



Purpose

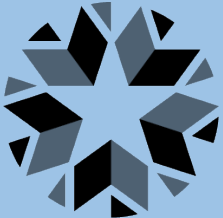
The Elementary and Secondary Education Act (ESEA), requires that local educational agencies (LEAs) receiving Title I funds submit a plan to the state educational agency (SEA) addressing the requirements found in ESEA Section 1112. The Office of Title Services (OTS) at the Oklahoma State Department of Education (OSDE) has created the Comprehensive District Academic Plan (CDAP) template to assist LEAs in meeting federal planning requirements for academic instruction. The planning process is comprehensive and requires a broad, systematic overview of the LEA's goals supported by data. The CDAP expressed in this document is composed of:

- A. Information Page
- B. Consultation Process
- C. Assurances
- D. CDAP Requirements
 - Monitoring Student Progress
 - Equitable Distribution of Teachers
 - Poverty Criteria and Specialized Student Populations
 - Parent and Family Engagement
 - Effective Transitions of Students
 - Reducing Overuse of Disciplinary Practices
 - Coordination and Integration of Programs for Specialized Student Populations

Instructions

The district must complete all sections of the CDAP to comply with the requirements in ESEA Section 1112. The CDAP will be uploaded as a part of the Consolidated Application on the Grants Management System (GMS) each year. ESEA Section 1112(a)(2) The CDAP must be reviewed annually and revised as necessary. ESEA Section 1112(a)(3)(A)

- Section A requests general information about the LEA.
- Section B requests information about the LEA's consultation process.
- Section C requests the LEA Superintendent provide an assurance the LEA will complete activities mandated in ESEA Section 1112(c).
- Section D requests the LEAs provide a response to the questions. The questions align with ESEA and are intended to allow the LEA to present broad strategies for addressing the requirements. Each response must include the following -
 - who is (position/role) responsible
 - when (timeline)



- who is (student group) served
 - what is involved (action steps)
 - why (goal)
- how
 - how often

A. Information Page

The following tables must be completed, and the current district superintendent must sign in the space provided.

CDAP Submission Dates

Select the box on the left for the CDAP to be submitted to the Consolidated Application on GMS.

The date should be on or before September 30th unless due date is extended. OTS reviewer may accept the date of submission of the application in GMS for the date submitted.

☐	Initial CDAP – Due September 30, 2024	Date Submitted:	
☐	*Reviewed CDAP – Due September 30, 2025	Date Submitted:	
☐	*Reviewed CDAP – Due September 30, 2026	Date Submitted:	

*The CDAP must be reviewed and submitted each year. Revision is only necessary for a CDAP with significant changes.

District Information

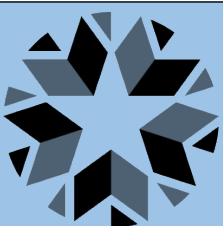
The box must be checked as it serves as an attestation that a review of the CDAP has taken place.

District Name:	
District Number:	
County Name:	
County Number:	

Alternate Authorized Contact for CDAP

Name:			
Position:			
Telephone Number:			
Email Address:			

The CDAP also stands alone for public dissemination so all information must be complete. Uploaded as a part of the ESEA Consolidated Budget Application.



By signing in the space below, I agree to the assurances contained within this document and attest that the information is true, accurate, and complete to the best of my knowledge.

District Superintendent Name
(Print):

District Superintendent

Signature:

No box to check on the assurances page as the signature is documenting understanding and acceptance of the assurances.

The current superintendent must sign the CDAP. Electronic signatures are acceptable. Signatures using a special font style script are not acceptable.

B. Consultation Process

ESEA Section 1112(a)(1)(A) requires that LEAs receiving Title I funds create a plan that is developed with timely and meaningful consultation with the following stakeholder groups –

- teachers
- principals
- other school leaders
- parents
- paraprofessionals
- administrators
- specialized instructional support personnel
- other appropriate personnel

1. What method(s) of consultation did the LEA use?

Survey, meetings, physical comment boxes, website, etc.

2. What is the date for the most recent consultation?

Consultation should be ongoing, but at least one virtual or in person meeting should be held before plan implementation. The date may be anywhere from March to August.

Consultation Team

Each stakeholder group listed in [ESEA Section 1112\(a\)\(1\)\(A\)](#) must be included.

First and Last Name of Stakeholder	Stakeholder Group
At least one person from each stakeholder group must be invited to provide input. If an invited individual can't attend a meeting that is something the district is unable to control. This is why there should be more than one method of consultation. Even if a person from the stakeholder group can't be in attendance their perspective can be discussed if members of the stakeholder group participate in surveys.	



C. Assurance

No box to check as the signature captured on page 2 is documenting understanding and acceptance of the assurances.

1. The LEA ensures that all children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. The LEA provides services to eligible children attending private elementary schools and secondary schools in accordance with private school officials regarding such services;
3. The LEA, if selected, participates in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. The LEA coordinates and integrates services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. The LEA collaborates with the State or local child welfare agency to (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall- (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if –
 - (I.) The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II.) the local educational agency agrees to pay for the cost of such transportation; or



(III.) the local educational agency and the local child welfare agency agree to share the cost of such transportation;

- 6. The LEA ensures 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;
- 7. The LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensures that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

D. CDAP Requirements

Monitoring Student Progress
1. How does the LEA monitor students’ progress in meeting state academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students? ESEA Section 1112(b)(1)(A)

This question is asking how the district tracks whether students are learning what the state expects them to learn, and how does it provide a complete educational program that helps all students succeed?

The response might include –

- a. How student progress is monitored (such as classroom assessments, benchmark tests, state assessments, progress reports, report cards, and data reviews).
- b. How teachers and administrators use data to identify students who are struggling, meeting expectations, or excelling.
- c. What instructional programs are provided to support learning in all subject areas, including core academics and other components of a well-rounded education (e.g., reading, mathematics, science, social studies, fine arts, technology, career and technical education, physical education, and advanced coursework).
- d. How support is provided for different student groups, including students with disabilities, English learners, gifted students, and students who need additional academic intervention.
- e. How instructional programs are adjusted based on student performance data to ensure students make progress toward state academic standards.



2. How does the LEA identify students who may be at risk for academic failure to meet the challenging state academic standards? ESEA Section 1112(b)(1)(B)

This question is asking how the district determines which students may need extra assistance because they are at risk of not meeting state academic expectations?

The response will include how the district identifies students who are struggling academically before they fall too far behind and what data is used to make those determinations.

The response might include –

- a. How the district uses state assessment results.
- b. How the district uses benchmark or district assessments.
- c. How the district uses classroom grades and assignments.
- d. How the district uses reading and math screening tools.
- e. How the district uses progress-monitoring data.
- f. How the district uses teacher recommendations.
- g. How the district uses attendance records.
- h. How the district uses behavior and discipline data.
- i. How the district uses English language proficiency assessments for English learners.
- j. How the district uses credit accumulation and graduation progress (for secondary students).



3. How does the LEA provide for additional educational assistance to individual students that the local educational agency or school determines need help in meeting the challenging state academic standards? ESEA Section 1112(b)(1)(C)

This question is asking how once the district identifies students who are struggling, does it provide the extra assistance and support they need to meet state academic standards?

The focus is not on how students are identified (that is covered in the previous question), but rather on what additional educational services and interventions are provided after students are identified as needing support.

The response might include –

- a. What types of academic assistance are available.
- b. How support is tailored to individual student needs.
- c. How the district ensures students receive timely interventions.
- d. How the effectiveness of those interventions is monitored.

Examples of Additional Educational Assistance

A district might provide –

- Targeted small-group instruction
- Individualized interventions
- Supplemental reading and mathematics programs
- Tutoring before, during, or after school
- Summer learning opportunities
- Extended-day programs
- Credit recovery programs
- Academic support classes
- Intervention through a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework
- Support for English learners
- Specialized services for students with disabilities
- Accelerated instruction required by state law
- Progress monitoring and individualized learning plans



4. How does the LEA identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning? ESEA Section 1112(b)(1)(D)

The question is asking how the district decides what teaching methods, programs, and school improvement strategies to use so that students learn more effectively and schools provide a positive environment for learning?

This question focuses on the district's overall approach to improving instruction and school climate, not just helping individual students. The district should explain how it identifies needs, select strategies, and implement programs that improve academic achievement and learning conditions for all students.

The response might include –

- a. How the district determines which academic and school improvement needs exist.
- b. What data are used to make decisions.
- c. What instructional strategies, programs, or initiatives are implemented.
- d. How the district works to create safe, supportive, and engaging learning environments. How the effectiveness of these strategies is evaluated.

Examples of Instructional and School Improvement Strategies

A district may use –

Instructional Strategies

- Evidence-based instructional practices
- Curriculum aligned to state standards
- Professional development for teachers
- Data-driven instruction
- Differentiated instruction
- Multi-Tiered System of Supports (MTSS)
- Literacy and numeracy initiatives
- Technology integration
- Advanced academic opportunities

School Condition Strategies

- Positive Behavioral Interventions and Supports (PBIS)
- Social-emotional learning programs
- Attendance improvement initiatives
- School safety programs
- Mental health supports
- Family and community engagement activities
- Student mentoring programs
- Dropout prevention efforts



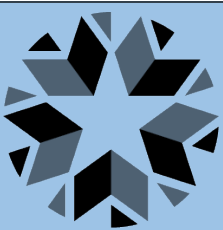
Equitable Distribution of Teachers

5. Describe how the LEA will identify and address, as required under state plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. ESEA Section 1112(b)(2)

The question (and the chart on the next page) is asking the district to review teacher assignment data to make sure that students from low-income families and students from minority groups have the same access to qualified and effective teachers as all other students.

The response might include –

- a. How the district regularly examines staffing data to identify schools or classrooms where students may be more likely to be taught by teachers who are inexperienced, teaching outside their certification area, or not performing effectively.
- b. How the district compares teacher qualifications and experience across schools to look for any inequities.
- c. How the district has developed strategies to address identified gaps, such as targeted recruitment, retention incentives, professional development, mentoring programs for new teachers, and support for teacher certification.
- d. How the district monitors progress each year to ensure that staffing practices promote equitable access to effective educators for all students.
- e. How the district uses state and local data to evaluate whether actions taken are reducing disparities and improving educational opportunities.



Complete the chart below using information from the LEA personnel records, the Accreditation Application, and the most recent October low-income student count report.

School Site Name	Grade Span	CSI and ATSI Status	Percentage of Low-Income Students Aged 5-17	Percentage of Minority Students Aged 5-17	Number of Experienced Teachers	Number of Inexperienced Teachers	Number of Ineffective Teachers	Number of Out-of-Field Teachers
• Definition: An <i>experienced teacher</i> is considered a teacher in a public school who has been teaching for more than a total of three complete school years. • Definition: An <i>inexperienced (beginning) teacher</i> - The term “beginning teacher” means a teacher in a public school who has been teaching less than a total of the three complete school years. • Definition: <i>Minority Students</i> are defined as students who are American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. • Definition: An <i>ineffective teacher</i> is defined by the LEA’s method of teacher evaluation. • Definition: An <i>out-of-field teacher</i> is defined as a teacher that is not certified in the subject area taught.								



Poverty Criteria and Specialized Student Populations

6. Describe the poverty criteria that will be used to select school attendance areas to be served with programs supported with federal funds. The percentage of children from low-income families in such areas must be at least as high as the percentage of low-income families served by the LEA. (*i.e.*, Title I, Part A) ESEA Section 1112(b)(4)

The question is asking the district to explain how it decides which schools will receive Title I, Part A funding based on poverty levels.

The response should include how the district uses poverty data (such as free/reduced-price meal eligibility, direct certification, census data, or another approved measure) to identify schools with the greatest need. Schools selected for Title I services must have a poverty rate that is equal to or higher than the districtwide average poverty rate of students being served through Title I.

The response might include an explanation on how the district –

- a. Used an approved poverty measure to determine the percentage of low-income students in each school attendance area.
- b. Ranked schools based on their poverty percentages.
- c. Prioritized Title I funds for schools with the highest concentrations of poverty.
- d. Ensured that any school selected to receive Title I services has a poverty percentage that is at least as high as the districtwide poverty percentage used to determine eligibility.
- e. Reviews poverty data annually and adjust school eligibility as needed.



7. How does the LEA determine services and programmatic planning, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs? ESEA Section 1112(b)(5)

This question is asking the district to explain how it identifies and plans educational services for students who live in facilities for neglected or delinquent children, or who attend community day programs, when those students are eligible to receive educational support.

The response should include how the district works with local entities and programs to ensure these students have access to appropriate educational services that help them stay on track academically and successfully transition back to school or continue their education.

The response might include –

- a. Identify children and youth living in local institutions for neglected or delinquent students and those participating in community day school programs.
- b. Coordinate with facility staff, community agencies, and program administrators to determine students' educational needs.
- c. Review academic records, assessment data, and other relevant information to identify needed supports and services.
- d. Develop plans to provide appropriate educational services, such as academic intervention, credit recovery, tutoring, transition support, counseling referrals, or other supplemental services.
- e. Ensure that services are coordinated with the student's home campus when appropriate.
- f. Support successful transitions into or out of these programs by facilitating records transfer, enrollment, and continuity of educational services.
- g. Monitor student progress and adjust services as needed.



8. How does the LEA determine a reservation for services and programmatic planning for homeless children and youths to support the enrollment, attendance, and success of homeless children and youths? If applicable, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301). ESEA Section 1112(b)(6)

This question is asking the district to explain how it sets aside (reserves) Title I funds and plans services to support students experiencing homelessness so they can enroll in school, attend regularly, and succeed academically. The district should also explain how these efforts are coordinated with services provided under the McKinney-Vento Homeless Assistance Act.

The response might include –

- a. How students are identified.
- b. How the reservation amount is determined.
- c. What services are provided.
- d. How services are coordinated with McKinney-Vento.
- e. How the district monitors the effectiveness of those services.

Examples of allowable services may include –

- Supplemental academic support and tutoring.
- School supplies and instructional materials.
- Fees for educational activities when permitted.
- Counseling and social-emotional supports.
- Credit recovery or extended learning opportunities.
- Other services necessary to help homeless students fully participate in school.



9. How does the LEA identify eligible students and determine a reservation for services and programmatic planning, where appropriate, for English Learners and Immigrant students? ESEA Section 1112(c)(4)

This question is asking the district to explain how it identifies English Learners (ELs) and immigrant students, determines what support they need, and decides whether Title I funds should be set aside to provide additional services.

The response might include –

- a. How students are identified.
- b. How needs are determined.
- c. How funding decisions are made.
- d. What supplemental services are provided.
- e. How the district monitors the effectiveness of those services.



10. How does the LEA identify eligible students and determine a reservation for services and programmatic planning, where appropriate, for migrant students?
ESEA Section 1112(b)(6)

This is asking the district to explain how it identifies migrant students, determines their educational needs, and plans for any funds or services that may be needed to support their academic success.

The response might include –

- a. Work with the state's Migrant Education Program (MEP) and enrollment staff to identify students who meet federal migrant eligibility requirements.
- b. Review academic records, assessment results, attendance data, and other relevant information to determine student needs.
- c. Identify barriers that may affect student success, such as mobility, interrupted instruction, credit deficiencies, language needs, or gaps in learning.
- d. Determine whether Title I funds should be reserved to provide supplemental services for migrant students.
- e. Coordinate services with the Migrant Education Program and other federal, state, and local programs to maximize available resources.
- f. Develop programs and supports that help migrant students meet academic standards and successfully transition between schools.
- g. Monitor student progress and adjust services based on individual needs.

Examples of Services

Depending on student needs, services may include –

- Supplemental academic support and tutoring.
- Credit recovery and graduation assistance.
- Summer or extended learning programs.
- School transition support for highly mobile students.
- Family engagement and outreach activities.
- Language support services for English Learners who are also migrant students.
- College, career, and postsecondary planning assistance.



11. How does the LEA identify eligible students most in need of services in a targeted assistance school program in consultation with parents, administrators, paraprofessionals, and specialized instructional support? ESEA Section 1112(b)(9)

This question is asking the district to explain how a school operating a Title I, Part A Targeted Assistance Program identifies students who need extra academic support and how school staff and parents are involved in that process.

The response might include –

- a. What data is used to identify students.
- b. Who participates in the decision-making process.
- c. How students are prioritized for services.
- d. How progress is monitored after services begin.
- e. How parents are informed and involved in supporting student success.

Who May Be Involved in the Identification Process?

The school may gather input from –

- Parents and guardians
- Campus administrators
- Classroom teachers
- Title I teachers and interventionists
- Paraprofessionals
- School counselors
- Reading and math specialists
- Dyslexia specialists
- Social workers and other specialized instructional support personnel



Parent and Family Engagement

12. Describe the strategies the LEA will use to implement effective parent and family engagement including how the LEA determines the required reservation for parent and family engagement (if the LEA receives an allocation of \$500,000 or more). ESEA Section 1112(b)(7) and ESEA Section 1116(a)(3)

This question is asking the district to explain how it will involve parents and families in their children's education and, if applicable, how it determines the amount of Title I funds that must be set aside for parent and family engagement activities when the district receives more than \$500,000 in Title I, Part A funds.

The response might include –

- a. How parents are involved in decision-making.
- b. What engagement activities are offered.
- c. How barriers to participation are addressed.
- d. How the 1% reservation is calculated and distributed (if required).
- e. How the district evaluates the effectiveness of its family engagement efforts.

Examples of Parent and Family Engagement Activities

- Family literacy and learning nights.
- Parent workshops on academic standards and assessments.
- Training on helping children with reading, math, and homework.
- Parent leadership and advisory groups.
- Family engagement coordinators or liaisons.
- Translation and interpretation services.
- Resources and materials for learning at home.



13. Describe the LEA process to create an LEA Parent and Family Engagement Policy and School Parent and Family Engagement Policy(ies). ESEA Section 1112(b)(7) and ESEA Section 1116(a)(2) Does the LEA take advantage of the flexibility of using a combined LEA and School Parent and Family Engagement Policy offered in ESEA Section 1116(b)(3)?

This question is asking the district to explain how it develops, reviews, and updates its Parent and Family Engagement Policy and how schools develop their own Parent and Family Engagement Policies. It also asks whether the district uses the federal option to combine the district and school policies into a single document.

The response might include –

- a. How parents and families help create and review these policies.
- b. How the district ensures policies meet federal requirements.
- c. How policies are shared with families.
- d. Whether the district uses separate policies for the district and each school or a combined policy.

If the LEA Uses Separate Policies

The district will –

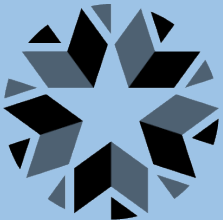
- Develop an LEA Parent and Family Engagement Policy that applies districtwide.
- Require each Title I campus to develop its own School Parent and Family Engagement Policy that reflects the needs of its families and community.
- Review and update both district and campus policies annually with parent input.

If the LEA Uses a Combined Policy

Federal law allows districts to combine the district and school parent and family engagement policies into a single document.

If the district chooses this option, it will –

- Work collaboratively with parents and families to develop the combined policy.
- Include all required district-level and school-level components in one document.
- Ensure the policy clearly describes parent involvement opportunities at both the district and campus levels.
- Review and revise the combined policy annually with parent input.



Effective Transitions for Students

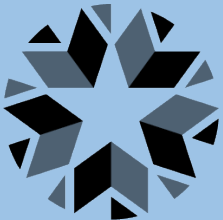
14 If applicable, describe how the LEA will support, coordinate, and integrate services to facilitate the transition of students from early childhood programs to the elementary school programs. ESEA Section 1112(b)(8)

The reviewer will need to review the grade levels served.

This question is asking the district to explain how children and families successfully transition from early childhood programs into elementary school?

The response might include –

- a. How the district coordinates with early childhood programs.
- b. What supports are provided to families and students.
- c. What transition activities are offered.
- d. How student information is shared and used appropriately.
- e. How the district ensures students are ready for a successful start in school.



The reviewer will need to review the grade levels served.

15. If applicable, describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including –
- through coordination with institutions of higher education, employers, and other local partners; and
 - through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. ESEA Section 1112(b)(10)

This question is asking the district to explain how students successfully move from one stage of education to the next, and how does the connect students with opportunities for college and career success?

The response might include –

- How transitions are supported between school levels.
- How the district partners with colleges, employers, and community organizations.
- What opportunities students have for early college or career learning.
- How career counseling and planning are provided.
- How students are guided toward postsecondary readiness and success.

Examples of Transition Strategies

Middle School to High School –

- High school orientation or transition days.
- Academic advising and course selection support.
- Visits to high school campuses.
- Parent information sessions about graduation requirements.

High School to Postsecondary or Career -

- Dual credit and concurrent enrollment courses.
- Early college high school programs.
- Career and technical education (CTE) pathways.
- Internship, apprenticeship, or job shadowing opportunities.
- College and career fairs.
- Partnerships with local colleges, employers, and workforce boards.
- Career counseling and interest inventories.



Reducing Overuse of Disciplinary Practices

16. How does the LEA support efforts to reduce the overuse of disciplinary practices that remove students from the classroom? How does the LEA identify, monitor, and support schools with high rates of disciplinary actions?
ESEA Section 1112(b)(11)

This question is asking the district to explain how the district will work to reduce the use of discipline that removes students from learning environments, such as suspensions, expulsions, or placements in alternative settings? How does the district identify schools that have unusually high rates of these disciplinary actions, monitor their practices, and provide support to help them use more effective and equitable approaches to student behavior?

The response might include –

- a. Strategies used to reduce exclusionary discipline (e.g., suspensions and expulsions).
- b. Use of positive behavior supports, restorative practices, social-emotional learning, or other preventive approaches.
- c. How discipline data are reviewed and analyzed across schools and student groups.
- d. Criteria used to identify schools with high rates of disciplinary removals.
- e. How the district monitors those schools for improvement.
- f. Training, coaching, technical assistance, or other supports provided to school staff.
- g. Efforts to ensure discipline practices are fair, consistent, and do not disproportionately affect specific student groups.
- h. Methods used to evaluate whether disciplinary practices are improving student outcomes and keeping students engaged in learning.



The reviewer will need to review the grade levels served.

Coordination and Integration of Programs for Specialized Student Populations

17. If determined appropriate by the LEA, how will the LEA support programs that coordinate and integrate –
- a. academic, career, and technical education content with instructional strategies that incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the state; and
 - b. work-based learning opportunities that provide students with in-depth interaction with industry professionals, and if appropriate, academic credit?
- ESEA Section 1112(b)(12)

The question is asking the district to address two areas –

- a. how the district supports programs that combine traditional academic subjects with career and technical education (CTE) so students can apply what they learn in real-world settings and develop skills needed for careers that are in demand in the state?
- b. how does the district provide students opportunities to learn directly from industry professionals and gain workplace experience? If applicable, how can students earn academic credit for these experiences?

The response to part a might include –

- a. Career and Technical Education (CTE) programs and pathways.
- b. Project-based or problem-based learning tied to industry needs.
- c. Career exploration and career awareness activities.
- d. Industry-recognized certifications and credentials.
- e. Partnerships with local businesses, colleges, and workforce organizations.
- f. Opportunities for students to apply academic concepts in real-world situations.
- g. Programs that help students develop employability skills such as communication, teamwork, critical thinking, and problem-solving.

The response to part b might include –

- a. Internships and apprenticeships.
- b. Job shadowing opportunities.
- c. Clinical experiences.
- d. Mentorship programs.
- e. School-business partnerships.
- f. Career fairs and industry guest speakers.
- g. Work-study programs.
- h. Dual-credit or credit-bearing work-based learning experiences.
- i. Structured opportunities for students to interact with professionals in their fields of interest.



18. Describe any other programs or activities the LEA has identified as a need and uses funds to support, such as identification of gifted students or supporting effective school libraries. ESEA Section 1112(b)(13)

The question is asking what additional programs, services, or activities has the district identified as important for meeting student needs, and how does the district use federal funds to support them?

This question gives districts an opportunity to describe other educational priorities that may not have been addressed elsewhere in the plan but are important for improving student outcomes.

The response to part a might include –

- a. Additional student needs identified through data, needs assessments, or stakeholder input.
- b. Programs or services supported with federal funds to address those needs.
- c. How these programs help improve student achievement, engagement, access, or well-being.
- d. How the district determines whether these activities are effective.

Examples of programs and activities that may be included –

- Identification and support of gifted and talented students.
- Strengthening school library programs and access to learning resources.
- Literacy and reading initiatives.
- STEM (Science, Technology, Engineering, and Mathematics) programs.
- Fine arts, music, and enrichment opportunities.
- College and career readiness programs.
- Extended learning opportunities, such as after-school or summer programs.
- Family and community engagement initiatives.
- Student mental health and wellness support.
- Technology integration and digital learning resources.
- Programs supporting English learners or other specialized student populations.