

consolidated plan. The SEA does not need to submit a State application, or any of the descriptions described in section 1304 of Title I, Part C. It also does not need to prepare the separate comprehensive service-delivery plan, as otherwise required for the MEP under section 1306(a) of the ESEA; that MEP plan is not required because it is addressed within the consolidated State plan. However, the SEA's receipt of MEP funds under an approved, preliminary consolidated plan still would require the SEA to develop and carry out activities for migratory children as identified in the comprehensive plan requirements of section 1306(a).

Example 2: An SEA includes the Safe and Drug-Free Schools and Communities program (Title IV, Part A, of the ESEA) in its preliminary consolidated plan. The SEA does not need to submit the State application under section 4112 of Title IV, Part A, or any of the application descriptions, such as the description contained in section 4112(b)(4) of how the SEA will coordinate its program activities with the Governor's drug and violence prevention programs funded under section 4114, and prevention efforts of other State agencies. However, the SEA's receipt of Safe and Drug-Free Schools and Communities program funds under an approved, preliminary consolidated plan still would require the SEA to meet all applicable program requirements, including coordinating its program with relevant programs and activities of the Governor and other State agencies.

Example 3: An SEA includes the Title I, Part A (ESEA) program in its preliminary consolidated plan. The SEA does not need to submit the State plan, or any of the State plan descriptions described in section 1111 of Title I, Part A.

However, the SEA's receipt of Title I, Part A program funds under an approved, preliminary consolidated plan still would require the SEA to carry out all of the requirements contained in section 1111 with regard to standards and assessments and other provisions to support teaching and learning.

The Secretary is considering whether the final instructions for the preliminary consolidated plan should include a list, program-by-program, of all application and plan descriptions and assurances that the SEA's general assurance would cover in the absence of a waiver.

Relationship to the Goals 2000 and School-to-Work Initiatives

The Goals 2000 statute provides States and communities with an

opportunity to strengthen and broaden their education reform efforts by developing comprehensive plans to enable all children to learn to challenging academic standards. The School-to-Work Opportunities initiative may also play a significant role in a State's education reform efforts by helping to establish transition systems for youth that integrate challenging academic content with high quality work-based learning experience leading to postsecondary education and career-oriented entry into the workforce. A State's participation in these initiatives is voluntary, as it is with all Federal programs. States that choose to participate in Goals 2000 and School-to-Work are encouraged to integrate their development of consolidated State plans under section 14302 of the ESEA with their Goals 2000 and School-to-Work plans and activities. However, since these initiatives are designed as possible frameworks for the use of local, State and Federal resources to support a State's overall education reform strategy, the Secretary is not proposing that submission of a consolidated State plan, in either preliminary or final form, would alter application or planning requirements under Goals 2000 or School-to-Work.

The Final (Second-Year) Consolidated State Plan

The final consolidated plan will provide an opportunity for SEAs to consider how the resources of those Federal programs included in the plan can be used directly to support their States' overall improvement strategies. The following proposal for the content of this final plan reflects the Department's current thinking on what issues and questions a State might address in a final, second-year plan. After reviewing comment on this notice, the Department intends to continue collaboration with the public on modifications that may be needed, as well as on the formulation of additional examples that can better illustrate how States might address the questions presented.

Possible Issues To Be Addressed in a Final (Second-Year) Consolidated Plan

1. What is the SEA's vision (including specific goals) for improving its educational system throughout the State? How do these goals relate directly to raising student academic achievement, geared to challenging academic standards, of all children who benefit from Federal programs included in the consolidated plan? In answering these questions, the State must address the following:

- How the State will meet the standards and assessment requirements of Title 1, Part A, section 1111(b) of the ESEA to ensure the use of challenging academic content standards and high-quality assessments aligned with the standards.

- What goals and performance indicators will the State establish to determine the effectiveness of programs included in the plan (e.g., improved professional development based upon realigned teacher certification requirements under the Eisenhower Professional Development program (Title II, Part B of the ESEA), or additional performance indicators for safe and drug-free schools under the Safe and Drug-Free Schools and Communities program (Title IV, Part A of the ESEA).

2. How will the Federal resources of those programs support, on the basis of identified needs, State and local efforts to reach the State's specific goals and enable intended program beneficiaries to reach the challenging academic standards established in the State? (The Secretary recognizes that, given varying SEA responsibilities for the programs that a State might include in its consolidated plan, not all of the issues raised by this question may be equally relevant to individual programs.)

Example 1: If a State determines that one of its goals to improve education is increasing the percentage of youth who complete high school, the State might describe how Federal program funds fit into State efforts to reach that goal.

Example 2: If the State has established overall goals for professional development, it should describe how it will use resources (not limited to Title II, ESEA) to reach these goals.

In answering Question 2, a State should consider addressing such critical areas as the following:

- How the needs of children served by the program are identified.

- The most significant barriers to more effective use of Federal funds, and how the State and individual programs will work together to overcome these barriers.

- Any waivers of Federal statutes or regulations the State may need to support its consolidated plan.

- How program administrators in the State will maintain the kind of communication and coordination needed to draw effectively on all Federal resources as outlined in the plan.

- How program administrators throughout the State will make the strategies outlined in the consolidated plan part of their daily work.