**Consolidated Application FY2019-20**

# General Information

The Consolidated Application is the LEA's plan to use federal funds via an annual application/budget proposal for the use of federal funds to the state educational agency (CDE).

A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate" (ESEA &sec; 1112(a)(1)).

Application News:

Substantial Approval allows applicants to obligate funds for activities outlined in the Consolidated Application budget. Substantial approval is granted when the applicant successfully submits the:

* Consolidated Application (online platform)
* BOCES Member District ARAC forms (in online platform; if applicable)
* Supplement, Not Supplant Demonstration Under Title I, Part A (one-time submission unless modified)
* Approval & Transmittal Signature Form (in online platform)
* Equitable Services to Non-public Schools Consultation Form(s) (if applicable)

If the LEA is unable to submit all of the requirements for substantial approval by June 30, 2019, the LEA must submit a completed [extension request](http://www.cde.state.co.us/fedprograms/consapp/index). If an extension is granted, applicants will have until July 30, 2019 to submit all requirements.

Support and Training:

The [Consolidated Application Manual](http://www.cde.state.co.us/fedprograms/consapp/trainctr) was created to assist users in understanding how to navigate the questions and application system. The manual contains detailed examples of what CDE would be expecting to see in a monitoring visit, based on the information provided in the Consolidated Application. These examples are not an exhaustive list of what may be reviewed during monitoring. Please visit the ESEA Monitoring page for more information: http://www.cde.state.co.us/fedprograms/monit/index.

ESEA Regional Contacts can be found at <http://www.cde.state.co.us/fedprograms/regionalcontacts>.

For general questions and or technical assistance, email [consolidatedapplications@cde.state.co.us](mailto:consolidatedapplications@cde.state.co.us).

# **Module A: Applicant profile**

##### Funds Allocation

\*Allocations are pre-populated

| Program Name | Funding Decision |
| --- | --- |
| Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies (4010) | **Allocation:**   * **Accept** * **Decline** * **Assign To**   **Prior Year Carryover:**  **Funds Signed Over to this Application:** |
| Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (7010) | Allocation:   * Accept * Decline * Assign To   Prior Year Carryover:  Funds Signed Over to this Application: |
| Title II, Part A - Supporting Effective Instruction (4367) | Allocation:   * Accept * Decline * Assign To * Transfer To: * Amount:   Prior Year Carryover  Funds Signed Over to this Application: |
| Title III- English Language Acquisition, Language Enhancement, and Academic Achievement Act (4365) | Allocation:   * Accept * Decline * Assign To   Prior Year Carryover:  Funds Signed Over to this Application: |
| Title III, Immigrant Set -Aside - Agencies Experiencing Substantial Increases in Immigrant Children and Youth (7365) | Allocation:   * Accept * Decline * Assign To   Prior Year Carryover:  Funds Signed Over to this Application: |
| Title IV, Part A - Student Support and Academic Enrichment (4424) | Allocation:   * Accept * Decline * Assign To * Transfer To * Amount:   Prior Year Carryover:  Funds Signed Over to this Application: |
| Title V Part B - Rural Education Initiative (7358) | Allocation:   * Accept * Decline * Assign To   Prior Year Carryover:  Funds Signed Over to this Application: |

##### **Contacts**

Previous years contacts are pre-populated

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **District:** |  | | | | **BOCES/**  **Consortium:** |  | | | | | | | | | |
| **County:** |  | | | | **District/BOCES Number:** | | | |  | | | | | | |
| **Mailing Address:** | | |  | | **City:** |  | | | | **Zip:** | | |  | | |
| **Authorized Representative:** | | | |  | | | **Phone:** |  | | | | **Ext:** | | |  |
| **Email:** | |  | | | | | **Fax:** |  | | | | | | | |
| **Application Coordinator:** | | | |  | | | **Phone:** |  | | | | **Ext:** | | |  |
| **Email:** | |  | | | | | **Fax:** |  | | | | | | | |
| **Application Fiscal Manager:** | | | |  | | | **Phone:** |  | | | **Ext:** | | |  | |
| **Email:** | |  | | | | | **Fax:** |  | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Federal Program** | **Title** | **Name** | **Phone #** | **Email Address** |
| **Drop Down of Programs** |  |  |  |  | |

##### General Assurances

##### **GEPA Statement**

Section 427 of the United States Department of Education's General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing and describing the activities that are occurring to meet this requirement. 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 your students, teachers, etc. from such access or participation in the Federally-funded project or activity.

**Describe and Accept**

In the table provided below, describe the steps the LEA is taking to identify and overcome barriers that exist within the LEA related to gender, race, national origin, color, disability, or age. Please provide a clear and succinct description of how the LEA plans to address those barriers that **are applicable to the LEA's circumstances**. The description(s) provided should relate to the LEA's proposed program activities within the consolidated application.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Drop-down | Drop-down |  |  | Drop-down (Multiple Selection allowed) | Drop-down member district |
| Barrier Type | Describe the steps taken to identify potential/existing barrier(s). | Describe the Potential/Existing Barrier (Including the ESEA program in which barrier may exist) | Describe how the LEA will mitigate the barrier(s) identified. | Indicate the funds that will support these activities. | Member District name and code |
| Gender | Comprehensive Needs Assessment |  |  | Title I, Part A |  |
| Race | Unified Improvement Plan |  |  | Title I, Part D |  |
| National Origin | Diagnostic Review |  |  | Title II, Part A |  |
| Color | Parent/Family Stakeholder Engagement |  |  | Title III, Part A |  |
| Disability | Other (Add description) |  |  | Title IV, Part A |  |
| Age |  |  |  | Title V, Part B |  |
| Other barriers (Add description) |  |  |  | State/local funds |  |

* The LEA agrees to take these steps to ensure equitable access to and participation in consolidated federal programs.

##### **Participating Nonpublic Schools**

Participating Non-public Schools In order to ensure compliance regarding participation of non-public schools in federal programs, each LEA/BOCES must maintain a record and report to CDE written affirmation, signed by a representative of the LEA/BOCES and each non-public school, that meaningful consultation with the participating non-public school has occurred.

This report must be submitted to CDE's ombudsman prior to submission of the consolidated application (brooks\_c@cde.state.co.us). LEAs are responsible for conducting timely and meaningful consultation with all non-public schools in which a student residing in their district attends, regardless of whether the non-public school resides within the district boundaries. Many LEAs accomplish this by creating inter-district Memorandum of Understanding (MOU) detailing in which each LEA outlines its responsibilities for consulting with and providing services to the non-public schools within their district boundaries. If the LEA does not have an inter-district MOU on file, the LEA remains responsible for consulting with and providing services to the non-public schools in which a student residing in their district attends. For more information regarding the LEA's responsibility to consult or provide equitable services to students attending non-public schools, visit the following webpage:

All non-public schools that reside within the LEA's boundaries and that have registered with CDE will pre-populate in the list below. If a school is not listed, use the "Add Non-public school" button to enter the name(s) of the non-public school. Indicate the non-public school's level of participation by using the edit function below. Depending on the programs in which the non-public school(s) is participating, additional information may be required.

For non-public schools participating in Title I, Part A, select the district Title I school in which the student(s) attending the non-public school resides. Enter the number of low-income students who attend the non-public school, but otherwise would have been enrolled in the Title I, Part A district school. Finally, enter the number of low-income students residing in a Title I school boundary and attending a public school under the non-public school table.

For non-public schools participating in Title II, Part A or Title IV, Part A, enter the number of total enrollment count from the non-public school. Finally, enter the total enrollment count from the LEA under the non-public school table.

For non-public schools participating in Title III, Part A, enter the number of students identified as English learners and participating in Title III, Part A supported programs in the previous academic school year. If the non-public school has not previously participated in Title III, Part A or has not identified students as English learners, enter zero.

For non-public schools participating in Title III - Immigrant Set-Aside, enter the number of students identified as immigrants in the previous academic school year. § 1117(b), § 8501(c)(5).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-public School | Participating in LEA's ESEA Program(s) | Date of Consultation (Or Invitation for Consultation) | Participating in Title I, Part A | Participating in Title II, Part A | Participating in Title III, Part A | Participating in Title III, Immigrant Set-Aside: | Participating in Title IV, Part A | Options |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

* The LEA is unaware of any non-public schools within its boundaries with which to engage with in timely and meaningful consultation. Upon becoming aware of a non-public school within the LEA’s boundaries, the LEA will engage in timely and meaningful consultation with private school officials regarding the provision of equitable services to private school children. §§ 1112(c)(2), 1117(a)(1)(A), 11117(b). [IF SELECTED, DO NO POPULATE OTHER CHECKBOXES]
* The LEA has engaged in timely and meaningful consultation with private school officials regarding the provision of equitable services to private school children and has submitted the results of consultation to the non-public school ombudsman in accordance with section 1117. § 1112(c)(2), § 1117(a)(1)(A), § 1117(b).
* The LEA will provide services to eligible children attending private elementary and secondary schools in accordance with section 1117, including special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c). § 1112(c)(2).
* The LEA ensures that teachers and families of eligible children participate, on an equitable basis, in parent and family engagement activities under section 1116. § 1117(a)(1)(A).

##### **Parent and Family Engagement Assurance**

It is the LEA’s responsibility during the development, review, and revision of the LEA’s plan to meaningfully engage with all stakeholders, including the 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
* The LEA/BOCES affirms 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**

It is the LEA's/BOCES' responsibility to ensure that timely and meaningful information is shared with neglected facilities so the neglected facility can make an informed decision 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.

The table below has been pre-populated with all the neglected facilities for which the department has record. Use the ‘Add Neglected Facility’ link to add facilities that are missing. For Neglected Facilities that accept ESSA funds, the district will include each school's plan for use of funds within the appropriate budget line items under Title IA (Neglected set-aside). Districts will not be submitting individual Neglected Facility plans to CDE for 2018-2019.

| Facility Name | # of Hours Being Served in an Education Program | # of Students Being Served as Reported in October | Facility Being Served |
| --- | --- | --- | --- |
| Facility Name |  |  | Y/N |

##### **Delinquent Facilities**

The table below has been pre-populated with all the Delinquent Facilities in the district that are participating in the use of Title I, Part D funds as demonstrated by the submission of the Annual Count of Children. Use the ‘Add Delinquent Facility’ link to add facilities that are missing. For Delinquent Facilities that accept Title I, Part D, ESSA funds, the district will include each facility's plan for use of funds within the appropriate budget line items for Title ID, Delinquent. Districts will not submit individual facility plans to CDE for 2018-2019. The electronic budget must reflect the activities for delinquent facilities for 2018-2019.

| Facility Name | # of Hours Being Served in an Education Program | # of Students Being Served as Reported in October | Facility Being Served |
| --- | --- | --- | --- |
| Facility Name |  |  | Y/N |

Read the following assurance and check the box to indicate the LEA/BOCES understands and intends to comply with all program requirements. In order for Title I, Part D to operate effectively, the LEA must communicate with the Delinquent Facility to gather required programmatic information and data for reporting and evaluation purposes. Specifically, the Delinquent Facility is required to submit data for the August Consolidated State Performance Report (CSPR) collection and the October Annual Neglected and Delinquent Count. It is the responsibility of the LEA to ensure the facility(s) report data and comply with all other programmatic requirements.

* By selecting this assurance, the LEA/BOCES acknowledges the requirements associated with Title I, Part D funds or that the LEA is not eligible for the funds.

##### **Homeless Statements**

| Check each box below to demonstrate LEA's compliance with the requirements for the LEA’s Homeless and Migrant population. | Yes |
| --- | --- |
| The LEA has a process to identify students who may be experiencing homelessness. § 722(g)(6)(A), 115 Stat. at 2000. |  |
| The LEA has a plan to provide educational and other services to children and youths experiencing homelessness who do not attend Title I schools. § 1113(c)(3)(A), 115 Stat. at 1471. |  |
| 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. 42 U.S.C. 11432 § 722(g)(1)(J)(i). |  |
| 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 youths. 42 U.S.C. 11433 § 722(g)(1)(J)(ii). |  |
| 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. 42 U.S.C. 11432 § 722(g)(1)(J)(iii). |  |
| 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 42 U.S.C. 11432 § 722(g)(1)(J)(iv). |  |

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 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. § 1111(g)(1)(E).

##### LEA Profile

**Applicant Indirect Cost Rate:**

**Poverty Measure**

Select the one poverty measure that the district will use to identify low-income students at all schools. § 1112(b)(4).

| Poverty Measure | Option |
| --- | --- |
| Free and Reduced Meal |  |
| Free and Reduced Meal & Community Eligibility Provision (CEP) |  |
| Free Lunch |  |
| TANF |  |
| Medicaid |  |
| US Census Data |  |

* The LEA confirms that either no changes have been made to the poverty data, or if changes have been made to the poverty data, it has edited the data for every school in the district. NOTE: For LEAs using CEP Poverty Measure, only change schools that are using CEP as the poverty measure.

**Method for Serving Schools:**

The method the district selects in the table below determines which schools are eligible for Title I, Part A funds. Select the method accordingly. Hovering over the "information" icon will provide criteria for the method. If "Grade Span Grouping + District Wide Percentage," "Grade Span Grouping + Group Wide Percentage," or "Grade Span Grouping + 35% Rule" is selected, indicate which grade span(s) are to be prioritized.

| Option | Method for Serving Schools: |
| --- | --- |
|  | Total District Enrollment less than 1,000 |
|  | One School Per Grade Span |
|  | Percentages Districtwide |
|  | 35% Rule Districtwide |
|  | Grade Span Grouping + Districtwide Percentage |
|  | * Elementary * Middle * High |
|  | Grade Span Grouping + Group-wide Percentage |
|  | * Elementary * Middle * High |
|  | Grade Span Grouping + 35% Rule |
|  | * Elementary * Middle * High |
|  | 50% Rule High Schools |
|  | * Yes |
|  | * No |

##### School profile

The list of schools below was prepopulated based on Student October Count and the current school codes list. If new schools or grade spans are not included, manually add or adjust the schools by selected "Add School" at the bottom of the page. Schools above 75% poverty are listed first and must be served with Title I, Part A funds.

**Note**: Schoolwide schools with less than 40% poverty must have an approved [waiver (DOC)](http://www.cde.state.co.us/fedprograms/edflexschoolwidewaiver-0) on file with CDE.

| Variable Name | Response |
| --- | --- |
| School Name |  |
| School Code |  |
| Grade Span |  |
| EMH |  |
| Student Count |  |
| Low Income Count |  |
| Poverty Rate |  |
| Title I Designation 2019-2020 |  |
| Title I Designation 2018-2019 |  |
| Consolidated School wide | Y/N |
| SPF Plan Type |  |
| ESSA Designation |  |
| SPF Plan Type |  |
| Performance Plan |  |

All items are pre-populated and applicants can edit Grade Span, EMH, Student Count, Low Income Count, and Poverty Rate and indicate participation in CEP.

# **MODULE B: Narrative Introduction**

##### Local Educational Agency Narrative Questions Introduction (Updated text)

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

* A comprehensive needs assessment;
* 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; 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 plan 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.

Following the 2017-18 Consolidated Application, LEAs will have the option to update narrative responses, and may be required to update questions based on CDE’s review of the application; however, most LEAs will respond to the narrative questions once every three years.

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: Questions, Response Guidance 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.

**Response Guidance**

The LEA’s response to each question should be based on the unique demographics and context of the LEA. In developing a response, the LEA can include a description of the suggested elements, as they apply to the LEA’s context. Reviewers will use this information when evaluating the LEA plan and reviewer feedback to LEAs will be developed based on LEA context.

Note: In response to the Title III, Part A and Title III Part A, Immigrant Set-Aside narrative questions, the LEA, BOCES/consortium region, and/or in member district(s) must include a description of the requirements listed below each question. This is information will be used to review the LEA plan.

**Additional Considerations, Guidance, and Resources**

Additional considerations, guidance, and resources and links to other programs are optional supports for the development of a comprehensive response.

##### **Cross-Program Questions**

1. What is the process for conducting a comprehensive needs assessment at the LEA level, and what support and guidance is provided to schools to conduct school-level comprehensive needs assessments?
   * The LEA is using the UIP as the comprehensive needs assessment, and the needs are identified in the LEA's, or BOCES member districts', Unified Improvement Plan(s) (UIP). Please indicate the section(s) or page numbers in the UIP where the needs and process for stakeholder involvement are identified. The LEA may use the space below to provide additional trends and needs that are applicable for use of ESEA funds but were not included in the UIP.
   * The LEA is not using the UIP as the comprehensive needs assessment. Provide a response to the question in the space below.
2. Describe the notable trends and needs identified in the LEA’s comprehensive needs assessments.
   * The LEA is using the UIP as the comprehensive needs assessment, and the notable trends and needs are identified in the LEA's, or BOCES member districts', Unified Improvement Plan(s) (UIP). Please indicate the section(s) or page numbers in the UIP where the notable trends and needs are identified. The LEA may use the space below to provide additional trends and needs that are applicable for use of ESEA funds but were not included in the UIP.
   * The LEA is not using the UIP as the comprehensive needs assessment. Provide a response to the prompt in the space below.
3. How has the LEA consulted with the 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, determine how best to improve activities that aim to increase student achievement consistent with the Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) standards, improve the quality and effectiveness of educators, and provide low-income and minority students greater access to effective educators?
4. Describe how the LEA evaluates the effectiveness of comprehensive programs or activities supported by ESEA funds including how the LEA evaluates activities that inform decisions to modify, continue, or terminate ESEA-funded activities. Where decisions about these activities are made at the school level, describe how the LEA supports schools in this process.
5. What strategies are being utilized by the LEA, or what guidance and support does the LEA provide to schools, to implement genuine, meaningful, and relevant parent and family partnerships?

##### **TITLE I, Part A QUESTIONS**

*(POPULATE ONLY FOR LEAs ACCEPTING TITLE I, Part A)*

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.
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.

* The LEA did not identify children and youth experiencing homelessness during the prior fiscal year. However, the LEA will ensure that there is a plan 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. §§ 1112(a)(1)(A), 1112(a)(1)(B), 1112(b)(6).]

1. 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.

* If the LEA is not using funds to support efforts to reduce discipline practices, the LEA will provide guidance and support to schools to support efforts to reduce discipline practices that remove students from the classroom. §§ 1112(a)(1)(A), 1112(b)(11)

1. (Populate only for LEAs that have been identified as having students being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers.) For more information, please visit: http://www.cde.state.co.us/fedprograms/equitabledistributionofteachers.

How does the LEA plan to address any disparities that result in low-income and minority students being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers? If any of these supports are being provided with Federal funds, indicate the budget line item.

* + Check here if the plan to address any disparities that result in low-income and minority students being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers is captured in the LEA’s, or BOCES member districts’ Unified Improvement Plan(s) (UIP). The LEA may use the space below to add any additional, relevant information applicable to the use ESEA funds that was not included in the UIP.

1. 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.
   * If the LEA is not planning to use Title I, Part A funds to provide support to schools in effectively transition students, the LEA will provide guidance and support to schools in effectively transitioning students through school and preparing them for college and career readiness. §§ 1112(a)(1)(A), 1112(b)(8). 1112(b)(10).

6.Describe the process the LEA will implement to approve, monitor, and adjust improvement plans for schools identified for targeted support and improvement.

##### TITLE I, Part A ASSURANCES

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements. The LEA must assure to all assurances in Title I, Part A with the understanding that if certain requirements do not 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—

(i) a local educational agency-wide salary schedule;

(ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and

"(iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. § 1118(c)(2)(A)."

As appropriate, the LEA plan is coordinated with other programs under ESEA, 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 ensure that migratory children and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under Title I. § 1112(c)(1).

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:

(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and

(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if—

(I) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;

(II) the LEA agrees to pay for the cost of such transportation; or

(III) 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—

(A) 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).

(B) 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;

(C) 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;

(D) 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—

(i) 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);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) 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

(F) 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).

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 35% poverty that is being served as a schoolwide program, if applicable.

**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 LEA's 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).

##### **Use of Title I, Part A Funds**

The purpose of Title I, Part 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 nonminority students, and between disadvantaged children and their more advantaged peers. § 1001.

Activities supported with Title I, Part A funds must be planned based on a comprehensive needs assessment and in consultation with parents, teachers, principals, and other relevant stakeholders. The LEA must also engage in continued consultation with these stakeholders to improve supported activities. Descriptions of funded activities must address program objectives and intended outcomes.

Title I, Part A is intended to support LEAs in:

* Improving teaching by promoting effective instruction for at-risk children and for enriched and accelerated programs;
* Expanding eligibility of schools for schoolwide programs that serve all children;
* Encouraging school-based improvement planning;
* Establishing accountability based on results;
* Promoting meaningful parent and family engagement;
* Coordinating with health and social services agencies;
* Focusing resources on the schools with the highest percentage of students living in poverty.

[View more detailed Title I, Part A program information](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 district or school accreditation plan types and/or allocation amount.

* Parent Involvement Set-Aside (Required for LEAs receiving more than $500,000)
* Homeless Set-Aside (Required)
* Neglected Facilities Set-Aside (Required for LEAs that have an eligible Neglected Facility)
* Non-public School Participation Set-Aside (Required for LEAs with participating non-public schools)
* Preschool Set-Aside (Optional)
* District Managed Activity Set-Aside (Optional)
* Family Literacy Set-Aside (Optional)

*(All neglected facilities served by the LEA should be budgeted under Title IA)*

**Pre-School Set-Aside**

If the LEA is taking a Pre-school Set Aside (PS). The following table **must be completed** to indicate which preschools are receiving funding. For any preschool on this list that is not receiving funding, input zero (0) for the number of students to be served.

|  |  |  |  |
| --- | --- | --- | --- |
| **School Code** | **School Name** | **Type of Title I, Part A Program** | **Number of Students to be Served** |
|  |  |  |  |

**Use the table below to budget activities paid with any ESEA funds in support of the Title I, Part A program.**

| ID Ref | Activity Category | Description of Activity | Location | Program Code | Object Code | Salary Position | FTE | Funding Source | Amount |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

##### **TITLE I, Part D State Agency QUESTIONS**

*(POPULATE ONLY FOR SA ACCEPTING TITLE I, Part D)*

* + 1. Describe how the State Agency (SA) assesses the educational needs of the children and youth that will be served, or the guidance and support the SA provides to facilities when that determination is made at the facility level.
    2. Describe how appropriate PD will be provided to teachers and other staff or the guidance and support the SA provides to facilities when that determination is made at the facility level.

##### **TITLE I, Part D State Agency ASSURANCES**

Population To Be Served and Its Needs

☒ When serving youth in adult correctional institutions, priority will be given to those likely to complete incarceration within 2 years. § 1414(c)(2).

☒ The SA will:

* work to meet a child’s or youth’s existing individualized education programs (IEPs) and
* notify the local school if a child or youth is identified as needing special education services while in placement and intends to return to the school § 1414(c)(15).

☒ The SA will:

* encourage children and youth who dropped out before entering the institution to reenter school following release, or
* if not returning to school, provide children and youth with the skills to gain employment, continue education, or obtain a secondary school diploma or its equivalent § 1414(c)(16).

Programming Goals, Quality, and Evaluation

☒ Teachers and staff are trained to work with children and youth who have special needs, including those with disabilities or unique needs § 1414(c)(17).

☒ The SA will include data showing that the state agency has maintained the fiscal effort required of a local educational agency §1414(c) (7).

Transition and Support Services

☒ The SA will help locate alternative education programs for students not returning to school after leaving the facility or institution § 1414(c)(13).

☒ The SA will work with parents to improve the educational achievement of their children and prevent their child’s further involvement in delinquent activities § 1414(c)(14).

☒ The SA will designate an individual in each affected correctional facility or institution to be responsible for issues relating to transition of such children and youth between such facility and institutions and locally operated programs § 1414(c)(11).

##### **Use of Title I, Part D – State Agency Funds**

The purpose of Title I, Part D SA 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 that 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 support systems to ensure their continued education and the involvement of their families and communities. § 1401(a).

View more detailed information regarding [Title I, Part D SA](http://www.cde.state.co.us/fedprograms/ti/d) programs.

**Use the table below to budget activities paid with any ESEA funds in support of the Title I program.**

| ID Ref | Activity Category | Description of Activity | Location | Program Code | Object Code | Salary Position | FTE | Funding Source | Amount |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

##### **TITLE I, Part D LEA QUESTIONS**

*(POPULATE ONLY FOR LEAs ACCEPTING TITLE I, Part D)*

Check here if the LEA has submitted Yearly Agreement(s) to CDE.

* Yes, the LEA has submitted Yearly Agreement(s) to CDE.
* No, the LEA has not submitted Yearly Agreement(s) to CDE.

1. Describe the formal agreements, regarding the program(s) to be assisted, between the LEA and the local correctional facilities and alternative school programs that serve children and youth involved with the juvenile justice system.

2. Indicate if the LEA has submitted Yearly Agreement(s) to CDE.

* Yes, the LEA has submitted Yearly Agreement(s) to CDE.
* No, the LEA has not submitted Yearly Agreement(s) to CDE.

##### **Use of Title I, part D Funds**

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 that 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 to 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. § 1401(a).

It is the LEA's responsibility to ensure that timely and meaningful information is shared with neglected facilities so the neglected facility can make an informed decision about whether to apply to participate with the district in Federal Programs. This section is to ensure that information is disseminated in a timely and meaningful way.

The table below has been pre-populated with all the neglected facilities for which the department has record. For neglected facilities that accept ESSA funds, the district will include each school's plan for use of funds within the appropriate budget line items under Title I, Part A (Neglected set-aside). Districts will not be submitting individual neglected facility plans to CDE for 2018-2019. The electronic budget must reflect the activities for neglected facilities for 2018-2019.

View more detailed information regarding [Title ID programs](http://www.cde.state.co.us/fedprograms/ti/d).

**Use the table below to budget activities paid with any ESEA funds in support of the Title I, Part D program.**

| ID Ref | Activity Category | Description of Activity | Location | Program Code | Object Code | Salary Position | FTE | Funding Source | Amount |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

##### **TITLE II, part A QUESTIONS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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. **(**This description is required under ESSA Sec. 2012(b)(2)(C). By prioritizing CS, TS, and ATS 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 two schools identified for CS, and plans to support the remaining 8 non-ESSA identified schools with Title II funds. The LEA ensures the two CS schools 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 according to need *and* serve additional schools not identified for support under ESSA. The LEA prioritizes the ESSA-identified schools with the highest levels of poverty under Title II. * Scenario C: An LEA has 5 schools identified for CS or TS. The LEA is intentionally leveraging other available funds (e.g., 1003 School Improvement funds through EASI) to support 3 of these schools already. The LEA is able to demonstrate these additional resources and supports. The LEA prioritizes the remaining 2 CS/TS schools, and is able to support an additional 4 non-ESSA-identified schools with Title II funds. * 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.) | | | | | | | |
| Required Response | Required Response | Required Response | Required Response | Required Response | Required Response | Required Response | Response NOT Required |
| Populate rows with each CS and TS school and allow additional schools to be selected from drop-down in additional rows. | Drop-down | Drop-down | Description | Mirrors Budget Activity Description |  | Description |  |
| School/District*: (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.)* | **Indicate whether Title II funds will be targeted to this school** | **Indicate the method for targeting funds** | Describe the identified [human capital need](http://www.cde.state.co.us/fedprograms/tii/index)(s) affecting student performance in this school/district: (Human capital needs can vary, and often involve factors that influence teacher or school leader recruitment, retention, or development. For example, consider: salaries and other compensation; preparation and entry costs for incoming teachers (e.g., licensing); hiring and personnel management policies; new teacher induction; and school culture, leadership support, and professional learning. Title II funds should be used to address any identified disparities in student access to teachers (e.g., those identified through the Equitable Distribution of Teachers (EDT) analyses). | **Describe the Proposed Activity** | Describe the Intended Outcome of the proposed activity. If the activities involve professional development, please describe how these activities will be sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. | **Describe the timeline for implementation of this activity, including who will be responsible for implementation.** | **Additional Notes** |
|  | Yes | Prioritized access to districtwide support |  |  |  |  |  |
|  | No (school is being supported with other funding sources) | 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) |  |  |  |  |  |

##### **Use of Title II, Part A Funds**

The purpose of Title II, Part A is to provide grants to State educational agencies and subgrants to local educational agencies (LEA) to increase student achievement consistent with the 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 greater access to effective teachers, principals, and other school leaders. § 2001.

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.

If any low-income and/or minority children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, § 1111(g)(1)(B), the LEA must prioritize Title II, Part A funds to improve the equitable access to effective, qualified, and experienced teachers for these students. Where applicable, note in responses to the questions below what activities are being leveraged to improve the LEA’s compliance with section 1111(g)(1)(B) of Title I, Part A.

**Title IIA funds can be used for the following activities:**

* 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

[View more detailed Title IIA program information](http://www.cde.state.co.us/fedprograms/tii/index).

**Use the table below to budget activities paid with any ESEA funds in support of the Title II, Part A program.**

| ID Ref | Activity Category | Description of Activity | Location | Program Code | Object Code | Salary Position | FTE | Funding Source | Amount |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

##### **Title III QUESTIONS (new question format)**

*(POPULATE ONLY FOR LEAs ACCEPTING TITLE III)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Complete the table below to describe how the LEA intends to target and provide services for the parents, families, and/or communities of English Learners in the LEA, Title III consortium region and/or member district(s) in the 2018-19 school year. If the applicant is using Title III, Part A funds to support this program requirement, describe how each proposed activity is supplemental to the LEA's core English Language Development program. | | | | | | | |
| Required Response | Required Response | Required Response | Required Response | Required Response | Required Response | Required Response if funded with Title III, Part A | Response NOT Required |
| Mirrors Budget Activity Description |  | Drop-down |  |  | Drop-down |  |  |
| **Describe the Proposed Activity** | **Who/What organization is implementing the proposed activity?** | **Select the Intended Audience.** | **Describe the Intended Outcome of the proposed activity.** | **Describe the timeline for implementation of parent, family, and/or community activities (i.e., Describe how the activity will be delivered throughout the year).** | **Indicate whether the proposed activity will be funded with Title III, Part A; Title I, Part A; or, State/local funds.** | **If the activity will be supported with Title III, Part A funds, describe how the activity is supplemental to the core ELD program.** | **Additional Notes** |
|  |  | Students |  |  | Title III, Part A |  |  |
|  |  | Parents/Families |  |  | Other (Add description) |  |  |
|  |  | Community |  |  |  |  |  |
|  |  | Teachers |  |  |  |  |  |
|  |  | Administrators |  |  |  |  |  |
|  |  | Other (Add description) |  |  |  |  |  |

*In developing a response, the LEA, Title III consortium region and/or in member district(s) must include a description of the following requirements for each activity selected. This is information will be used to review the LEA plan.*

* *Activities must specifically address the linguistic and academic needs of EL students and/or their families.*
* *Activities must specifically address how each activity is supplemental to the core programming for English Learners (ELs).*
* *Activities must specifically address how each activity will be used to expand, enhance or modify existing EL programs.*
* *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.*
* *How relevant stakeholders were engaged in determining the use of Title III funds.*

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/ncomertoolkit.pdf)
  + [ESEA Program Toolkit](http://www.cde.state.co.us/fedprograms/technical-assistance)

Citation: §§ 3115(g), 3116(b)(1), 3116(b)(4)(C), 3121(a)(1), 3122(a), 5222(a)(1)(5).

|  |  |  |  |
| --- | --- | --- | --- |
| 2. Complete the table below to describe how the LEA intends to use Title III, Part A funds in the 2018-19 school year to increase the English language development of and access to grade level content for English learners. Describe how each proposed activity is supplemental to the LEA's core English Language Development program. | | | |
| Required Response | Required Response | Required Response | Response NOT Required |
| Mirrors Budget Activity Description |  |  |  |
| **Describe the Proposed Activity** | **Describe the Intended Outcome of the proposed activity.** | **Describe how the activity is supplemental to the core ELD program.** | **Additional Notes** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. Complete the table below to describe how the LEA intends to provide ongoing and effective professional learning/development in the 2018-2019 school year for instructional and non-instructional staff working with English Learners. If the applicant is using Title III, Part A funds to support this program requirement, describe how each proposed activity is supplemental to the LEA's core English Language Development program. | | | | | | | | |
| Required Response | Required Response | Required Response | Required Response | Required Response | Required Response | Required Response | Required Response if funded with Title III, Part A | Response NOT Required |
| Mirrors Budget Activity Description |  | Drop-down |  |  |  | Drop-down |  |  |
| **Describe the Proposed Activity** | **Who/What organization is implementing the proposed activity?** | **Select the Intended Audience.** | **Describe how the professional learning/development participants were/will be selected.** | **Describe the Intended Outcome of the proposed activity.** | **Describe how the professional development will be delivered throughout the year.** | **Indicate whether the proposed activity will be funded with Title III, Part A; Title I, Part A; or, State/local funds.** | **If the activity will be supported with Title III, Part A funds, describe how the activity is supplemental to the core ELD program.** | **Additional Notes** |
|  |  | Teachers |  |  |  | Title III, Part A |  |  |
|  |  | Administrators |  |  |  | Title I, Part A |  |  |
|  |  | Other (Add description) |  |  |  | State/local funds |  |  |

*In developing a response, the LEA, Title III consortium region and/or member district(s) must include a description of the following requirements for each professional development activity. This is information will be used to review the LEA plan.*

* *How the PD plan was developed and the targeted audience was selected.*
* *How the PD will specifically increase the capacity of the targeted audience.*
* *How the PD will be delivered throughout the 2018-2019 school year.*
* *How the PD plan leverages state, local and federal funds to provide effective PD for instructional and non-instructional staff working with ELs.*

Additional Considerations, Guidance, and Resources

* How Title III funds will be utilized to meet this requirement. If using Title III funds to support PD requirement, include in budget.
* How the PD:
  + Addresses the unique academic, linguistic, and social-emotional challenges and opportunities of ELs.
  + 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 and/or 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 and/or in 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/ncomertoolkit.pdf)
  + [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)
  + [ESEA Program Toolkit](http://www.cde.state.co.us/fedprograms/technical-assistance)

Citation: § 3115(c)(2).

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

*(POPULATE ONLY FOR LEAs ACCEPTING TITLE III Immigrant Set-Aside)*

1. Describe how Title III, Immigrant Set Aside funds will be used to pay for activities that provide enhanced instructional opportunities for immigrant children and youth in the LEA, Title III consortium region and/or member district(s).

*In developing a response, the LEA, Title III consortium region and/or member district(s) must include a description of the following requirements for each proposed activity. This is information will be used to review the LEA plan.*

* Activities must specifically address the educational opportunities of immigrant students and their families/communities in the LEA, Title III consortium region and/or in member district(s). If LEA, Title III consortium region and/or member district(s) use funds for staffing positions, purchased services, or curricular resources the LEA should 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 funds. Activities funding purchased services or curricular resources must specifically address the parties involved, length of the relationship, and the purpose of the contract. *If LEA, Title III consortium region and/or member district(s) use funds for staffing positions, purchased services, or curricular resources the LEA should 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 funds.*

*Activities funding purchased services or curricular resources must specifically address the parties involved, length of the relationship, and the purpose of the contract.*

Additional Considerations, Guidance, and Resources

* The challenges and opportunities of immigrant students and their families/communities in the LEA, Title III consortium region and/or member district(s), including:
  + language(s) spoken,
  + Access to formal education
  + Academic background
  + Cultural experiences.
* Coordinated activities with community-based organizations, IHEs, and other entities working with the immigrant community.
* 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/ncomertoolkit.pdf)
  + [ESEA Program Toolkit](http://www.cde.state.co.us/fedprograms/technical-assistance)

Citation: § 3115(e).

##### **Use of Title III Funds**

The purpose of Title III, Part A is to help ensure that English learners (ELs), including immigrant children and youth, attain English proficiency and develop 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.

**Title III**

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

Activities may include:

* Upgrading ELD program objectives
* Improving ELD programs
* Providing community participation programs, family literacy services, and parent outreach and training activities
* Providing tutoring and intensified instruction
* Improving instruction for EL students by providing educational technology or instructional materials

[View more detailed Title III program information](http://www.cde.state.co.us/fedprograms/tiii/index)

##### **Title III Immigrant Set-Aside (New application section)**

The Title III Immigrant Set-Aside grant is designed 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. Activities funded under the Title III Immigrant Set-Aside program may include

* Providing family literacy and parent outreach
* Support for personnel 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 instruction services directly attributable to immigrant student enrollment
* Other instruction services to assist immigrant students

[View more detailed Title III Immigrant Set-Aside program information](http://www.cde.state.co.us/fedprograms/tiii/index)

**Use the table below to budget activities paid with any ESEA funds in support of the Title III program.**

| ID Ref | Activity Category | Description of Activity | Location | Program Code | Object Code | Salary Position | FTE | Funding Source | Amount |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

##### **Title III ASSURANCES**

**LEA 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).

☐ 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). – Only required if accepting Title III – SA funds

**BOCES 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).

☐ 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). Only required if accepting Title III – SA funds.

##### **Title IV, Part A Questions**

*(Populate only for LEAs Accepting Title IV)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Complete the table below to describe how the LEA intends to use Title IV, Part A funds in the 2018-19 school year for activities in the three content areas, Well Rounded Educational Opportunities, Safe and Healthy Students and Effective Use of Technology. | | | | |
| Required Response | Required Response | Required Response | Required Response | Response NOT Required | |
| Drop Down | Mirrors Budget Activity Description |  |  |  | |
| Content Area | Select the Proposed Activity | Describe the Intended Outcome of the proposed activity. | Describe how the LEA will periodically evaluate the effectiveness of the program activities. | Additional Notes | |
| Well Rounded Educational Opportunities |  |  |  |  | |
| Safe and Healthy Students |  |  |  |  | |
| Effective Use of Technology |  |  |  |  | |

*Note: LEAs receiving $30,000 or more in Title IV, Part A funds must:*

* *Use at least 20% of the funds to support activities related to well-rounded educational opportunities.*
* *Use at least 20% of the funds to support safe and healthy students.*
* *Use a portion of the funds to support the improvement of the use of educational technology.*
* *Prioritize the funds toward high-need schools in the district.*

Response Guidance:

* 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.
* Include sufficient detail to ensure alignment with the selected Activity content area.
* Include an outcome that is attainable and will yield reasonable results.
  + What are reasonable expectations of success at the beginning, middle, and end of an activity or intervention?
  + How will success be measured?
* Include a timeline for the evaluation and alignment with intended outcome.

Effective Use of Technology Special Rule: At least 85 percent of funds allocated for the Effective Use of Technology must be used to support professional learning. No more than 15 percent of funding in this content area may be spent on devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases.

Additional Considerations, Guidance, and Resources

* 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 and/or delinquent institutions, and children and youth experiencing homelessness.
* Specific supports for both residential and day treatment centers, if applicable.
* Additional Resources:
  + [Title VI, Part B](http://www.cde.state.co.us/fedprograms/ov/tvib)
  + [Special Education](http://www.cde.state.co.us/cdesped/progserv)
  + [Non-Regulatory Guidance Student Support and Academic Enrichment Grants](https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf)
  + [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)
  + [ESEA Program Toolkit](http://www.cde.state.co.us/fedprograms/technical-assistance)

Citation: §§ 4106(e)(1)(A), 4106(d), 4106(e)(1)(C), 4106(e)(1)(D), 5222(a)(1)(5).

##### **Use of Title IV, Part a Funds**

*(POPULATE ONLY FOR LEAs ACCEPTING TITLE IV funds)*

The purpose of Title IV, Part A is to improve students' 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.

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

**LEAs receiving $30,000 or more in Title IV, Part A funds must:**

* conduct a comprehensive needs assessment every 3 years
* use at least 20% of the funds to support activities related to well-rounded educational opportunities
* use at least 20% of the funds to support safe and healthy students
* use a portion of the funds to support the improvement of the use of educational technology and
* prioritize the funds toward high-need schools in the district

**Examples of activities that can be supported with Title IV, Part A funds include but are not limited to:**

Activities to Support Well-Rounded Educational Opportunities

* STEM programs
* Music and art programs
* Foreign language offerings
* Opportunity to earn credits from institutions of higher learning
* Reimbursing low-income students to cover the costs of accelerated learning examination fees
* Environmental education
* Promoting volunteerism and community involvement

Activities to Support Safe and Healthy Students

* School based mental health services
* Drug and violence prevention activities that are evidence-based
* Integrating health and safety practices into school or athletic programs
* Nutritional education and physical education
* Instructional practices for developing relationship-building skills
* Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment
* Establishing or improving school dropout and reentry programs

Activities to Support the Effective Use of Technology

* Building technological capacity and infrastructure
* Carrying out blended learning opportunities
* Providing professional development on the use of technology to enable teachers to increase student achievement in STEM areas
* Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences
* Providing educators, school leaders, and administrators with the professional learning tools, devices, content and resources to:
* Personalize learning
* Discover, adapt, and share relevant high-quality educational resources
* Use technology effectively in the classroom

Implement and support school and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning

| ID Ref | Activity Category | Description of Activity | Location | Program Code | Object Code | Salary Position | FTE | Funding Source | Amount |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

##### **Title IV, part a assurances**

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

* 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).
* LEA’s 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, §4106(d)
  + 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, and
  + Use a portion of the funds to support the Effective Use of Technology. §4106(e)(2)(C)-(E)
* 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)

##### **Use of Title V, part b Funds**

*(POPULATE ONLY FOR LEAs ACCEPTING TITLE V)*

The purpose of Title V, Part B is to address the unique needs of rural school districts that frequently lack the 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. § 5202.

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; Title IV, Part A; or, Parental Involvement Activities. § 5222(a). By accepting the funds awarded under the Rural Education Initiative, the LEA intends to use the funds in accordance and compliance with the requirements under the applicable Title programs.

Title V, Part B funds may be used for the following activities:

* Recruitment and retention of teachers including the use of signing bonuses and other incentives
* Professional development for teachers 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
* Activities authorized under Title IA, Improving Basic Programs Operated by Local Educational Agencies
* Activities authorized under Title III Language Instruction for Limited English Proficient and Immigrant Youth
* Activities to support the lowest performing schools receiving Title IA funds

View more detailed Title VB program information

**Use the table below to budget activities paid with any ESEA funds in support of the Title V, Part B program.**

| ID Ref | Activity Category | Description of Activity | Location | Program Code | Object Code | Salary Position | FTE | Funding Source | Amount |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# **MODULE C: FINANCIAL SUMMARY PAGE**

##### Budget Summary

The Budget Summary is populated as the applicant budgets funds and lists all funding sources categorized by Instructional Program, Support Program, Improvement of Instructional Services and Administration.

##### Set-Aside Summary

The Set-Aside summary is populated as the applicant budgets funds. LEAs that receive more than $500K in Title I Part A funds are required to set-aside 1% of the allocation for Parental Activities. In addition, LEAs are required to allocate a minimum of $50 for students experiencing homelessness. All other set-asides are not required however may be used for data reporting purposes.

##### Locations Total

The Locations Total table is a populated as the applicant budgets and provides the total budgeted at each location by funding program.

# **MODULE D: Application Summary and submission**

##### Document Uploads

LEAs will upload the Approval and Transmittal signature form and the School Improvement Retention of Funds Request form (if applicable).

##### Summary Page

Sections of the application that need attention are noted by a red x and the submit button will become active once the all items have been addressed.

|  |
| --- |
| Top of Form |
| Module A: |
| * [Fund Allocations ARAC](https://www.cde.state.co.us/apps/consapp/FundAllocations_ARAC) |
| * [Contacts](https://www.cde.state.co.us/apps/consapp/Contacts) |
| * [LEA Profile](https://www.cde.state.co.us/apps/consapp/LEAProfile) |
| * [School Profiles](https://www.cde.state.co.us/apps/consapp/SchoolProfile) |
| * [Assurances](https://www.cde.state.co.us/apps/consapp/Assurances) |
| Module B: |
| * Narrative Introduction |
| * Cross Program |
| * [Title I, Part A Funds](https://www.cde.state.co.us/apps/consapp/TitleIAFunds) |
| * Title I, Part A Questions |
| * Title I, Part D Funds |
| * Title I, Part D Questions |
| * [Title II, Part A Funds](https://www.cde.state.co.us/apps/consapp/TitleIIAFunds) |
| * Title II, Part A Questions |
| * [Title III Funds](https://www.cde.state.co.us/apps/consapp/TitleIII) |
| * Title III Questions |
| * Title III Immigrant Set-Aside Funds |
| * Title III Immigrant Set-Aside Questions |
| * Title IV, Part A Funds |
| * Title IV Part A Questions |
| * Title V, Part B Funds |
| * Title V, Part B Questions |
| Module C: |
| * [Budget Summary](https://www.cde.state.co.us/apps/consapp/BudgetSummaryPage) |
| * Set Aside Summary |
| * Budget Locations Totals |
| Module D: |
| * Document Uploads |
| * Summary |

Bottom of Form