

# Consolidated Application Checklist

## Getting Ready for the 11-12 NCLB Consolidated Application

There are many activities that districts should be doing now to prepare for the 2011-2012 Consolidated Application. The list below is not inclusive but does reflect many of the required activities.

- Conduct your needs assessment for all applicable programs. Be sure to include the needs of charter schools. Use the data to prioritize the district's greatest areas of need and to determine which schools are most in need of service. This may include support for preschool programs.
- Review budgeted to actual activities that were listed in the 2010-2011 Consolidated Application. Ensure that objectives were accomplished and identify any unmet need that may affect your planning for 2011-2012.
- Begin developing the plan for use of funds based upon identified needs.
- Collect data for your NCLB Consolidated Application data tables.
  - Gain clarity within your district concerning any schools that might be closing, opening, or changing grade levels in the 2011-12 school year. Make sure you notify CDE of these changes by following the appropriate process posted here: [https://cdeapps.cde.state.co.us/ade\\_news.htm](https://cdeapps.cde.state.co.us/ade_news.htm) under "Definition of a School."
  - Most tables will be the same from the 10-11 application to the 11-12 application. Notable changes include:
    - Title IA – two new data tables to report:
      - Corrective Action option used by any school that was in Corrective Action in 2010-11.
      - Restructuring Implementation- Year 1 options used by any school that was in Restructuring Implementation – Year 1 in 2010-11.
    - Title ID – for neglected and delinquent facilities, the following information must be reported: grade span to be served with Title I, Title I periods per day, days per pupil per week, minutes of Title I services per student per day, number of students to be served by Title I.
    - Title III – two new data elements:
      - Total number of non-certified/non-licensed teachers CURRENTLY working in language instruction educational programs in the LEA
      - Number of ELL student participants in participating private schools.
- Begin soliciting stakeholder input:
  - Parents
  - Community
  - Teachers
  - Charter Schools
- Conduct meaningful consultation with all non-public schools (Use the Affirmation of Consultation form). Encourage private schools to complete the Non-Public School Survey forms that are mailed to schools in August.
- Meet with neglected and/or delinquent facility representatives to determine program needs, if applicable.

- Review and revise Title IA Schoolwide plans ([http://www.cde.state.co.us/FedPrograms/ti/a\\_siptiswplan.asp](http://www.cde.state.co.us/FedPrograms/ti/a_siptiswplan.asp)) and Title IA Targeted Assistance Plans ([http://www.cde.state.co.us/FedPrograms/ti/a\\_ta.asp](http://www.cde.state.co.us/FedPrograms/ti/a_ta.asp)).
- Consider how information in the District Unified Improvement Plan could be incorporated into the Consolidated Application.
- Districts with one school per grade span or total enrollment less than 1000 may use their UIPs that contain SW or TA elements, in place of the Title IA narrative. Districts using this option should refer to the Quality Criteria documents (<http://www.schoolview.org/UnifiedImprovementPlanning.asp#UIPDistrict>) to ensure SW and TA elements are included in the plan. The plan should be updated to reflect the activities that are planned for the 2011-2012 school year.
- Districts that have unexpended 20% obligation funds, after the needs for SES and Choice have been met, must submit a 20% Obligation Reallocation Application (<http://www.cde.state.co.us/FedPrograms/imp/ses.asp>) through the C-FIRS Tracker System – Instrument (9) - prior to April 30, 2011. Any remaining funds that are not reallocated will be carried over as categorical funds and must be reserved for SES and Choice in addition to the 20% set aside for 2011-2012.
- Title III consortium planning:
  - Meet with potential districts that will likely sign over the Title III allocation to the Consortia.
  - Start collecting data from districts for Title III data tables (based on 10-11 SY).
  - Meet with districts to determine how Title III money will be spent.
  - Solicit stakeholder input from all districts that will sign over Title III allocations.
- Establish timelines for Professional Development for all programs.
- Ensure that all core content teachers (regardless of the source of salary funding) in Title IA Schoolwide programs are Highly Qualified.
- For Consolidated Schoolwide programs, determine which state and/or local funds will be part of the consolidation. State and/or local funds must be part of the consolidation of federal funds in order to run a consolidated Schoolwide program.