

Consolidated Application  
for ESSA Funds  
  
Manual

July 2020

Unit of Federal Programs Administration

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Introduction

In December of 2015, the Elementary and Secondary Education Act (ESEA) was signed into law and reauthorized under the Every Student Succeeds Act (ESSA). The Colorado Department of Education (CDE) consolidates Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; and Title V, Part B from the ESSA  into one local educational agency (LEA) application. The Consolidated Application serves as the LEA's multi-year plan, required by the above programs in order to receive funds, as well as the annual application for use of funds. Within the application, applicants are required to describe their process for analyzing performance data and their [Comprehensive Needs Assessment (CNA)](http://www.cde.state.co.us/fedprograms/consapp/na) to develop a plan that best meets the needs of their students. Applicants also provide a detailed budget for proposed activities.

The application process is a cyclical, year-long process of planning, implementing, evaluating, and adjusting activities through an online application system. Upon submission, applications are reviewed for program compliance and quality, as well as alignment to local context and fit. Technical support and feedback is focused to ensure that all students receive a fair, equitable, and high-quality education and that activities are designed to close educational achievement gaps. In addition to the review of the Consolidated Application for approval purposes, the implementation of the LEA plan and budget activities may be monitored through desk or onsite reviews. By monitoring aspects of the application, CDE is able to individualize the monitoring process and provide technical support and feedback that is specific to the LEA’s plan and annual application for use of funds.

# Purpose

Under ESSA, LEAs are required to submit their plans for supporting students to CDE. To help LEAs meet this requirement, CDE has developed, with stakeholder input, a Consolidated Application process, which combines multi-year LEA plans with their annual applications for use of funds. The Consolidated Application includes five cross-program questions, organized around core elements.

**LEA Plan**  
Core Elements

* Comprehensive needs assessment
* Meaningful, ongoing consultation with parents, teachers, and other community members
* Identification of students in need of support
* Delivery and progress monitoring of evidence- based student supports
* Evaluation of programs and activities funded by the ESSA

In addition to the five cross-program questions, the Consolidated Application contains several program-specific questions for Titles I, II, III, and IV that may or may not apply to the LEA and a budget for each corresponding Title program. This document will assist the user in understanding how to respond to the questions and navigate the application system. In some instances throughout this document, there are guiding questions to prompt what CDE would be expecting to see in a monitoring visit, based on the information provided in the Consolidated Application. These prompts are not an exhaustive list of what may be reviewed during monitoring. Please visit the [ESEA Monitoring page](http://www.cde.state.co.us/fedprograms/monit/index) for more information.

# Submission, Approval, and Post-Award Process

## Timing Considerations

LEAs and Boards of Cooperative Educational Services (BOCES) applying for ESSA funds through the Consolidated Application are required to submit forms during the intake process and through the application platform that impact substantial and final approval of the application. The major milestones throughout the annual Consolidated Application process are outlined in the graphic below.

**Consolidated Application Major Milestones**



* **LEA Planning October – April**: LEAs should begin to engage with stakeholders to determine how to improve activities to meet the purpose of each Title program and leverage funds.
* **Consolidated Application Due for Substantial Approval June 30**: LEA must submit a balanced budget, completed assurances, Approval and Transmittal form, BOCES Sign Over forms, and the School Improvement Retention of Funds form (if applicable).
* **Consolidated Application Due for Final Approval August 31**: In addition to the components needed for substantial approval, the LEA must submit all narrative sections, the Native American Tribal Consultation Form (if applicable), and Non-Public Schools Consultation Forms.
* **Respond to CDE feedback July** – **September:** CDE will review applications and provide feedback and requests to revise sections of the application and budget.
* **Application Modifications due September 30:** All final modifications to the application are due.
* **Post-Award Revisions December – April**: LEAs can revise the approved application.

## Timeline to Approval

### Response Period

After LEAs submit their Consolidated Application, CDE is allowed 30 days to respond with feedback or provide approval. Upon receiving feedback from CDE, an LEA has 30 days to respond to any comments/required changes. Once an LEA’s modified Consolidated Application is received, CDE will review the modifications and respond or provide approval within the subsequent 30-day period.

See the table below for LEA submission dates and CDE response dates.

| Date | Activity |
| --- | --- |
| By June 30 | LEAs submit Consolidated Application for Substantial Approval |
| By July 31 | CDE provides feedback and/or Substantial Approval |
| By August 31 | LEA submits changes from initial review and/or additional components for Final Approval |
| By September 30 | CDE provides feedback; Final date for CDE to grant Final Approval |

### Substantial Approval

Upon receiving substantial approval, LEAs may begin to obligate funds on July 1 for activities outlined in the application budget. Substantial Approval will be given to LEAs that submit all required elements on or before June 30.  Required elements of the Consolidated Application include:

* + A Balanced Budget
    - Funds Allocation
    - LEA Profile
    - School Profile
    - Title I – Title V Funds pages (as applicable)
    - Set-Aside Summary
    - Budget Location Totals
  + Assurances
    - Assurances Page
      * Non-Public Schools section
      * Neglected and/or Delinquent Facility (if served)
      * Assurance check boxes
    - Title I – Title V Fund Pages (as applicable)
  + Signature Pages
    - Approval and Transmittal
    - BOCES Sign Over forms
    - School Improvement Retention of Funds

**Extension Request**

If the LEA/BOCES is unable to submit all the requirements for Substantial Approval by June 30, the

LEA/BOCES may submit a completed [extension request](http://www.cde.state.co.us/fedprograms/extensionrequests2018) (DOC). The LEA/BOCES may not obligate funds until a complete application, as outlined above, has been submitted to CDE and CDE has granted the application Substantial Approval. Once the extension request has been submitted and approved, the LEA/BOCES has until July 31 to submit requirements for Substantial Approval.

**LEAs and BOCES may begin to obligate funds on July 1 if the minimum requirements for Substantial Approval have been met, including the provision of:**

* A balanced budget for all Title programs
* Assurances within the Consolidated Application
* Approval & Transmittal Signature Form
* BOCES Sign Over forms
* School Improvement Retention of Funds form
* Supplement, Not Supplant Demonstration Under Title I, Part A (One-time unless modified)

### Final Approval

In order to receive Final Approval, the LEA must submit the following additional sections of the Consolidated Application:

* + GEPA Statement
  + Cross-Program Narratives
  + Title I, TS, Neglected, ID, II, III, IV Narratives
  + Native American Tribal Consultation Yearly Affirmation Form (if applicable)
  + Non-Public Schools Consultation Forms

**CDE cannot authorize costs incurred between the times the application is received and before it is given final approval.** Modifications to the Consolidated Application may be necessary. The LEA will be notified when comments become available and must review and make all program modifications through the online platform, unless otherwise requested. LEAs should be sure to make required modifications to all programs before resubmitting. Once LEAs have submitted modifications, the online application will be locked for review by CDE. CDE staff will work with the LEA if further modifications are necessary to grant final approval.

CDE may grant final approval of the LEA’s or BOCES’ Consolidated Application once all requirements are met and the LEA’s multi-year plan and annual application for use of funds have been approved. Once final approval is granted, applicants can submit a request for funds to receive reimbursements for activities outlined in the application. The request for reimbursement form may be accessed from the [Office of Grants Fiscal](http://www.cde.state.co.us/cdefisgrant/requestforfundsforms) website.

## Intake and ESEA Requirements

The following forms are required as part of the Consolidated Application submission process, as described above, and must be received and appropriately completed to ensure Substantial and Final approval are granted.

### Approval and Transmittal Form

The Consolidated Application Approval and Transmittal signature form requires signatures from the LEA’s School Board President and Authorized Representative. The Board President and Authorized Representative must certify that all program requirements will be met and that the LEA/BOCES understands the rules and regulations associated with receipt of ESSA program funds. LEA and BOCES Authorized Representatives will upload the signed Approval and Transmittal signature form prior to submitting the application. The Consolidated Application Approval and Transmittal signature form may be accessed through Module D in the [Consolidated Application](http://www.cde.state.co.us/fedprograms/consapp/index).

### ARAC

The Acceptance, Relinquishment, Assignment and Certification (ARAC) form allows LEAs to identify how they will manage allocated program funds. The ARAC form is built into the LEA application platform. BOCES member districts should print a paper copy of the ARAC forms to obtain signatures from the Board President and the Authorized Representative. BOCES may access a copy of their member districts ARAC forms by clicking the name of the member district on the Sign Over Info & Upload page of the Consolidated Application. BOCES Authorized Representatives will upload the signed ARAC forms prior to submitting the application.

### ESEA General Assurances Form

The [ESEA General Assurances Form](http://www.cde.state.co.us/fedprograms/generalassurances) is used to collect the requisite general assurances for the administration of ESEA Title programs in a single location. The ESEA General Assurances form includes the general assurances outlined in ESSA, as well as the assurances required of all recipients of Federal funds.

Every LEA and BOCES was required to submit an executed ESEA General Assurances form during the 2017-18 application cycle. This form will remain on file with CDE and will not be recollected unless and until the ESEA is reauthorized or the assurances within the form are updated.

### Equitable Services to Non-public Schools Consultation Form

LEAs must conduct a timely and meaningful consultation with eligible non-public schools regarding the ability to participate in equitable services under ESSA. The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children.

For the 2020-2021 Consolidated Application, LEAs are required to submit the results of consultation to CDE prior to receiving Final Approval. CDE has provided a [template](http://www.cde.state.co.us/fedprograms/2018consultationform) that LEAs may use to capture all required consultation elements, as well as other provisions required under sections 1117 and 8501 of the ESSA. LEAs must submit consultation results for all non-public schools within the LEA’s boundaries regardless of whether the non-public school chooses to participate. If the non-public school does not respond to the invitation to participate, the LEA will document this on the consultation form and submit it to the [Ombudsman for Equitable Services](mailto:consolidatedapplications@cde.state.co.us).  LEAs that choose to use a different template should ensure that it aligns to the ESSA requirements. LEAs must submit a signed copy of the results of each consultation no later than August 31.

More information regarding the provision of equitable services to non-public schools under the ESSA may be accessed on the [Equitable Services in Non-Public Schools](http://www.cde.state.co.us/fedprograms/equitableservicescolorado) webpage.

### Native American Consultation Form

Section 8538 of ESSA requires affected LEAs to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs. This requirement is designed to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students. The consultation must be done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs.  Specific information about this requirement and the Yearly Affirmation Form may be found on [CDE’s Title VI webpage](http://www.cde.state.co.us/fedprograms/ov/tvi).

### Supplement, Not Supplant Demonstration under Title I, Part A (if changes have been made to the approved methodology)

Under section 1118(b) of ESSA, every LEA that receives Title I, Part A funds must demonstrate compliance with the Supplement, Not Supplant requirements. To ensure all LEAs meet these requirements, each LEA must submit the following:

1. An assurance stating the LEA is in compliance with the provisions of section 1118(b) of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act of 2015 (ESSA);
2. An indication of the type of methodology the LEA has adopted and is implementing in regard to the allocation of State and local (non-Federal) funds to all schools; and,
3. A narrative description of the methodology *or* a reference to the LEA’s Financial Transparency document in which the methodology is described.

Currently, all LEAs have met the requirement to provide the demonstration methodology to CDE for the duration of the Title I, Part A program under ESSA, unless the LEA adopts or implements a revised methodology for allocating State and local (non-Federal) resources. Upon adoption or implementation of a revised methodology, it is incumbent upon the LEA to provide an updated demonstration of compliance form to the Office of ESEA Programs within CDE.

Applicants may access the demonstration guidance and template on the [Supplement, Not Supplant webpage](http://www.cde.state.co.us/fedprograms/supplmentnotsupplantessa).

### School Improvement Retention of Funds Form

Each year, CDE requests the permission of districts with schools identified for Comprehensive Support and Improvement (CS) and Targeted Support and Improvement (TS) to retain 10% of the State’s Fiscal Year School Improvement funds (1003 School Improvement distribution funds).  The retention of these funds does not have any impact on the amount of funds LEAs receive through other grant programs under the Every Student Succeeds Act (ESSA), including the formula grant programs such as Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A.

CDE utilizes the retained funds to provide intensive support and technical assistance to schools identified for Comprehensive and Targeted Support and Improvement. Additional information can be found on the [Empowering Action for School Improvement (EASI) webpage](https://www.cde.state.co.us/fedprograms/easiapplication).

### Comparability

Section 1118 of the ESSA requires LEAs to provide state- and locally-funded services in schools receiving support under Title I, Part A that, taken as a whole, are at least comparable to services provided in schools that do not receive support under Title I, Part A.  This requirement must be met for schools in the same grade spans – elementary, middle, and high school (EMH).

Title I, Part A funds are intended to provide additional resources for low-performing students from high-poverty neighborhoods, beyond what is provided with State and local funds. The comparability requirement within the ESSA seeks to ensure that Title I, Part A funds are not used to provide services that would otherwise be paid for with State and local funds, thus undermining the supplemental nature of Title I, Part A funds.  Comparability focuses on educational materials and services provided with the State and local funds, as opposed to the Supplement, Not Supplant requirement, which ensures schools receive the funds they would have received if the school had not participated in Title I, Part A.

Additional information can be found on the [Title I Comparability webpage](https://www.cde.state.co.us/fedprograms/ti/a_comp).

## Grant Award Letter

A Grant Award Letter (GAL) for each program is sent to the LEA’s Authorized Representative via the email provided in the Consolidated Application with the Final Approval Letter, once the Consolidated Application has been approved. The GAL identifies the Grant Award to the LEA, and provides basic information about the grant, terms, conditions, and who at CDE to contact with any questions. Revised GALs are sent to the district any time there is a change in allocation amount. The GAL only includes the current year award, not carryover. The GAL will indicate which federal attachments (requirements) apply to each grant.

### Allocations

Preliminary allocations (for the upcoming year) are calculated and posted by Grants Fiscal in the spring (March-May). Final allocations are calculated and posted by Grants Fiscal in the fall (October-December). Allocations will be posted on the Office of Grants Fiscal’s [ESSA Allocations](http://www.cde.state.co.us/cdefisgrant/essa_download) webpage.

### Carryover

‘Book’ Carryover refers to the Final Allocation minus (Audited) Expenditures charged to the grant. The Final Expenditure Report is often completed prior to audit and may not reflect true and correct carryover. ‘Cash’ Carryover refers to the Final Allocation minus Reimbursement Requests via RFFs (Request for Funds). Cash draw-down activity can be tracked via Distribution Reports posted on the Office of Grants Fiscal’s [Distribution of Reports](http://www.cde.state.co.us/cdefisgrant/grant_distribution_reports) webpage.

#### Title I Carryover

Section 421(b) of the General Education Provisions Act, states that not more than 15 percent of the Title I, Part A funds allocated to the LEA for any fiscal year may remain available for obligation by such agency for one additional fiscal year.\* However, section 1127 of ESSA provides that CDE may waive this percentage limitation for LEAs once every 3 years when one of the following applies:

* CDE determines that the request of a local educational agency is reasonable and necessary; or
* Supplemental appropriations for this subpart become available.

Accordingly, an LEA must receive a waiver from the State to carry over into the subsequent fiscal year in excess of 15% of its prior year’s, Title I, Part A allocation. If the waiver is granted, the LEA will not be eligible to request a waiver of this statute again until three years after the approval of the carryover waiver (i.e. an LEA that receives approval to carryover fiscal year 2017-18 funds into 2018-19 is not eligible to request another waiver until fiscal year 2021-2022 for carryover of its 2020- 2021 funds).

The initial estimate of carryover occurs at the close of the fiscal year (June 30th). Districts have until September 30th to spend down their previous fiscal year allocation for the carryover limitation. Activities that can be funded during these additional three months are those identified in the approved Consolidated Application and budget. Districts that anticipate a greater than 15% carryover as of September 30th must submit a waiver request in order to spend the excess funds.

The Title I Carryover waiver form can be downloaded from the [Consolidated Application Training Center](http://www.cde.state.co.us/fedprograms/consapp/trainctr) webpage.

*\* This percentage limitation on carryover does not apply to any LEA that receives less than $50,000 under Title I, Part A for any fiscal year.*

### Uniform Grants Guidance

The Uniform Grants Guidance contains federal guidance for awards made after December 26, 2014 and replaces the Office of Management and Budget (OMB) circulars A-87 and A-133. This guidance is in effect for NCLB/ESSA grants made since July 1, 2015 (FY15-16). Topics include Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

* Referred to as OMNI Circular or Super-Circular
* Most [administrative rules and cost principles](https://www.govinfo.gov/content/pkg/FR-2013-12-26/pdf/2013-30465.pdf) may be found in one document.

## Post-Award Revision Process

The Consolidated Application Post-Award Revision (PAR) process provides time for LEAs to adjust and revise the budgeted activities approved during the initial application review process, including when carryover amounts and final allocations are available. The PAR window opens when all applications have received final approval and continues through April of the following year.

To submit a revision request, LEAs and BOCES log into their Consolidated Applications and edit individual budget line items. Changes can be made within each Title (I-A, I-D, II-A, III-A, III-ISA, IV-A, and V-B) budget section. LEAs can update the activity description, dollar amount, etc. using the edit tool and save the changes. There will be a ‘Revision Justification’ box available for each budget line item at the bottom of the pop-up window that appears when you click on the edit icon. The revision justification box must provide a brief narrative description explaining the budget line item changes requested.

**Note:** The cross-program and title-specific narrative questions will be locked during the PAR process. LEAs should wait until the following year’s application opens to make any changes to these responses.

LEAs should update the consolidated application throughout the year for the following reasons:

* Any changes to equipment purchases require program approval
* To update indirect costs if the LEA:
  + Overrode the indirect amount allocated, or
  + Will now take the full indirect cost rate rather than a reduced amount
* To reflect changes in the project/program scope or objective, such as:
  + Professional Development activities revised to purchasing Instructional Program curricular materials.
  + Professional Development activities revised to hiring a Math Interventionist.
* Changes among direct cost programs (Instructional, Support, Improvement of Instructional Services, or Administrative) or object categories (Salaries, Benefits, etc.) that exceed, or are expected to exceed, 10% of the total budget for that category as last approved.

**Note:** The budget line item must provide the rationale in the activity description, just as when the district initially submitted its proposed budget through the Consolidated Application.

Minor changes may not need to be captured in post-award revisions in the Consolidated Application.

* Minor program adjustments are those that do not alter the overall scope or goals of the approved application. For example:
  + Reading intervention training for teachers changed from 2 days to 3 days.
  + Increased number of days for teachers to observe in master teachers’ classrooms.
  + Changes to reflect actual costs and updates to line items to reflect carryover or final allocations.

**Note:** If these types of revisions change the scope of the activity, then they do need to be submitted via the post-award revision system.

**Note:** Any changes to allocations or activities may disrupt Rank Order:

* Review the Locations Total page for any discrepancies in Rank Order.
* LEA will be unable to submit the application until rank order issues are addressed.

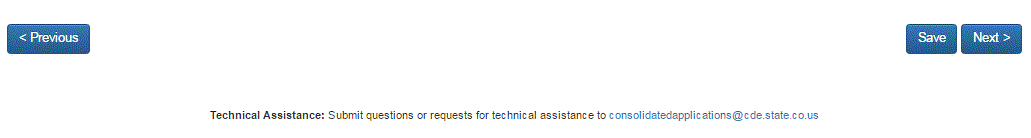
# Online Application Platform

## Application Design

The Consolidated Application’s modular design provides flexibility for working within the application platform. Information is displayed as necessary to support LEAs with responding to narrative questions and inputting budgeted activities. Applicants may jump from one module to another without having to complete the previous module first. Each section within the Consolidated Application modules includes a “General Comments” narrative box for users to provide additional information. The Consolidated Application platform provides a final error-check on the summary page to ensure all modules have been completed prior to submission.

| **Module A:**  Applicant Profile | **Module B:**  LEA Information | **Module C:**  Financial Summary | **Module D:**  Status Summary |
| --- | --- | --- | --- |
| * Fund Allocations * Sign Over Info & Upload * Contacts * LEA Profile * School Profiles * Assurances | Cross-Program and Title program Narrative and Fund pages | * Budget Summary * Set-Aside Summary * Budget Location Totals | * Document Upload * Summary |

## Navigation

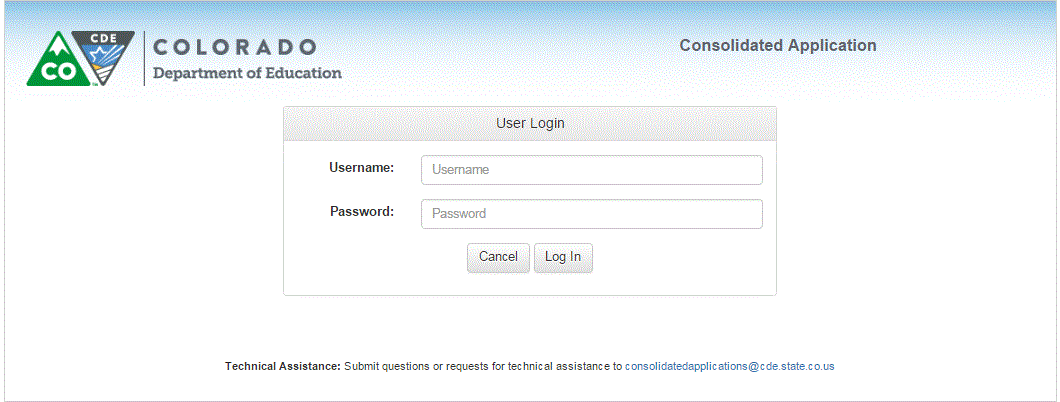
The Consolidated Application’s navigation features provide flexibility to move throughout the application modules.  Basic navigation buttons at the bottom of the page allow applicants to advance through the system page by page. Clicking “Save” or “Next” will save the applicant’s work on the specific page. 

The navigation menu at the top of each page allows applicants to jump from section to section, module to module, and program to program. Using this functionality to jump from module to module **does not** automatically save the applicant’s work on the current page. Applicants must click “Save” before using the navigation menu at the top of the page.



## Logging In

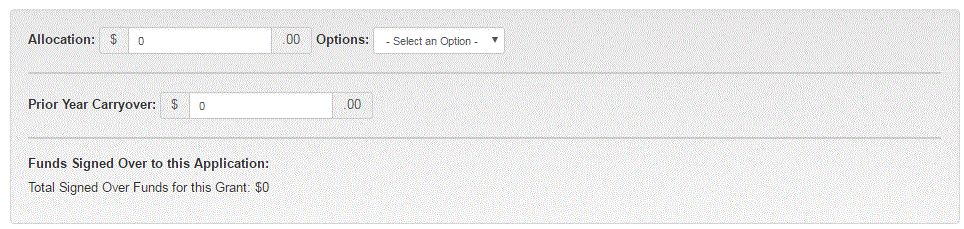
The Consolidated Application platform allows multiple users to access the application at the same time. LEAs have the ability to identify authorized users. Usernames and passwords are the same from year to year. In order to set up new user, the Authorized Representative must send an email to [consolidatedapplications@cde.state.co.us](mailto:consolidatedapplications@cde.state.co.us) to request access to the online platform. The username and password will be communicated directly to the new user.

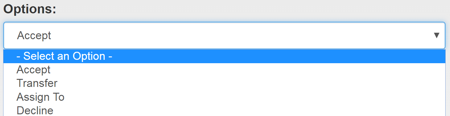


## Module A

### Funds Allocation

LEAs are required to declare their intent to accept, decline, or assign (to a consortium or BOCES) ESSA program funds. The Funds Allocations page provides the opportunity to make these declarations. Prior to assigning funds to a BOCES or another district, the LEA should consult with the assignee to ensure that entity is willing to accept the funds. LEAs that choose to transfer funds from one program to another would indicate the transfer on the Funds Allocations page, as well as in the funding source selection within the program budget. Allocations are pre-populated in the application platform by CDE, however, prior year carryover will need to be input manually.





### Contacts

The Consolidated Application platform permits the LEA or BOCES to identify authorized users, as well as provide information for other required contacts, as described below. The contacts submitted in the prior year’s Consolidated Application will be pre-populated. The LEA should update the contacts if any staff have changed.

#### Authorized Representative

The Authorized Representative is the individual authorized to submit the Consolidated Application to CDE on behalf of the LEA. This individual will receive the Grant Award Letter (GAL). The Authorized Representative will receive all ESEA communications regarding the Consolidated Application, Program Requirements, Monitoring, and ESSA Identification of schools for Comprehensive and Targeted Support. CDE encourages LEAs and BOCES to limit themselves to one Authorized Representative.

**Application Coordinator**

The Application Coordinator is the individual that coordinates the completion of the application.

**Assigned User**

District appointed user that supports the completion of the application.

#### Application Fisc**a**l Manager

The Application Fiscal Manager is the individual who coordinates completion of the consolidated application budget. For example, the LEA’s or BOCES’ Chief Financial Officer (CFO) or bookkeeper will work with program staff to ensure the budget aligns with requested program activities. The Application Fiscal Manager is authorized to complete and submit requests for funds and will receive fiscal related communication regarding the Consolidated Application

**Assigned Requestor**

The Assigned Requestor is an individual authorized to complete and submit requests for fund in addition to the Application Fiscal Manager.

#### Child Welfare Education Liaison (CWEL)

The ESSA requires each LEA to designate a single point of contact for students in the Foster Care system. Colorado State law also requires each school district and state charter school institute to designate an employee of the school district as the child welfare education liaison (CWEL) for the district or state charter schools, or contract with an individual to act as the CWEL. This contact information must be provided to CDE annually, no later than August 5th.  Providing the CWEL contact information in the Consolidated Application serves as the official reporting of this position by the LEA, as required under ESSA and State law for the school year listed on the application.

#### Title IX Representative or Lead Title IX Representative

The U.S. Department of Education's Implementing Regulations requires, for all school districts, colleges, and universities receiving federal financial assistance, the designation of an employee to coordinate their efforts to comply with and carry out their responsibilities under Title IX of the Education Amendments of 1972 (Title IX), which prohibits sex discrimination in education programs and activities.

The Title IX Representative’s or Lead Title IX Representative’s duties include:

* Participating in writing or updating the nondiscrimination policy
* Coordinating the writing of grievance procedures for resolving Title IX complaints
* Providing information regarding Title IX requirements and helping students, parents/guardians, employees, and school law enforcement understand the grievance procedures
* Coordinating a response to all Title IX complaints

**Homeless Liaison**

The homeless liaison is a district-appointed representative responsible for coordinating services and activities in support of Homeless students.

**Program-Specific Contacts**

LEAs should designate program-specific contacts for Title I-A, Title I-D, Title II-A, Title III-A and Title III-ISA, Title IV-A, and Title V-B. The contacts will be responsible for the completion, or support the completion, of the program sections of the consolidated application. Program-specific contacts will receive communication related to the Consolidated Application and any targeted communications.

### LEA Profile

#### Indirect Cost Rate

When these data are available, CDE will pre-populate the LEA’s indirect cost rates, which may be edited in the LEA Profile or overridden in the Budget Summary. If the LEA elects to override the indirect cost allocated in the Budget Summary, the override must be less than the percentage pre-populated in the LEA Profile.

#### Poverty Measures

Schools served with Title I, Part A funds must be served in rank order by poverty percentage unless the school resides in a district with either less than 1,000 students enrolled or has only one school per grade span and is therefore exempt from rank-ordering of schools.  There are different measures of poverty that can be used in determining rank order.  LEAs may select the poverty measure that will be used to identify low-income students. The selected poverty measure will be used to determine the number of low-income students at each school in the LEA, and the proportionate share for eligible and participating non-public schools.  The application will be prepopulated with the number of low-income students based on Free and Reduced Price Lunch (FRL) for each school. The following information provides a brief description of each poverty measure:

* Free and Reduced Price Lunch (FRL) - The number and percentage of students in the school and district who are reported through Student October Count as eligible to receive Free or Reduced Price Lunch.  The poverty percentage is automatically calculated in the ESEA Consolidated Application when selecting this measure.
* Free Lunch (FL) - The number and percentage of students in the school and district who are reported through Student October Count as eligible to receive Free Lunch.  The poverty percentage is automatically calculated in the ESEA Consolidated Application when selecting this poverty measure.
* Free and Reduced Price Lunch & Community Eligibility Provision (CEP) - The number and percentage of students in the school and district who are reported through Student October Count as eligible to receive Free or Reduced Price Lunch in schools that are participating in the [Community Eligibility Provision](http://www.cde.state.co.us/nutrition/communityeligibilityprovision).   This poverty data will need to be manually entered by the LEA in the School Profiles section of the ESEA Consolidated Application.
* Temporary Assistance for Needy Families Program (TANF) or Colorado Works - The number and percentage of students in the school and district who are eligible to participate in the Temporary Assistance for Needy Families Program, known in Colorado as Colorado Works, a federal program that provides cash assistance to needy families with dependent children. Children in a household eligible to participate in Colorado Works may be classified as categorically eligible for free meals. This poverty data will need to be manually entered by the LEA in the School Profiles section of the ESEA Consolidated Application.
* Medicaid or Health First Colorado - The number and percentage of students in the school and district who are eligible to participate in Medicaid, known in Colorado as [Health First Colorado](https://www.healthfirstcolorado.com/). In order to be eligible for Colorado’s Medicaid Program, children must be between the ages of 0 and 18. For those who do not qualify for Health First Colorado, Colorado offers children additional coverage through a special program called Child Health Plan Plus (CHP+). The income requirements for Health First Colorado and CHP+ are based on a Modified Gross Adjusted Income system. This poverty data will need to be manually entered by the LEA in the School Profiles section of the ESEA Consolidated Application.
* US Census Data - The U.S. Census Bureau's [Small Area Income and Poverty Estimates program (SAIPE)](https://www.census.gov/did/www/saipe/)  annually updates school district poverty estimates to support the administration and allocation of Title I funding. These data include estimates of the total number of children ages 5 to 17 in families in poverty. SAIPE school district estimates are developed from model-based county estimates and inputs from the decennial census and federal tax information. This poverty data will need to be manually entered by the LEA in the School Profiles section of the ESEA Consolidated Application.

#### Method for Serving Schools

The LEA must indicate which method of serving schools with Title I, Part A funds will be used to determine the rank order in which schools will be served. The table below details the different methods for serving schools with Title I, Part A funds based on the selected poverty measure. If the district serves ANY schools that are less than 35% poverty, ALL schools must be served at 125% (or more) of the per pupil allocation of that school.

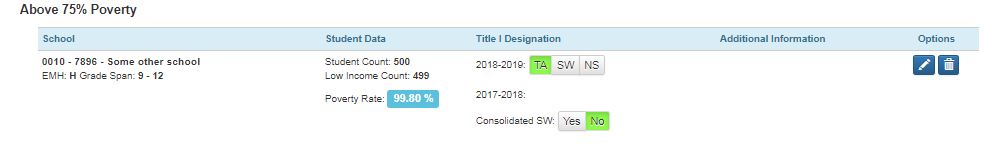
| **Method** | **Who Must Be Served** | **Who May Be Served** | **Other Considerations** |
| --- | --- | --- | --- |
| **Total District Enrollment Less Than 1,000 Students** | n/a | Any school may be served | District enrollment count must be less than 1,000 students. |
| **One School per Grade Span** | n/a | Any school may be served | District must have no more than one school in each grade span (Elementary, Middle, and High). |
| **Percentage District Wide** | Schools in which the poverty rate is above 75%\* | Schools in which the poverty rate is above the district’s poverty rate\*\* | Schools must be served in rank order regardless of grade span. |
| **35% Rule District Wide** | Schools in which the poverty rate is above 75%\* | Schools in which the poverty rate is above 35% | Schools must be served in rank order regardless of grade span. |
| **Grade Span Grouping + District Wide Percentage** | Schools in which the poverty rate is above 75%\* (regardless of grade span) | Schools within the prioritized grade span(s) with poverty rates above the district’s poverty rate\*\* | A grade span (or multiple grade spans) must be prioritized and schools must be served in rank order within the prioritized grade span(s) |
| **Grade Span Grouping + Group Wide Percentage** | Schools in which the poverty rate is above 75%\* (regardless of grade span) | Schools within the prioritized grade span(s) with poverty rates above that of the applicable grade span\*\*\* | A grade span (or multiple grade spans) must be prioritized and schools must be served in rank order within the prioritized grade span(s) |
| **Grade Span Grouping + 35% Rule** | Schools in which the poverty rate is above 75%\* (regardless of grade span) | Schools within the prioritized grade span(s) with poverty rates above 35% | A grade span (or multiple grade spans) must be prioritized and schools must be served in rank order within the prioritized grade span(s) |

*\*The threshold is lowered to 50% for high schools if the LEA chooses to utilize the optional 50% rule allowed under ESSA.  
\*\*The District-wide Poverty Rate is located in the LEA Profile section of the application.*

*\*\*\*If the LEA selects “Grade Span Grouping + Group Wide Percentage,” the Group Wide Poverty Rate will appear in the School Profile section, within prioritized grade spans.*

### School Profiles

The School Profiles page provides a list of all schools in the LEA. Each profile will display the school name, school code, Elementary, Middle, or High (EMH) school level, grade span, total student and low-income student counts, poverty rate based on FRL count, prior year Title I designation, and if the school is identified as Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS).



Additionally, if the LEA selects “Grade Span Grouping + Group Wide Percentage” as the method for serving schools, the Group Wide Poverty Rate will appear in this section.

To indicate if a school will be served with Title I, Part A funds, applicants must select the Targeted Assistance (TA), Schoolwide (SW), or Not Served (NS) button under “Title I Designation.” Schools must be served based on the method selected in the LEA profile. It is important that LEAs verify the accuracy of the designation for each school. The selections in the Consolidated Application are used to generate the Title I School list and pre-populate the Title I Interchange.

Applicants must also designate whether a Title I school operating a schoolwide program will consolidate Title I funds with state and local funds (or other federal funds) to improve instructional programming. The consolidation of funds impacts how activities are budgeted and how expenditures are allocated and reported. Additional guidance regarding Consolidated Schoolwide Programs can be found on the [Title I, Part A Schoolwide Programs](https://www.cde.state.co.us/fedprograms/ti/a_sw) website.   
  
If a public or charter school is not listed on the School Profiles page, the LEA should add the school by clicking the ‘Add School’ button.   The following information is required when adding a school:

* School Code (LEA must obtain a school code from CDE)
* School Name
* Elementary, Middle, or High School (EMH Type)
* Grade Span
* Student Count
* Number of Low-Income StudentsTo add a school you will need to add information to the following fields:
  School Code and School Name. 
  Then you will have to select whether it is a Charter School and what the EMH type is as well as the grade level lowest and highest grade. Finally, you will need to add the number into the Student Count field, the Number of Low Income Students, and add the Poverty Rate. Then you can click to Add School and Close.

The poverty rate for the added school(s) will be automatically calculated based on the student count and number of low-income students using Free and Reduced Price Lunch (FRL) data.

Applicants using a poverty measure other than FRL will need to update the Low-Income Count for all schools in the LEA using their selected poverty measure. Applicants that determine poverty using the Community Eligibility Provision (CEP) can adjust the poverty rate, applicable to the entire school, if “Yes” is selected next to “Use CEP (Community Eligibility Provision) for Poverty Rate.”

If Non-public schools need to be added, this should be done in the Non-public Schools section within the Assurances section of Module A.

### Assurances

By selecting the assurances, LEAs acknowledge the requirements within the ESSA and agree, as recipients of federal funding, to take the steps necessary to comply with the assurances and provide documentation of processes and other evidence to verify compliance during [monitoring](http://www.cde.state.co.us/fedprograms/monit/index).

Application assurances are located in Module A and the “Use of Funds” section of each Title program in Module B. Module A includes assurances for meaningful consultations with non-public schools, stakeholder engagement, neglected and delinquent facilities, and services for homeless and foster care students. Additional assurances include the GEPA statement and general ESSA assurances.

**Assurances are specific to the requirements of the ESEA as reauthorized by the ESSA. Applicants are assuring to program requirements that are inherent in accepting federal funds and subject to review during monitoring.**

#### General Education Provisions Act

The General Education Provisions Act (GEPA) requires applicants for federal funds to describe the steps they propose to take to ensure equitable access to, and participation in, federally assisted programs by students, teachers, and other program beneficiaries with special needs. GEPA highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, LEAs should determine whether these, or other barriers, may prevent students, teachers, or other program beneficiaries from equitable access or participation in consolidated federal programs. Additional guidance regarding the GEPA statement may be accessed on CDE’s [GEPA](http://www.cde.state.co.us/fedprograms/gepa) webpage.

#### Non-public Schools

To ensure compliance regarding the participation of non-public schools in equitable services under federal programs, LEAs/BOCES must maintain records and report to the SEA written affirmation, signed by representatives of the LEA/BOCES and each non-public school, that meaningful consultation with non-public schools has occurred.  LEAs must annually submit a signed copy of the [Non-Public Schools Consultation form](https://www.cde.state.co.us/fedprograms/2018consultationform), or other evidence demonstrating the results of consultation as prepared by the LEA, to the non-public schools [Ombudsman for Equitable Services](mailto:consolidatedapplications@cde.state.co.us) no later than August 31.

LEAs are responsible for conducting timely and meaningful consultation with all non-public schools that reside *within* the district boundaries, as well as non-public schools *outside* of district boundaries, in which a student residing in their district attends. Many LEAs accomplish this by creating inter-district Memoranda of Understanding (MOUs) in which each LEA outlines its responsibilities for consulting with and providing services to the non-public schools within their district boundaries and coordinating the services to non-public schools that reside outside their district boundaries with the appropriate LEA. LEAs that do not have inter-district MOUs on file remain responsible for consulting with and providing services to non-public schools in which a student residing in their district attends, even if that non-public school is not within their boundaries.  
Applicants should ensure that assurances selected regarding timely and meaningful consultation with non-public schools accurately reflect the LEA’s individual circumstances.  The application provides LEAs the option to indicate that the LEA is unaware of any non-public schools within its boundaries with which to engage in timely and meaningful consultation.  If this applies, and the LEA is unaware of any non-public schools within its boundaries, the applicant may select this assurance.  If this option does not apply, the applicant must select the remaining assurances regarding:

* timely and meaningful consultation,
* provision of equitable services,
* participation of parents and families of students attending participating non-public schools, and
* control of ESEA funds and property.

Applicants may access more [guidance related to the equitable services requirements under the ESSA](https://www.cde.state.co.us/fedprograms/equitableservicescolorado).

LEAs accepting Title I, Part A funds are required to set aside a proportionate share of the allocation to provide services for participating non-public schools. The amount of funds to set-aside is calculated in Module A and corresponding activities for participating schools are described and budgeted within the Title I program funds section in Module B.

Stakeholder Engagement Assurance

It is the LEA’s responsibility to meaningfully engage with all stakeholders during the development, review, and revision of the LEA’s multi-year plan and annual Consolidated Application to access federal funds. Stakeholders include teachers, principals, school leaders, parents, families, institutions, and community organizations that are representative of, but not limited to, the following students served by the LEA:

* Low-income students
* English learners
* Children with disabilities
* Children and youth in foster care
* Migratory children
* Children and youth experiencing homelessness
* Neglected, delinquent, and at-risk students identified under Title I, Part D
* Immigrant children and youth
* American Indian and Alaska Native students

LEAs that are allocated more than $500,000 in Title I, Part A funds are required to set aside 1% of the allocation for stakeholder and community engagement activities. 90% of set-aside must go to Title I schools, and the remaining 10% may be used for district level parent engagement activities.

The LEA/BOCES must affirm that it has engaged in timely and meaningful consultation and discussion with all stakeholders that are representative of the students served by the LEA, as outlined above.

#### Neglected Facilities

LEAs must ensure that timely and meaningful information is shared with neglected facilities to assist the neglected facility in making an informed decision about whether to apply to participate with the district in receiving Federal Program funds. For neglected facilities that accept ESSA funds, the district will include each school’s plan for the use of funds within the appropriate budget line items under Title I, Part A, Neglected Facilities Set-Aside.

#### Delinquent Facilities

For Title I, Part D programs to operate effectively, LEAs must communicate with facilities to gather required programmatic information and data for reporting and evaluation purposes. Specifically, facilities are required to submit data for the Consolidated State Performance Report (CSPR) collection and the Annual Neglected and Delinquent Count. It is the LEA’s responsibility to ensure each facility reports data and complies with all program requirements.

#### Homeless Statements

* The LEA has a process to identify students who may be experiencing homelessness.
* The LEA has a plan to provide educational and other services to children and youths experiencing homelessness who do not attend Title I schools.
* The LEA has, or will adopt, policies and practices to ensure that children and youth experiencing homelessness are not stigmatized or segregated on the basis of their status as homeless.
* The LEA will designate an appropriate staff person, able to carry out the duties as described in section 722(g)(6)(A) who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youth.
* The LEA has policies and practices to ensure that transportation is provided, at the request of the parent/guardian or unaccompanied youth, to and from the school of origin, in accordance with the following, as applicable: (I) If the child or youth continues to live in the area served by the LEA in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the LEA in which the school of origin is located. (II) If the child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the LEA’s are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
* The LEA will adopt policies and practices to ensure participation by liaisons in professional development and other technical assistance activities provided pursuant to paragraphs (5) and (6) of subsection (f), as determined appropriate by the Office of the Coordinator.

Each LEA that accepts Title I, Part A funds is required to set aside funds to provide services to Homeless children and youth. LEAs that have identified students as homeless must be able to articulate the methodology for determining the amount of funds to set aside from Title I, Part A. Activities in support of homeless children and youth are described and budgeted within the Title I program funds section in Module B .

#### Foster Care Assurance

The LEA has policies and practices to ensure that children in foster care will remain, if possible, in the school in which the child is enrolled at the time of placement. When remaining in such school is not in the best interest of the child, the LEA will provide immediate and appropriate enrollment in a new school, with all of the educational records of the child provided to the new school. The LEA has, or will adopt, policies and practices to ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records.

## Module B

### Narrative Introduction

In the Consolidated Application for ESEA funds, Local Educational Agencies (LEAs) will be required to respond to questions, as applicable, based on the funding accepted by the LEA. The narrative questions are built upon five essential components:

* A comprehensive needs assessment and prioritization of funded activities;
* Meaningful, ongoing consultation with parents, teachers, and other community stakeholders that reflect the student population of the schools and district;
* Identification of students who need additional supports and services, specifically the subgroups of students highlighted in the ESEA;
* Delivery of evidence-based student supports and services aligned to individual needs and supports for teachers, principals, and instructional support staff in delivering evidence-based student supports; and
* Progress monitoring, periodic program reviews, and program evaluation of activities and programs funded by the ESEA.

CDE believes that if an LEA creates a multi-year plan and annual Consolidated Application of funds to address these essential components, and if CDE supports the LEA’s implementation of these plans, then the ESEA program funds will be used in an effective manner to maximize the impact on students and educators.

The 2020-2021 Consolidated Application is the first year of a new three-year application cycle. LEAs will need to provide responses to all narrative questions regarding the LEA’s plan for the uses of Federal funds.

CDE recognizes that stakeholder engagement is essential to effective development of the Consolidated Application. Feedback received from the Committee of Practitioners and other stakeholder groups was instrumental in developing the LEA narrative questions and resources found in the Consolidated Application.

**Format and Purpose:**

Each program section provides a set of **Questions**, **Check Boxes**, **Response Guidance**, and/or **Additional Considerations, Guidance and Resources**.

#### Questions

To minimize what is asked of LEAs in the narrative sections and to maximize the efforts of the LEAs and ESEA funds, CDE has developed Cross-Program Questions that must be answered by all LEAs that accept ESEA funds. Cross-Program questions provide opportunities for LEAs to address work that spans various ESEA programs and synthesize responses in a holistic manner.

#### Check Boxes

LEAs have the option to select items within the application. Some check boxes initiate additional selection options; others provide directions.

#### Response Guidance

Response Guidance provides support and context for drafting a response to the LEA plan questions. In developing a response, the LEA can describe suggested elements, as they apply to the LEA’s context. Reviewers will use this information when evaluating the LEA plan and feedback will be developed based on the LEA’s context.

#### Additional Considerations, Guidance and Resources

“Considerations, Guidance, and Resources” appears as a link in the application platform and lists other program resources that may be used as optional supports in the development of a comprehensive response.

### Cross-Program Questions and Guidance

*To minimize what is asked of LEAs in the narrative sections and maximize the efforts of the LEAs and ESEA funds, CDE has developed Cross-Program Questions that must be answered by all LEAs that accept ESEA funds. Cross-Program Questions provide opportunities for LEAs to address work that spans various ESEA programs and synthesize responses in a holistic manner.*

The questions below may be accessed within the Cross-Program section under Module B.

Cross program questions are useful in defining the processes that are used by the LEA and schools to identify and prioritize needs, develop strategies and activities, continually and actively engage relevant stakeholders, progress-monitor implementation, and systematically adjust and evaluate programs and activities.

The following prompts should be considered when addressing Cross Program Questions:

* Overall:
  + Does the district provide guidance, support, and systemic processes to support identifying, prioritizing, progress-monitoring, modifying, and evaluating funded activities and programs?
  + Should the response be limited to a point in time, or is this a continuing process?
  + Are budget components developed for items that cross program needs?
* Identifying and prioritizing needs; developing strategies and activities:
  + Can the response be derived from the UIP Executive Summary or other UIP section--or another source for determining needs?
  + Has the LEA summarized data that was reviewed, the frequency of the review, and included disaggregated data for subgroups (as relevant)?
  + Has the LEA considered and briefly described how supports and services will be leveraged with other state, local, and federal programs?
  + Does the school or district develop a theory of action or use a similar process to explore and describe how the proposed supports and services will accelerate progress toward grade-level standards? Has “success” been defined?
* Ongoing Stakeholder Engagement:
  + Are relevant stakeholder groups (that reflect the demographics of the school or district) required to be engaged in the decision-making process and prioritization of needs and selected strategies?
  + How is outreach conducted, and does engagement consider the needs of relevant stakeholders in terms of scheduling opportunities, ensuring language and format is accessible, and capturing and using feedback to inform program implementation?

**Question 1. Identifying Needs**

Complete the table to describe the process the LEA will use to identify the needs of its schools and students.

1. What process did the LEA use to identify the LEA’s needs?

Check all that apply:

* UIP
* Strategic Plan
* 90 Day Plan
* Other (please describe):

1. How are you using the processes identified above to identify the supports that will be provided to schools?
2. How do identified needs inform decisions related to ESEA programs and how frequently is the data reviewed and evaluated?

*Response Guidance*

* In Q1.1, the LEA should select at least one of the options provided. If the LEA selects 'Other,’ the process being used should be described.
* The response for Q1.2 should describe how the LEA uses the process(es) described in Q1.1 to identify supports for schools.
* The response for Q1.3 should include a timeline/frequency for reviewing and evaluating needs, as well as the data sources that are used to identify needs.

##### Additional Considerations, Guidance and Resources

A comprehensive needs assessment (CNA) is a process that is used to identify needs and performance challenges in a school or district, determine root causes, and set priorities for future action. Schools and districts should use the CNA to inform improvement planning and budgeting.

Many ESEA Programs (Title I, Part A; Title I, Part C, Title II, Part A; and Title IV, Part A) require LEAs to conduct a CNA in order to identify needs that will be addressed with ESEA funds. In order to justify the use of ESEA funds, there must be a demonstrated need identified. The CNA should identify performance challenges that encompass, or make connections to, the purposes of the various ESEA programs.

Additionally, the Colorado Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan. Colorado meets this requirement through the Unified Improvement Planning (UIP) process. The UIP can serve a dual purpose in meeting ESSA requirements for a CNA and state-required improvement planning. Strategic plans –short cycle and long—can also meet ESEA comprehensive needs assessment requirements.

For more information, consider these resources:

* [Comprehensive Needs Assessments and ESEA Programs](https://www.cde.state.co.us/fedprograms/consapp/na)
* [Schoolwide Programs under Title I, Part A](https://www.cde.state.co.us/fedprograms/ti/a_sw)
* [Needs Assessment Guidebook: Supporting District and School Needs Assessments](https://statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508_003.pdf)
* The [Hexagon Discussion and Analysis Tool](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool%20v2.2.pdf) helps organizations evaluate new and existing programs and practices. This tool is designed to be used by a team to ensure diverse perspectives are represented in a discussion of the six contextual fit and feasibility factors.

**Question 2. ESEA Priorities**

Complete the table to describe the top priorities for ESEA programs.

1. Based on the needs assessment or LEA major improvement strategies describe notable trends and needs identified by the LEA as top priorities for ESEA programs.
2. How do ESEA program priorities align with and/or supplement LEA major improvement strategies?

*Response Guidance*

* In the response for Q2.1, the LEA should describe any notable trends for the district and the LEA’s top priorities for ESEA programs.

The Q2.2 response should describe how the prioritized needs for ESEA programs support and/or enhance the improvement strategies for the district.

##### Additional Considerations, Guidance and Resources

* Notable Trends, Priority Performance Challenges, or Root Cause Analyses (e.g. human capital issues) identified in the UIP that may address this question, as well as needs that are not captured in the UIP, but may be prioritized with ESEA funds.
* Alignment of the notable trends that are prioritized for improvement activities by the LEA and how ESEA program activities are developed to enhance or accelerate identified goals and outcomes.
* Student data, in the aggregate and by subgroup. Examples:
  + Grades, course failure rate
  + Behavior, incidents
  + Health and wellness indicators
  + Graduation, completion rate
  + Matriculation to higher education
  + Credential attainment rate
  + Dropout, reenrollment, recidivism rates
  + Promotion, credit accrual
  + Student perspectives on culture, climate, instructional quality
* Staff data, including but not limited to teachers, instructional specialists, paraprofessionals, building leaders. The [Teaching and Learning Conditions in Colorado (TLCC)](https://tlcc-2020-reports.cedu.io/) is a great tool to collect and consider this data. Examples:
  + Perceptions on professional learning relevance, quality, quantity
  + Perceptions on leadership supports
  + Perceptions on school culture and climate
  + Perceptions on professional growth opportunities
  + Perceptions on schedules, time for collaboration
  + Turnover, retention rates
* Parent, family, and community perspectives
  + Perceptions on engagement opportunities between school/district and parents/families
  + Perceptions on school quality and student supports
* School systems and processes
  + External diagnostic reviews
  + Structures to support students with specialized needs (MTSS, SpEd, EL programs)
  + Course Offerings and student course taking patterns
  + Budget (e.g. total state and local, grant dollars received
  + Transition services, counseling, apprenticeships, credit recovery, intervention)
* Dropout prevention
* Top priorities for the LEA should be informed by [improvement planning](https://www.cde.state.co.us/uip) processes. ESEA program priorities should build on these priorities, providing additional supports for academically at-risk, low-income, minority, neglected and delinquent, and English Learner students, as well as instructional and support staff.

**Question 3. Stakeholder Involvement**

Complete the table to describe how stakeholders are involved in the process of determining needs of the LEA and schools.

1. How are district and building leaders, teachers, parents, and community members engaged in the process of determining the needs of the LEA and schools? What role do school and district accountability committees play in the process?
2. How has the LEA consulted with stakeholders including school and district leaders, teachers, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and organizations with relevant and demonstrated expertise, as applicable, to create an ESEA plan?
3. Describe how the LEA will consult with relevant educators, families, and community members in developing the Title III plan. \*Progressive Disclosure: ONLY for LEAs and BOCES that Accept Title III funds\*

*Response Guidance*

* Q3.1 provides an opportunity for the LEA to describe the involvement of district and building leaders, teachers, parents, and community members, the District Accountability Committee (DAC), and School Accountability Committees (SACs) or Collaborative School Committees (CSCs) in determining the needs of the district and schools.
* The Q3.2 response should describe how the district uses the feedback from the stakeholders identified in Q 3.1, as well as paraprofessionals, specialized instructional support personnel, and charter school leaders (if applicable), to prioritize needs and identify strategies to be implemented through the ESEA plan.
* The Q3.3 response should describe how the district provides opportunities to solicit input and use feedback from stakeholders including relevant educators working in the program, families of students in the program, and community members that have relevant experience in serving the diversity of the community in identifying needs and determining the use of Title III funds.

##### Additional Considerations, Guidance and Resources

* How the LEA conducts outreach, provide access, and develop ongoing engagement opportunities to ensure that relevant stakeholders have ongoing openings for providing feedback on their needs as well as program development
* How the LEA engages stakeholders in progress monitoring and evaluating the implementation and impact of programs and activities
* How the parent and family engagement policy considers the specific demographics and needs of every family within the LEA and specific strategies that target families and/or community of ELs.
* How all parents and family members are or will be engaged in the annual evaluation and/or modification of the parent and family engagement policy.
* How the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities
* The LEA's expectations and objectives for genuine, meaningful, and relevant parent and family partnerships at the LEA and school level.
* How the parent and family engagement policy and/or proposed activities are coordinated and leveraged with other state, local, and federal programs in the LEA, Title III consortium region and/or in member district(s).
* How Title III funds will supplement family and community engagement efforts specifically targeted to families and/or communities of ELs in the LEA, Title III consortium region and/or member district(s). **Required for Title III Recipients**.
* If using Title III funds to support the community engagement requirement, include these activities in the budget. **Required for Title III Recipients.**
* The strategies to engage every parent and family in development of the LEA plan and specific strategies that target families and/or community of ELs.
* How teachers were given sufficient opportunity to self-identify needs.
* How the prior and planned uses of ESEA funds were communicated clearly to all applicable stakeholders.
* The LEA’s process to identify and prioritize the greatest area(s) of need from stakeholder input when all identified needs could not be reasonably addressed with available ESEA funds.
* How the LEA considered and communicated the strengths and needs of the following subgroups of students, as appropriate:
* Low-income students
* Lowest achieving students
* English learners
* Children with disabilities
* Children and youth in foster care
* Migratory children
* Children and youth experiencing homelessness
* Neglected, delinquent, and at-risk students identified under Title I, Part D
* Immigrant children and youth
* American Indian and Alaska Native students
* How stakeholder groups are involved in the UIP process (Data Narrative-Brief Description).
* How teachers and paraprofessionals are consulted when selecting professional learning opportunities.
* Teacher leadership structures that allow teachers to be involved in planning.
* Communication with charter schools to determine their needs for ESEA funds.
* Any relevant survey data.

**Question 4. Family, School Community Engagement Strategies**

Complete the table to describe the strategies used to implement genuine, meaningful, and relevant parent and family partnerships in the LEA.

1. Describe how the LEA implements effective outreach to parents and families of English Learners on their involvement in the academic achievement and being active participants in supporting their student to attain English proficiency, achieve at high levels within a well-rounded education and meet the Colorado Academic Standards.

Select the funding source(s) used to support these activities:

□Title I □Title II □Title III □Title IV □Title V □State and Local

1. Describe the LEA’s strategies to conduct outreach to all parents and family members and implement programs, activities and procedures for effective involvement of families:

Select the funding source(s) used to support these activities:

□Title I □Title II □Title III □Title IV □Title V □State and Local

*Response Guidance*

* In the Q4.1 response the LEA should include a description of the district’s outreach to support parents of English Learners with meeting the academic, linguistic, and well-rounded educational needs of their students. The response should also indicate the funding source(s) that the LEA intends to use for the family and community engagement activity.
* Q4.2 provides an opportunity for the LEA to describe parent outreach activities for the district and identify the funding source(s) that will be used.

##### Additional Considerations, Guidance and Resources

* How the district is meeting ELD core programming requirements, set forth under Title VI of the Civil Rights Act of 1964 enforced by the Office for Civil Rights (OCR) and the Equal Educational Opportunities Act of 1974 enforced by the Department of Justice (DOJ).
* How stakeholders were engaged in this process.
* Supports that address the linguistic, social-emotional, and academic challenges and opportunities of English learners.
* LEAs under OCR/DOJ agreements or consent decrees must ensure that Title III funds are not being used to fund activities within the consent decree or agreement.
* Additional Resources:
  + [Culturally and Linguistically Diverse Education Office Resources](http://www.cde.state.co.us/cde_english/elau_pubsresources)
  + [USDE Newcomer Toolkit](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html)
* Elements in the UIP that may address parent and family partnerships (Major Improvement Strategies, Action Steps, Implementation Benchmarks).
* Strengths of and opportunities for improving parent and family involvement/engagement policies.
* Current efforts to engage families and communities of ELs reflected in the district/school population.
* The school-parent compact; how the school, parents, and families work together for high/improved student academic achievement.
* How the LEA will identify and minimize barriers to parent participation.
* How the LEA will build the capacity of parents and families to be involved in their children’s education.
* Opportunities provided to all families/guardians with students transitioning back to school or educational programs.
* How Title III funds can be leveraged to supplement other state, local, and federal funds to support family and community engagement.
* How activities and strategies are evidence-based and will develop and enhance community and family relationships and engagement in the LEA, Title III consortium, region, or member district(s).
* How proposed activities will increase EL English language development and academic outcomes.

**Question 5. Program Evaluation**

Complete the table to describe how the LEA will evaluate the programs supported by ESEA funds.

1. Based on the needs assessment, what are the intended goals and outcomes for ESEA programs?
2. Describe how the LEA evaluates the effectiveness of programs and activities supported by ESEA funds including what data the LEA uses to inform decisions to modify, continue, or terminate ESEA-funded programs. Where decisions about these activities are made at the school level, describe how the LEA supports schools in this process.

*Response Guidance*

* The Q5.1 response should include a description of the prioritized strategies and intended goals and outcomes for the ESEA programs being implemented by the LEA.
* In Q5.2, the LEA should describe how the district evaluates programs and uses data to make decisions about the use of ESEA funds.

##### Additional Considerations, Guidance and Resources

* Describe the process and data used to evaluate the implementation and impact of ESEA-funded programs and activities. How does this differ, according to ESEA program?
* How often are evaluations of ESEA-funded programs and activities conducted?
* How are decisions made to prioritize focus areas?
* How are district and building leaders, teachers, parents, and community members, or external partners engaged in the evaluation and decision-making process?
* Guidance and support the LEA provides to schools, facilities, and service providers for program evaluation.
* Elements in the UIP that may address this requirement (Prior Targets reflection, Current Performance, Root Causes, Action Steps, Targets/Interim Measures, Implementation Benchmarks.)
* How a body of evidence is used to inform instruction, monitor practice, promote proficiency, and meet accountability requirements at the school/district level.
* ESSA requirements to communicate with parents in an understandable and uniform format and, to the extent practicable, in a language parents can understand.
* Relevant local surveys.
* How the LEA may use TLCC survey results.
* Relevant mechanisms for meaningful feedback on activities and use of feedback to adjust plans.

### Title I, Part A Program Requirements

The purpose of [Title I, Part A](http://www.cde.state.co.us/fedprograms/ti/a) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments and close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.

Activities supported with Title I, Part A funds must be planned based on a comprehensive needs assessment and developed in consultation with parents, teachers, principals, and other relevant stakeholders. The LEA must also actively engage stakeholders in continued consultation to improve supported activities. Descriptions of funded activities must address prioritized needs, program objectives, and intended outcomes. Additionally, allocations to schools and activities funded with Title I, Part A funds must meet the [fiscal requirements](http://www.cde.state.co.us/fedprograms/ti/a) of Title I, Part A.

#### Determining Title I, Part A School Eligibility

An LEA must rank its schools above the 75 percent poverty threshold without regard to grade span and serve those schools in rank order of poverty before it serves any schools at or below the 75 percent poverty threshold. Under the new ESSA exception, an LEA may, but is not required to, serve (in rank order of poverty) high schools with poverty percentages between 50 and 75 percent before it either serves other schools with a poverty percentage of 75 percent or below or begins to rank and serve schools by grade span. In other words, an LEA may serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty rate of 75 percent or less.

LEAs are not required to allocate the same per-pupil amount to each attendance area or school.  However, the LEA must allocate a higher per-pupil amount (based on the number of low-income students at each Title I, Part A school) to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

An LEA that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-pupil amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty.  Per-pupil amounts within grade spans also may vary, as long as the LEA allocates higher per-pupil amounts to areas/schools with higher poverty rates than it allocates to those with lower poverty rates. View [CDE’s guidance for serving schools with Title I funds](http://www.cde.state.co.us/fedprograms/titleirankorder).

#### Title I Targeted Assistance (TA) Program

[A Title I targeted assistance program](http://www.cde.state.co.us/fedprograms/ti/a_ta) is designed to provide extra educational assistance beyond the regular classroom to at-risk students, identified as having the greatest need for special assistance. The program must provide an accelerated, high-quality curriculum and minimize the removal of children from the regular classroom during regular school hours for instruction.  In addition, the progress of eligible children must be reviewed on an ongoing basis and the program should be adjusted as necessary.

To be eligible, the student must be 21 or younger and not yet at a grade level at which the local educational agency provides a free public education. Eligible students are children identified by the school as failing, or most at risk of failing, to meet the Colorado English Language Proficiency (CELP) and Colorado Academic standards (CAS) on the basis of multiple, educationally related, objective criteria established by the local education agency and the school. Children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the LEA and supplemented by the school.  Eligible students must be served in rank order of need, irrespective of grade span.  In addition, the following students are automatically eligible: children who participated in Head Start or Even Start program within two years, migrant, neglected, delinquent, and students experiencing homelessness.  
  
Title I, Part A funds in a TA Program shall serve participating students by:

* Providing additional targeted interventions for identified students.
* Using methods and instructional strategies to strengthen the academic and non-academic performance of eligible students through activities that may include:
  + Expanded learning time, before- and after-school programs, and summer programs
  + A schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA)
* Providing PD and resources to teachers, principals, other school leaders and paraprofessionals who work with eligible children
* Implementing strategies to increase the involvement of parents of eligible children
* Providing services to assist pre-K children in the transition from ECE programs such as Head Start, the comprehensive literacy program under Title II-B, subpart 2, or state-run pre-K programs to elementary school
* Coordinating and integrating federal, state, and local services and programs (other federal programs, violence prevention, nutrition, housing, Head Start, adult education, career and technical education and comprehensive support and improvement activities or targeted support and improvement activities)
* Providing dual or concurrent enrollment program services.

#### Title I Schoolwide (SW) Program

[Title I Schoolwide (SW) Programs](http://www.cde.state.co.us/fedprograms/ti/a_sw) use Title I, Part A funds to upgrade the educational program of the entire school, with special attention to students identified as at-risk. Title I, Part A funds must be used to address the educational needs of the school based on the comprehensive needs assessment. A school operating a schoolwide program does not need to identify particular students as eligible to participate. There are three basic requirements:

* Conducting a comprehensive needs assessment of the entire school, using academic achievement and growth data, non-academic data, process data, and perception data from school staff, parents, and others in the community. The Unified Improvement Plan (UIP) can serve as the school’s comprehensive needs assessment.
* Preparing a comprehensive schoolwide plan—through consultation with district and building leaders, teachers, staff, parents, students, and community members—that describes how the school will improve academic achievement overall, but particularly for the lowest-achieving students, by addressing the priority performance challenges identified in the comprehensive needs assessment.
* Annually reviewing the schoolwide plan, using data from state and local assessments, other indicators of academic achievement and growth, process data, and perception data to determine if the schoolwide program has been effective in addressing the priority performance challenges and increasing student achievement, particularly for the lowest-achieving students. Schools should review their plan annually with stakeholder input, and revise as necessary, to ensure continuous improvement.

A Title I SW Program is an option for schools with high numbers of at-risk students and poverty rates of 40 percent or higher. ESSA allows for schools in which less than 40% of the students are from low-income families to apply for a [waiver (DOC)](https://www.cde.state.co.us/fedprograms/ed-flexschoolwideeligibilitywaiver) to be eligible to operate a schoolwide program.  
  
Example Uses of Funds in a SW Program (Based on the Comprehensive Needs Assessment)

* Increased learning time (extended day or year)
* High-quality preschool or full-day kindergarten
* Strategies for assisting preschool children in the transition from early childhood education to elementary school
* Evidence-based strategies to accelerate acquisition of content knowledge for English learners
* Equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision-making
* Devices and software that allow students to access digital learning materials and collaborate with peers and related training for educators
* Professional development (PD) for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects
* Instructional coaches to provide high-quality, school-based PD
* School climate interventions (e.g., anti-bullying strategies, positive behavior intervention supports, restorative justice programs, etc.)
* Educational materials and resources to accelerate learning (curriculum, intervention programs, staff, etc.)
* Activities proven effective for increasing family and community engagement
* Family literacy programs
* Counseling, mentoring services, and school-based mental health programs
* Career and technical education (CTE)
* Access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)

A school operating a schoolwide program need not limit activities to services that are supplemental. However, the LEA still is required to demonstrate that their methodologies for allocating state/local funds ensure that each Title I school receives all the state/local funds it would have if it was not receiving Title I, Part A funds.

#### Consolidating Funds in a Schoolwide (CSW) Program

Schools that operate SW programs have the flexibility to consolidate Title I, Part A, and other federal funds with state and local funds. When funds are consolidated, they lose their individual identity, and the school can use all funds to support any activity of the SW program.

To consolidate funds means that the district has identified the total pool of resources that will be used to implement the schoolwide plan for each specific school location and will charge the expenditure activities on a recurring basis to an account code (SRE 95) that identifies each such schoolwide program. The schoolwide plan directs the level of activities that will be included or excluded from the total schoolwide budget for each school. Mandatory and optional set asides are typically not included in the consolidated schoolwide funding pool. For more information, see the [Consolidated Schoolwide Programs resource(DOC)](http://www.cde.state.co.us/sites/default/files/documents/fedprograms/dl/ti_a_sw_cons.pdf).

View more detailed Title I, Part A program information at the [Title I, A programs page](http://www.cde.state.co.us/fedprograms/ti/a).

#### Title I, Part A Set-Asides

LEAs may be required to allocate funds for specific activities based on the size of the allocation and/or existence of eligible facilities. The table below describes the various set-asides included in the Consolidated Application, and their grant codes.

| Set-Aside | Description |
| --- | --- |
| **Parent Involvement Set-Aside**  **(9211 School Level)**  **(9212 District Level)** | * For LEAs with allocation greater than $500,000, required budget set-aside of 1% minimum to support parent involvement activities   + At least 90% of amount set-aside must go to Title I schools   + Parents must be involved in schools’ decision on how to use these funds   + District may retain remaining 10% of the amount set-aside to support district-level parental involvement activities * District Managed Activities (DMA) can be used to reserve additional funds for district level parent and family engagement activities   Parent and family engagement funds must be used to carry out activities and strategies **including not less than 1 of the following:**   * Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. * Supporting programs that reach parents and family members at home, in the community and at school. * Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. * Collaborating, or providing sub grants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. * Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with the LEA’s parent and family engagement policy. |
| **Homeless Set-Aside**  **(9202)** | * Required set-aside; all districts must budget at least $50 for this set-aside (capped at 25% of Title, Part A allocation). * Homeless set-aside should be sufficient to handle the educational needs of students identified as experiencing homelessness. * LEAs should use methods suggested by the [National Center for Homeless Education](https://nche.ed.gov/every-student-succeeds-act/) to determine an appropriate amount. |
| **Preschool Set-Aside**  **(9201)** | * District support for school-based preschool activities (capped at 30% of Title, Part A allocation)   + Direct intervention with students   + Transition to kindergarten support   + Professional learning for preschool teachers |
| **District Managed Activity Set-Aside**  **(9206)** | * A district may set aside no more than 20% of Title I, Part A funds to support Title I schools. * For additional information related to District Managed Activities, access the [guidance and waiver form](https://www.cde.state.co.us/fedprograms/dmaguidance). |
| **Neglected Facilities Set-Aside**  **(9204)** | * Input allocations for districts with a neglected facility * Required set-aside amounts are published on the [Office of Grants Fiscal](http://www.cde.state.co.us/cdefisgrant/essa_download) webpage. |
| **Non-Public School Participation Set-Aside**  **(9205)** | * Required set-aside if LEAs have participating non-public schools * LEAs must determine the proportionate share of funds used to provide equitable services under Title I, Part A based on the entire Title I, Part A allocation, prior to taking any other set-aside off the top. * LEAs must obligate the set-aside to provide equitable services to eligible students attending non-public schools in the first fiscal year in which funds are available. For information regarding carryover, for, visit the [Equitable Services to Non-public schools](http://www.cde.state.co.us/fedprograms/equitableservicescolorado) webpage. |
| **Family Literacy Set-Aside**  **(9203)** | * Literacy program for families in Title I schools (capped at 30% of Title I, Part A allocation)   + Adult GED/ESL/Parenting classes   + Parent and child activities   + Student activities involving literacy |

### Title I, Part A Questions and Guidance

The questions below may be accessed within the Title I, Part A Narrative section under Module B.

#### Question 1

#### Describe the LEA’s process for identifying and monitoring students not meeting or at risk of not meeting Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) standards, or the guidance and support the LEA provides to schools when that determination is made at the school level.[[1]](#footnote-1)

*Response Guidance*

* The response should include a description of the guidance, support, and systemic process(es) the LEA uses in identifying, prioritizing, progress-monitoring, modifying, and evaluating students most at risk of not meeting standards.
* The response should also include a description of the data that is reviewed, including disaggregated data for the following subgroups (as relevant), as well as the frequency of data reviews.
  + Low-income students
  + Lowest achieving students
  + English learners
  + Children with disabilities
  + Children and youth in foster care
  + Migratory children
  + Children and youth experiencing homelessness
  + Neglected, delinquent, and at-risk students identified under Title I, Part D
  + Immigrant children and youth
  + American Indian and Alaska Native students

##### Additional Considerations, Guidance and Resources

* How a body of evidence is used to inform instruction, monitor practice, promote proficiency, and meet accountability requirements at the school/district level.
* Elements in the UIP that may address identification of student need (Data Analysis-Notable Trends, Priority Performance Challenges, Action Steps, Implementation Benchmarks, and Targets/Interim Measures).
* How the LEA utilizes, or provides guidance and support regarding, READ Plans and Multi-Tiered Systems of Support (MTSS) to identify, align supports, progress-monitor students, and evaluate program effectiveness.
* How the LEA guides and supports Title I schools as they plan for the use of Title I funds.
* How the LEA and schools prioritize the types of services and supports that will be provided with Title I funds, inclusive of instructional, social-emotional, and others.
* How additional instructional materials and supports from Title I-A funds align to and enhance the curriculum and instructional materials adopted by LEAs and schools.
* What the LEA does, or guidance and support it provides to schools, to ensure: best first instruction is aligned to CAS and CELP standards; rigorous, effective instructional planning; Title I-A-funded activities provide supplemental supports to enhance/modify best first instruction.
* How the standards-based instructional program actively engages **all** students by using effective, varied, and evidence-based practices to provide additional opportunities to accelerate student academic performance.
* How the LEA will meet the linguistic, social-emotional, and academic needs of students served in schoolwide and targeted assistance programs and neglected/delinquent institutions.
* Specific supports for both residential and day treatment centers, if applicable.
* How the LEA will ensure that schools are provided information and support regarding options for using their funds for the following purposes:
  + Support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA/school level, including plans for the transition of participants to their local elementary school.
  + Support programs that coordinate and integrate academic and career and technical education (CTE) content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in Colorado.
  + Support programs that coordinate and integrate work-based learning opportunities that provide students with in-depth interaction with industry professionals and, if appropriate, academic credit.
  + Assist schools in identifying and serving gifted and talented students.
  + Assist schools in developing effective library programs to provide students opportunities to develop digital literacy skills and improve academic achievement.
* Describe the process and data used to identify students and the frequency with which data is evaluated.
* How the process to identify students not meeting or at risk of not meeting CAS and CELP standards considers the strengths and needs of the following subgroups of students, as appropriate:
  + Low-income students
  + Lowest achieving students
  + English learners
  + Children with disabilities
  + Children and youth in foster care
  + Migratory children
  + Children and youth experiencing homelessness
  + Neglected, delinquent, and at-risk students identified under Title I, Part D
  + Immigrant children and youth
  + American Indian and Alaska Native students
* How the LEA supports collaborative and systematic processes in schools to identify children most in need of receiving services under a Targeted Assistance program.

**NOTE:** *If you plan to use Title V, Part B for any activities, please budget activities in the Title V, Part B budget.*

#### Question 2

#### Describe the services being provided to children and youth experiencing homelessness in coordination with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.) to support enrollment, attendance, school stability and academic success, and the guidance and support provided at the school level.[[2]](#footnote-2)

***Response Option:*** *If the LEA has fewer than 1,000 students and did not identify children and youth experiencing homelessness during the prior fiscal year, a narrative response is not necessary. Check the box to indicate the LEA will ensure a plan is in place in coordination with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.) to support their enrollment, attendance, school stability and academic success, and the guidance and support provided at the school level.*

*All LEAs are required to set aside a minimum of $50 for activities that support students experiencing homelessness.*

*Response Guidance*

* The LEA’s response should include a description of the services and supports being provided for children and youth experiencing homelessness, including how the supports and services will be leveraged with other state, local and federal programs, as appropriate, and how the services and supports will accelerate student progress toward grade-level standards.
* If the LEA did not identify any children or youth experiencing homelessness during the prior year, the check box may be marked indicating that ESEA funds will not be used for this purpose.

##### Additional Considerations, Guidance and Resources

* How proposed supports and services will increase progress toward grade-level standards.
* How district and building leaders, teachers, parents and community members are engaged in the process of determining appropriate supports and services.
* How proposed supports and services are coordinated with and leverage other state, local, and federal programs, specifically those provided under the McKinney-Vento Homeless Assistance Act.
* The method utilized in determining the Title I, Part A Homeless Set-Aside amount and process for obtaining Homeless Education Liaison input.
* How children and youth experiencing homelessness are identified in all schools.
* How children and youth experiencing homelessness receive services from counselors to improve college readiness.
* How the Title I funds set-aside shall be reasonable and necessary to provide services and, for sub-grantees, complements those provided under the McKinney-Vento Homeless Assistance Act.
* How services provided to children and youth experiencing homelessness in shelters/schools that do not receive Title I funds are comparable to those in the LEA’s Title I schools.
* How the LEA reviews and revises policies to remove barriers to the identification, school stability, enrollment, and retention of children and youth experiencing homelessness.
* How the LEA removes barriers that prevent homeless children and youth from receiving full or partial credit for coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies and addresses specific needs in the areas of transportation, access to public pre-K programs, outstanding fees and fines, absences, and access to academic and extracurricular activities.
* How the LEA builds capacity for liaisons, district and building leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel to heighten awareness of the specific needs of homeless and runaway children and youth.

#### Question 3

#### If the LEA is planning to use Title I, Part A funds to support efforts to reduce discipline practices that remove students from the classroom, provide a description below.[[3]](#footnote-3)

***Response Option:*** *If the LEA is not using Title I, Part A funds to support efforts to reduce discipline practices that remove students from the classroom, check the box to indicate the LEA will provide guidance and support to schools to support their efforts to reduce discipline practices that remove students from the classroom.*

*Response Guidance*

* The narrative response provided should describe how the proposed supports and services to reduce discipline practices will accelerate students’ progress toward grade-level standards.
* If the LEA will not be using Title I, Part A funds to reduce exclusionary discipline practices, the check box may be marked indicating that ESEA funds will not be used for this purpose.

##### Additional Considerations, Guidance and Resources

* How proposed supports and services will increase progress toward grade-level standards.
* How district and building leaders, teachers, parents and community members are engaged in the process of determining appropriate supports and services.
* How proposed supports and services are coordinated with and leverage other state, local and federal programs, if applicable.
* Describe how proposed supports and services considers the strengths and needs of following subgroups of students, as appropriate.
  + Low-income students
  + Lowest achieving students
  + English learners
  + Children with disabilities
  + Children and youth in foster care
  + Migratory children
  + Children and youth experiencing homelessness
  + Neglected, delinquent, and at-risk students identified under Title I, Part D
  + Immigrant children and youth
  + American Indian and Alaska Native students
* Strategies already in place at these schools and how can they be leveraged/improved.
* Efforts may include identifying and supporting schools with high discipline rates, disaggregated by student subgroups:
  + Economically disadvantaged students
  + Students from major racial and ethnic groups
  + Children with disabilities
  + English learners
  + Children and youth experiencing homelessness
* PBIS strategies described in the UIP or other multi-tiered behavioral systems.

#### Question 4

#### If the LEA is planning to use Title I, Part A funds to provide support to schools in effectively transitioning students through school and preparing them for college and career readiness, provide a description below.[[4]](#footnote-4)

***Response Option:*** *If the LEA is not planning to use Title I, Part A funds to provide support to schools in effectively transitioning students, check the box to indicate the LEA will be provide guidance and support to schools in effectively transitioning students through school and preparing them for college and career readiness.*

*Response Guidance*

* The narrative response should address any transition services that are provided across grade levels, schools, and facilities, including Title I-funded ECE programs. The response should also describe how the proposed transition services will accelerate students’ progress toward grade-level standards.
* If the LEA is not using Title I, Part A funds to provide support to schools for effectively transitioning students, the check box may be marked indicating that ESEA funds will not be used for this purpose.

##### Additional Considerations, Guidance and Resources

* Transition services across grade levels, school buildings, facilities, etc.
* Transition services for students in Title I, Part A funded ECE programs to local elementary schools, if applicable.
* How district and building leaders, teachers, parents, and community members are engaged in the process of determining appropriate supports and services.
* How proposed supports and services are coordinated with and leverage other state, local and federal programs, if applicable.
* Describe how proposed supports and services will be differentiated for the strengths and needs of the following subgroups of students, as appropriate.
  + Low-income students
  + Lowest achieving students
  + English learners
  + Children with disabilities
  + Children and youth in foster care
  + Migratory children
  + Children and youth experiencing homelessness
  + Neglected, delinquent, and at-risk students identified under Title I, Part D
  + Immigrant children and youth
  + American Indian and Alaska Native students
* Strategies may include:
  + Coordination with institutions of higher education, employers, and other local partners
  + Increased student access to early college
  + High school, dual, or concurrent enrollment opportunities
  + Career counseling to identify student interests and skills
* If the LEA only serves elementary schools, funds may be set-aside at the district level to meet this requirement. However, this requirement can also be met using state and local funds.
* Strategies that may already be in place at these schools, particularly those that have identified a Priority Performance Challenge around postsecondary and workforce readiness; Strategies/Action Steps should be in strong alignment. How they can be leveraged/improved.
* This question applies to all LEAs served with Title I funds regardless of grade spans.

#### Question 5

#### Describe how the LEA will address disparities in low-income and minority students being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers, compared to other students.[[5]](#footnote-5)

#### What stakeholders were engaged in reviewing and discussing EDT results? What root cause(s) of EDT disparities were identified?

* Describe key strategies the district will implement to address Equitable Distribution of Teachers disparities.
* Identify the goal(s) for addressing the EDT disparities. Goal:
* What is the timeline for implementing the strategies described? Timeline:
* Select the funding source(s) used to support these activities:

□Title I, Part A □Title I, Part D □Title II, Part A □Title III, Part A □Title IV, Part A □Title V, Part B □State/local

This question will only appear if the LEA has been identified as having a medium or large gap in low-income or minority students being taught by ineffective, inexperienced, or out-of-field teachers compared to their more affluent, non-minority peers.

*Response Guidance*

* When providing a narrative response to Q5.1, the LEA should include at least 3 of the following stakeholder groups that were involved in reviewing and discussing EDT results: teachers, principals, instructional leaders, principal supervisors, instructional coaches, direct administration, federal program coordinators, human resource staff, and/or parents.
* Q5.2 should include the root causes that have been identified, how the identification of the root causes was informed by the stakeholder engagement, and how the root causes are grounded in local evidence (e.g., TLCC survey data, turnover rates, evaluation data, other CNA data) or a strong rationale based on local evidence.
* The response for Q5.3 should describe the key strategies that the LEA will implement to address the identified EDT gaps, how the identified strategies are aligned to the root causes of the gaps, and where possible, how the strategies are informed by evidence (consideration was given to existing evidence base).
* In Q5.4, the LEA should provide clearly defined and measurable goals.
* A timeline for the implementation of the identified strategies for addressing EDT gaps should be included in the Q5.5 response, including, at a minimum, any initiatives for the upcoming school year. The LEA should select at least one Title program as a funding source. If a Title program funding source is not selected, an explanation for why not should be provided in the narrative.

##### Additional Considerations, Guidance and Resources

* More information on how EDT analyses are conducted, how EDT gaps are calculated, planning guidance, and evidence-based practices for addressing gaps are available on the [EDT web page](https://www.cde.state.co.us/fedprograms/equitabledistributionofteachers).
* CDE conducts EDT calculations using the October student count and data submitted by districts via the HR pipeline. EDT disparity sizes are referred to as “small,” “medium,” and “large.” The gap sizes below warrant LEA action:
  + Large gap or medium overall gap: LEA addresses the teacher equity gap as part of its Consolidated Application (Title I, Question 5).
  + Small gap: LEA develops and implements a plan/strategies to eliminate the gap, subject to monitoring under Title I. Plan should include how proposed supports and services will lead to increasing progress toward grade-level standards.
* CDE has developed resources to support LEA communication of EDT data to key stakeholder groups. See the EDT web page, “Resources” section: [Engaging Stakeholders Presentation Template](https://www.cde.state.co.us/fedprograms/engaging-stakeholders-edt-template-for-leas-final-02052019-websitepptx)
* CDE has developed guidance to support planning efforts. See the EDT web page, “Resources” section: [EDT Planning Guidance for Districts](https://www.cde.state.co.us/fedprograms/edtplanningguidance)

### Title I, Part A Narrative - Targeted Support and Improvement Questions and Guidance

The questions below may be accessed within the Title I, Part A Narrative – Targeted Support and Improvement section under Module B.

Complete the table below to describe how the LEA will support ESSA identified schools in the development of Targeted Support and Improvement plans.

##### **Question 1**

##### What is the LEA’s process for reviewing, approving, and monitoring all targeted support and improvement plans?

*Response Guidance*

* The response provided should indicate how the improvement plans are reviewed by the LEA to ensure that they include the identified school's performance on all ESSA indicators, for each student group for which the school was identified, describe stakeholder engagement, and ensure that each plan includes evidence-based interventions that are aligned to the reasons for identification.
* The response should also indicate how the LEA will monitor the implementation of the improvement plans and ensure that the plan is improving student outcomes for the student group(s) that resulted in the school's identification for targeted support and improvement under ESSA, as well as what additional action will be taken if a school unsuccessfully implements the improvement plan after the number of years determined by the LEA.

##### Additional Considerations, Guidance and Resources

* How does the LEA ensure that each school identified for targeted support and improvement develops an improvement plan in partnership with stakeholders (including principals and other school leaders, teachers and parents)?
* How does the LEA ensure that each plan is informed by the school's performance on all ESSA indicators, for each student group for which the school was identified, and ensure that each plan includes evidence-based interventions that are aligned to the reasons for identification?
* How does the LEA monitor implementation and ensure that plan implementation is improving student outcomes for the student group(s) that resulted in the school's(s') identification for targeted support and improvement under ESSA?
* What additional action is taken if a school unsuccessfully implements such plan after a number of years (as determined by the LEA)?
* How does the LEA ensure plans are modified and adjusted periodically based on timely data analyses?

**Question 2**

What criteria does a school identified for targeted support and improvement need to meet in order to exit this status and in what timeline?

*Response Guidance*

##### The response should include the criteria that an identified school must meet based on their identification and the number of years of the school must successfully meet the criteria in order to exit TS status.

##### Additional Considerations, Guidance and Resources

* What criteria must a school meet in order to exit TS status?
* Which ESSA indicators and/or other performance indicators are used to determine when a school is eligible to exit from targeted support and improvement?
* For how many years must a school meet exit criteria before becoming eligible to exit from targeted support and improvement?

**Question 3**

Select how the LEA will exit schools:

* + The LEA will annually exit all schools no longer meeting the state's identification criteria for targeted support and improvement
  + The LEA has established other exit criteria and timelines for implemented targeted support and improvement plans. Describe the exit criteria and timelines in the space below

Describe the exit criteria and timelines:

*Response Guidance*

##### The response should include a selection of one of the radio buttons to indicate how the LEA will be exiting schools from their identification for targeted support and improvement. If the LEA has established their own criteria, the narrative response should describe the exit criteria and associated timeline(s).

##### Additional Considerations, Guidance and Resources

* Will the LEA use the same exit criteria and timeline for all schools identified for targeted support and improvement, or will the methodology differ by school and/or student group for which the school was identified?
* What is the minimum number of years for which a school must implement a targeted support and improvement plan?

**Question 4**

In order to ensure schools identified for support and improvement under ESSA are appropriately reported to the U.S. Department of Education, and made eligible for school improvement funds, each LEA/BOCES must maintain a record and report to CDE when a school has exited from targeted support and improvement status. All schools currently identified for targeted support and improvement will pre-populate in the list below.

For each school, indicate whether the school has exited from targeted support and improvement status. If a school's eligibility for exiting is dependent on the school no longer being identified for targeted support and improvement, as determined by CDE in the fall, please select the "Pending state's identification process" option.

|  |  |  |  |
| --- | --- | --- | --- |
| Targeted Support and Improvement School | Grade Span | Disaggregated Group That Led to Identification | Exited from Targeted Support and Improvement? |
| Prepopulated with District Code, District Name, School Code, and School Name | Prepopulated with E, M or H | Prepopulated with the school’s identification | * Yes * No * Pending state's identification process   If "pending" is selected, grey out other options. |

*Response Guidance*

* The response should include a selection of one of the radio buttons for each school that has been identified for targeted support and improvement. If the LEA has exited a school, a narrative response describing the criteria used for making the determination should be included for Question 2.

##### 

### Title I, Part A Assurances

The LEA must assure to all assurances in Title I, Part A with the understanding that if certain requirements don't apply to the LEA's current context, that the LEA would meet the requirements if the situation were to become applicable.

* The early childhood education services supported by Title I, Part A funds must comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). § 1112(c)(7).
* The LEA will ensure 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. § 1112(c)(6).
* The LEA will participate, if selected, 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)). § 1112(c)(3).
* To comply with comparability requirements under section 1118(c), the LEA has established and implemented—
  + a local educational agency-wide salary schedule;
  + a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
  + a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. § 1118(c)(2)(A).
* The LEA plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and parents of children in schools served under Title I. § 1112(a)(1)(A).
* As appropriate, the LEA plan is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. § 1112(a)(1)(B).
* The LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. § 1112(c)(2).
* The LEA will coordinate and integrate services provided under Title I with other educational services at the LEA 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 children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. § 1112(c)(4).
* The LEA will collaborate with the State or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. § 1112(c)(5)(A).
* The LEA will collaborate with the State or local child welfare agency to 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. The procedures will:
  + 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
  + ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if—
    - the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
    - the LEA agrees to pay for the cost of such transportation; or
    - the LEA and the local child welfare agency agree to share the cost of such transportation.§ 1112(c)(5)(B).
* The LEA is complying with the Parents Right to Know provisions under section 1112(e), prior to, and throughout, each school year as of the date of application. § 1112(e)
* LEA has developed jointly with, agreed on with, and distributed to, parents and family members of participating children a written parent and family engagement policy. § 1116(a)(2)

The policy shall establish the agency’s expectations and objectives for meaningful parent and family involvement, and describe how the agency will—

* + involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).
  + provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
  + coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
  + conduct, with meaningful involvement of parents and family members, annual evaluations of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
    - barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, or disabled, have limited English proficiency or, have limited literacy, or are of any racial or ethnic minority background);
    - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
    - strategies to support successful school and family interactions;
  + use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
  + involve parents in the activities of schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. § 1116(a)(2).
* The LEA affirms that if the LEA plan is not satisfactory to the parents of participating children the LEA will submit any parent comments on the plan to the SEA at the time of the submission of the LEA plan. § 1116(b)(4). Submit parent comments to [consolidatedapplications@cde.state.co.us](mailto:consolidatedapplications@cde.state.co.us).
* The LEA affirms that each school the LEA proposes to serve with school improvement funds will receive all of the State and local funds it would have received in the absence of funds received under this section. 1003(e)(2)
* The LEA has an approved waiver on file with CDE for every school less than 40% poverty that is being served as a schoolwide program, if applicable.
* The LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities described in subsection (b). § 1119
* Title I, Part A – Homeless
  + The McKinney-Vento program (Title X-C) is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, the State must ensure that each homeless student has equal access to the same free, appropriate public education as other children and youth. Homeless students should have access to educational and other services needed to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and LEAs are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
  + An LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to homeless children.
* Title I, Part A – Migrant
  + The Migrant Education Program, Title 1, Part C of the ESEA supports high quality and comprehensive educational programs and services for migratory children, who often face academic and social challenges due to the disruption of frequent mobility. The Migrant Education Program's purpose is to ensure that migratory children receive equitable and appropriate educational and support services that address their individual needs in a coordinated and efficient manner. In order to achieve its purpose, the State oversees, provides training and services, and funds five regional Migrant Education Programs. These regional programs work with school districts and the community to identify and serve migratory students. The coordination of goals, training, collaboration and effort between the state and regions provides the continuity and efficiency that furthers the goal of post-secondary and workforce readiness for migrant students. § 1112(b)(1)(E)(ii).
  + The LEA/BOCES has a plan that ensures that migratory and formerly migratory children are identified to receive services on the same basis as other children. § 1112(c)(1).

Visit the [***Application Budget***](#_Application_Budget) section for information on completing the budget for Title I, Part A.

### Title I, Part D Program Requirements

The purpose of Title I, Part D is to improve educational services for children and youth in local, tribal, and State institutions for neglected and delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards all children are expected to meet; provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment, prevent at-risk youth from dropping out of school, and provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

It is the LEA's responsibility to ensure that timely and meaningful information is shared with neglected facilities so they can make informed decisions about whether to apply to participate with the district in federal programs. This section ensures that information is disseminated in a timely and meaningful way.

Title I-D funds in a facility must be used to:

* Implement effective, research-based methods and instructional strategies likely to accelerate student achievement.
* Provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Colorado are expected to meet:
  + Adult correctional institutions must provide an educational program for a minimum of 15 hours per week.
  + Juvenile correctional facilities must provide educational programs for a minimum of 20 hours per week.
* Design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education.
* Where feasible, involve parents in efforts to improve educational achievement of their children and prevent further delinquent activities.

**Allowable Activities:**

* Instructional program for students
* Interventionists
* Supplies and materials to support the Title I, Part D program
* PD, for staff who interact with eligible students, that is tied to students’ needs
* Additional counselor to meet the needs of served students
* Transition assistance to help children or youth stay in school, including family services and counseling

### Title I, Part A-Neglected and Title I, Part D Narrative Questions and Guidance

The questions below may be accessed within the Title I, Part A – Neglected Facilities and/or the Title I, Part D section under Module B. The narrative tables will be populated when Neglected or Delinquent facilities will be served on the Assurances page.

Complete the table below, describing the LEA’s efforts to provide educational services for neglected children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children are expected to meet.

**Question 1: Population to be Served and Its Needs**

1. Provide a description of:
   * The characteristics of the children and youth to be served by the program including learning difficulties, substance abuse problems, and other special needs.
   * How the school will coordinate with existing programs to meet the unique educational needs of such children and youth.
2. Describe how participating schools will work to ensure facilities are aware of a child’s or youth’s individualized education program (IEP).
3. As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but not able to attend a regular public school program.

*Response Guidance*

* Response includes description of characteristics of children and youth to be served
* Response describes how the school will coordinate with existing programs
* Response describes how facilities will work to ensure awareness of IEPs
* Response describes steps schools will take to find alternative placements, as appropriate

**Question 2: Programming Goals, Quality, and Evaluation**

1. Describe the program to be funded.
2. Provide a description of the (Part D) formal agreements that exist between the LEA and correctional facilities or alternative school programs serving children and youth involved in the juvenile justice system.
3. As appropriate, describe how participating schools will coordinate with facilities to ensure that children and youth are enrolled in an education program that is comparable to the one in the local school they would otherwise attend.
4. Describe the program for children and youth returning from correctional facilities operated by participating schools and, as appropriate, the services that such schools will provide to those children and youth and to others who are at risk.

*Response Guidance*

* Response describes program to be funded
* Response describes formal agreements that exist between the LEA and correctional facilities or alternative school programs serving children and youth involved in the juvenile justice system
* As appropriate, a description of how participating schools will coordinate with facilities to ensure that children and youth are enrolled in an education program that is comparable to the one in the local school they would otherwise attend
* Response describes the program for children and youth returning from correctional facilities operated by participating schools and, as appropriate, the services that such schools will provide to those children and youth and to others who are at risk

**Question 3: Transition and Support Services**

1. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, children and youth are at risk of dropping out of school, and other participating children and youth.

NOTE: Services may include prenatal health care, nutrition services, parenting and child development classes, childcare, reentry and outreach programs, referrals to community resources, and scheduling flexibility.

1. As appropriate, describe partnerships with local businesses to develop services for participating students, including curriculum based youth entrepreneurship education, and mentoring.
2. As appropriate, describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.
3. As appropriate, describe how schools will work with probation officers to help meet the needs of children and youth returning from correctional facilities.

*Response Guidance*

* Response describes how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, children and youth who are at risk of dropping out of school, and other participating children and youth
* Response includes a description of partnerships with local businesses to develop services for participating students, including curriculum based youth entrepreneurship education, and mentoring, as appropriate
* Response describes how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities
* Response describes how schools will work with probation officers to help meet the needs of children and youth returning from correctional facilities

**Question 4: Coordination and Collaboration**

1. Describe how the program will be coordinated with other Federal, State, and local programs, such as those under Title I and vocational and technical education programs serving children and youth who are at risk of dropping out of school.
2. Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (JJDPA) and other comparable programs, if applicable.

*Response Guidance*

* Response describes how the program will be coordinated with other Federal, State, and local programs, such as those under Title I and vocational and technical education programs serving children and youth who are at risk of dropping out of school
* Response describes how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (JJDPA) and other comparable programs, if applicable

##### Additional Considerations

* Student populations may include:
  + Students returning from correctional facilities.
  + At-risk children or youth
  + Children and youth who have been adjudicated within the juvenile justice system but have returned to a school operated by the school district (using the best available records and data available to identify these individuals).
  + Migrant children or youth (based on their eligibility for services under Title I, Part C of ESEA).
  + Immigrant children or youth.
  + Gang members (based on definitions established by the SEA/LEA).
  + Pregnant and parenting youth through age 21.
  + Children who are at-risk of school failure or who have failed before.
  + Children who have limited English proficiency.
  + Children who have dropped out of school.
  + Outside community, school, or family programs that support transitioning students*.*
* [Neglected/Delinquent Facility and LEA Yearly Agreement](http://www.cde.state.co.us/fedprograms/neglectedanddelinquentyearlyagreement20132014).
* How formal agreements are reviewed and agreed upon.
* The process for renewing the agreement each year.
* Possible comparability criteria:
  + Whether a program meets the CAS.
  + Whether the program offers the subjects required for each grade level.
  + Whether the subjects offered provide credits towards a high school diploma.
* A description of programs to facilitate the successful transition of children and youth returning from correctional facilities.
  + As appropriate, how schools will work with probation officers to meet the needs of children and youth transitioning between correctional facilities and regular public school programs.
* How the program(s) will involve parents and family members.
* Efforts schools will make to ensure correctional facilities working with children and youth are aware of any existing individualized education program (IEP).
* Coordination with other federal, state, and local programs that serve children and youth who are neglected, delinquent, or at risk of dropping out of school.
* Coordination with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (JJDPA) and other comparable programs, if applicable.
* How schools will coordinate with existing social, health, and other services to meet the needs of students.
* How the program will be coordinated with other federal, state, and local programs, such as those under Title I and vocational and technical education programs serving children and youth at risk of dropping out.
* Partnerships with IHEs or local businesses to facilitate post-secondary and workforce success.
* As appropriate, the process for developing and maintaining partnerships with local businesses to develop services for participating students, including curriculum‑based youth entrepreneurship education, and mentoring.

All neglected facilities served by the LEA should be budgeted under Title I, Part A.

Visit the [Application Budget](#_Application_Budget) section for information on completing the budget for Title I, Part D.

### Title II, Part A Program Requirements

The purpose of Title II, Part A is to increase student achievement consistent with challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving academic achievement in schools; and provide low-income and minority students equitable access to effective teachers, principals, and other school leaders.

All activities supported with Title II, Part A funds shall be in accordance with the purpose of this Title and address the learning needs of all students including children with disabilities, English learners, and gifted and talented students.

* LEAs accepting Title II, Part A funds are required to prioritize these funds to schools that are implementing [comprehensive and targeted support and improvement](http://www.cde.state.co.us/fedprograms/essa_csi_tsi) activities and among those schools have the highest percentage of low-income students.  A description of how the LEA plans to meet this requirement is required in the 2020-2021 Consolidated Application.   For each school, the LEA will indicate whether or not the individual school will be prioritized.  See guidance regarding Title II Question 1 below for more information.

Examples of how Title II, Part A funds can be used are provided below:

* Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with Title I, Section 1111(g)(1)(B).
* Providing high quality, evidence based Professional Development opportunities
* Developing or improving evaluation and support systems for teachers, principals, and other school leaders
* Recruiting and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers
* Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders
* Reducing class size to a level that is evidence-based
* Increasing the ability of teachers to effectively teach children with disabilities
* Increasing the ability of principals or other school leaders to support early childhood educators
* Supporting the instructional services provided by effective school library programs
* Developing feedback mechanisms to improve school working conditions
* Carrying out other evidence-based activities that meet the purpose of Title II, Part A

### Title II, Part A Questions and Guidance

The questions below may be accessed within the Title II, Part A Narrative section under Module B.

#### Question 1

#### Complete the table below, describing the LEA’s systems of professional growth and improvement, and how Title II funds will be used to supplement, not supplant, efforts supported with state and local funds.

* Provide a summary description of the LEA's systems of professional growth and improvement supported through state and local funds
* Describe the professional growth and improvement supports provided with Title II funds, and how these will supplement efforts supported with state and local funds.

*Response Guidance*

* The response for Q1.1 should describe the educator effectiveness systems and supports that are in place via the LEA’s general fund (i.e., evaluation, professional learning, induction) and the district’s efforts to ensure consistent supports for educators across schools (e.g., ensuring all schools are implementing induction supports for new teachers, profession learning structures).
* The response for Q1.2 should describe how Title II funds complement and build on “foundational” supports offered via the general fund. Proposed uses of Title II funds cannot cover costs of state required activities, such as evaluation or induction.

##### Additional Considerations, Guidance and Resources

* Systems to ensure educator professional growth and improvement include, but are not limited to, professional development initiatives, systems of continuous feedback and improvement, and professional learning communities, teacher leadership, and mentorship programs.
* Consider LEA- and school-level Comprehensive Needs Assessments and identified areas of educator need for professional learning supports. Responses can be submitted at the school and/or district level, so multiple initiatives of varying levels may be identified.
* Consider results of the Teaching and Learning Conditions in Colorado (TLCC) for your district and schools, and what those data say about educator professional learning needs.

#### Question 2

#### Complete the tables below to describe how the LEA will prioritize Title II, Part A funds to schools implementing comprehensive or targeted support and improvement activities, and among those schools, have the highest percentage of children identified as low-income.

#### *If the LEA is prioritizing all CS, TS, ATS and schools with the highest percentage of children identified as low income with a common strategy, select the district from the options listed.*

#### Location:

#### Indicate whether Title II funds will be targeted to this school: ○Yes ○No

* Indicate the method for targeting funds:
  + Individualized activity based on the school’s CNA
  + Grouping CS/TS schools for common supports
  + Supporting high poverty schools not receiving Title I with Title II resources
  + Other (provide description)
* Describe the identified [human capital need(s)](http://www.cde.state.co.us/fedprograms/tii/index) affecting student performance in this school/district:
* Describe the Proposed Activity:
* Describe the Intended Outcome of the proposed activity:
* Describe the timeline for implementation of this activity, including who will be responsible for implementation:

*Response Guidance*

* To complete the response to this question, the LEA should check the School Profile page to determine whether any schools are identified for comprehensive support and improvement (CS) or targeted support and improvement (TS). The LEA should also review the poverty levels for any identified schools. At least one CS/TS school with the highest level of poverty needs to be included in the response. If the LEA is facilitating an improvement strategy at the district level, the highest poverty CS/TS school(s) should be prioritized.
* Additionally, the LEA should describe the identified human capital needs in the school/district, the proposed improvement activities, the intended outcome of the activities that will be implemented, and provide a timeline for implementation including who will be responsible for implementing the activity.

##### Additional Considerations, Guidance and Resources

A description of how Title II funds will be prioritized is required under ESSA Sec. 2012(b)(2)(C).  It is up to the LEA to determine and describe how schools are prioritized based on ESSA identification and poverty. By prioritizing CS and TS schools, LEAs ensure these schools are included in the use of Title II funds. Below are several scenarios to illustrate prioritization, according to LEA context:

* **Scenario A:** An LEA has 5 schools identified for CS and plans to support an additional 4 non-ESSA identified schools with Title II funds. The LEA describes that the CS schools with highest levels of poverty are included in the use of Title II funds.
* **Scenario B:** An LEA has 12 schools identified as CS, TS, or ATS, but does not have adequate Title II funds to serve all these schools and serve 3 additional schools not identified for support under ESSA but with identified human capital challenges. The LEA prioritizes Title II funds for 7 ESSA-identified schools with the highest levels of poverty, and, based on the needs of other schools in the LEA, supports the additional 3 non-identified schools with Title II funds.
* **Scenario C:** An LEA has 5 schools identified for CS or TS - each with a high percentage of low income students. The LEA has intentionally leveraged other available funds (e.g., 1003 School Improvement funds through EASI, general LEA funds) to support 3 of these schools already. The LEA is able to describe these additional resources and supports in the application. The LEA prioritizes the remaining 2 CS/TS schools and is able to support one additional non-ESSA-identified school with Title II funds based on identified needs.
* **Scenario D:** An LEA has no schools identified for CS, TS, or ATS. The LEA does not need to consider prioritizing its Title II funds.

### Title II, Part A Assurances

LEAs accepting Title II, Part A funds must select the following assurances to indicate that the LEA understand and intends to comply with the corresponding program requirements.

* The LEA will comply with section 8501, which requires that —Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner. § 2102(b)(2)(E).
* The LEA will coordinate professional development activities authorized under this part with professional development activities provided through other federal, state, and local programs. § 2102(b)(2)(F).
* The LEA has in place a system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. § 2102(b)(2)(B).

Visit the [***Application Budget***](#_Application_Budget) section for information on completing the budget for Title II, Part A.

### Title III, Part A Program Requirements

The purpose of Title III, Part A is to help ensure that English learners (ELs), including immigrant children and youth, attain English proficiency and attain high levels of academic achievement in English; assist ELs to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet; assist teachers (including preschool), principals and other school leaders, SEAs, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs)/English language development (ELD) programs designed to assist in teaching ELs; assist teachers (including preschool), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings; and, promote parental, family, and community participation in LIEPs/ELD programs for parents, families, and communities of ELs. § 3102.

Activities funded under Title III, Part A must include activities in support of high quality LIEP/ELD programs and parent, family and community engagement activities, as well as the provision of high-quality professional development.

**Allowable Activities may include:**

* Upgrading ELD program objectives and effective instructional activities
* Improving ELD programs for Els by supplementing curricula, instructional materials, and educational software and technology to improve content and language instruction
* Providing community participation programs, family literacy services, and parent outreach and training activities to EL students and their families
* Providing tutoring and intensified instruction for EL students
* Offering early college high school or dual/concurrent enrollment programs or courses designed to help ELs achieve in postsecondary education
* Developing and implementing effective preschool, elementary, or secondary school ELD programs that are coordinated with other relevant programs or services
* Improving instruction for EL students, including EL students with a disability or identified as gifted in a specific area

Additional information related to Title III, Part A program requirements may be accessed on the [Title III, Part A program page](http://www.cde.state.co.us/fedprograms/tiii/index).

### Title III, Part A Questions and Guidance

The questions below may be accessed within the Title III, Part A Narrative section under Module B.

LEAs accepting Title III, Part A funds are required to update this portion of the LEA plan annually and must provide narrative responses that address the specific requirements outlined in each question. If the applicant has addressed the needs of their ELs in the UIP or alternate document that satisfies the requirements of Title III LEA plan questions, the applicant should copy and paste the applicable text into the narrative response.

#### Question 1 - Professional Development

Complete the tables to describe how professional development is funded.

The LEA must provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not designed for only language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. The professional development must:

* Improve the instruction of ELs;
* Enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELs;
* Be scientifically research-based and of sufficient duration and intensity (Section 3115 (c) (2))

Professional Development Information

* Location:
* Check the appropriate box that demonstrates how the LEA is meeting this requirement:
  + **Only** Title III funds are used to meet this requirement
  + **A combination** of Title III funds **and** other federal, state/local funds
  + **No** Title III funds are used to meet this requirement

*If the LEA will be using federal or state/local funds in addition to Title III funds, the following additional questions will populate.*

* Select the funding sources that are being used to meet this requirement: (narrative required)

□Title I, Part A □Title II, Part A □Title IV, Part A □ELPA □Other (Please specify)

* Describe how the LEA intends to provide ongoing and effective professional learning/development that is of sufficient duration, intensity in the 2020-2021 school year for instructional and non-instructional staff working with English Learners. Sufficient duration and intensity shall not include activities such as 1-day or short-term workshops and conferences.

Professional Development must be designed to:

* + Improve the instruction and assessment of EL and immigrant students;
  + Enhance the ability of teachers to understand and implement curricula, assessment practices and measures, and instructional strategies for EL and immigrant students;
  + Effectively increase students’ English Language Proficiency (ELP)

*Response Requirements*

* The response for the Title III Narrative should include professional development activity descriptions that detail how the PD will be delivered throughout the year and who/what/where/when.
* If the LEA has selected federal funds are being used to meet PD requirement (Title I, II, IV, V), the LEA should ensure the PD that is described is budgeted within the program indicated.
* The professional development should be provided to classroom teachers (including teachers in classroom settings that are not designed for only language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.
* The response should describe how the PD will be of sufficient (ongoing) duration (length and time throughout year) and intensity (amount of time).
* The response should also include a description of how the professional development will improve the instruction of ELs and meet the linguistic needs of EL students, how the professional development will enhance the ability of teachers to understand and use curricula, assessment measures, and/or instructional strategies for EL, and how the professional development is scientifically research-based and specific to the needs of ELs/ELD.

##### Additional Considerations, Guidance and Resources

* How the PD:
  + Addresses ELs’ unique academic, linguistic, and social-emotional challenges and opportunities.
  + Improves instructional and non-instructional staff’s ability to provide effective programs and instructional practices for ELs.
  + Increases ELs’ ELD proficiency, as well as access to grade-level standards.
* How professional learning will increase teachers’ capacity to connect CELP to CAS standards during content instruction in the LEA, Title III consortium region/member district(s).
* The process utilized to determine the use of Title III funds to develop the PD plan in the LEA, Title III consortium region/member district(s) including the evaluation of ELD program, evidence-based research, and stakeholder surveys, needs assessment, etc.
* Additional Resources:
* [Culturally and Linguistically Diverse Education Office Resources](http://www.cde.state.co.us/cde_english/elau_pubsresources)
* [USDE Newcomer Toolkit](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html)
* [Self-Assessment for Healthy Human Capital Systems](http://www.cde.state.co.us/fedprograms/titleiiaaddlresourcesandtools)
* [Evidence-based interventions](https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf) (DOC)

### Title III, Part A Assurances

LEAs accepting Title III, Part A funds must select and comply with the following assurances:

* The LEA is complying with the Parents Right to Know provisions under section 1112(e), prior to, and throughout, each school year as of the date of application. § 3116(b)(4)(A).
* The LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners. § 3116(b)(4)(B).
* The LEA assures that consultation has occurred with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III plan. § 3116(b)(4)(C).
* The LEA will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. § 3116(b)(4)(D).
* The LEA certifies that all teachers in any ELD program for English learners that is, or will be, funded with Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. § 3116(c).

BOCES or Consortia leads accepting Title III, Part A funds must select and comply with the following assurances:

* The Title III consortium lead assures consultation has occurred regarding the following district level assurances:
  + The member district is complying with the Parents Right to Know provisions under section 1112(e), prior to, and throughout, each school year as of the date of application. § 3116(b)(4)(A).
  + The member district is not in violation of any State law, including State constitutional law, regarding the education of English learners. § 3116(b)(4)(B).
  + The member district assures that consultation has occurred with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III plan. § 3116(b)(4)(C).
  + The member district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. § 3116(b)(4)(D).
  + The member district certifies that all teachers in any ELD program for English learners that is, or will be, funded with Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. § 3116(c).

### Title III Immigrant Set-Aside Program Requirements

The purpose of the Title III Immigrant Set-Aside program is to support school districts that have experienced a significant increase in immigrant students over the past two years. This program provides enhanced instructional and supplemental support opportunities for immigrant students and their families. There is no minimum amount required to accept the Title III Immigrant Set-Aside funds. If the LEA does not accept Title III Immigrant Set-Aside funds, this section will not appear in the application.

**Allowable Activities Focused on Immigrant Children and Youth**

* Family literacy, parent outreach, and training activities to help parents to participate in their children’s education
* Support for personnel, including teacher aides, specifically trained to serve immigrant children
* Tutoring, mentoring, and academic or career counseling
* Identification and acquisition of supplemental curricular materials and educational software and technologies
* Basic instructional services directly attributable to the enrollment, classroom supplies, costs of transportation, etc. for immigrant students
* Other instructional services to assist immigrant students: civic education, introduction to educational system, etc.
* Activities coordinated with community-based organizations, institutes of higher education, and private sector entities to assist parents by offering comprehensive services

Additional information related to Title III Immigrant Set-Aside program requirements may be accessed on the [Title III Immigrant Set-Aside program page](https://www.cde.state.co.us/fedprograms/titleiiiimmigrantsetaside).

### ***Title III Immigrant Set-Aside Questions and Guidance***

LEAs accepting Title III Immigrant Set-Aside funds are required to update this portion of the LEA plan annually and must provide narrative responses that address the specific requirements outlined in each question.

##### Additional Considerations, Guidance and Resources

* Immigrant children and youth, as defined by Title III for the use of Title III Immigrant Set-Aside funds and reporting requirements, include children and youth that:
  + Are between the ages of three years old and twenty-one years old;
  + Were not born in the United States or any U.S. Territory; and,
  + Have not attended school in the United States for more than three full academic years.\*
    - \*To determine the number of “full academic years” a student has been enrolled in U.S. schools, count only the cumulative amount of time a child has been enrolled in U.S. schools. If a student leaves the U.S. and returns, the time out of the country does not count toward the three years.
* The challenges and opportunities of immigrant students and their families/communities in the LEA, Title III consortium region, or member district(s), could include:
  + Language(s) spoken
  + Access to formal education
  + Academic background
  + Cultural experiences
* For all Title III Immigrant Set-Aside activities, an LEA may not use Title III funds to meet its obligations under Title VI and the EEOA. Title III funds may be used to supplement an LEA’s activities if the LEA is already meeting its obligation to ensure meaningful communication with LEP parents in a language they can understand.
* Additional Resources
  + [Culturally and Linguistically Diverse Education Office Resources](http://www.cde.state.co.us/cde_english/elau_pubsresources)
  + [USDE Newcomer Toolkit](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html)

*Title III Immigrant Set-Aside Assurances*

LEAs accepting Title III Immigrant Set-Aside funds must select and comply with the following assurance:

* By accepting Title III Immigrant Set-Aside funds, the LEA understands the funds are intended to support activities that provide enhanced instructional opportunities for immigrant children and youth and agrees to comply with all associated program requirements. § 3115(e).

BOCES or Consortia leads accepting Title III Immigrant Set-Aside funds must select and comply with the following assurances:

* By accepting Title III Immigrant Set-Aside funds, the Title III consortium lead assures consultation has occurred with member districts and that the member districts understand the funds are intended to support activities that provide enhanced instructional opportunities for immigrant children and youth and agrees to comply with all associated program requirements. § 3115(e).

Visit the [Application Budget](#_Application_Budget) section for information on completing the budget.

### Title IV, Part A Program Requirements

The purpose of Title IV, Part A is to improve academic achievement by increasing the capacity of states, LEAs, schools, and communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. § 4101.

#### Title IV, Part A Activities

Activities supported with Title IV, Part A funds must be planned in consultation with parents, teachers, principals and other relevant stakeholders. LEAs must engage in continued consultation with these stakeholders to improve supported activities. Descriptions of funded activities must address program objectives and intended outcomes.

LEAs that receive a Title IV, Part A allocation must provide [equitable services](http://www.cde.state.co.us/fedprograms/equitableservicescolorado) to children in eligible non-public schools and prioritize the distribution of Title IV, Part A funds to schools that:

* have the greatest needs (as determined by the LEA),
* have the highest percentages or numbers of low-income children,
* are identified for targeted or comprehensive support and improvement, OR
* are identified as a persistently dangerous public elementary or secondary school under section 8532 of the ESSA.

LEAs whose allocation is $30,000 or more, in addition to meeting the above requirements, must:

* Conduct a comprehensive needs assessment every three years to examine the needs for improvement of well-rounded educational opportunities, school conditions for student learning, and access to personalized learning experiences supported by technology;
* Use at least 20% of Title IV, Part A funds to support well-rounded educational opportunities;
* Use at least 20% of Title IV, Part A funds to support school conditions for student learning; and
* Use a portion of Title IV, Part A funds to support access to personalized learning experiences supported by technology.

LEAs whose allocation is less than $30,000, in addition to meeting the equitable service to non-public schools and prioritization requirement, must assure to use funds to support one or more of the following:

* Use no less than 20% of the funds to support activities related to Well-Rounded Educational Opportunities,
* Use no less than 20% of the funds to support Activities to support Safe and Healthy Students, or
* Use a portion of the funds to support the Effective Use of Technology.

#### Effective Use of Technology Special Rule

At least 85 percent of the educational technology funds must be used to support professional learning to enable the effective use of educational technology. LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this section on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

#### BOCES Considerations

CDE has defined two general models of BOCES-member district agreements. The detailed definitions can be found in [CDE’s BOCES Programmatic and Fiscal Agent Status and Monitoring Clarification](http://www.cde.state.co.us/fedprograms/bocesmonitoringrole) document.   The expenditure requirements imposed on LEAs receiving $30,000 or more would only apply to BOCES that are operating as both fiscal and programmatic agents, and not to those operating solely as a fiscal agent (pass-through).

### Title IV, Part A Questions

The questions below may be accessed within the Title IV, Part A Narrative section under Module B.

**Question 1**

Complete the table below to describe how the LEA intends to use Title IV, Part A funds for activities in the three content areas, Well Rounded Educational Opportunities, Safe and Healthy Students and Effective Use of Technology.

* School/District:
* Content Area:
* Describe the Proposed Activity:
* Describe the intended Outcome of the proposed activity:
* Describe how the LEA will periodically evaluate the effectiveness of the program activities:

*Response Guidance*

* For each narrative response, the LEA should complete all areas of the Title IV, Part A narrative table, including the location, content area, description of the proposed activity, the intended outcome(s), and the LEA’s process for evaluating the effective of the funded activity.
* Each proposed activity needs to align with the Title IV, Part A content area that is selected.
* The LEA should ensure that sufficient detail has been provided in the activity description to understand how the funds will be used.
* LEAs with a Title IV, Part A allocation that is greater than $30,000 must include at least one activity for each content area (Well-Rounded Education, Safe and Healthy Students, and Effective Use of Technology.

##### Additional Considerations, Guidance and Resources

* If the LEA allocation is greater than $30,000, the LEA has:
  + determined proposed activities meet the needs identified in the needs assessment.
  + allocated funds to Well-Rounded Educational Opportunities, Safe and Healthy Students, and a portion to the Effective Use of Technology
* How the LEA supports schools as they plan for the use of Title IV funds.
* How the LEA will meet the linguistic, social-emotional, and academic needs of students served in schoolwide, targeted assistance programs, and neglected/delinquent institutions, and children and youth experiencing homelessness.
* Specific supports for both residential and day treatment centers, if applicable.

### Title IV, Part A Assurances

LEAs accepting Title IV, Part A funds must check each box to indicate that the LEA understands and intends to comply with the corresponding program requirements.

* The LEA or consortium will prioritize the distribution of funds to schools served by the LEA, or consortium of LEAs, that are among the schools with the greatest needs, have the highest percentages or numbers of children in poverty, are identified for comprehensive support and improvement, are implementing targeted support and improvement plans, or are identified as a persistently dangerous public elementary school or secondary school under section 8532. § 4106(e)(2)(A).
* The LEA or consortium will comply with section 8501 regarding equitable participation by private school children and teachers. § 4106(e)(2)(B).
* LEAs that use funds to support the Effective Use of Technology assure to use no more than 15% of the funds to build technology capacity and infrastructure. § 4109(b)
* LEAs that receive at least $30,000 must assure to:
  + Conduct a comprehensive needs assessment every 3 years;
  + Use no less than 20% of the funds to support activities related to well-rounded educational opportunities;
  + Use no less than 20% of the funds to support safe and healthy students;
  + A portion of the funds to support the improvement of the use of educational technology.
* LEAs that receive less than $30,000 must assure to use funds to support one or more of the following:
* Use no less than 20% of the funds to support activities related to Well-Rounded Educational Opportunities,
* Use no less than 20% of the funds to Support Safe and Healthy Students, or
* Use a portion of the funds to Support the Effective Use of Technology. § 4106(f)

Visit the [Application Budget](#_Application_Budget) section for information on completing the budget for Title IV, Part A.

### Title V, Part B Program Requirements

The purpose of Title V, Part B, the Rural Education Achievement Program (REAP), is to address the unique needs of rural school districts that frequently lack personnel and resources needed to compete effectively for federal competitive grants and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.  
  
REAP is comprised of two formula grant programs: The Rural, Low-Income School (RLIS) grant program and the Small, Rural School Achievement (SRSA) grant program. RLIS funds are awarded and distributed to LEAs through CDE and budgeted within the Consolidated Application. SRSA funds are awarded and distributed by the United States Department of Education to LEAs directly.

Eligible LEAs may use Title V, Part B funds to carry out local activities authorized under Title I, Part A; Title II, Part A; Title III, Part A; or Title IV, Part A. § 5222(a). By accepting the funds awarded under the Rural Education Achievement Program the LEA intends to use the funds in accordance and compliance with the requirements under the applicable Title programs.

Title V, Part B funds can be used flexibly and in various ways to support any activities authorized under ESEA, including:

* Recruitment and retention of teachers and leaders, including signing bonuses and other incentives
* PD for teachers and leaders; includes programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs
* Parental involvement activities
* Activities to support well-rounded educational opportunities, safe and healthy students, and the effective use of technology as described in Title IV, Part A
* Activities authorized under Title I, Part A, Improving Basic Programs Operated by LEAs
* Activities authorized under Title III, Language Instruction for English Learners and Immigrant Students
* Activities to support the lowest performing schools receiving Title I, Part A funds

#### Title V, Part B Considerations

Title V, Part B funds are intended to be used for any allowable activity under other Title programs the LEA elects to implement. As a result, CDE does not require a narrative response for questions under this program. LEAs may indicate that Title V, Part B funds will be used to support activities in other Title programs by selecting the appropriate check box in each program.

### Title V, Part B Assurance

LEAs accepting Title V, Part B funds must select and comply with the following assurances:

* The LEA understands and intends to comply with all program requirements: Recognizing that unique needs of rural school districts and that the formula grant allocations are often too small to be effective in meeting their intended purposes, the Rural Education Achievement Program may generally be used to support the intent and activities authorized under the ESSA Title programs.

## Application Budget

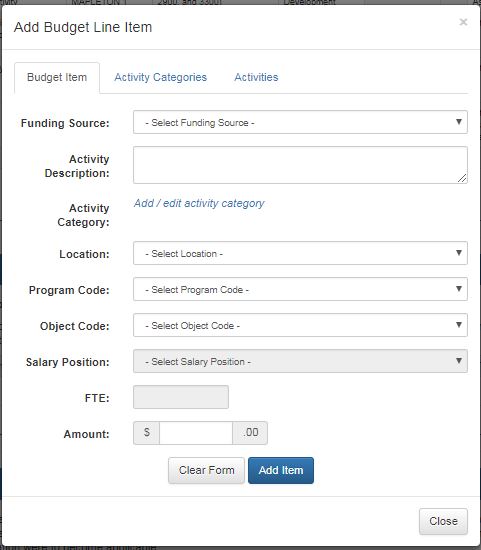
### Funds Allocation Page

Each program has a Funds Allocations page that allows applicants to indicate how funds will be allocated via the budget to schools and districts. Applicants will select from a pre-populated Activity Category, provide a description of the activity, location of where services will be provided, program code, object code, funding source, and the amount. If the applicant is paying salaries, a list of positions is available in the ‘Add Budget Line Item’ screen.

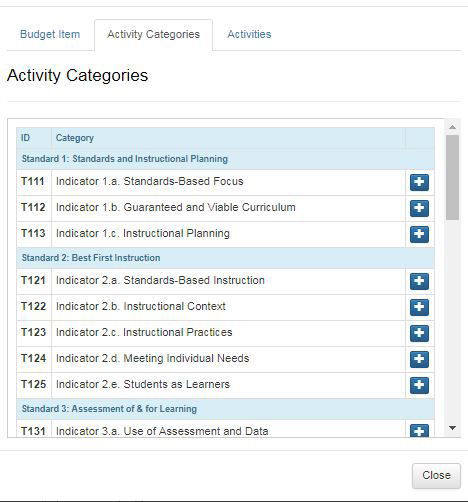


### Adding a Budget Line Item

To add a budget line item, applicants will select the “Add Budget Line Item” button which will open an input window.



***Activity Category***

******

***Activities***

*Activities are specific steps that school or district personnel will take to implement the strategy. Applicants can select from activities used in the prior year’s application or create new activities that will be available for use throughout any Title program.*

### Activity Category Column

The Activity Category aligns the allowable use of funds, based on the LEA’s or schools’ local context, to the Standards and Indicators for Continuous Schools Improvement, as well as specific, statutorily required activities. The Activity Category coding will provide information regarding the individual budget line items as entered and will be used to inform the evaluation of practices in LEAs, as well as meet specific reporting requirements to the U.S. Department of Education.

Title I, Part A and Title II, Part A Activity Category selections will strictly align with the Standards and Indicators. The remaining Title programs will include a combination of the Standards and Indicators and statutorily required or allowed activities.  The [Standards and Indicators for School Improvement](http://www.cde.state.co.us/fedprograms/2015-standards-and-indicators) are posted on the CDE website. To review a crosswalk between the Standards and Indicators and allowable activities, refer to [Appendix C](#_Appendix_D:_Budget).

*\*Note that selecting an activity category does not automatically provide approval of the described activity, nor does it indicate the activity’s allowability – which should always be based on the local context of the LEA/BOCES and the LEA plan, including the needs assessments, as required.*

### Activity Description

Activity descriptions should “stand on their own” and include: a) specific steps that school or district personnel will take to implement the activity, b) language that is reflective of actual costs attributable to budgeted funds, and c) any additional details that are not captured in the budget coding, including who, what, where, when, and why the activity will take place or how the activity will be delivered throughout the course of the school year. Keep in mind that professional development (PD) opportunities should also reflect how participants were chosen for the attending the training, how the learning will be shared and materials disseminated across the school or district, and any implementation (including evaluation) plans.

Applicants must address the following information for the Title programs identified below:

#### Title III, Part A

* Activities funding purchased services or curricular resources must specifically address the parties involved, length of the relationship, and the purpose of the contract.
* If requesting funding for staff salaries, describe what staff are included as part of the core ELD program and funded out of state and local funds. Include a description of how the position was funded in previous years.
* If requesting materials, describe what curricular resource materials the LEA uses in the implementation of the ELD program.

#### Title III Immigrant Set-Aside

If the LEA, Title III consortium region and/or member district(s) use funds for staffing positions, purchased services, or curricular resources the LEA must include a description of the following requirements:

* Activities funding staff positions must specifically address how the position was previously funded.
* Description must include how relevant stakeholders were engaged in determining use of Title III, Part A funds. Activities funding purchased services or curricular resources must specifically address the parties involved, length of the relationship, and the purpose of the contract.

### Budget Coding

Each budget line item contains chart of account codes for the location, program, object, salary position, and funding source pertaining to the activity.

The following options are available for the location code:

* District: XXXX District Name
* School: XXXX School Name PK/E/M/H
* If school is not in the dropdown, visit the School Profile page to determine if the school is listed or needs to be added to the application.

#### Program Codes

Program codes allow LEAs to charge costs, instructional and support, directly to the benefiting program. Program codes within the Consolidated Application include:

* **Instructional Program** refers to direct instructional services to students. These can be provided by a classroom teacher, interventionist, etc.
* **Support Program** refers to services that facilitate and enhance the instructional programs. Examples are school counselors, parent liaisons, transportation, community services, curriculum design, assessment, etc.
* **Improvement of Instructional Services** activities assist instructional staff in planning, developing, and evaluating the process of improving learning experiences for students. Activities may include in-service training, workshops, conferences, etc. All professional learning for instructional staff should be coded in this program. Professional learning for other staff will be coded under the program in which they are budgeted, e.g. professional learning for parent liaisons will be coded under support program.
* **Administration** refers to any activity required for administering the grant, but not working with students directly. Business services are included in this function.

#### Object Codes

Object codes describe the service or commodity obtained as a result of the specific expenditure. The following object codes are included in the Consolidated Application: *(Note: The list provided has been simplified for convenience of filling out the Consolidated Application. A complete list of all object codes can be found in the* [*Chart of Accounts*](http://www.cde.state.co.us/cdefinance/fpp_coa)*.[[6]](#footnote-6)) Additional information regarding the object codes can be found in* [*Appendix D.*](#_Appendix_D:_Budget)

##### 0100 Salaries.

Amounts paid for personal services to both permanent and temporary school district employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district.

* Regular employees and substitutes
* Extra Duty

##### 0200 Employee Benefits.

Amounts paid by the school district on behalf of employees; generally, these amounts are not included in the gross salary, but are in addition to that amount.

* Insurance
* Retirement
* Tuition Reimbursement

##### 0300 Purchased Professional and Technical Services.

Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, brokers, etc.

* Curriculum improvement services
* Counseling and guidance services
* Contracted instructional services
* Data processing services
* (0350) Employee training and developing services: Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors. All expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity.

##### 0400 Purchased Property Services.

Services purchased to operate, repair, maintain, and rent property owned or used by the school district. These services are performed by persons other than school district employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

* Expenditures for leasing or renting land and buildings for both temporary and long-range use by the school district.

##### 0500 Other Purchased Services.

Amounts paid for services rendered by organizations or personnel not on the payroll of the school district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

* Expenditures for transporting students to and from school and other activities
* Contracted Field trips
* Communications
* Advertising
* Printing
* Tuition for students
* Catering

##### 0580 Travel, Registration, and Entrance.

Expenditures for transportation, meals, lodging, and other expenses associated with travel for the school district. Payments for per diem in lieu of reimbursements for subsistence (room and board) are also charged here. Travel costs associated with field trips are coded here except transportation costs which must be coded to object 0851 if provided by district-operated transportation services or to object 0513 if contracted or chartered.

* Within and outside of the state
* Mileage reimbursement

***0591 Services Purchased WITHIN the BOCES (or AU).***

Payments to the BOCES (or AU) or other school districts within the BOCES (or AU) for services other than tuition or transportation. Examples of such services are data processing, purchasing, nursing and guidance, assessment and membership costs. Tuition must be reported with object 0561. Transportation must be reported with object **0511**. Use of this code when appropriate ensures all inter-district payments can be eliminated when consolidating reports from multiple school districts and BOCES at state and federal levels. See Appendix D, “BOCES.”

***0594 Purchased Services from Districts by Charter Schools****.*

This is the purchased service code to be used for purchased services between districts and charter schools in all program areas. Example: Program 2300, Object **0594** would be used to purchase General Administration Services. Offset to Source Codes 1954, 3954 and 4954.

##### 0600 Supplies.

Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items that do not contribute to a district’s capital assets, as evaluated by the district’s capital assets policy, may be coded as supply items, or may be coded as 0735, Non-Capital Equipment. Items that contribute to a district’s capital assets must be coded as equipment items in the 0700 series.

* Electronic Media: Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software. Some examples are CDs, flash or jump drives, parallel cables, and monitor stands. Software costs below the capitalization threshold should be reported here. Licenses and fees for services such as subscriptions to research materials over the Internet should be reported under 0530 Communications.
* Food for Parent Engagement activities

##### 0640 Books and Periodicals.

Expenditures for books, textbooks, and periodicals prescribed and available for general use, including library and reference books. This category includes the cost of workbooks, textbook binding or repairs, as well as textbooks which are purchased to be resold or rented. Also recorded here are costs of binding or other repairs to school library books.

##### 0730 Equipment.

Expenditures for the initial and replacement items of equipment, such as machinery, furniture, fixtures, instruments, and vehicles. Machinery, furniture, and fixtures (including teacher desks, chairs, and file cabinets), technology equipment, and other equipment that are used for instructional purposes should be charged to appropriate instructional programs.

The district’s capital asset policy establishes criteria for when an equipment item must be capitalized and included on the district’s property inventory records. (Typically, this is a $5,000 threshold.)

* (0734) Technology Equipment. Expenditures for computers and other technology equipment. Examples are computers, laser printers, CD ROM equipment, VCRs, Software, etc.

Note: Capitalized equipment must be coded with an object 0730 through 0734 or 0736 through 0739. Equipment that does not meet the criteria for capitalization (usually below a dollar amount requiring capitalization) may be coded with object 0735 or in the object 0600 Supplies series

##### 0735 Non-Capital Equipment.

Expenditures for items classified as equipment but cost less than the district policy for capital assets inventory. Alternatively, non-capital equipment may be coded as a supply to an object in the 0600 series.

CDE recommends these items, if purchased with federal funds, be coded as 0735 Non-Capital Equipment and inventoried and tracked from acquisition through disposition. CDE recommends using 0600 Supplies only for those items that are consumed within one year.

##### 0800 Other Objects.

Amounts paid for goods and services not otherwise classified above.

* Dues and fees for membership in professional organizations
* Internal reimbursement accounts
  + Transportation/field trips
  + Maintenance
  + Technology/IMS
  + Printing/Duplicating

***0855 School-wide Plan Distribution*** (For use by districts with Consolidated School-wide plans only (SRE 95)) See Appendix T, “Consolidated School wide Accounting”

***0869 Indirect Costs.*** Used with federal grants/projects.

##### ROLLING OF THE BOLD

The Chart of Accounts is designed to meet legal and regulatory requirements and generally accepted accounting principles while providing as much flexibility as possible for the local school district. For instance, code structure and definitions allow for varying degrees of detail depending upon local district reporting needs.

Codes, which are necessary to meet legal and regulatory requirements and generally accepted accounting principles are REQUIRED. These required codes are shown in BOLD PRINT throughout the CDE published Chart of Accounts document. Also, these required codes are outlined in Appendix A, “Required Reporting Level.” CDE will aggregate data upon receipt of electronic data files by “rolling” unbold code data into appropriate bold code data. When the Fund, Location, Program, Object, Source, Balance Sheet, Job Classification is not BOLD and ends in zero, it rolls to itself. When the Fund (or Location, Program, Object, Source, Balance Sheet, Job Classification) is not BOLD and does not end in zero, it rolls to the first Fund (or Location, Program, Object, Source, Balance Sheet, Job Classification) ending in zero. (Example – Funds 32 through 38 would roll to Fund 30)

### Budget Considerations

#### Salary Positions

A salary position code is required if the object code selected is “0100 Salary.” These codes are cross-referenced to the job class codes in the [Chart of Accounts](http://www.cde.state.co.us/cdefinance/sfcoa). The common titles and descriptions in the Chart of Accounts eliminate ambiguity and facilitate statewide evaluation. Not all salary positions contained in the Chart of Accounts are included in the Consolidated Application; only those that are allowable costs.

#### Allowable Technology

“Small and Attractive Items,” e.g. cell phones, tablets, that have a useful life of more than one year, referenced in the Uniform Grants Guidance (2 CFR Part 200) as Computing Devices could be coded as “Supplies;” however, CDE recommends these items, if purchased with federal funds, be coded as 0735 Non-Capital Equipment and inventoried and tracked from acquisition through disposition. CDE recommends using 0600 Supplies only for those items that are consumed within one year.

A physical inventory of equipment[[7]](#footnote-7) (including Small and Attractive Items) should be taken and the results reconciled with the property records at least bi-annually. LEAs determine their own capitalization threshold.

A control system should be developed to ensure adequate safeguards to prevent loss, damage, or theft of equipment (including Small and Attractive Items). Any loss, damage, or theft should be investigated.

#### Food

Generally, there is a very high burden of proof to show that paying for food and beverages with federal funds is necessary to meet the goals and objectives of a federal grant. Sub-grantees hosting meetings should structure the agendas so there is time for participants to purchase their own food, beverages, and snacks. Grant award notices now include an enclosure that addresses the use of grant funds for conferences and meetings. The [“Memo on Conferences and Meetings”](http://www.cde.state.co.us/cdefisgrant/enclosure3conferenceandmeetings) may be found on the CDE Grants Fiscal page of [Federal Attachments](http://www.cde.state.co.us/cdefisgrant/federalattachments).

## Module C

### Consolidated Application Budget Summary

The Budget Summary provides an overview of how funds are budgeted in each program. The summary aggregates funding by Instructional Program, Support Program, Improvement of Instructional Services, and Administration. The budget summary is for display only, to allow the district to see how funds have been budgeted and ensure that the budget is in balance prior to submitting the Consolidated Application.  The only editable field in the Budget Summary is the “Indirect Cost Override” field, which allows the LEA to override the automatically calculated indirect cost amount to a lower amount (down to $0) if the LEA wishes to do so.

### ***Approvable Budget***

LEAs and BOCES that receive Title program funds are required to submit an approvable budget by the application due date (i.e. the last day of June, annually). An approvable budget shows the allocation of program funds to each program, correctly coded line items (see Budget Coding section) and balanced with zero remaining funds.

### Set-Aside Summary

Set-asides are specific funding source options in the Funding Source column and may reduce the total funds available in Title I, Part A prior to school level allocations. The Set-Aside Summary is for display only, and will allow LEAs to view the dollar amount and percentage of funds that is being used for each set-aside, and to verify that the required amounts are reserved, prior to submitting the Consolidated Application.  Below is a list of mandatory and optional Title I, Part A set-asides:

* Non-Public Schools (NPS) Set-Aside (9205)
  + must be taken prior to other set-asides
* Non-Public Schools Administration (9213)
* Non-Public Schools Family Engagement (9214)
* Parent Involvement Set-Aside School (PA-S (9211)) and District (PA-D (9212))
  + Required for LEAs with at Title I allocation greater than $500K
  + 90% must be budgeted at the school level
* Eligible Homeless Children Set-Aside (9202)
* Neglected Institutions Set-Aside (9204)
* District Managed Activities (DMAs) (9206)
* Preschool Set-Aside (9201)
* Family Literacy Set-Aside (9203)

The Set-Aside summary is automatically populated based on the budgeted funding sources selected in each program.

### Budget Locations Totals

Budget Location Totals provide the total amount budgeted at each location (school or district) for each Title program. The Location Totals page is for display only and shows the per-pupil allocation and the amounts budgeted at each location to help ensure that all schools are being served in rank-order prior to submitting the Consolidated Application.

## Application Review

CDE will review completed applications throughout June and July.

Narrative responses will be reviewed to ensure that:

* Completed responses provide the detail requested in the question.  This includes information based on the LEA’s local context and provides the reviewer with insight into how the LEA’s federally funded activities support the LEA’s overall program, as outlined in the LEA’s comprehensive needs assessment.
* Responses thoughtfully connect the LEA’s programs/activities with the purpose of each Title program and prioritized needs, as specifically identified through the narrative question prompts.

Application budget line items will be reviewed to ensure that:

* activity category aligns with activity description and coding,
* descriptions of proposed activities are sufficient to determine whether the activity is allowable, reasonable and necessary, as well as supplemental to core programming;
* professional development activity descriptions should reflect how participants were chosen for the attending the training, how the learning will be shared and materials disseminated across the school or district, and any implementation (including evaluation) plans, funding source matches descriptions of activity, and;
* purchased service activity descriptions include who/what/where/when (i.e. length of contract, etc.)/why.

CDE will provide feedback through the online application system. The LEA/BOCES will review comments and update the application based on the feedback received. This process will repeat until all comments have been addressed. The LEA/BOCES has 30 days to respond to initial comments. All applications should have final approval by September 30.

# Appendix A: Additional Resources for LEA Plan Questions

The resources below contain websites and forms that will assist LEAs in answering questions throughout the application. The resources are separated by question for each section to make it easier for LEAs to find the appropriate information.

## Cross-Program Questions

* [Unified Improvement Planning - Resources](http://www.cde.state.co.us/uip/uip_general_resources)
* [Data, Program Evaluation and Reporting (DPER) Resource Center](http://www.cde.state.co.us/fedprograms/dper-resourcectr)
* [EL Data Dig Tool and ELD Program Review](http://www.cde.state.co.us/cde_english/datadig2016) (PDF)
* [Colorado Academic Standards Communications Toolkit](http://www.cde.state.co.us/standardsandinstruction/communicationtools)
* [Family and Community Guides to the Colorado Academic Standards (K-12)](http://www.cde.state.co.us/standardsandinstruction/guidestostandards)
* [Promising Partnership Practices](http://www.cde.state.co.us/uip/promising)
* [Multi-Tiered System of Supports (MTSS)](http://www.cde.state.co.us/mtss)
* [Multi-Tiered Family, School, and Community Partnering](http://www.cde.state.co.us/mtss/fscp)
* [Parents and Families in ESSA](http://www.cde.state.co.us/fedprograms/ti/parents)
* [GT Parent's Corner](http://www.cde.state.co.us/gt/parents)
* [District to District Student Transfers and Transitions](http://www.cde.state.co.us/dropoutprevention/transitions)

## Title I, Part A Questions

* [Title I, Part A Regulations and Guidance](https://www2.ed.gov/programs/titleiparta/legislation.html)
* [Highly Effective School Library Program](http://www.cde.state.co.us/cdelib/highlyeffective)
* [Early Learning and School Readiness Resources](http://www.cde.state.co.us/early/resources)
* [Educator Induction Guidelines](http://www.cde.state.co.us/cdeprof/induction_guidelines) (PDF)
* [Dropout Prevention and Student Re-Engagement](http://www.cde.state.co.us/dropoutprevention)
* [Homeless Education](http://www.cde.state.co.us/dropoutprevention/homeless_index)
* [Special Education](https://www.cde.state.co.us/cdesped)
* [Equitable Distribution of Teachers](https://www.cde.state.co.us/fedprograms/equitabledistributionofteachers)
* [Postsecondary and Workforce Readiness](https://www.cde.state.co.us/postsecondary)

## Title I, Part D Questions

* [Dropout Prevention and Student Re-Engagement](http://www.cde.state.co.us/dropoutprevention)
* [NDTAC Tip Sheet: Federal Resources and Initiatives for Youth Who Are Neglected, Delinquent, or At Risk](https://neglected-delinquent.ed.gov/sites/default/files/NDTACfederalResourcesTipSheet_508.pdf) (PDF)
* [NDTAC Guide: Beginning with the End in Mind: State Title I, Part D Logic Model Development Guide for Youth Who Are Neglected or Delinquent](https://neglected-delinquent.ed.gov/sites/default/files/resources/documents/NDTAC_Logic_Model_Guide_508.pdf) (PDF)
* [NDTAC Resources for Conduction a Needs Assessment (DOC)](https://neglected-delinquent.ed.gov/sites/default/files/docs/programAdminPlanning_tool3.docx)
* [Title I, Part D Non-Regulatory Guidance for LEAs](http://www2.ed.gov/policy/elsec/guid/nord.doc) (DOC)

## Title II, Part A Questions

* [Title II, Part A Non-Regulatory Guidance](https://www2.ed.gov/policy/elsec/leg/essa/essatitleiinonregguidance10132016.pdf) (PDF)
* [ESSA Early Learning Guidance](https://www2.ed.gov/policy/elsec/leg/essa/essaelguidance11717.pdf) (PDF)
* [Highly Effective School Library Program Rubric](http://www.cde.state.co.us/cdelib/2016heslprogram) (PDF)
* [Senate Bill 10-191 Implementation Guidance](http://www.cde.state.co.us/educatoreffectiveness/implementationguidance)
* [Evidence-based interventions](https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf) (PDF)

## Title III Part, A Questions

* [Culturally and Linguistically Diverse Education Office Resources](http://www.cde.state.co.us/cde_english/elau_pubsresources)
* [USDE Newcomer Toolkit](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf) (PDF)

## Title III Immigrant Set-Aside Question

* [Culturally and Linguistically Diverse Education Office Resources](http://www.cde.state.co.us/cde_english/elau_pubsresources)
* [USDE Newcomer Toolkit](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf) (PDF)

## Title IV, Part A Questions

* [Non-Regulatory Guidance Student Support and Academic Enrichment Grants](https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf) (PDF)
* [T4PA Center](https://t4pacenter.ed.gov/)
* [Title IV LEA Needs Assessment Tool](https://safesupportivelearning.ed.gov/title-iv-part-lea-needs-assessment-tool)
* [Federal School Safety Clearinghouse](https://www.schoolsafety.gov/)
* [Colorado School Safety Resource Center](https://www.colorado.gov/pacific/cssrc/cssrc-tools-and-templates)
* [National Center on Safe Supportive Learning Environments](https://safesupportivelearning.ed.gov/)
* [STEM Resources](http://www.cde.state.co.us/stem/resources)
* [Bullying Prevention and Intervention Resources](http://www.cde.state.co.us/mtss/bullying/resources)
* [Standards and Resources for Various Content Areas](http://www.cde.state.co.us/standardsandinstruction/guidestostandards)
* [Helpful Technology Links](http://www.cde.state.co.us/cdefinance/ccahelpfultechnologylinks)

# Appendix B: BOCES Considerations

Colorado BOCES have the unique opportunity to apply for funds on behalf of multiple LEAs at the same time through one application. BOCES applicants will complete contact information and assurances as a BOCES. LEA member districts will login and complete the contact information for their district to ensure notifications and communications from CDE are reaching all parties. LEA and school profiles and budgeting will be done for each member district. LEA questions will allow for differentiation based on the services being provided for each member district. For example, if the BOCES is managing a program or providing services for all member districts, the BOCES can describe the activity or respond to the LEA plan questions one time, if the BOCES will provide the same services for more than one member district.   
  
The application will allow the BOCES to select how the question will be addressed, e.g., for one or more members or for all members. The information below provides additional detail regarding the application process for BOCES and member districts.

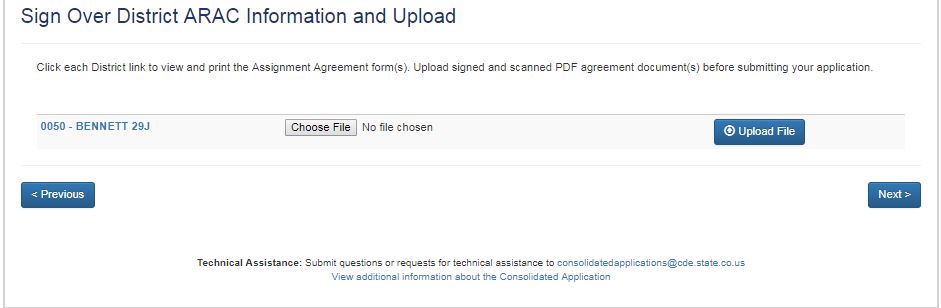
## BOCES ARAC

In a continued effort to streamline the BOCES application process, CDE has updated the ARAC process for BOCES. BOCES Authorized Representative will have access to each member districts’ application platform to administer the assignment of funds on behalf of the LEA. Once this function is complete, the BOCES ARAC form will list the funds that have been assigned for each Title program.



### Printing ARACs

BOCES applicants are required to obtain approval from their member/partner LEAs. BOCES applicants will have the ability to print completed ARACs for each member from the Consolidated Application. Once printed, BOCES applicants need to upload the signed ARAC via Module D prior to the submission of the application.



# Appendix C: Budget Considerations

## Chart of Accounts Crosswalks

The examples in these table are provided only as a generic guide of the general scope of potential expenditures and are not related to determinations of allowability or allocability for any particular federal grant program. Subgrantees should pay close attention to the **Object Code** **definitions** provided in the following to determine the appropriate categorization of expenditures. Visit the CDE Finance webpage for more information on the [Colorado Chart of Accounts](http://www.cde.state.co.us/cdefinance/2019-20chartofaccounts).

### Instruction (0010-2000)

#### Program Code Description

Instruction includes those activities dealing directly with the interactions between staff and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, or in other locations such as those involving co-curricular activities. Instruction also may be provided through some other approved media such as television, radio, telephone, or correspondence. Included are the activities of paraprofessionals (aides) or classroom assistants of any type, which assist teachers in the instructional process.

**Note:** Training for teachers should not be coded to an instructional program, but to 2213, Instructional Staff Training Services.

#### Object Codes

| **Salaries and Benefits (0100, 0200)** | **Contracted Professional Services**  **(0300);**  **Employee Training and Development (0350)** | **Other Purchased Services (0500); Student Transportation (0510);**  **Travel, Registration, and Entrance (0580); Services Purchased WITHIN the BOCES (or AU) (0591); Purchased Services from Districts by Charter Schools (0594)** | **Supplies**  **(0600);**  **Books and Periodicals (0640); Electronic Media (Software) (0650)** | **Capitalized Equipment (0730); Technology Equipment (0734);**  **Non-Capitalized Equipment (0735)\*** | **Other (800); Internal Transportation Billing (0851)** |
| --- | --- | --- | --- | --- | --- |
| Teachers, Tutors, Coaches (working directly with students), Substitute Teachers, Teacher's Aides, Reading or Math Interventionists, Instructional Paraprofessionals (all positions are on staff) | Contracted Teachers, Instructors, Interventionists or Substitute Teachers (those that are not an official employee) | Travel, Lodging, Meals, Mileage, (Per-diem reimbursements), conference registration or entrance fees, field trips  Internet Fees, Site Licenses  Printing | General Supplies, Textbooks, Instructional Aids, Instructional Software (below capitalization threshold), Electronic Media, Books and Periodicals | Furniture, Fixtures, Equipment, Technology-related Hardware  Instructional Software (over the capitalization threshold) | Dues and Fees, Internal Charge or Reimbursement Accounts (Printing, or Transportation Services)  Indirect Costs, SW Plan Distribution |

\*See description for use of 0730 vs. 0735

### Support Services (2100, 2200, 2600, 2800, 3300)

#### Program Code Description

Support service programs are those activities, which facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

* **2100 Support Services - Students**. Activities designed to assess and improve the well-being of students and to supplement the teaching process. These services pertain to interaction between students and teachers by designing the educational program for the needs of individual students.
* **2200 Support Services - Instructional Staff.** Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students. These services pertain to the interaction between students and teachers, focusing on designing the curriculum, *training staff on training methods* *(see 2210 below*), assessing the student’s learning and retention of the subject matter and delivering and coordinating such activities.
* **2600 Operation and Maintenance of Plant Services.** Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds, and near schools.
* **2700 Student Transportation Services.** Activities concerned with the transportation of students to and from their places of residence and the public schools in which enrolled, including any site attended for special education or vocational education, and to and from one school of attendance and another in vehicles owned or rented and operated by the school district or under contract with the school district. This would include all school activities.
* **2800 Support Services - Central.** Activities, other than general administration, which support each of the other instructional and supporting services programs. These activities include planning, research, development, evaluation, information, staff, data processing, and risk management services.
* **2900 Other Support Services.** All other support services not classified elsewhere in the 2000 series. Example: Securing and providing for volunteers.
* **3300 Community Services.** Activities concerned with providing community services to students, staff or other community participants.

#### Object Codes

| **Salaries and Benefits**  **(0100, 0200)** | **Contracted Professional Services**  **(0300);**  **Employee Training and Development (0350)** | **Other Purchased Services (0500); Student Transportation (0510);**  **Travel, Registration, and Entrance (0580); Services Purchased WITHIN the BOCES (or AU) (0591); Purchased Services from Districts by Charter Schools (0594)** | **Supplies and Materials**  **(0600);**  **Books and Periodicals (0640); Electronic Media (Software) (0650)** | **Capitalized Equipment (0730);**  **Technology Equipment (0734);**  **Non-Capitalized Equipment (0735)\*** | **Other (800);**  **Internal Transportation Billing (0851)** |
| --- | --- | --- | --- | --- | --- |
| Site Coordinators, Support Paraprofessionals, Librarians, Counselors, Audiovisual Services, Curriculum Consultants, Guidance Counselors, Program Evaluators, Psychologists, Social Workers, Nurses, Dentists, Attendance Personnel, Researchers, Data Processing, Record Clerks, Technology Services, Parent and Community Liaisons, Childcare Providers, Translators, Custodial or Transportation Providers (all positions are on staff)  Tuition Reimbursement | Contracted Consultants (Curriculum and Resource), Contracted Evaluators, Guidance Counselors, Translators, Health-related Service Providers, or Support Services Training and Developing Providers, Course Registration Fees | Travel, Lodging, Meals, Mileage, (Per-diem reimbursements), conference registration or entrance fees, field trips  Internet Fees, Site Licenses  Printing, Catering | General Supplies, Textbooks, Support Aids, Instructional Software (below capitalization threshold), Electronic Media  Books and Periodicals,  Library Books  Testing Materials | Furniture, Fixtures, Equipment, Technology-related Hardware  Support-Related Software (over the capitalization threshold) | Dues and Fees, Internal Charge or Reimbursement Accounts (Printing, or Transportation Services)  Indirect Costs, Scholarship Awards, SW Plan Distribution |

\*See description for use of 0730 vs. 0735

### Improvement of Instruction Services (2210)

#### Program Code Description

Activities primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc. These include such activities as in-service training (including mentor teachers), workshops, conferences, demonstrations, and courses for college credit (tuition reimbursement), and other activities related to the ongoing growth and development of instructional personnel, including those that support the use of technology for instruction.

**Note**: The incremental costs associated with providing substitute teachers in the classroom (while regular teachers attend training) should be captured in this function code.

#### Object Codes

| **Salaries and Benefits**  **(0100, 0200)** | **Contracted Professional Services**  **(0300)**  **Employee Training and Development (0350)** | **Other Purchased Services (0500); Student Transportation (0510);**  **Travel, Registration, and Entrance (0580); Services Purchased WITHIN the BOCES (or AU) (0591); Purchased Services from Districts by Charter Schools (0594)** | **Supplies and Materials**  **(0600);**  **Books and Periodicals (0640); Electronic Media (Software) (0650)** | **Capitalized Equipment (0730); Technology Equipment (0734);**  **Non-Capitalized Equipment (0735)\*** | **Other (800); Internal Transportation Billing (0851)** |
| --- | --- | --- | --- | --- | --- |
| Instructional Staff Trainers, Induction Coordinators, Coaches, Curriculum Developers, Trainers, Substitute Teachers (all positions are on staff)  Tuition Reimbursement | Employee Training and Developing Providers for Instructional Staff, Course Registration Fees, Contracted Consultants  Custodial, Security | Travel, Lodging, Meals, Mileage, (Per-diem reimbursements), conference registration or entrance fees, field trips  Internet Fees, Site Licenses  Printing, Catering | General Supplies, Workbooks, Professional Development Software (below capitalization threshold), Electronic Media  Books and Periodicals | Furniture, Fixtures, Equipment, Technology-related Hardware  Professional Development Software (over the capitalization threshold) | Dues and Fees, Internal Charge or Reimbursement Accounts (Printing, or Transportation Services)  Indirect Costs, SW Plan Distribution |

\*See description for use of 0730 vs. 0735

### Administrative Costs (2300, 2400, 2500)

#### Program Code Description

* **2300 Support Services - General Administration.** Activities concerned with establishing and administering policy for operating the school district.
* **2400 Support Services - School Administration.** Activities concerned with overall administrative responsibility for a school, or a combination of schools.
* **2500 Support Services - Business.** Activities concerned with paying, transporting, exchanging, and maintaining goods and services for the school district. Included are the fiscal and internal services necessary for operating the school district.

#### Object Codes

| **Salaries and Benefits**  **(0100, 0200)** | **Contracted Professional Services**  **(0300);**  **Employee Training and Development (0350)** | **Other Purchased Services (0500); Student Transportation (0510);**  **Travel, Registration, and Entrance (0580); Services Purchased WITHIN the BOCES (or AU) (0591); Purchased Services from Districts by Charter Schools (0594)** | **Supplies and Materials**  **(0600);**  **Books and Periodicals (0640); Electronic Media (Software) (0650)** | **Capitalized Equipment (0730); Technology Equipment (0734);**  **Non-Capitalized Equipment (0735)\*** | **Other (800); Internal Transportation Billing (0851)** |
| --- | --- | --- | --- | --- | --- |
| Program or Project Directors, Office/Administrative assistants, Clerks, Public Relations, Purchasers, Accounting, Human Resources, Printers, Publishers (all positions are on staff) | Contracted Auditors, Lawyers, Accountants, Administrative Services Training and Developing Providers, Course Registration Fees | Travel, Lodging, Meals, Mileage, (Per-diem reimbursements), conference registration or entrance fees  Internet Fees, Site Licenses  Printing | General Supplies, Administrative Software (below capitalization threshold), Electronic Media  Books and Periodicals | Furniture, Fixtures, Equipment, Technology-related Hardware  Administrative Software (over the capitalization threshold) | Dues and Fees, Internal Charge or Reimbursement Accounts (Printing, or Transportation Services)  Indirect Costs, SW Plan Distribution |

\*See description for use of 0730 vs. 0735

## Activity Category Crosswalk

### Activity Category Column

The first field in the budget line input feature is the ‘Activity Category’. The activity categories available in the Consolidated Application are derived from the [Colorado Standards and Indicators for Continuous School Improvement](http://www.cde.state.co.us/cdechart/coloradostandardsandindicatorsforcontinuousschoolimprovement)[[8]](#footnote-8) or statutorily required and allowed activities. Applicants will no longer select or enter a ‘Strategy’ in the budget of the Consolidated Application.

The purpose of this list of activity categories is to define the intent and/or topic of the activity. Expenditure specifics, such as professional development providers or salary position titles are clarified through other budget line elements and activity descriptions. Utilizing this standardized list of activity categories also enables CDE to conduct an ongoing analysis of the use of these funds in a manner that will result in meaningful data.

Note that selecting an activity category does not automatically provide approval of the described activity, nor does it indicate the activity’s allowability or allocability – which should always be based on the local context of the local educational agency (LEA), board of cooperative educational services (BOCES), school, and the LEA plan, including the needs assessment(s), as required.

### How to Use This Resource

This resource provides a crosswalk between the allowable uses of:

* Title II, Part A,
* Title III, Part A,
* Title III Immigrant Set-Aside (SAI), and
* Title IV, Part A

funds under the Every Student Succeeds Act (ESSA) and the Colorado Standards and Indicators for Continuous School Improvement. Additional statutorily required or allowed activities are provided at the end of this document. The crosswalk can be used to assist Consolidated Application users in determining which activity category to select from the budget drop-down menu based on the intended use of the funds. Indicators for each allowable use of funds were selected with consideration to the more specific elements within the indicator. The Colorado Standards and Indicators for School Improvement are listed to the right. Applicants should access the full document for additional details regarding sub-indicators to help inform their selection; however, the Consolidated Application budget will only display the Standards and Indicator as listed.

### Selecting the Appropriate Activity Category

Use the following table to determine which activity category should be selected in the Consolidated Application budget. Note that a crosswalk to Title I, Part A allowable uses is not provided because all Standards and Indicators will be available for selection in the Title I, Part A budget.

| TITLE II, Part A Allowable Use | **Corresponding Activity Category** |
| --- | --- |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on **STEM instructional strategies and leadership**. | 1.c. Instructional Planning |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on **integrating rigorous academic content, CTE, and work-based learning**. | 1.c. Instructional Planning |
| Reducing class-size to a level that is evidence-based | 2.b. Instructional Context |
| Increasing the ability of school leaders to support teachers of children ages 0-8 | 2.b. Instructional Context |
| Supporting instructional services in school library programs | 2.b. Instructional Context |
| Increasing the ability of teachers to effectively teach children with disabilities | 2.d. Meeting Individual Needs |
| Increasing the ability of teachers to effectively teach English learners | 2.d. Meeting Individual Needs |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on **increasing the knowledge base of educators regarding early learning strategies**. | 2.d. Meeting Individual Needs |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to **identify and/or support students who are gifted and talented**. | 2.d. Meeting Individual Needs |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to **utilize experiential learning through observation**. | 2.e. Students as Learners |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to **use data to improve student achievement**. | 3.a. Use of Assessment and Data |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to **select and implement formative assessments**. | 3.b. Assessment for Learning |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to more effectively **integrate technology into instruction**. | 4.b. Multiple Learning Opportunities |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to **engage parents, families, and community partners**. | 4.c. Family and Community Partnerships |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to **develop a policy with school, LEA, community, or State leaders**. | 5.d. Capacity Building |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators **to help all students develop skills for academic success**. | 6.a. Academic Expectations |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators **to refer students affected by trauma and/or at-risk of mental illness**. | 6.b. Inclusive Learning Environment |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to **form partnerships with mental health programs and organizations**. | 6.b. Inclusive Learning Environment |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to **address school conditions for student learning**, such as health and safety and school culture. | 6.c. Safe and Orderly Environment |
| Developing feedback mechanisms for improving school working conditions | 6.d. Trust and Respect |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to **prevent and recognize child sexual abuse**. | 6.d. Trust and Respect |
| Improving teacher induction programs | 7.a. High Quality Staff |
| Recruitment and retention of effective teachers | 7.a. High Quality Staff |
| Recruitment and retention of effective educators: focus on high needs schools | 7.a. High Quality Staff |
| Recruitment and retention of effective educators: focus on candidates from other occupations | 7.a. High Quality Staff |
| Improving teacher and/or principal evaluation systems | 7.b. Supervision and Evaluation |
| Improving professional development (PD) systems | 7.c. Professional Learning |
| Providing high-quality, personalized professional learning that is evidence-based in areas other than those listed above. | 7.c. Professional Learning |
| Administration of Title II program | 8.c. Improvement Planning |

| TITLE III, Part A Allowable Use | **Corresponding Activity Category** |
| --- | --- |
| Professional Development to increase the ability of teachers, principals, and other staff to effectively instruct and support English learners | 2.d. Meeting Individual Needs (2.d.4) |
| 4.a. System of Tiered Supports (4.a.10) |
| 4.c. Family and Community Partnerships |
| Activities that enhance or supplement educational opportunities for English learners through parent, family, and community engagement activities. | 4.c. Family and Community Partnerships |

| TITLE III Immigrant Set-Aside Allowable Use | **Corresponding Activity Category** |
| --- | --- |
| Professional Development to increase the ability of teachers, principals, and other staff to effectively instruct and support immigrant children and youth | 2.d. Meeting Individual Needs |
| 4.a. System of Tiered Supports (4.a.10) |
| 4.c. Family and Community Partnerships |
| Activities that enhances or supplement educational opportunities for immigrant children and youth through parent, family, and community engagement activities. | 4.c. Family and Community Partnerships |

| TITLE IV, Part A Allowable Use | **Corresponding Activity Category** |
| --- | --- |
| Establish structures and supports to ensure students are provided instruction and interventions to meet their individual needs. | 4.b Multiple Learning Opportunities |
| Providing high-quality, personalized professional learning that is evidence-based, with a focus on training educators to help all students develop skills for academic success. | 6.a. Academic Expectations |
| Provide personalized learning opportunities for the needs of each learner as they strive to meet rigorous expectations for college and career success. | 6.b. Inclusive Learning |
| Provide direct student services and professional development and training for school staff that fosters safe, healthy, supportive, and drug-free school environments. | 6.c. Safe and Orderly Environment |
| Establish positive and trusting relationships between students, families, teachers, and staff to create a safe environment for learning. | 6.d Trust and Respect |

### Additional Selection Options

The activity category will provide applicants the option to select “Other activities that meet the intent and purpose” of the applicable Title program in all Title program budgets. Under Title I, Part D, Title III, Part A, Title III – Immigrant Set-aside, and Title IV, Part A, applicants will have additional selection options in the activity category field based on statutorily required or allowable uses of funds. The additional selections are provided below.

#### TITLE I, Part D

* Transition supports and services
* Coordination of health and social services
* Dropout Prevention programs
* Educational Services/Supports
* Professional Growth

#### TITLE III, Part A

* Improving LIPs for English Learners: Innovation
* Improving LIPs for English Learners: Increasing Supplemental Instruction
* Improving LIPs for English Learners: Supplemental Curriculum and Materials
* Improving EL Student Academic Achievement and Language Development
* Development and Implementation of Early Childhood Programs: English Learners
* District implementation of schoolwide supports for ELs
* Improving instruction for Students with Disabilities: ELs
* Programs to support post-secondary education success: ELs
* Support to CS/TS/ATS Schools: Restructure and Reform Programming: ELs
* Districtwide Support: Restructure and Reform Programming for ELs

#### TITLE III – Immigrant Set-aside

* Engagement: family literacy services
* Improving Instruction: Increasing Supplemental Instruction
* Improving Instruction: academic or career counseling
* Improving Instruction: mentoring
* Improving Instruction: supplemental curricular materials
* Improving Instruction: enrollment
* Improving Instruction: classroom supplies
* Improving Instruction: costs of transportation
* Improving Instruction: civics education/introduction to educational system
* Improving Instruction: curricula/instructional materials
* Improving Instruction: educational software

#### TITLE IV, Part A

* [Planning Resource with Activity Category Codes](https://www.cde.state.co.us/fedprograms/tivpaallowableuses) (DOC)

\*All options will be available for selection for recipients of Title V, Part B funds.

# Appendix D: Year-at-a Glance

This tool is intended to provide local administrators of ESSA grant programs a one-stop checklist of tasks and timelines for the programs included in the Consolidated Application: Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; and Title V, Part B. Items are marked as either required or recommended. Note that many activities are common across multiple programs, such as Consolidated Application submission and fiscal reporting procedures. This tool is designed so that administrators of individual programs can use each program as a stand-alone list, but it is possible for administrators of multiple programs to combine lists as applicable.

| Task | Quarter | Title I, Part A | Title I, Part C | Title I, Part D | Title II, Part A | Title III, Part A | Title IV, Part A | Title V, Part B |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Based on school and district timelines, conduct a Comprehensive Needs Assessment (CNA) to identify the needs of students and staff in schools and the district that may be served with ESEA funds. | Ongoing | Required |  | Required | Required | Required | Required | Required |
| Meet with stakeholders including teachers, principals, paraprofessionals, and charter school leaders to share findings from data analysis and gain input on possible uses of funds in the subsequent school year. | Ongoing |  |  |  |  |  |  |  |
| Consult with parents in Title I, Part A schools regarding activities to be conducted with the parent involvement set aside, as applicable. | Ongoing | Required |  |  |  |  |  |  |
| Attend CDE Regional and Virtual Network Meetings. | Ongoing | CDE Recommendation |  | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation |
| Periodically submit Request for Funds to Grants Fiscal (once final approval of Consolidated Application is granted). | Ongoing | CDE Recommendation |  | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation |
| Based on school and district timelines, create and regularly monitor schoolwide plans to identify the needs of students and staff in Title I, Part A schools and the district that may be served with Title I, Part A funds to ensure all students are provided opportunities to meet Colorado Academic (CAS) and Colorado English Language Proficiency (CELP) Standards. | Ongoing | Required |  |  |  |  |  |  |
| District program staff meets with business manager to conduct a budget to actual review on a regular basis to ensure that approved activities are occurring and funds are being drawn down. | Ongoing | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation |
| Consult with new Charter schools regarding the ESEA funds the school may be eligible to receive during the first year of operation of the school or a year in which the school's enrollment expands significantly. | Ongoing | Required |  | Required | Required | Required | Required |  |
| Continually identify and progress monitor student needs and align supports and services in Title I, Part A Targeted Assistance programs and Title I, Part A Schoolwide programs, as appropriate. | Ongoing | Required |  |  |  |  |  |  |
| Program Evaluation- Evaluation strategies should be directed by the District and should be reflected in the annual consolidated application to reflect effectiveness of programs and/or strategies. Evaluation should be ongoing throughout the school year and conducted in consultation with stakeholders. | Ongoing | Required |  | Required | Required | Required | Required | Required |
| Make modifications to Consolidated Application based on any CDE comments. | Fall | Required |  | Required | Required | Required | Required | Required |
| Prepare for Annual Count and CSPR data collection (e.g. update survey forms). | Fall |  |  | CDE Recommendation |  |  |  |  |
| Identification of English learners must be made within 30 days of the beginning of the school year, including Home Language Survey, W-APT/WIDA Screener, and a BOE to confirm language proficiency; after October 1, must be made within 15 days of enrollment. | Fall | Required |  |  |  | Required |  |  |
| Parent notifications are sent e.g., Parents Right to Know - Teacher Qualifications, Notice to Parents of English Learners (sent no later than 30 days after enrollment; within 15 days after Oct. 1), Testing Transparency, 4-Week Rule letter. | Fall | Required |  |  |  | Required |  |  |
| The district and each Title I school should develop and disseminate the Title I Parent and Family Engagement Policy, including the Title I school-parent compact. | Fall | Required |  |  |  |  |  |  |
| Review and update ESEA personnel lists by building, in order to establish the Time & Effort logs that will need to be completed (monthly or semi-annual). | Fall | Required |  | Required | Required | Required | Required | Required |
| Provide training/technical assistance as appropriate to sub-grantees on the annual count and CSPR data collections (reflects internal work vs. LEA). | Fall |  |  | CDE Recommendation |  |  |  |  |
| Prepare and submit October Count data through Data Pipeline. | Fall | Required |  | Required | Required | Required | Required | Required |
| Final Expenditure Report (for previous year) due to Grants Fiscal | Fall | Required |  | Required | Required | Required | Required | Required |
| Begin improvement planning process for schools identified for comprehensive (CS) or targeted (TS) support and improvement. | Fall | CDE Recommendation |  |  | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation |
| Review Title I School List to ensure schools are accurately listed. If status of any school is listed incorrectly, contact CDE to have this corrected. | Fall | CDE Recommendation |  |  |  |  |  |  |
| Attend the ELD Program Requirements training offered by the Office of Culturally and Linguistically Diverse Education. | Fall |  |  |  |  | CDE Recommendation |  |  |
| Update the Consolidated Application through the Post-Award Revision process to budget Rural Low-Income School (RLIS) funds. | Fall |  |  |  |  |  |  | Required |
| Determine if adjustments need to be made to the Consolidated Application based on updated performance frameworks and identification of schools for comprehensive (CS) or targeted (TS) support and improvement. | Fall | CDE Recommendation |  |  | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation |
| November 1: Last day to request reimbursement for grants that expired September 30. | Fall | Required | Required | Required | Required | Required | Required | Required |
| Submit CSPR Data to CDE. | Winter |  |  | Required |  |  |  |  |
| Empowering Action for School Improvement (EASI) Application becomes available. Districts with identified CS/TS schools may apply for additional funding to support improvement efforts. | Winter | CDE Recommendation |  |  |  |  |  |  |
| Verify and submit annual neglected and delinquent count data to CDE. | Winter | Required |  |  |  |  |  |  |
| District Report Cards distributed and posted on the district's website. | Winter | Required |  |  |  |  |  |  |
| Submission of Unified Improvement Plan for schools identified as Comprehensive Support and Improvement (CS) and Priority Improvement and Turnaround (due in January). | Winter | Required |  |  |  |  |  |  |
| Teaching and Learning Conditions (TLCC) survey becomes available. The survey can be administered se data can be useful for identifying areas of need to be addressed with Title II funds. | Winter |  |  |  | CDE Recommendation |  |  |  |
| ACCESS for ELLs Assessment Window - All students designated as NEP/LEP, including students with parent refusals for services, must be assessed. | Winter; Spring | Required |  |  |  | Required |  |  |
| Conduct consultation for the upcoming school year with non-public schools within district boundaries and submit results of consultation to the ombudsman. Note: If the non-public school has not identified students as English learners and would like to participate in the Title III, Part A program, support the school through the identification process in the upcoming school year. | Winter; Spring | Required |  |  | Required | Required | Required | Required |
| Create a cross-department team to begin planning for the ESEA Consolidated Application. Use available data (e.g., free and reduced lunch, other low-income data, or a combination of poverty indicators) to determine eligible schools for Title I, Part A services (for next school year). | Winter; Spring | CDE Recommendation |  | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation |
| Submit ESEA Consolidated Application Post Award revisions, including adding or removing contacts to ensure accurate delivery of communications, based on ongoing progress monitoring and program adjustment through the Online Platform if needed. | Winter; Spring | CDE Recommendation |  | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation |
| Attend Consolidated Application trainings. | Spring | CDE Recommendation |  | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation |
| Coordinate with early childhood centers to plan transition of pre-school students to Title I, Part A schools. | Spring | Required |  |  |  |  |  |  |
| LEA budget discussions should include staff assignments and distribution of equipment and materials to ensure compliance with Title I, Part A comparability requirements for the following school year. | Spring | CDE Recommendation |  |  |  |  |  |  |
| Teaching and Learning Conditions Survey (new iteration of TELL) is opened. District works with schools to encourage teacher response to survey. | Spring |  |  |  | Best Practice |  |  |  |
| Plan and collaborate with local neglected or delinquent facilities to plan activities for Consolidated Application, if applicable. | Spring |  |  | Required |  |  |  |  |
| Declare participation in Community Eligibility Provision to School Nutrition, if applicable. CEP is an optional poverty measure used for serving Title I schools. | Spring | Required |  |  |  |  |  |  |
| Submission of Unified Improvement Plan for schools identified for Comprehensive Support and Improvement and Performance. | Spring | Required |  |  | Required | Required | Required | Required |
| Preliminary ESEA allocations available. Update any plans or draft budgets with posted allocation amounts prior to submission of the Consolidated Application. | Spring |  |  |  |  |  |  |  |
| Evaluate English learner redesignation status including ELs with disabilities. | Spring |  |  |  |  | Required |  |  |
| CDE notifies districts that will be required to submit demonstration of Comparability using Alternative Calculators. | Spring |  |  |  |  |  |  |  |
| Manually add new schools that will be opening in the Fall using the assigned school code(s) and estimated enrollment data to the School Profile in the Consolidated Application, fi they are not already listed. | Spring; Summer |  |  |  |  |  |  |  |
| Calculate amount of current year funds that will be left unspent by June 30. | Summer | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation | CDE Recommendation |
| Eligible LEAs apply for the Small Rural School Achievement (SRSA) Grant in Grants.gov. | Summer |  |  |  |  |  |  | Required |
| If allocation methodology has changed in the distribution of state and local funds, review and update supplement, not supplant demonstration. | Summer | CDE Recommendation |  |  |  |  |  |  |
| June 30th: Last date to submit Consolidated Application without an approved extension. | Summer | Required |  | Required | Required | Required | Required | Required |
| Eligible LEAs budget their RLIS funds in the Consolidated Application as post-award revisions. | Summer |  |  |  |  |  |  | Required |
| CDE releases Rural Low-Income School (RLIS) Grant awards through Consolidated Application. | Summer |  |  |  |  |  |  | Required |
| USDE releases Small, Rural Achievement (SRSA) Grant awards to LEAs. | Summer |  |  |  |  |  |  | Required |
| CDE disseminates Equitable Distribution of Teachers (EDT) results. Districts with identified gaps in equitable access to experienced, in-field, and effective teachers review data, and if disparities are identified, work to develop a plan to address them in engagement with stakeholders. Districts with medium or large EDT gaps submit educator equity plan in Consolidated Application. Districts must consider how Title II funds can address EDT gaps. | Summer | Required |  |  | Required |  |  |  |

# Appendix E: Resources

## Additional Forms

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### Consultation Form for Non-public Schools

# Equitable Services to Non-public Schools

**FAQs**

**Question: What does the LEA need to submit to the non-public school ombudsman?**

Answer: The completed consultation form that includes the results of the consultation. This must be submitted to CDE no later than May 30th each year.

**Question: May an LEA reserve funds off the top of its Title I allocation before it allocates funds for equitable services?** Answer: No. An LEA must determine the amount of funds available for providing equitable services prior to any expenditures or transfers of funds. This includes all reservations previously taken “off the top” of an LEA’s Title I, Part A allocation, including reservations for administration, parental involvement, and district-wide initiatives.

**Question: Who should I contact for more information about the requirements regarding the provision of equitable services to students attending a non-public school?**Answer: For more information, please contact the Ombudsman for Equitable Services, [DeLilah Collins](mailto:collins_d@cde.state.co.us), in the Office of ESEA Programs.

[**For more answers to FAQs, please visit the Equitable Services to Non-public Schools webpage**](http://www.cde.state.co.us/fedprograms/equitableservicescolorado)**.**

## Consultation for the 2020-2021 School Year

### Goal of Consultation

**The goal of consultation is agreement between the LEA and appropriate non-public school officials on how to provide equitable and effective programs for eligible non-public school children.** The “goal of reaching agreement” between an LEA and appropriate non-public school officials is grounded in timely, meaningful, and open communication between the LEA and the non-public school officials on key issues that are relevant to the equitable participation of eligible non-public school students, teachers and other education personnel, and families in ESEA programs.

Meaningful consultation provides ample time and a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of eligible non-public school students, teachers and other education personnel, and families. This assumes that the LEA has not made any decisions that will impact the participation of non-public school students and teachers in applicable programs prior to consultation or established a blanket rule that precludes non-public school students and teachers from receiving certain services authorized under applicable programs. An LEA must consult with non-public school officials about the timeline for consultation and provide adequate notice of such consultation to ensure meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Successful consultation begins well before the implementation of services, establishes positive and productive working relationships, makes planning effective, continues throughout implementation of equitable services, and serves to ensure that the services provided meet the needs of eligible students and teachers.

**Note: Consultation forms must be submitted to the Ombudsman for Equitable Services to Non-public Schools after timely and meaningful consultation. LEAs must submit a consultation form for every non-public school, regardless of whether the school chooses to participate. If the non-public school elects not to participate in the ESSA programs, select the appropriate option as provided below.**

### Contact Information

LEA:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEA Representative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone/Email(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Non-Public School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone/Email(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Dates of Consultation

List the date that the initial invitation was sent to the non-public school. Add the date that consultation occurred between the LEA and the non-public school or, if consultation did not occur, indicate the dates on which the LEA attempted to contact the non-public school to provide a timely and meaningful consultation.

Initial invitation sent to non-public school: \_\_\_\_\_ Date of Consultation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

If the non-public school did not respond to initial invitation, list the dates additional attempts were made to consult with the non-public school. (If the LEA was unable to conduct a meaningful consultation sign the last page and do not complete the remaining sections.)

Additional date(s) of consultation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Program Participation

Select the ESEA program(s) below to indicate the programs in which the non-public school intends to participate.

* Title I, Part A – Improving the Academic Achievement of the Disadvantaged
* Title I, Part C – Education of Migratory Children
* Title II, Part A – Supporting Effective Instruction
* Title III, Part A – English Language Acquisition and Language Enhancement
* Title IV, Part A – Student Support and Academic Enrichment Grants
* Title IV, Part B – 21st Century Community Learning Centers

### Topics for Discussion

CROSS PROGRAM

* LEA Administration reservation
* Services to be offered, including the allowable use of funds under each participating program
* Service delivery mechanisms the LEA will use to provide equitable services to eligible non-public school children
* How, where, and by whom the services will be provided
* When, including the approximate time of day, the services will be provided
* Size and scope of equitable services provided to eligible non-public school children, teachers, and other educational personnel
* How and when decisions about the delivery of services will be made
* Thorough consideration and analysis of the view of non-public school officials regarding third-party contractor and written explanation by the LEA if the LEA disagrees with the use of a third-party contractor
* Whether services will be provided directly by the LEA or through a separate agency, consortium, entity, or third-party contractor
* Whether equitable services will be provided by creating a pool(s) of funds or on a school-by-school basis
* Whether to coordinate funds under Title I, Part A with eligible funds under other federal programs, including: Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; and, Title IV, Part B, through consolidation of the available funds
* LEA Fiscal policies that may impact the timeline for the provision of services (i.e. procurement requirements, consolidated application timeline, etc.)
* Carryover waiver process (i.e. statutory requirement to obligate funds in the current fiscal year; carryover waiver option once every three years)

TITLE I, PART A

* Method of determining the number of low-income children (select one below):
  + Using the same measure of low-income used to count public school children in the LEA (i.e., free or free and reduced)
  + Using the results of a survey that may be extrapolated if complete actual data are unavailable
  + Applying the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area
* Using an equated measure of low-income correlated with the measure of low-income used to count public school children
* Proportion of funds allocated for services based on the number of children from low-income families who attend non-public schools
* How the proportion of funds is determined, including the potential fluctuations in the LEA’s allocation
* Method for determining the number of children from low-income families in participating school attendance areas who attend non-public schools
* How and when the addresses of low-income students will be provided to the LEA by the non-public school
* Parent and family engagement activity reservation, if applicable
* How the children’s needs will be identified
* How services will be academically assessed and improved based upon assessment results
* Requirement that the LEA retain control of all Title funds, materials, equipment, and property

### Topics for Discussion (Continued)

TITLE I, PART C\*

* Identification of the regional contact in which services are provided to eligible migrant children and youth
* The amount of funding available to provide Title I, Part C services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined

Requirement that the LEA retain control of all Title funds, materials, equipment, and property*\*In many cases the LEA completing this form may not be the entity managing/receiving Title I, Part C funds. In the event that the non-public school has students eligible for Title I, Part C services, the LEA is responsible for connecting the non-public school with the entity providing Title I, Part C services.*

TITLE II, PART A

* The amount of funding available to provide Title II, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
* Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

TITLE III, PART A

* How non-public school students will be identified as English Learners (ELs)
* How the needs of eligible ELs, their teachers, and other educational personnel will be identified
* The services that the LEA will provide to meet the language development needs of identified ELs, as well as the professional development needs of their teachers and other educational personnel at the school who work with ELs
* Whether services will include initial identification of ELs and assessment of their language proficiency, as well as a determination of whether students should exit EL status
* How the Title III services will be assessed, and how the results of those assessments will be used to improve the services
* The amount of funding available to provide Title III, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
* Whether the non-public school intends to participate in the Title III Immigrant Set-Aside, including the requirements of the program (i.e. definition of an immigrant student, tracking the length of time the student has attended school in the United States, etc.)
* Requirement that the LEA retain control of all Title funds, materials, equipment, and property

TITLE IV, PART A

* The amount of funding available to provide Title IV, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
* Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

TITLE IV, PART B

* The difference between the non-public school participating in Title IV, Part B by a) students accessing services within the LEA’s schools that have been awarded funds under Title IV, Part B (if applicable) and b) applying to the 21st Century Community Learning Center competitive grant program to become a provider of services
* Whether the LEA has a school that has been awarded funds under Title IV, Part B to provide services as a 21st Century Community Learning Center site
* Whether an eligible entity outside the LEA has been awarded funds under Title IV, Part B or is utilizing a school within the LEA to provide services as a 21st Century Community Learning Center site
* When the Colorado Department of Education releases the Request for Proposals (RFP) for the new cohort of 21st Century Community Learning Center sites and how to access and submit the RFP, if interested

STUDENTS WITH DISABILITIES

* Under both ECEA and IDEA, Administrative Units (AUs) are obligated to identify, locate and evaluate children parentally placed in a non-public school who may be a child with a disability and to spend a proportional share of IDEA Part B funds to provide services to children with disabilities enrolled by their parents in nonprofit non-public elementary and secondary schools located within the boundaries of the Administrative Unit. [See 34 C.F.R. §§ 300.130 through 300.144; ECEA Rules 4.02(1)(a), 4.02(1)(a)(ii) and 5.01(7).](http://www.cde.state.co.us/cdesped/guidance)cde.state.co.us/cdesped/guidance see sub-heading for “Non-public School”
* Administrative Units are required to engage in timely and meaningful consultation with representatives of parents and non-public schools in order to fulfill various obligations associated with providing parentally placed non-public school children with equitable services. [To contact the Special Education Director in your Administrative Unit please see:](http://www.cde.state.co.us/cdesped/sped-dir) cde.state.co.us/cdesped/sped-dir

**Provide a response to the following questions:**

* How many Parentally Placed Students with Disabilities are enrolled in your School?  
   \_\_\_\_\_\_ students with disabilities in Preschool or Kindergarten   
   \_\_\_\_\_\_ students with disabilities in Elementary grades 1-6

\_\_\_\_\_\_ students with disabilities in Secondary grades 7-12

### Summary of Services to be Provided

*Provide a summary of the agreed upon equitable services to be provided to eligible non-public school children, teachers, and families below. (May be attached as an addendum.)*

### Signatures

*Check the applicable box below.* ***Regardless of whether the first or second option is selected, both parties must sign and date below.***

* The parties below agree that timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA’s ESSA programs, as indicated above. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
* The parties below agree that timely and meaningful consultation occurred between the LEA and the non-public school. The non-public school, at this time, will not participate and decided to not receive funding.
* The parties were unable to come to an agreement regarding the equitable services to be provided to eligible non-public school children, teachers, and/or families. If applicable, select one or both of the options below.
  + The LEA’s signature below indicates that the LEA attempted to provide timely and meaningful consultation but was ultimately unable to come to an agreement with the non-public school official. If the LEA disagrees with the non-public school official with respect to an issue discussed during consultation, the LEA must provide the reasons for disagreement to the non-public school official. The LEA may provide that information below:

* + The non-public school official’s signature below indicates that the non-public school official attempted to engage in the consultation process with the LEA, however, either the non-public school official believes that timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible non-public school children. If necessary, after contacting the Ombudsman for Equitable Services, [the non-public school official may file a complaint regarding the disagreement with the LEA](http://www.cde.state.co.us/fedprograms/equitableservicescolorado) with the Colorado Department of Education in accordance with section 1117(b)(6).
* The LEA was unable to conduct a timely and meaningful consultation due to a lack of response from the non-public school.

Public School Superintendent or Designee Signature Date

Non-Public School Official Signature Date

***A signed copy of this form must be submitted by the LEA to the Colorado Department of Education no later than May 30, 2020. Completed forms and/or questions may be sent to:*** [***consolidatedapplications@cde.state.co.us***](mailto:consolidatedapplications@cde.state.co.us)

### District Managed Activities Waiver



**Frequently Asked Questions**

**Q: Can the district use DMA to serve non-Title I schools?**

A: No. DMA should be used to provide services to Title I schools through a district managed initiative. DMA is not intended to provide Title I services to non-Title I schools.

**Q: If our district only serves down to schools with 80% poverty, may we serve a school with 78% poverty with DMA?**

A: No. The LEA should ensure that schools in needs of Title I services are being served at the school level with a per-pupil amount that is sufficient to make an impact in the school. LEAs may not avoid rank order requirements by utilizing DMA.

**Q: Can the district set-aside more than 20% of the Title I allocation for DMA?**

A: Generally, no. Title I funds are intended to support students at the school level, therefore DMA should be limited in scope. However, CDE has implemented a waiver process that LEAs may utilize if a justifiable reason to exceed the 20% limitation exists. See the waiver process below for more information.

District Managed Activities Under Title I, Part A

Every Student Succeeds Act

Allowable Use of Funds

The Elementary and Secondary Education Act (ESEA), reauthorized by the Every Student Succeeds Act of 2015 (ESSA), allows local educational agencies (LEAs) administering a program under Title I, Part A to set aside a portion of the funds to implement district managed activities (DMA). DMA may be utilized to support Title I schools identified for comprehensive (CS) or targeted (TS) support and improvement or to provide a benefit to a group of Title I schools. However, DMA is not truly “districtwide” in that non-Title I schools may not be supported through this set-aside.

LEAs utilizing the option to set-aside funds for DMA should ensure the activities reflect a programmatic decision to run a district initiative that aligns with the intent and purpose of Title I, Part A, and should not be used as a means to avoid serving schools at the school level. LEAs should ensure that schools are served in compliance with [rank order requirements](http://www.cde.state.co.us/fedprograms/titleirankorder), as defined under section 1113.

Unless directing DMA to prioritize supports for schools identified for comprehensive (CS) or targeted (TS) support and improvement, DMA should be used to provide a benefit to a group or all Title I schools. Allowable uses of the DMA may include, but are not necessarily limited to, the following circumstances:

* Additional services and supports for Title I [schools identified for CS or TS](http://www.cde.state.co.us/fedprograms/essa_csi_tsi);
  + Additional services and supports should address the reason(s) the school(s) were identified for CS or TS
* Pay differential in Title I schools (Pay differential is used to equalize and account for the amount schools must spend on salaries and fixed charges);
* Hiring an outside expert to work with the staff of low-performing Title I schools to build their capacity to analyze student data and identify promising interventions;
* Contracting with an outside provider with expertise in school improvement to support low-performing Title I schools;
* Supplying supplemental instructional materials to improve the academic growth and achievement of students in low-performing Title I schools, including students with disabilities and English learners;
* Extending learning time in Title I schools (before- and after-school programs, Saturday school and summer school, extending half-day kindergarten to a full day, extending the school year, extended learning opportunities during the school day, adding time during the day for teachers to plan collaboratively);
* Supporting a district-operated preschool program;
* Costs to provide transportation (up to 5% of the Title I, Part A allocation) for students attending a school identified for:
  + comprehensive support and improvement to transfer to another higher-performing public school in the district; or,
  + targeted support and improvement or additional targeted support and improvement to transfer to another higher-performing Title I school in the district;
* Piloting a data dashboard to help teachers in Title I schools identify, track and analyze data to help them better target interventions to low-performing students;
* Paying for extended time for teachers in Title I schools to review data for at-risk students and identify interventions to better meet the needs of those students; and
* Additional parent and community engagement activities in Title I schools.

Consultation Requirements and Considerations for the Use of DMA

LEAs should ensure that stakeholders have been meaningfully engaged in the development and design of the LEA’s Title I plan, including the intent to implement DMA, and that the LEA has afforded the public a reasonable opportunity to comment on the planned use of funds.

The intended use of Title I, Part A funds is to support student achievement and growth at the school level, therefore the use of DMA should be limited and the majority of funds should be allocated to the school level. LEAs that implement DMA are permitted to set-aside up to 20% of their total Title I, Part A allocation for this purpose. If the LEA intends to exceed the 20% limitation, the LEA must complete the waiver process, as described below.

LEAs should note that DMA should not be used as a means to avoid serving schools at the school level or as a means to avoid [rank order requirements](http://www.cde.state.co.us/fedprograms/titleirankorder). The intent of Title I, Part A funds is to concentrate funding in schools with the highest percentages of poverty and to provide sufficient funds to those schools to make a difference in the academic performance of eligible students.

Budgeting DMA in the ESEA Consolidated Application

When entering district managed activities into the ESEA Consolidated Application budget, the funds should be budgeted at the district level in the Location tab. LEAs should include in the activity description the name of the school(s) that will benefit from each specific activity. LEAs should select “Title I-A District Managed Activity Set Aside (9206)” as the Funding Source.

Waiver Request Process

LEAs that propose to exceed the 20% limitation for the use of DMA are required to complete a waiver request by providing the information below and must email the completed form to the [Office of ESEA Programs](mailto:consolidatedapplications@cde.state.co.us) at consolidatedapplications@cde.state.co.us prior to submitting the Consolidated Application, no later than June 30. **A request to exceed the 20% limitation must be submitted annually.** Approval is granted only for the funding year in which a waiver request is received. LEAs that do not propose to exceed the 20% limitation are not required to complete the waiver process.

The Office of ESEA Programs within the Colorado Department of Education (CDE) will review the LEA’s request to exceed the DMA limitation during the review of the LEA’s Consolidated Application. The LEA will be notified of whether approval has been granted through the regular review process. CDE may request additional information prior to granting approval of the waiver request.

Funds

Total Preliminary Title I Allocation:

Requested Amount to Set-aside for DMA:

Percentage Requested to Set-aside for DMA:

Planning, Reasoning, and Evaluation

1. Describe the process the LEA utilized to identify the need to implement a district level initiative, funded with Title I, Part A funds. Include the data sources and content that assisted the LEA in determining that the district managed activities are more effective than school managed activities (i.e. did the LEA review how many additional schools may be served if the set-aside did not exceed the limitation; did the LEA review the amount by which PPA may be increased at the school level if the set-aside did not exceed the limitation).
2. Provide the LEA’s reasoning for requesting to exceed the 20% limitation for the use of the DMA set-aside. Include an explanation of how the LEA will ensure that the funds sent to the school level are of an amount that is sufficient to support student achievement in a meaningful way (i.e. per pupil allocation). For example, if the LEA is requesting 23% of the Title I, Part A allocation be set-aside to provide DMA, explain how the district determined that the proposed activities would better meet the intent of Title I, Part A, as opposed to serving schools at the school level.
3. Provide a description of the LEA’s method for evaluating the effectiveness of the DMAs on an on-going basis.

Use of Funds

Describe the LEA’s proposed activities funded by the DMA set-aside.

Signatures

The signature(s) below affirms that the LEA has engaged in the required stakeholder engagement and planning processes as outlined in Title I, Part A. Further, the signature(s) below affirms that the LEA understands the intent and purpose of the use of Title I, Part A funds and will ensure the district managed activities will be implemented as proposed.

1. Provide the signature and printed name of the Authorized LEA Representative below.

Signature of Authorized LEA Representative Date

Printed Name of Authorized LEA Representative Date

1. If different from the Authorized LEA Representative, provide the signature and printed name of the LEA Title I Director below.

Signature of LEA Title I Director Date

Printed Name of LEA Title I Director Date

[***Email completed forms***](mailto:consolidatedapplications@cde.state.co.us) ***to*** *consolidatedapplications@cde.state.co.us* ***no later than June 30.***

## Where can I learn more?

* [Title I, Part A Program Requirements](http://www.cde.state.co.us/fedprograms/ti/a): www.cde.state.co.us/fedprograms/ti/a
* [ESEA Regional Contact](http://www.cde.state.co.us/fedprograms/regionalcontactspage): www.cde.state.co.us/fedprograms/consapp/index

**Picture of the EDAC Stamp**

### Tribal Consultation Form

FY 20\_\_ Affirmation of Tribal Consultation

For School Year Ending June 30, 20\_\_

Local Education Agency (LEA) Information

| **Name of LEA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **LEA Superintendent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **LEA Federal Programs Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E-mail:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| --- |

Provide signatures of appropriate official(s) from Indian tribe(s) and/or tribal organization(s) located in the area served by the LEA (section 8538(a))

| Tribe or Tribal Organization Print Name Signature |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |

☐ Check if the tribe(s) and/or tribal organization(s) did not respond to the LEA’s repeated good-faith attempts (3) for Indian tribal consultation

| List tribe(s) and/or tribal organization(s) that did not respond to the LEA’s repeated attempts for Indian tribal consultation. |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |

Check below to affirm that all of the required topics were discussed during the consultation process:

| ☐ How student’s needs will be identified (academically, culturally and linguistically) | ☐ Proportion of funds allocation for services |
| --- | --- |
| ☐ What services will be offered | ☐ Title programs under ESEA |
| ☐ Size and scope of equitable services | ☐ How, where, when and whom services will be provided |
| ☐ Equitable services to teachers and parents | ☐ How services will be assessed and improve based upon assessment results |
| ☐ How and when decisions about the delivery of services will be made | ☐ Parent and tribal engagement |

Affirmation & Signatures

| We agree that timely and meaningful consultation occurred before the LEA submitted plans or applications for the following Title programs under ESEA.  We agree that we have participated in meaningful and timely discussion on each Title under ESEA and have chosen to participate in the programs marked below.  ☐Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)  ☐Title I, Part C (Education of Migratory Children)  ☐Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)  ☐Title II, Part A (Supporting Effective Instruction)  ☐Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)  ☐Title IV, Part A (Student Support and Academic Enrichment Grants)  ☐Title IV, Part B (21st Century Community Learning Centers)  ☐Title V, Part B, subpart 2 (Rural and Low-Income School Program)  ☐Title VI, Part A, subpart I (Indian Education Formula Grants to Local Educational Agencies)  We agree that timely and meaningful consultation shall continue throughout implementation and assessment of services provided under section 8538 on the following dates:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Public School Superintendent or Designee Date |
| --- |

Each LEA must maintain in the agency’s records and, for State-administered ESEA programs, provide to the SEA, a written affirmation signed by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes) that the required consultation occurred. If tribal officials do not provide such affirmation within a reasonable period of time, the LEA must forward to the SEA documentation that consultation has taken place. (US Department of Education).

This form must be kept on file at the LEA Title I office and emailed to Georgina Owen, Title VI Coordinator, at [owen\_g@cde.state.co.us](mailto:owen_g@cde.state.co.us)

* If you have questions, please contact Georgina Owen, Title VI Coordinator, at [**owen\_g@cde.state.co.us**](mailto:owen_g@cde.state.co.us)

1. §§ 1112(a)(1)(A), 1112(b)(1), 1112(b)(9) [↑](#footnote-ref-1)
2. §§ 1112(a)(1)(A), 1112(a)(1)(B), 1112(b)(6) [↑](#footnote-ref-2)
3. §§ 1112(a)(1)(A), 1112(b)(11) [↑](#footnote-ref-3)
4. §§ 1112(a)(1)(A), 1112(b)(8), 1112(b)(10) [↑](#footnote-ref-4)
5. §§ 1112(a)(1)(A), 1112(b)(2) [↑](#footnote-ref-5)
6. *If a code that the district would typically use is not available, then you would "roll to the bold" and use the closest available code. For example, if a salary position would be coded to 0110 in the district's accounting system, then here it would be coded to 0100 salary.* [↑](#footnote-ref-6)
7. ECFS §200.33 – *Capitalized Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5,000. [↑](#footnote-ref-7)
8. [Colorado Standards and Indicators for School Improvement](http://www.cde.state.co.us/cdechart/coloradostandardsandindicatorsforcontinuousschoolimprovement) may be accessed here. [↑](#footnote-ref-8)