**Excerpt from the *Consolidated LEA Improvement Plan – CLIP Online***

**1. Planning and Preparation**

**1.1 Identification of Team**

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA.

**Required Team Members**

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| **Program** | **Position / Role** |
| Multiple Program(s) | Superintendent/Assistant Superintendent |
| Multiple Program(s) | Federal Programs Director |
| Multiple Program(s) | Curriculum Director |
| Multiple Program(s) | School Leader (#1) |
| Multiple Program(s) | School Leader (#2) |
| Multiple Program(s) | Teacher Representative (#1) |
| Multiple Program(s) | Teacher Representative (#2) |
| McKinney-Vento Homeless | Homeless Liaison |
| Neglected and Delinquent | N&D Coordinator |
| Rural | REAP Coordinator |
| Special Education | Special Education Director |
| Title I, Part A | Title I, Part A Director |
| Title I, Part A | Family Engagement Coordinator |
| Title I, Part A - Foster Care | Foster Care Point of Contact |
| Title II, Part A | Title II, Part A Coordinator |
| Title III | Title III Director |
| Title IV, Part A | Title IV, Part A Director |
| Title I, Part C | Migrant Coordinator |

**Recommended and Additional Team Members**

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| **Program** | **Position / Role** |
| Multiple Program(s) | Assistant superintendent |
| Multiple Program(s) | Testing director |
| Multiple Program(s) | Finance director |
| Multiple Program(s) | Other federal programs coordinators |
| Multiple Program(s) | CTAE coordinator |
| Multiple Program(s) | Student support personnel |
| Multiple Program(s) | Principal representatives |
| Multiple Program(s) | High school counselor / academic counselor |
| Multiple Program(s) | Early childhood or Head Start coordinator |
| Multiple Program(s) | Teacher representatives |
| Multiple Program(s) | ESOL teacher |
| Multiple Program(s) | Local school governance systems only) team representative (charter |
| 21st CCLC | 21st CCLC program director |
| 21st CCLC | 21st CCLC site coordinator or data specialist |
| Migrant | Preschool teacher |
| Special Education | Student success coach (SSIP) |
| Title II, Part A | Human resources director |
| Title II, Part A | Principal supervisors |
| Title II, Part A | Professional learning coordinators |
| Title II, Part A | Bilingual parent liaisons |
| Title II, Part A | Professional organizations |
| Title II, Part A | Civil rights organizations |
| Title II, Part A | Board of education members |
| Title II, Part A | Local elected/government officials |
| Title II, Part A | The general public |
| Title III | Refugee support service staff |
| Title III | Community adult ESOL providers |
| Title III | Representatives from businesses employing non-English speakers |
| Title IV, Part A | Media specialists/librarians |
| Title IV, Part A | Technology experts |
| Title IV, Part A | Faith-based community leaders |

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**1. Planning and Preparation**

**1.2 Identification of Stakeholders**

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA.

**Required Stakeholders**

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| **Program** | **Position / Role** |
| Multiple Program(s) | Students (8th - 12th grade) |
| Multiple Program(s) | Private School Officials |
| Migrant | Out-of-School Youth and/or Drop-outs |
| Title I, Part A | Parent Representatives of Title I Students |
| Title I, Part A - Foster Care | Local DFCS Contacts |
| Title II, Part A | Principals |
| Title II, Part A | Teachers |
| Title II, Part A | Paraprofessionals |
| Title II, Part A | Specialized Instructional Support Personnel |
| Title II, Part A | Other Organizations or Partners with relevant and demonstrated expertise |
| Title I, Part A | Parents of English Learners |

**Recommended and Additional Stakeholders**

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| **Program** | **Position / Role** |
| Multiple Program(s) | RESA personnel |
| Multiple Program(s) | Technical, college, or university personnel |
| Multiple Program(s) | Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members |
| 21st CCLC | 21st CCLC advisory council members |
| Migrant | Local Head Start representatives (regular and/or migrant Head Start agencies) |
| Migrant | Migrant PAC Members |
| Migrant | Local farmer, grower, or employer |
| Migrant | Family connection representatives |
| Migrant | Local migrant workers or migrant community leaders |
| Migrant | Farm worker health personnel |
| Migrant | Food bank representatives |
| Migrant | Boys and Girls Club representatives |
| Migrant | Local health department representatives |
| Migrant | ABAC MEP consortium staff |
| Migrant | Migrant high school equivalence program / GED representatives |
| Migrant | College assistance migrant programs |
| Neglected and Delinquent | Residential facility(ies) director(s) |
| Special Education | Parents of a student with disabilities |
| Special Education | Parent Mentors |
| Title II, Part A | School council members |