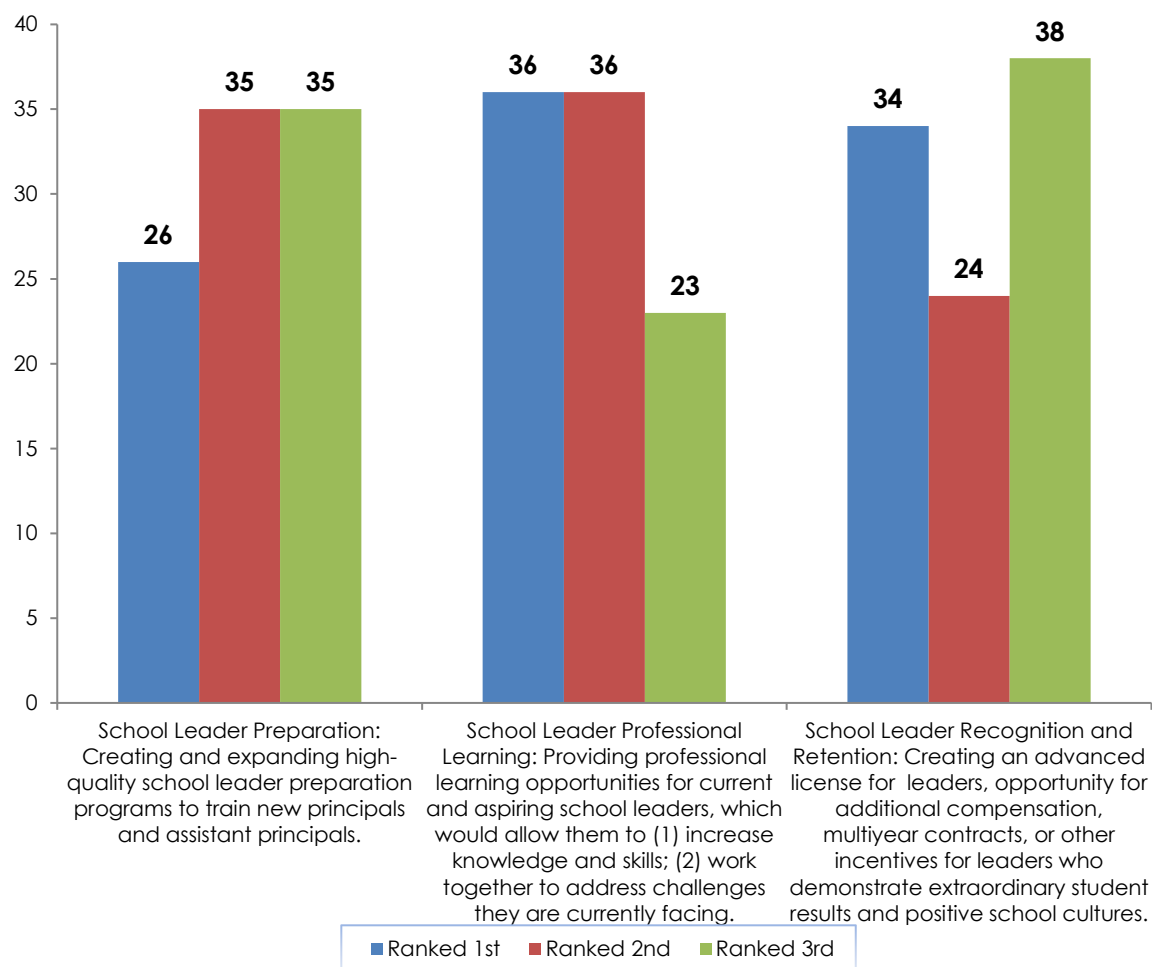
Note: Not all respondents ranked all options. Therefore, numbers of respondents may differ across options.

As shown in figure 16, 52 respondents thought expanding pathways by investing in alternative programs focused on training teachers for high-needs schools was the most promising strategy for strengthening educator preparation for urban and rural schools; while investing in research-based preparation strategies by expanding year-long residency programs to other colleges and universities in the State was a second-most promising strategy.

Figure 16. Strategy 2. Strengthen Educator Preparation for Urban and Rural Schools (Please rank the following options 1–3, with 1 being the m ost promising.) (96 responses)
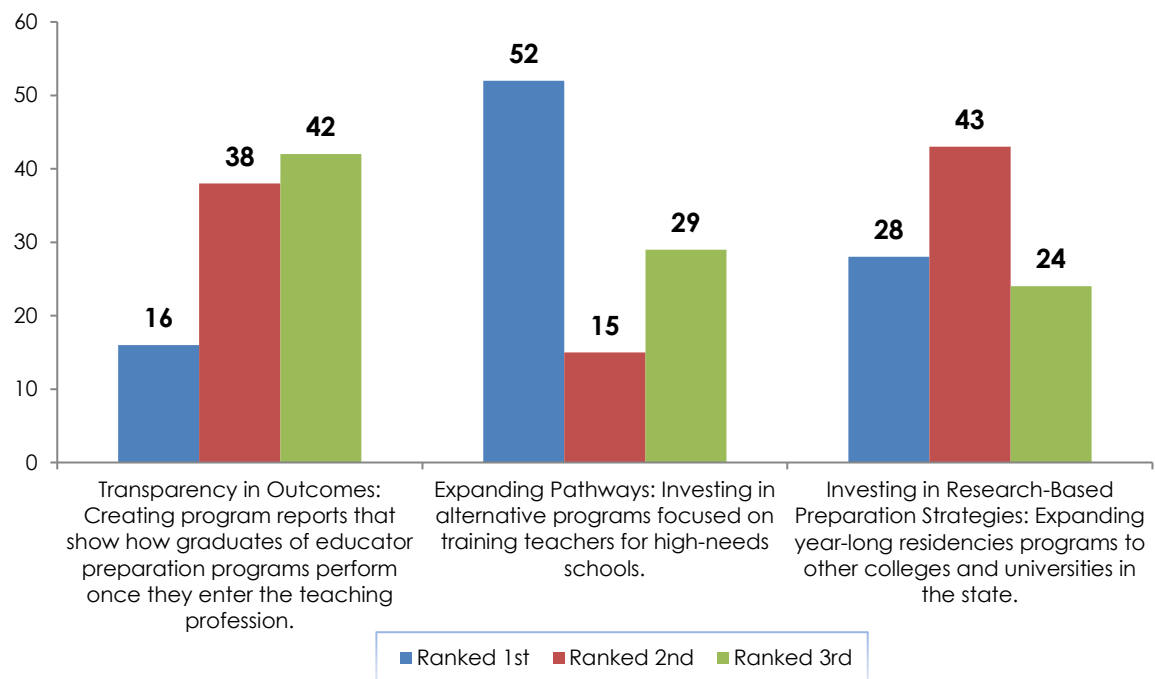
Note: Not all respondents ranked all options. Therefore, numbers of respondents may differ across options.

Respondents offered that encouraging districts and schools to prioritize early hiring of educators and establishing Statewide exit surveys to better inform hiring managers of reasons for staff turnover were the two most promising strategies to enhancing recruitment, selection, and staff management of excellent educators (figure 17).

Figure 17. Strategy 3. Enhanced Recruitment, Selection, and Staff Management of Excellent Educators (Please rank the following options 1–5, with 1 being most promising.) (96 responses)
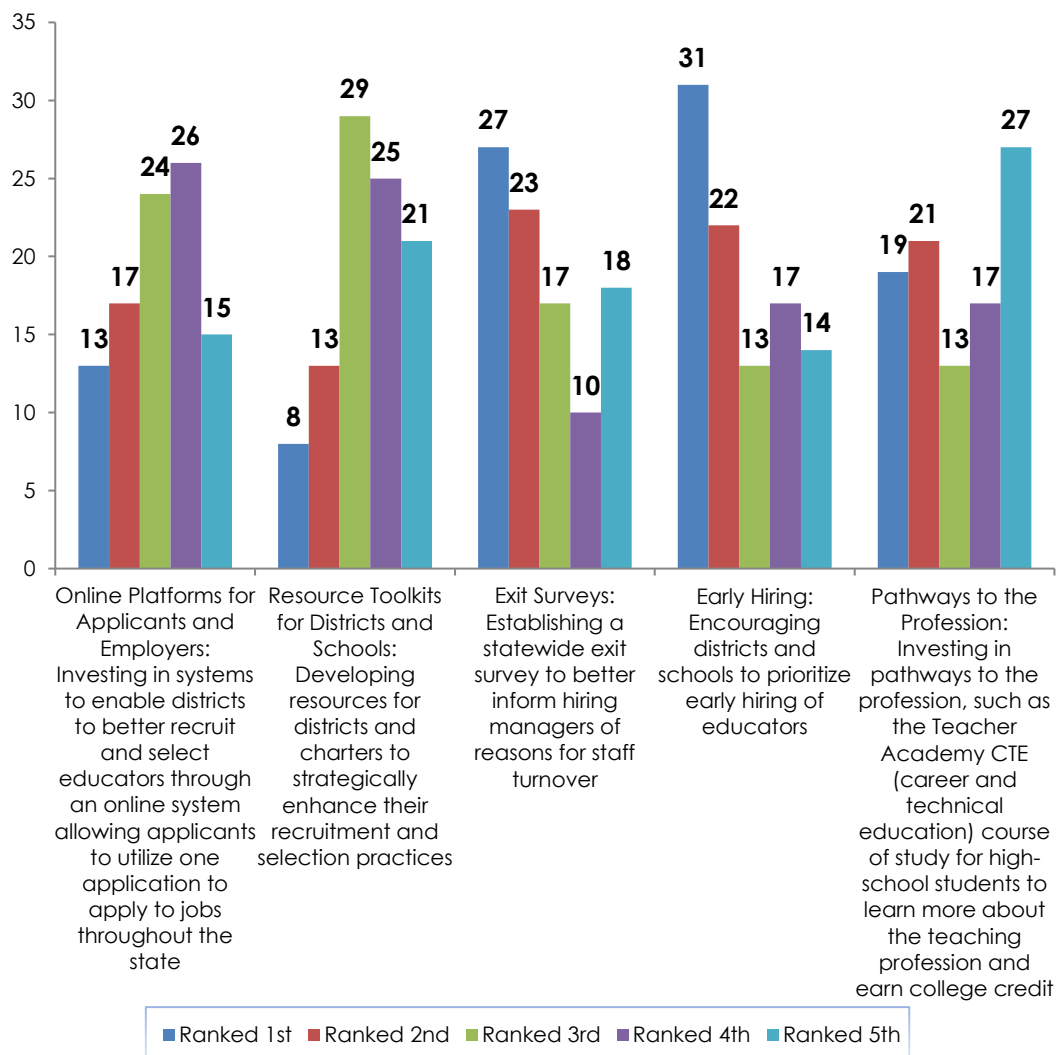
Note: Not all respondents ranked all options. Therefore, numbers of respondents may differ across options.

The majority of respondents (52, see figure 18) thought continued investment in Statewide induction and mentoring programs for new teachers, including New Teacher Academies and Mentor Academies tackling topics critical for the success of novice educators and mentors, was the most promising strategy to improve induction and mentoring.

Figure 18. Strategy 4. Improved Induction and Mentoring (Please rank the following options 1–2, with 1 being the most promising.) (97 responses)
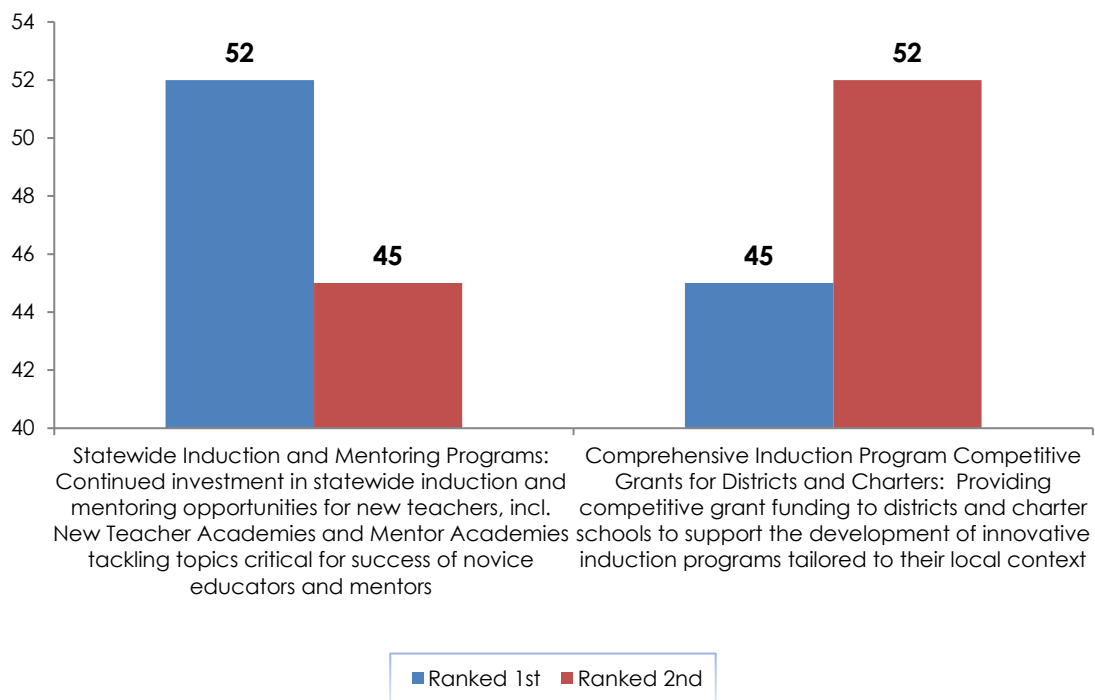
Note: Not all respondents ranked all options. Therefore, numbers of respondents may differ across options.

Respondents thought Statewide professional learning opportunities and an analysis of current issues in professional learning were, respectively, the first- and second-most promising initiatives to enhance professional learning opportunities for all Delaware educators (figure 19).

Figure 19. Strategy 5. Enhanced Professional Learning Opportunities for All Delaware Educators (Please rank the following options 1–3, with 1 being the most promising.) (96 responses)
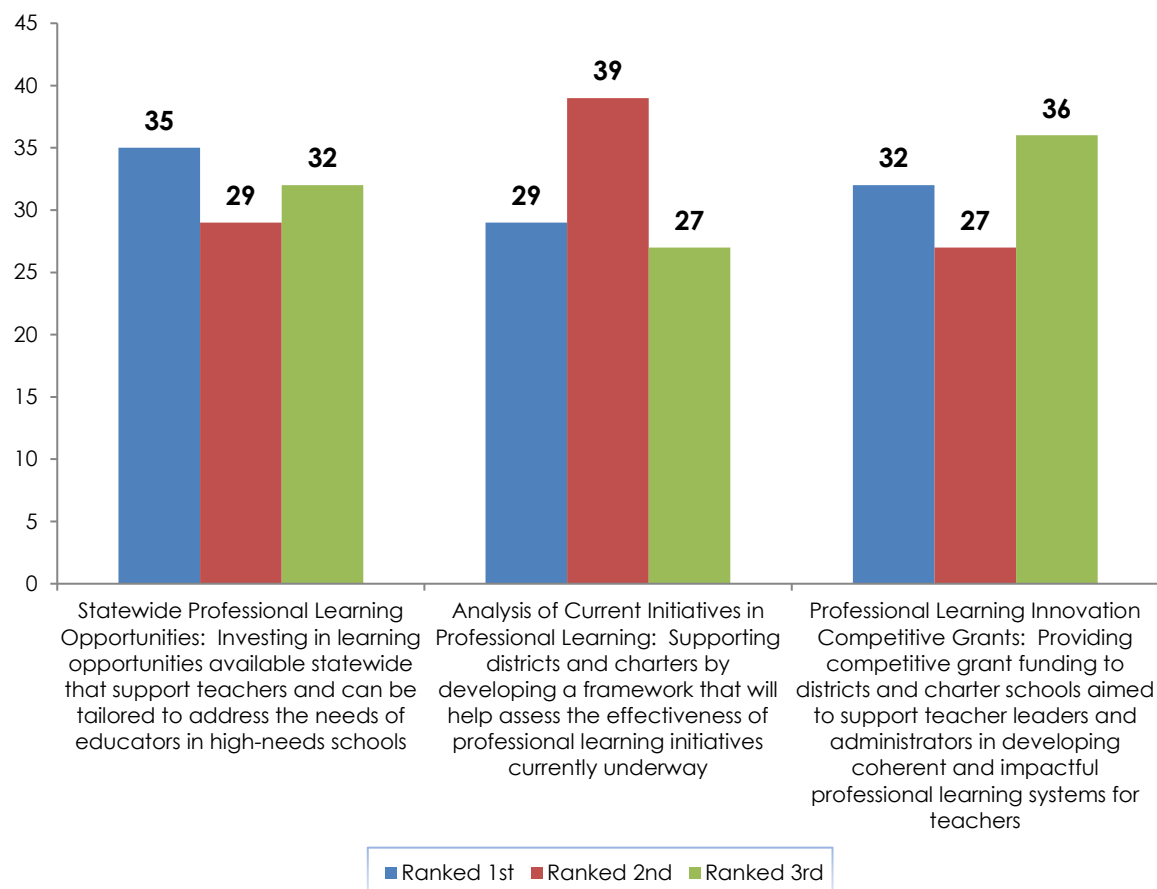
Note: Not all respondents ranked all options. Therefore, numbers of respondents may differ across options.

Raising starting salaries was the most promising strategy respondents thought would help Delaware keep effective educators in the classroom, as shown in figure 20. Creating career ladders for teachers was the second-most promising strategy to reduce teacher turnover.

Figure 20. Strategy 6. Rethinking Compensation and Creating Career Pathways Designed to Keep Effective Educators in the Classroom (Please rank the following options 1–3, with 1 being the most promising.) (97 responses)
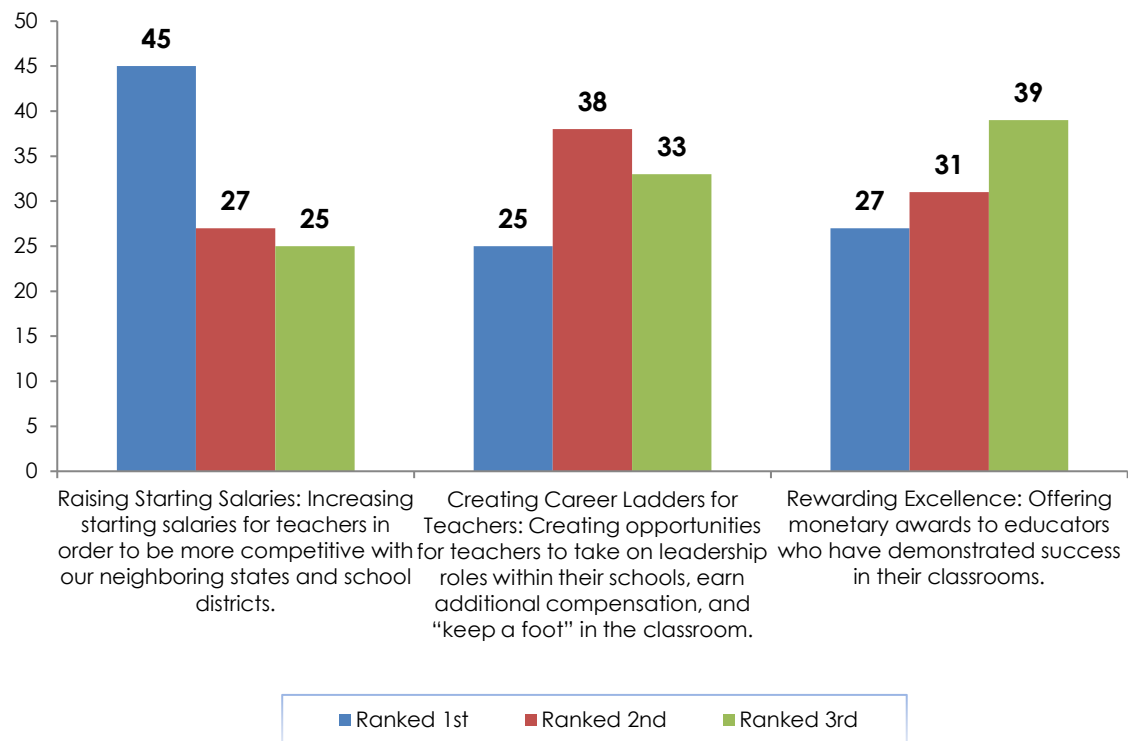
Note: Not all respondents ranked all options. Therefore, numbers of respondents may differ across options.

Allowing flexible funding in how schools use staff and financial resources to better address needs was seen as the most promising strategy to improve school climate, as indicated in figure 21.

Figure 21. Strategy 7. Consider School Climate and Conditions, as Well as Resources (Please rank the following options 1–2, with 1 being the most promising.) (96 responses)
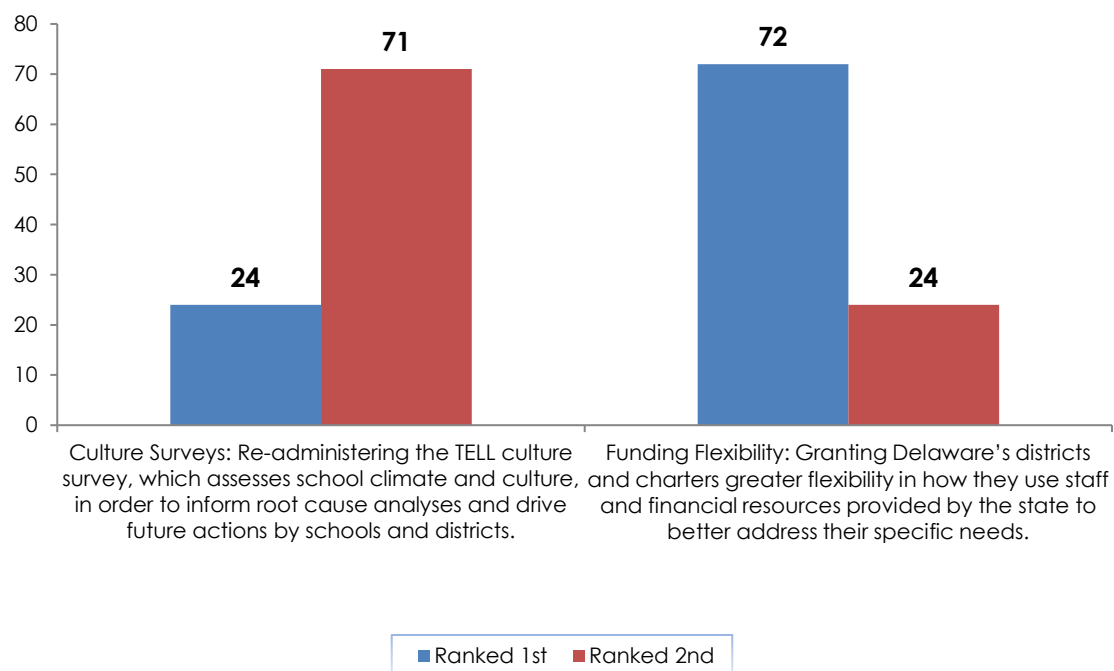
Note: Not all respondents ranked all options. Therefore, numbers of respondents may differ across options.

Strategies to Increase the Diversity of the Educator Workforce

This section of the *Supporting Excellent Educators for All Students* survey asked respondents to provide their own thoughts on how the State could invest to help districts and schools build a more diverse educator workforce, reflective of the student demographics in Delaware.

Provided as part of the *Supporting Excellent Educators for All Students* Survey

Research has shown that an educator workforce that is more reflective of the racial makeup of its students results in higher expectations, improved behavior, and increased student achievement among students of color. Currently, Delaware's educator workforce looks drastically different than its student population. While more than half of Delaware's students are members of racial minority groups, only about 1 in 5 principals

(22 percent) and 1 in 10 teachers (14 percent) belong to racial
minority groups.

*What strategies should the State invest in to help districts and schools
build a more diverse educator workforce that is reflective of the student
racial demographics in Delaware?*

Respondents offered multiple strategies for building a more diverse educator
workforce reflective of the student racial demographics in Delaware. Trends
to encourage a diverse pool of applicants included:

- Start the recruitment process early.

  **I think this requires a long-term strategy of cultivating students of
  color as potential teachers before they graduate the K–12 system.**
  > — Parent/guardian of child currently enrolled in
  > Delaware public schools

- Recruit at colleges and universities that have excelled in educator
  development degrees and specifically engage a more diverse
  student body.

  **Diversity efforts should be happening at area institutions of higher
  education in order to ensure that there is a diverse pool of qualified
  and exceptional educators available for the district to select. It is not
  possible to begin these efforts at the district without first carefully
  reviewing the hiring pipeline and establishing practices to ensure that
  a diverse set of exceptional educators is entering at the beginning of
  the pipeline (to institutions of higher education) in order that at the
  end of the pipeline (when districts are hiring) there are options
  available.**
  > — Parent/guardian of child currently enrolled in
  > Delaware public schools

- Respondents also indicated that recruitment may not be enough. Higher pay, scholarships, loan payback, or other financial incentives (e.g., sign-on bonuses) may be needed to encourage teachers to come and stay in Delaware.

> **I think our turnover rate and lack of diversity has to do with the compensation for what we do. The amount of hours educators put into their job and the monetary compensation do not add up even with weeks off in the summer. For those who are racial minorities, in some cases they have had to work so hard to get where they are and they want to be considered successful. Teaching doesn't have the reputation as a monetarily successful job.**
>
> — Teacher or administrator in a Delaware public school

> **Sponsor healthy college scholarships (up to 100 percent) in the Education field for those who maintain a 3.0 GPA (HS and College) and get teacher recommendations — with the requirement (contractual) that upon graduation they will work in one of Delaware's high-needs schools for a minimum of 5 years. (This is similar to the approach of the Armed Forces.)**
>
> — Teacher or administrator in a Delaware public school

- Finally, respondents cautioned against hiring merely for racial quotas.

> **Hiring of educators and administrators should be based on the qualifications and education of the candidate — and the best candidate should be hired. The selection of the best candidate should not be based on an individual's ethnicity. There should be a diverse interview panel — but there should not be a mandatory requirement that these ethnicity targets be reached.**
>
> — Parent/guardian of child not currently enrolled in Delaware public schools

Results from the *Measures of School Success and Public Reporting* Survey

There were 79 *Measures of School Success and Public Reporting* surveys completed. Responses from this survey are the data source for all figures in this section, figures 22 through 26.

Role of Respondents

Of the 79 surveys, parents of students enrolled (32 percent, or 25 respondents) and educators working (39 percent, or 31 respondents) in Delaware public schools made up the majority of those completing them as indicated in the chart below. Parents of students not enrolled in Delaware public schools (5 percent, or 4 respondents), members of the community (15 percent, or 12 respondents), and others (9 percent, or 7 respondents) also provided feedback.

Figure 22 presents a breakdown of the roles of respondents to the *Measures of School Success and Public Reporting* survey.

Figure 22. Respondents to the *Measures of School Success and Public Reporting* Survey, by Role (79 responses)
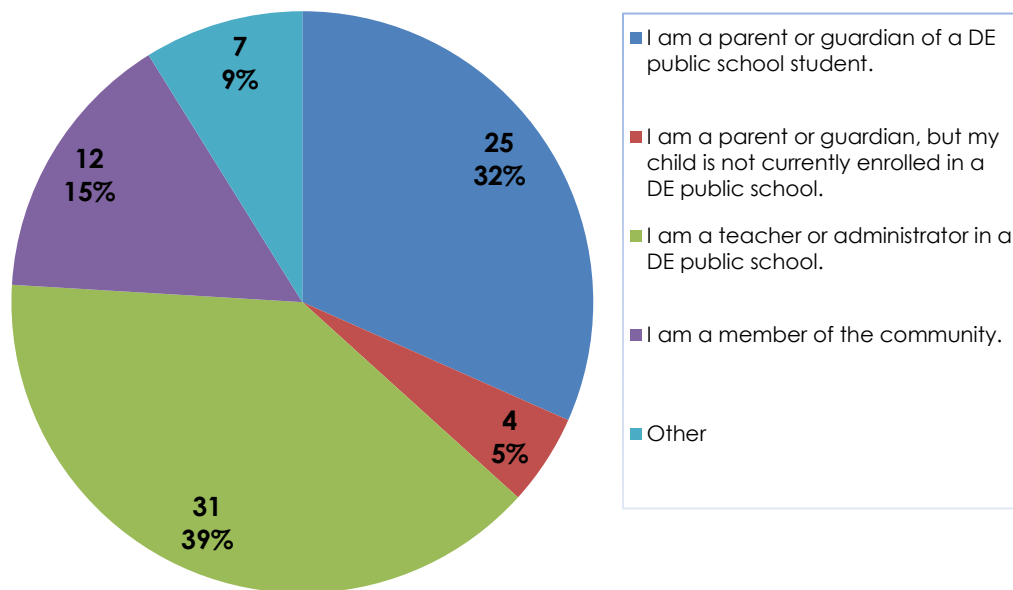
Legend:
- I am a parent or guardian of a DE public school student.
- I am a parent or guardian, but my child is not currently enrolled in a DE public school.
- I am a teacher or administrator in a DE public school.
- I am a member of the community.
- Other

Respondents' County of Residence

The majority of stakeholders completing surveys pertaining to *Measures of School Success and Public Reporting* resided in New Castle County, outside of the city of Wilmington (64 percent, or 50 respondents). Residents of New Castle County within the city limits of Wilmington (10 percent, or 8 respondents) also completed surveys, as well as residents of Kent County (18 percent, or 14 respondents) and Sussex County (8 percent, or 6 respondents).

Figure 23 presents a breakdown of the county of residence of respondents to the *Measures of School Success and Public Reporting* survey.

Figure 23. Respondents for *Measures of School Success and Public Reporting* Survey, to the County of Residence (79 responses)
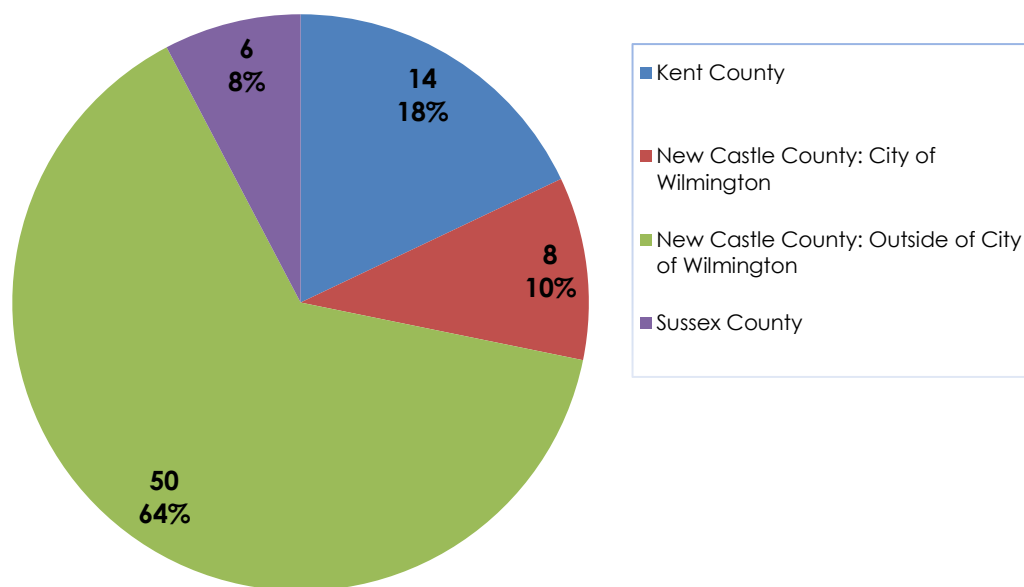
Measures of School Success

This section of the *Measures of School Success and Public Reporting* survey asked respondents to provide their opinions about what they value most in the PK–12 public education system; what measures should be used to determine school success in elementary, middle, and high school; as well as which existing Delaware School Success Framework (DSSF) elementary, middle, and high school measures warrant a change.

Provided as part of the *Measures of School Success and Public Reporting* Survey

ESSA requires states to measure school performance. The DSSF currently rates schools on many of these measures.

Current DSSF Measures	Required Measures under ESSA
Student proficiency in English/language arts, mathematics, science, and social studies	Student proficiency in English/language arts, mathematics, and science
Student growth in English/language arts and mathematics (elementary and middle school)	Measure of student growth or another academic indicator
On track to graduate in 9th grade (high schools only)	Measure of student growth or another academic indicator English learner growth to language proficiency
4-, 5-, and 6-year graduation rates (high schools only)	High school graduation rate(s)
Attendance rates (elementary and middle school)	Measure(s) of school quality or student success
College and career preparation (high schools only)	Measure(s) of school quality or student success

Respondents indicated they value the quality of teaching as the most important factor in a PK–12 public education system, as indicated in figure 24.

Figure 24. What do you value most in a PK–12 public education system? (72 responses)

Category	Percentage
Other	13%
Welcoming to parents, families and community	
Diversity of students and staff	6%
Challenging academic program	10%
Quality of facilities	4%
Fun learning environment	13%
Caring environment	15%
Physical safety	6%
Extra-curricular options	
Quality of teaching	32%
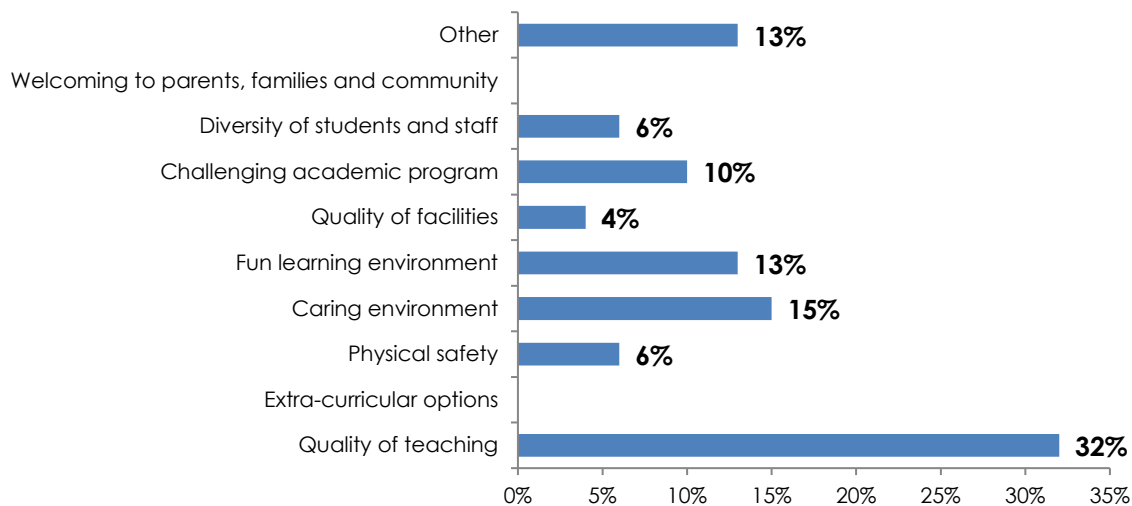
Note: Due to rounding, percentages may not add up to 100.

What measures should be used to determine school success in elementary schools?

Parents, teachers, and administrators alike favored both student growth and proficiency to determine school success and offered varying details on what growth or proficiency might mean. However, they also offered alternative means to measure proficiency and growth, such as through benchmark exams or student portfolios.

Growth

Student growth from the beginning of the year to the end of the year, at that student's level not necessarily his grade level.

— Parent/guardian of child currently enrolled in Delaware public schools

Student growth in reading and math measured through with multiple data points.

— Teacher or administrator in a Delaware public school

> **Growth! Where do the students come in . . . where do they finish? Identify appropriate growth for each grade level band. I'm tired of people saying 80 percent of my students should be on grade level, when I have 6 percent on grade level in the beginning of the year. It's not achievable.**
>
> — Teacher or administrator in a Delaware public school

> **Growth in skills as measured from their entrance in kindergarten and growth that has shown they will be on grade level by the end of third grade.**
>
> — Member of the community

Proficiency

> **Student proficiency in English/language arts, mathematics, science and social studies.**
>
> — Parent/guardian of child currently enrolled in Delaware public schools

> **Student proficiency in basic grammar, writing, reading, and math skills as well as background knowledge of everyday lifeskills.**
>
> — Teacher or administrator in a Delaware public school

Parents were also interested in measuring the level and effectiveness of family engagement, whereas teachers and administrators did not offer this as a measure. Other ideas were also offered, including non-academic skills such as:

> **That my student is a maturing, confident learner, ready to take on challenges. Not that the student knows facts, but knows how to find the answers, or logically follow steps to get the answers. My student can work with others as a team on a problem.**
>
> — Parent/guardian of child currently enrolled in Delaware public schools

> **Everything on this chart is academic. There needs to be a measure for adequate social emotional growth, or mental health, and supports for students who struggle.**
>
> — Teacher or administrator in a Delaware public school

> **Student and community perceptions of how well their school is meeting their needs.**
>
> — Member of the community

What measures should be used to determine school success in middle schools?

Similar to the trends in measures respondents offered to determine elementary school success, parents, teachers, and administrators alike favored growth and proficiency in middle schools. In addition, respondents were more likely to suggest measures of school climate and safety as an important middle school measure of success.

> **In addition to those listed above: Numeracy and math readiness by 7th or 8th grade — are students demonstrating strong readiness for algebraic thinking? Reduction in chronic absenteeism, bullying issues? ...measure the reduction in rates of bully incidences or low rates overall, technology literacy and computer literacy by 8th grade, [and the] ability to demonstrate civic readiness or social studies knowledge base from K–8 standards.**
>
> — Member of the community

Most respondents would change two existing DSSF elementary and middle school measures (figure 25): school-driven narrative report and the student proficiency in English/language arts, mathematics, science, and social studies.

Figure 25. Which existing DSSF elementary and middle school measures would you change? (66 responses)
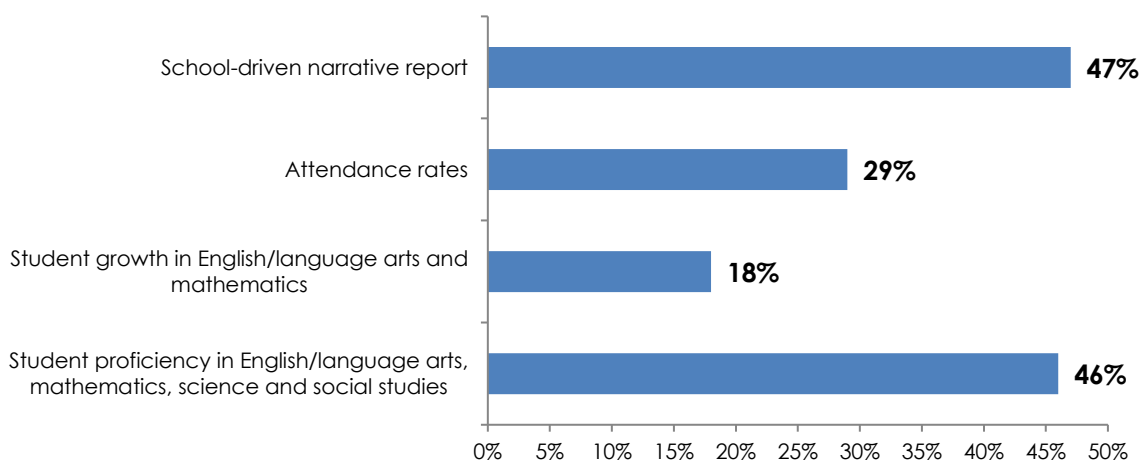
Measure	Percentage
School-driven narrative report	47%
Attendance rates	29%
Student growth in English/language arts and mathematics	18%
Student proficiency in English/language arts, mathematics, science and social studies	46%

Note: Because respondents were able to indicate more than one answer, percentages may not add up to 100.

What measures should be used to determine school success in high schools?

Respondents were still in favor of proficiency rates and growth measures at the high school level to determine school success. However, and as seen in figure 26, respondents across all roles were increasingly interested in college and career measures. This measure was offered in the form of a graduation rate, an SAT score, students taking and passing an Advanced Placement exam, or something more encompassing.

> **I would add a measure about post-secondary performance — job placement or military or post-secondary education placement/acceptance as well as enrollment, some measure of proficiency or competency in technology, connection in demonstrated achievement with their career pathway selected, more clarity around the College and Career Preparation metric.**
>
> — Member of the community

Similar to the elementary and middle school measures, respondents thought the school-driven narrative report needed to change for high school as well as college and career preparation, as shown in figure 26.

Figure 26. Which existing DSSF high school measures would you change? (67 responses)
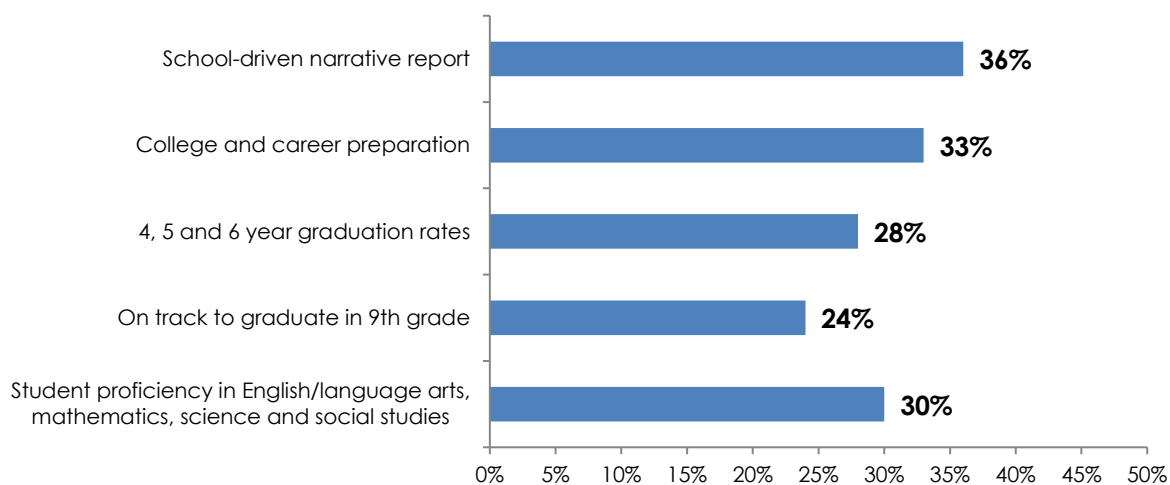
Note: Because respondents were able to indicate more than one answer, percentages may not add up to 100.

Public Reporting

This section of the *Measures of School Success and Public Reporting* survey asked respondents to freely provide their opinions about what, overall, they would like to see added to School Profiles, which additional information in Delaware they would like to see deleted from elementary-level School Profiles, and what measures of school performance are most important in helping to inform policy decisions at the district/charter level.

Provided as part of the *Measures of School Success and Public Reporting Survey*

ESSA requires certain information to be reported on elementary school profiles. Delaware also reports additional information, not required by the federal government.

Federally Required Information	Additional Information in Delaware
School accountability ratings and long-term targets	Student enrollment and demographics
Student achievement on state tests — for all students and sub-groups of students	Class size
Progress toward meeting state goals — for all students and sub-groups of students	Exemplary programs at the school
Student participation rates on state tests — for all students and sub-groups of students	Curriculum highlights
Number and percent of English learner students who reach language proficiency	School demographics
Four-year graduation rates (high school only) — for all students and sub-groups of students	Salary allocations to classroom instruction versus allocations to support positions
School discipline rates including suspension and expulsion, referrals to law enforcement, chronic absenteeism, and incidences of violence including bullying and harassment	Title IX Coordinator
Percentage of students enrolled in preschool programs (elementary schools only)	
Percentage of students enrolled in AP, IB, or dual enrollment courses (high schools only)	
Professional qualification of teachers	
Per-pupil expenditures of federal, state, and local funds	
Number and percent of students with significant disabilities who take an alternate state assessment	
Rate of graduates who enroll in post-secondary education (high schools only)	

What information would you like to see added to School Profiles?

Respondents across all roles indicated they would like to see the following additions to School Profiles.

- School programming: support resources, special programs, and/or extra-curricular classes offered, and supports offered for specialized populations of students, such as English language learners, students in poverty, and students receiving special education services.

  Availability of advanced courses, arts courses/programs, and STEM courses/programs for students — equitable access is important, CTE programs available and how they align with workforce demands.

  — Member of the community

  Whether or not the school has a functioning library (fully funded librarian).

  — Teacher or administrator in a Delaware public school

  Specialized instruction support personnel in relation to need of students, not versus classroom instruction. Does the school support a Whole School, Whole Community, Whole Child model?

  — Other

  Ratings of parents, especially those of low income students and those with special needs, on how well the school cares for and educates their children.

  — Parent/guardian of child currently enrolled in Delaware public schools

- Staffing/staff qualifications: national board certification, years of experience and diversity, and outcomes such as staff absenteeism and turnover rates.

Many respondents also thought there should be no additional information added to School Profiles.

Which additional information in Delaware (right hand column in the table above) would you like to see deleted from elementary-level School Profiles?

Many respondents indicated that either nothing should be deleted from the elementary-level School Profile or exemplary programs and curriculum highlights should be deleted. They also offered that, while they do not think

school discipline needs to be deleted from School Profiles, they would appreciate a clearer way in which the information is reported.

> **Disciplinary issues need to be captured differently than just reporting a number.**
>
> — Parent/guardian of child currently enrolled in Delaware public schools

What measures of school performance are most important in helping to inform policy decisions at the district/charter level?

The overwhelming majority of respondents thought academic growth was the most important measure in helping to inform policy decisions at the district/charter level.

> **Growth! We need to show growth rates. Isn't that the purpose of education? Growing our students no matter where they enter our doors.**
>
> — Teacher or administrator in a Delaware public school

They also offered behavior and graduation rates as especially important measures as well as achievement rates of students from minority and/or special populations.

Results from the *Support for All Students* Survey

There were 161 *Support for All Students* surveys completed. Responses from this survey are the data source for all figures in this section, figures 27 through 31.

Role of Respondents

Of the 161 surveys, parents of students enrolled (37 percent, or 59 respondents) and educators working (39 percent, or 63 respondents) in Delaware public schools made up the majority of those completing them as indicated in the chart below. Parents of students not enrolled in Delaware public schools (4 percent, or 7 respondents), members of the community (13 percent, or 21 respondents), and others (7 percent, or 11 respondents) also provided feedback.

Figure 27 presents a breakdown of the roles of respondents to the *Support for All Students* survey.

Figure 27. Respondents to the *Support for All Students* Survey, by Role (161 responses)
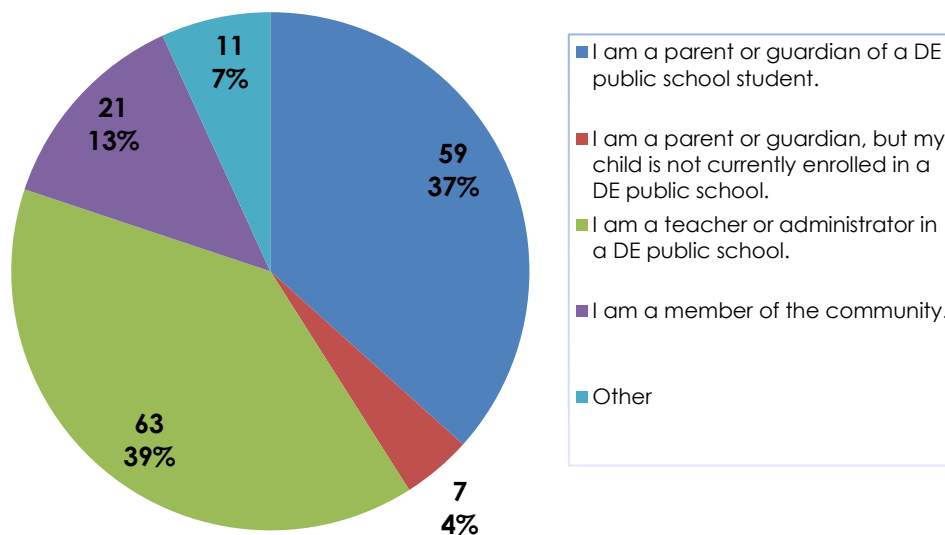
Legend:
- I am a parent or guardian of a DE public school student.
- I am a parent or guardian, but my child is not currently enrolled in a DE public school.
- I am a teacher or administrator in a DE public school.
- I am a member of the community.
- Other

Respondents' County of Residence

The majority of stakeholders completing surveys pertaining to *Support for All Students* resided in New Castle County, outside of the city of Wilmington (57 percent, or 92 respondents). Residents of New Castle County within the city limits of Wilmington (16 percent, or 25 respondents) also completed surveys, as well as residents of Kent County (17 percent, or 28 respondents) and Sussex County (10 percent, or 16 respondents).

Figure 28 presents a breakdown of the county of residence of respondents to the *Support for All Students* survey.

Figure 28. Respondents to the *Support for All Students* Survey, by County of Residence (161 responses)
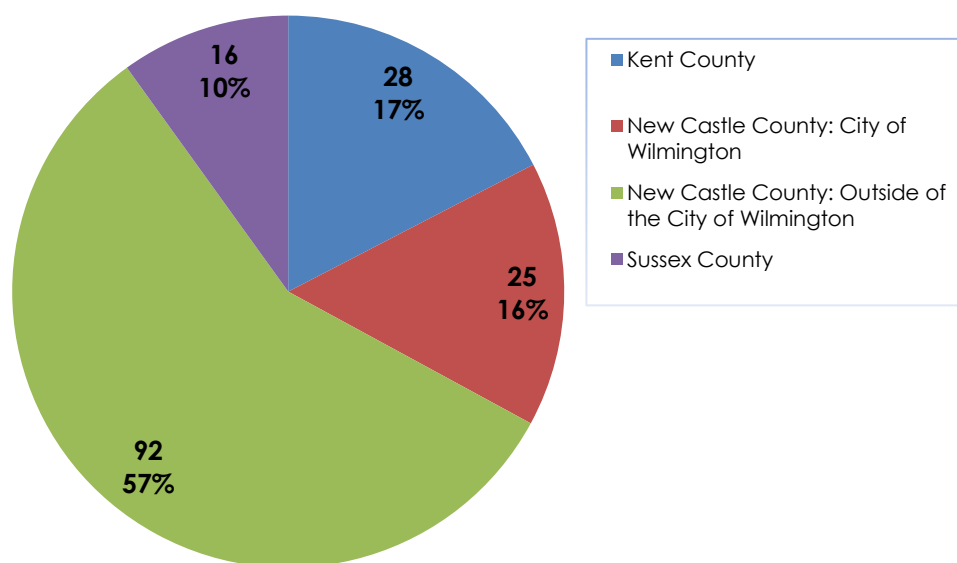
Support for All Students — Strategies

This section of the *Support for All Students* survey asked respondents to provide their opinions about what they see as the greatest challenges facing students in schools today; what can be done to address those concerns; and what strategies should the State, districts, and charter schools use to (1) reduce the use of suspensions, expulsions, and other disciplinary practices that remove students from the classroom, (2) continue to reduce incidents of bullying and harassment, and (3) better support the social/emotional needs of students.

What do you see as the greatest challenges facing students in schools today and what can be done to address those concerns?

Respondents described several major challenges facing students in schools today.

- The dissonance between our current curriculum, emphasis on testing, and preparation for life after school:

  An outdated curriculum that doesn't prepare them for 21st century careers.

  — Parent/guardian of child currently enrolled in Delaware public schools

- Obtaining supports for students who struggle academically (because of being new to the country, and/or have special education needs):

  Students entering school who need special services and/or an IEP struggle all year without proper support when they start school without an identification. If they are lucky enough to be assigned to an inclusion classroom that has 2 adults, they might get the help they desperately need.

  — Teacher or administrator in a Delaware public school

- Obtaining supports for students who struggle socially, emotionally, or behaviorally:

  Honestly, it's good mentoring and care outside of the school day. Delaware can work to improve communication and resources for a wide range of social services to make schools more a hub of care than just educational institutions.

  — Parent/guardian of child currently enrolled in Delaware public schools

  Kids are being over tested, pushed beyond appropriate developmental levels and not given time to be creative and inquisitive. More and more we have kids who have experienced trauma or have had little practice in social settings and need to have support and basic needs met in order for learning to occur. The rigor has gotten out of control, no wonder there is a huge spike in the number of kids who suffer from anxiety disorders and depression.

  — Teacher or administrator in a Delaware public school

- Acknowledging that different students will have different challenges:

Children of poverty entering kindergarten who lack the foundation needed to develop reading skills. Develop a "Reading Consortium" for the state (1–2 in each county).
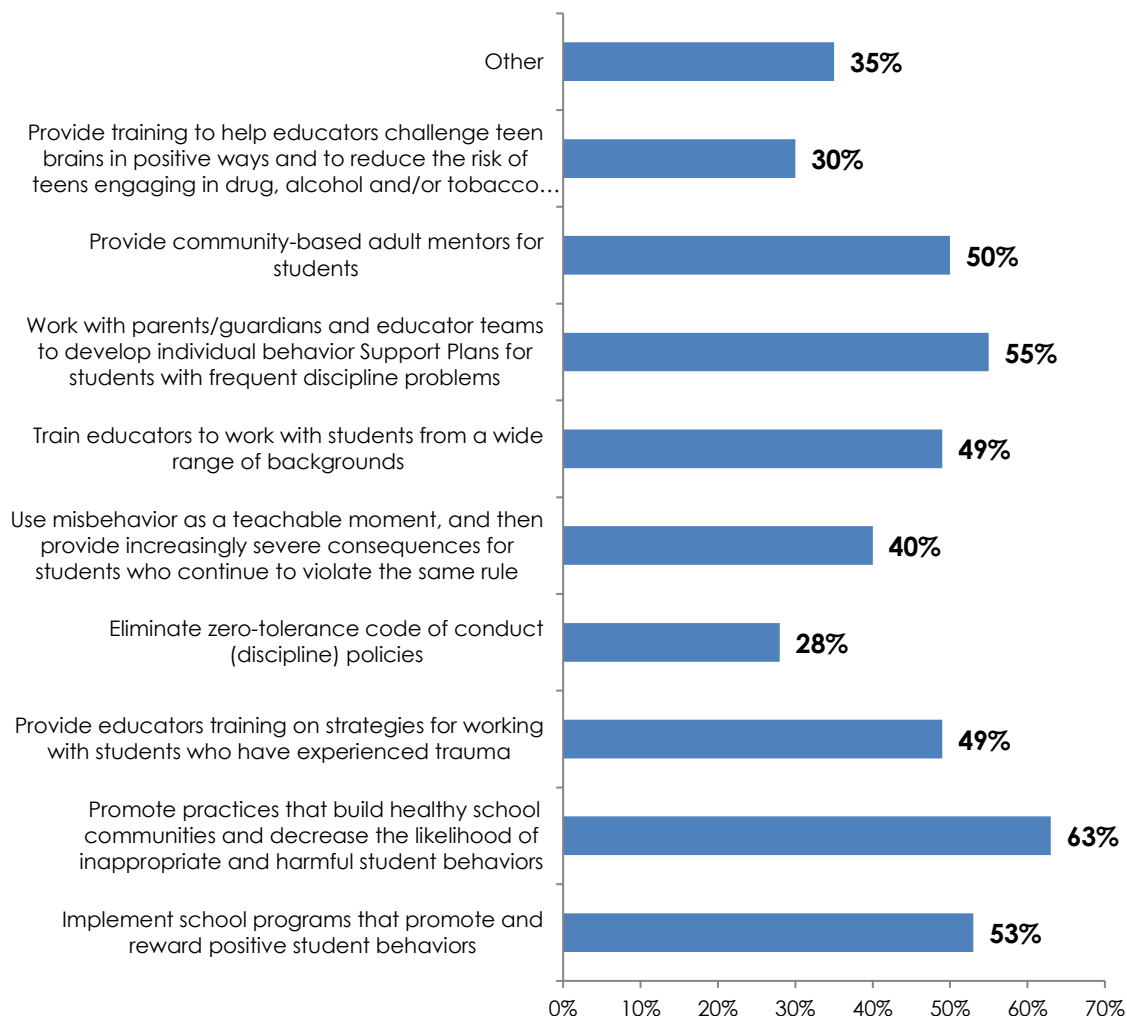
— Teacher or administrator in a Delaware public school

This is a complicated question because each student walking through our doors is coming in with something different. Some students come from families who are able to provide not only life's necessities, but those extra experiences that support educational growth, while other students are barely getting fed outside of school. We are asking ALL those students to perform at the same level, in the same format. Some students are going to be able to show their knowledge on a test while others will show it through projects, assignments, and several different formats that ask students to perform using higher order thinking skills. Education's focus has been around standardized testing while the actual performance in the classroom in other ways has been neglected. We also focus on limited areas of study. Every student has a different strength and teachers are asked to change instruction to give students opportunities to learn using their strength, but we are not measuring their knowledge in the same respect. Spitting information back on a test doesn't actually mean complete understanding. If giving a quality education is a priority, we need to rethink what constitutes as a quality education. Students showing their deeper knowledge through application in many forms or just in one form that only fits a small percentage of students?

— Teacher or administrator in a Delaware public school

As seen in figure 29, more than half of respondents thought the State, districts, and charter schools should use several strategies to reduce the use of suspensions, expulsions, and other disciplinary practices that remove students from the classroom: promote practices that build healthy school communities and decrease the likelihood of inappropriate and harmful student behaviors (63 percent were in favor); work with parents/guardians and educator teams to develop individual behavior Support Plans for students with frequent discipline problems (55 percent were in favor); and implement school programs that promote and reward positive student behaviors (53 percent were in favor).

Figure 29. What strategies should the State, districts, and charter schools use to reduce the use of suspensions, expulsions, and other disciplinary practices that remove students from the classroom? Please check all that apply. (159 responses)

Strategy	Percent
Other	35%
Provide training to help educators challenge teen brains in positive ways and to reduce the risk of teens engaging in drug, alcohol and/or tobacco…	30%
Provide community-based adult mentors for students	50%
Work with parents/guardians and educator teams to develop individual behavior Support Plans for students with frequent discipline problems	55%
Train educators to work with students from a wide range of backgrounds	49%
Use misbehavior as a teachable moment, and then provide increasingly severe consequences for students who continue to violate the same rule	40%
Eliminate zero-tolerance code of conduct (discipline) policies	28%
Provide educators training on strategies for working with students who have experienced trauma	49%
Promote practices that build healthy school communities and decrease the likelihood of inappropriate and harmful student behaviors	63%
Implement school programs that promote and reward positive student behaviors	53%

Note: Because respondents were able to indicate more than one answer, percentages may not add up to 100.

In terms of strategies the State, districts, and schools should use to continue to reduce incidents of bullying and harassment, respondents (figure 30) were in favor of several strategies: implement practices that build healthy school communities, decrease the likelihood of inappropriate student behaviors, and restore positive relationships (51 percent); establish regular check-ins with students who have engaged in bullying including setting behavior expectations and monitoring student behaviors (57 percent); and establish

regular check-ins/check-outs with students who have been bullied
(60 percent).

Figure 30. What strategies should the State, districts, and schools use to continue to reduce incidents of bullying and harassment? Please select all that apply. (159 responses)
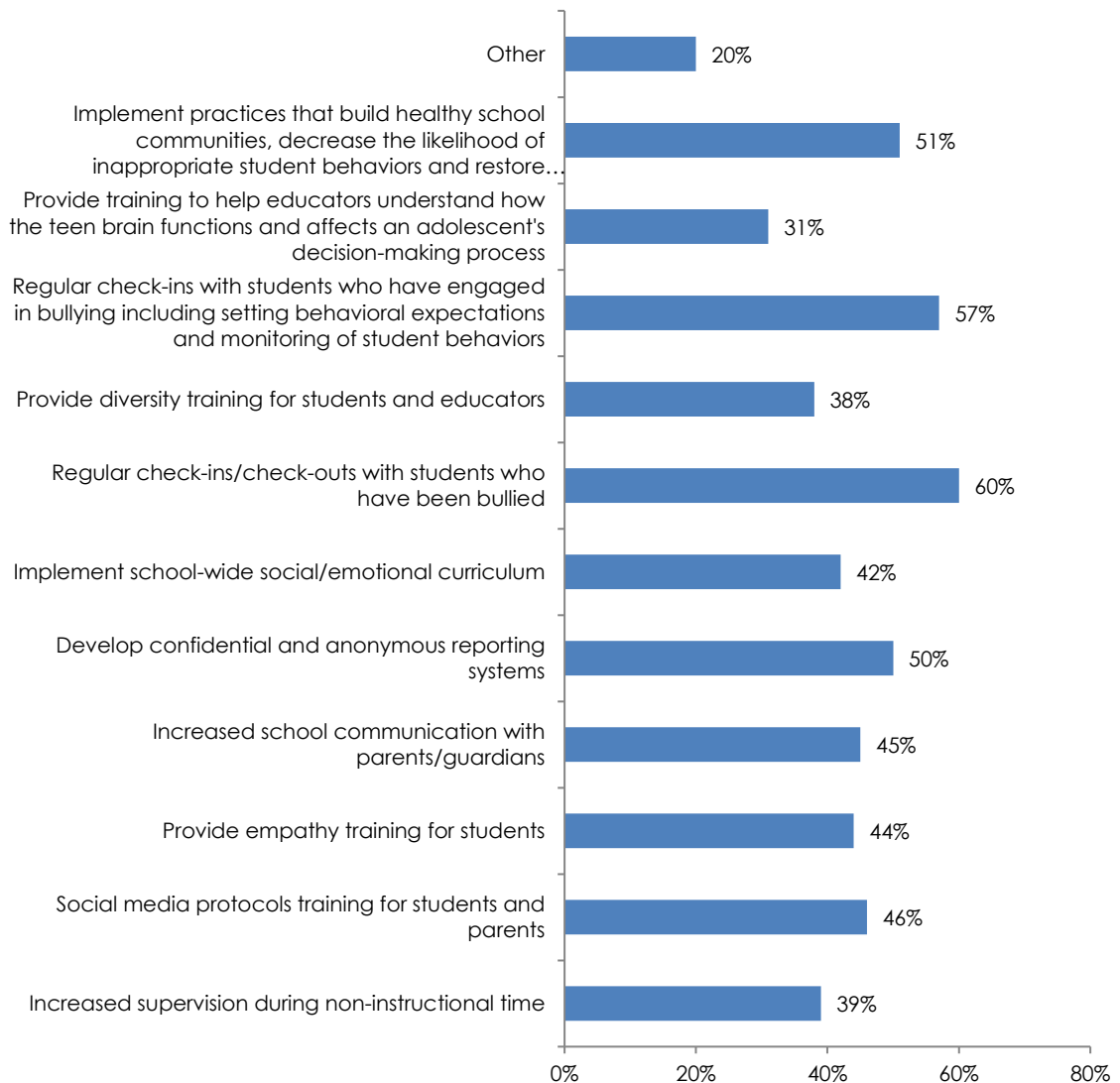

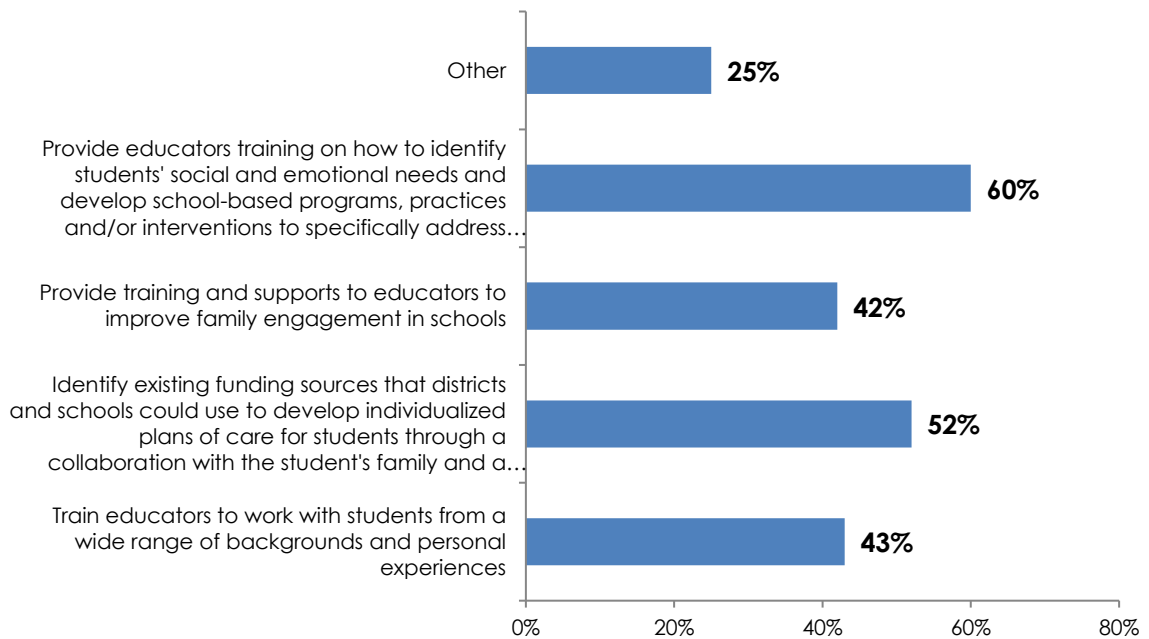Note: Because respondents were able to indicate more than one answer, percentages may not add up to 100.

Figure 31 shows the strategies respondents thought the State, districts, and schools should use to better support the social/emotional needs of students. More than half of respondents were in favor of providing educators training on how to identify students' social and emotional needs and develop school-

based programs, practices, and/or interventions to specifically address these needs (60 percent); and identifying existing funding sources that districts and schools could use to develop individualized plans of care for students through a collaboration with the student's family and a team of service providers (52 percent).

Figure 31. What strategies should the State, districts, and schools use to better support the social/emotional needs of students? Please select all that apply. (159 responses)

Note: Because respondents were able to indicate more than one answer, percentages may not add up to 100.

Appendix

Stakeholder Engagement Requirements

Title I, Section 1111 – State Plans

- **Development:** Requirement that to receive grant funds plan must be developed by SEA with timely and meaningful consultation with the Governor, members of the State legislature and the State board of education, LEAs, representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents (Sec. 1111(a)(1)(A)).

- **Public Comment:** Requirement that each state shall make the State plan publicly available for comment for no less than 30 days. Must be available electronically in an easily accessible format. Must happen before submission of the plan to the Secretary. Assurances must be provided in the plan that this has taken place.

- **Determining 'N' size:** States must demonstrate how it determined N size, including how it collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining the minimum number (Sec. 1111(c)(3)(A)(ii)).

- **Comprehensive Support and Improvement Plans:** For each Comprehensive school identified by the state, and in partnership with stakeholders (i.e., parents, teachers, principals, school leaders) locally develop and implement a Comprehensive plan for the school to improve student outcomes (Sec. 1111(d)(1)(B)).

- **Targeted Support and Improvement Plans:** For each Targeted school identified by the district, and in partnership with stakeholders (i.e., parents, teachers, principals, school leaders), shall develop and implement school-level Targeted plans (Sec. 1111(d)(2)(B)).

- **Assurances – Parent/Family Engagement:** Each SEA plan shall include assurances that the SEA will support the collection and dissemination to LEAs and schools of effective parent and family engagement strategies, including those in the parent and family engagement policy under section 1116 (Sec. 1111(g) (2)(F)).

- **State Report Card:** Must be presented in an understandable and uniform format that is developed in consultation with parents, and to the extent practicable, in a language parents can understand (Sec. 1111(h)(1)(B)(ii)).

Title I, Section 1112 – LEA Plans

• **LEA subgrants:** May only be received by the LEA if it has on file with the SEA an SEA-approved plan that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and charter school leaders, administrators, other appropriate school personnel, and with parents of children in Title I schools (Sec. 1112(a)(1)(A)).

• **LEA plans:** In its plan, each LEA shall describe the strategy it will use to implement effective parent and family engagement under section 1116 … and how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of Title I services (Sec. 1112 (b)(9)).

Title I, Section 1202 – State Option to Conduct Assessment System Audit

• **Application:** Applications for state assessment audit grants must include information on the stake- holder feedback the State will seek in designing the audit (Sec. 1202(d)(1)(B).

• **State assessment system audit:** Each State assessment system audit shall include feedback on the system from stakeholders including, for example — how teachers, principals, other school leaders, and administrators use assessment data to improve and differentiate instruction; the timing of release of assessment data; the extent to which assessment data is presented in an accessible and understandable format for all stakeholders (Sec. 1202(e)(3)(C)).

Title I, Section 1204 – Innovative Assessment and Accountability Demonstration Authority

• **Application:** Applications for innovative assessments must demonstrate that the innovative assessment system will be developed in collaboration with stakeholders representing the interests of children with disabilities, English learners, and other vulnerable children; teachers, principals, and other school leaders; LEAs; parents; and civil rights organizations in the State (Sec. 1204(e)(2)(A) (v)). The application shall also include a description of how the SEA will inform parents about the system at the beginning of each year of implementation (Sec. 1204(e)(2)(B)(v)), and engage and support teachers in developing and scoring assessments that are part of the innovative assessment system (Sec. 1204)(e)(2)(B)(v)).

Title I, Section 1501 – Flexibility for Equitable Per-Pupil Funding

• **Assurances:** LEAs interested in applying for the weighted student funding flexibility pilot shall include in the application an assurance that the LEA developed and will implement the pilot in collaboration with teachers, principals, other school leaders, administrators of Federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders (Sec. 1501(d)(1)(G)).

Title II, Section 2101 – Formula Grants to States

• **Application:** Each SEA shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instruction support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise, and seek advice regarding how to best improve the State's activities to meet the purpose of this title (Sec. 2101(d)(3)(A)).

Title II, Section 2102 – Subgrants to LEAs

• **Application:** In developing the application LEAs shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise and seek advice regarding how to best improve the State's activities to meet the purpose of this title (Sec. 2102(b)(3)).

Title III, Section 3102 – English Language Acquisition, Language Enhancement, and Academic Achievement

• **Assurances:** SEA and specifically qualified agency plans must provide an assurance that the plan has been developed in consultation with LEAs, teachers, administrators of programs implemented under this subpart, parents of English learners, and other relevant stakeholders.

Title III, Section 3115 – Subgrants to Eligible Entities

• **Local Plans:** Local grants must describe how the eligible entity will promote parent, family, and community engagement in the education of English learners and contain assurances that the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education in developing the plan.

Title III, Section 3131 – National Professional Development Project

• **Grant use:** Grants awarded under this section may be used to support strategies that strengthen and increase parent, family and community member engagement in the education of English learners (Sec. 3131(3)).

Title IV, Section 4106 – LEA Applications

Applications: an LEA, or consortium of LEAs, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community based organizations, local government representatives (including law enforcement, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations, charter school teachers, principals, and other school leaders, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. The LEA or consortium shall engage in continued consultation with the entities described above (Sec. 4106(c)(1)).

Title IV, Section 4203 – State Application

• **Applications:** SEAs shall submit 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 programs and activities, heads of the State health and mental health agencies or their designees, statewide after-school networks and representatives of teachers, LEAs, and community based organizations and a description of 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 (Sec. 4203(a)(13)).

Title IV, Section 4624 – Promise Neighborhoods

• **Application:** Eligible entities desiring a grant under this part must include in their application an analysis of the needs assets of the neighborhood identified including a description of the process through which the needs analysis was produced including a description of how parents, families, and community members were engaged (Sec. 4624(a)(4)(B)), and an explanation of the process the eligible entity will use to establish and maintain family and community engagement including how a representative of the members of such neighborhood will be involved in the planning and implementation of the activities of each award granted (Sec. 4624(a)(9)(A)).

Title IV, Section 4625 – Full Service Community Schools

• **Grant awards:** in awarding grants under this subpart, the Secretary shall prioritize eligible entities that are consortiums comprised of a broad representation of stakeholders or consortiums demonstrating a history of effectiveness (Sec. 4625(b)(2)).

Title VI, Section 6111 – Programs for Indian, Native Hawaiian, and Alaska Native Students

• **Grant Applications:** the local educational agency will ensure that the program for which assistance is sought will be operated and evaluated in consultation with, and with the involvement of, parents and family members of the children, and representatives of the area, to be served (Sec. 6114(f)(3)(8)). The Secretary may approve an application submitted by an eligible applicant under this subsection if the application, including any documentation submitted with the application demonstrates that the eligible applicant has consulted with other education entities, if any, within the territorial jurisdiction of the applicant that will be affected by the activities to be conducted under the grant (Sec. 6132(c)(3)(A)) and provides for consultation with such other education entities in the operation and evaluation of the activities conducted under the grant (Sec. 6132(c) (3)(B)).

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