



## Consolidated Application Guidance

New to the 2017-2018 Consolidated Application are narrative questions. As with any new legislation, new requirements are outlined and a new plan is needed from local educational agencies (LEAs). The Colorado Department of Education (CDE) is required to collect the plan for how the LEA will support students under the new law. To meet this requirement, the Colorado Department of Education (CDE) has developed, with stakeholder input, a new consolidated application, which includes a set of five cross-program questions, organized around five core elements:

- A comprehensive needs assessment;
- Meaningful, ongoing consultation with parents, teachers and other community members;
- The identification of students in need of additional support;
- Delivery and progress monitoring of evidenced-based student supports; and
- Evaluation of programs and activities funded by the ESSA.

In addition to the five cross-program questions, the consolidated application contains several program-specific questions for Titles I, II, III, and IV that may or may not be applicable to your LEA. The questions were developed by reviewing and consolidating the requirements in the statute, consulting with stakeholders and determining what is necessary for the release of funds.

This document will assist the user in understanding how to read the paper version of the application, how the questions are designed and what does and does not need a narrative response.

CDE understands that the consolidated application has expanded from the transitional application used last year. To support LEAs in meeting the new requirements of ESSA, CDE is hosting a variety of opportunities to assist LEAs as they develop their LEA plans. Supports include:

- Consolidated Application trainings, including an online session;
- Virtual Academy Work Sessions;
- BOCES and member district work sessions, as requested; and
- Individualized support for planning.

**Check Boxes** - LEAs have the option to select items within the application. Some check boxes trigger additional selection options once checked. Applicants should check all that apply.

**Response Guidance** - Supports the question and provides context for drafting a response. In the online module, suggested response guidance will appear as a link that will open in a new page. 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. Below, the response guidance will be *italicized*.

**Additional Considerations, Guidance and Resources** - Considerations, Guidance, and Resources will appear as a link in the online platform and list other program resources that are optional supports for the development of a comprehensive response.

NOTE: EVEN THOUGH AN LEA SUBMITS ONLY THE REQUIRED INFORMATION IN ITS CONSOLIDATED APPLICATION, AN LEA MUST STILL MEET ALL ESEA REQUIREMENTS FOR EACH PROGRAM FOR WHICH THE LEA ACCEPTS FUNDS.



### Application

Each program section provides a set of questions, **Check Boxes**, **Response Guidance**, and **Additional Considerations, Guidance and Resources**. Each application question provides a set of options that will let reviewers know where to look for responses and indicate if additional time and or support is needed to complete the response.

### Unpacking the Questions

The main question within each section is in regular text. Applicants are required to provide a response to the question in the text box provided. **To obtain Substantial Approval, applicants must provide a complete response to the question or select the box indicating the applicant’s need for more time.** If additional time to develop the response is necessary, applicants can indicate such by checking the corresponding box. **If the applicant does not accept program funds, the questions associated with that program will not display.**

*Title V, Part B – Rural Education Initiative  
Title V, Part B funds may be used for any allowable activity under the other title programs; therefore, CDE did not include a narrative question for this program. LEAs can check if Title V, Part B funds will be used to support activities selected within each section and budget the funds in the Title V budget.*

Cross-Program 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 Options – Check Box Options

Each question has a set of options that provides reviewers additional information about the response being provided. The guide below indicates how the items will be evaluated and what actions are required of the LEA.

Check Box Option	Instructions
<b>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). 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.</b>	If checked, the LEA is NOT required to add additional narrative description unless additional trends and needs are to be included in the response.
<b>The LEA is not using the UIP as the comprehensive needs assessment. Provide a response to the question in the space below.</b>	If checked, the LEA IS required to provide a narrative description of the comprehensive needs assessment. LEAs are encouraged to use existing responses developed to complete this question.
<b>Check here if you are requesting more time to complete this response and will update for the second submission window by September 30,</b>	If checked, the LEA will have until September 30, 2017 to fully respond to the question.



Check Box Option	Instructions
<p>2017.</p> <p><b>Check here if you would like CDE to support you in developing this response.</b></p>	<p>If checked, the LEA will be contacted by CDE to set up a support session to assist with the development of a response to the question.</p>

### Program Questions

Each program has a set of questions that require a response to be considered complete. The list below provides a roadmap of program specific questions that have conditional response options. Questions not listed below require a response narrative and the Response Guidance and Additional Considerations are provided to support the development of the response.

#### Response Options – Budget Description Only

The following questions will **not** require a narrative response. Instead, the applicant will provide a description of the activities selected in the Application Budget.

- Title I, Part A – Question 2
- Title I, Part D – Question 1
- Title II Part A – Question 2
- Title III, Part A – Question 1
- Title IV, Part A – Question 1

#### Response Options – Context Based

Under **Title I, Part A, Question 3** asks LEAs to provide a description of the services being provided to children and youth experiencing homelessness. As with all of the questions in the application, the law requires a description; however, if the LEA has not identified children and youth experiencing homelessness, the LEA has the option to indicate this and assure their compliance with the coordination with the McKinney-Vento Homeless Assistance Act. LEAs are also required to set aside a minimum of \$50 for homeless activities; however, the LEA should ensure that the amount set aside is appropriate to serve the identified children and youth experiencing homelessness in their district.

#### Response Options – Funding Based

Some questions require a response if the LEA is using funds for the activities listed. **Title I, Part A Question 4** specifically ties to the funds being used for this activity. If the LEA is not using funds to support this activity, the LEA may indicate and assure that they will provide guidance and support to schools to support efforts to reduce discipline practices that remove students from the classroom. ***A narrative response is not required if the applicant is not using funds for this activity.***

**Title I, Part A Question 6** specifically ties to the funds being used for this activity. If the LEA is not using funds to support this activity, the LEA may indicate and assure that they provide guidance and support to schools in effectively transitioning students through school and preparing them for college and career readiness. ***A narrative response is not required if the applicant is not using funds for this activity.***

#### Response Options – Criteria Based

The next two questions will appear of the LEA meets the specified criteria:



**Title I, Part A Question 5** will only appear if the LEA has been identified as having students being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers. The application will pre-populate the data needed to trigger this question. Therefore, if the LEA has not been identified, this question will not appear.

**Title I, Part A Question 7** CDE will pre-populate the data in the LEA's consolidated application and work with the LEA to address the question. *Note: None of the applications will include this question when the application is released.*

### 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). 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.
  - Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
    - Check here if you would like CDE to support you in developing this response.

#### Response Guidance

- *How district and building leaders, teachers, parents and community members are engaged in the process of determining the comprehensive needs of the LEA and schools.*
- *How data is used in the comprehensive needs assessment, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated.*

#### Additional Considerations, Guidance, and Resources

- How the UIP is used as a comprehensive needs assessment to identify and plan to address school and district needs.
- How a body of evidence is used to inform instruction, monitor practice, accelerate student learning, and meet accountability requirements at the school and/or district level
- How the comprehensive needs assessment is used to inform and establish priorities in the development, implementation, and evaluation of the UIP and school, district, and BOCES action plans
- Additional Resources:
  - [Unified Improvement Planning - Resources](#)
  - [ESEA Program Toolkit](#)
  - [Data, Program Evaluation and Reporting \(DPER\) Resource Center](#)
  - [EL Data Dig Tool and ELD Program Review](#)

Citations: § 1003a(d)(4), 1112(a)(1)(A), 1114(b)(6), 1115(a).

If LEA is not using the UIP as the comprehensive needs assessment, insert text response

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). 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.
- Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
  - Check here if you would like CDE to support you in developing this response.

*Response Guidance*

- *How district and building leaders, teachers, parents and community members were selected and engaged in determining the comprehensive needs of the LEA and schools.*
- *Relevant trends based on grade-level, student group, regions, etc. as appropriate.*

Additional Considerations, Guidance, and Resources

- Notable Trends, Priority Performance Challenges, or Root Cause Analyses (e.g. human capital issues) identified in the UIP that may address this question, as well as needs that are not captured in the UIP, but may be prioritized with ESEA funds.
- Additional Resources:
  - [Unified Improvement Planning - Resources](#)
  - [ESEA Program Toolkit](#)
  - [Data, Program Evaluation and Reporting \(DPER\) Resource Center](#)
  - [EL Data Dig Tool and ELD Program Review](#)

Citations: §§ 1003a(d)(4), 1112(a)(1)(A), 1114(b)(6), 1115(a).

If LEA is not using the UIP or has additional identified trends and needs, insert text response

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?
- Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
    - Check here if you would like CDE to support you in developing this response.

*Response Guidance*

- *The strategies to engage every parent and family in development of the LEA plan and specific strategies that target families and/or community of ELs.*
- *How teachers were given sufficient opportunity to self-identify needs.*
- *How the prior and planned uses of ESEA funds were communicated clearly to all applicable stakeholders.*
- *The LEA’s process to identify and prioritize the greatest area(s) of need from stakeholder input when all identified needs could not be reasonably addressed with available ESEA funds.*
- *How the LEA considered and communicated the strengths and needs of the following subgroups of students, as appropriate:*
  - *Low-income students*



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

Additional Considerations, Guidance, and Resources

- How these groups are involved in the UIP process (Data Narrative- Brief Description).
- How teachers and paraprofessionals are consulted when selecting professional learning opportunities.
- Teacher leadership structures that allow teachers to be involved in planning.
- Communication with charter schools to determine their needs for ESEA funds.
- Any relevant survey data.
- Additional Resources:
  - [Colorado Academic Standards Communications Toolkit](#)
  - [Family and Community Guides to the Colorado Academic Standards \(K-12\)](#)
  - [Promising Partnership Practices](#)
  - [ESEA Program Toolkit](#)

Citations: §§ 1112(a)(1)(A), 2102(b)(3)(A)-(B).

Insert Text Response

4. Describe how the LEA evaluates the implementation and effectiveness of supports and services provided through ESEA programs and determines when to modify, continue or terminate such services, or the guidance and support the LEA provides to schools when that determination is made at the school level.
- Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
  - Check here if you would like CDE to support you in developing this response.

*Response Guidance*

- *How district and building leaders, teachers, parents, and community members are engaged in the evaluation/modification process.*
- *How data is used in program evaluation, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated.*
- *The measurable implementation benchmarks and goals for activities.*

Additional Considerations, Guidance, and Resources

- Guidance and support the LEA provides to schools, facilities, and service providers for program evaluation.
- Elements in the UIP that may address this requirement (Prior Targets reflection, Current Performance, Root Causes, Action Steps, Targets/Interim Measures, Implementation Benchmarks.)
- How a body of evidence is used to inform instruction, monitor practice, promote proficiency, and meet accountability requirements at the school and/or district level
- ESSA requirements to communicate with parents in an understandable and uniform format, and to the extent practicable, in a language parents can understand.



- Relevant local surveys.
- How the LEA may use TELL Colorado survey results.
- Relevant mechanisms for meaningful feedback on activities.
- Additional Resources:
  - [Unified Improvement Planning - Resources](#)
  - [Data, Program Evaluation and Reporting \(DPER\) Resource Center](#)
  - [EL Data Dig Tool and ELD Program Review](#)
  - [Multi-Tiered System of Supports \(MTSS\)](#)
  - [Multi-Tiered Family, School, and Community Partnering](#)
  - [ESEA Program Toolkit](#)

Citations: §§ 1003a(d)(4), 1112(a)(1)(A), 1114(b)(6), 1414(c)(6), 1115(a), 2102(b)(2)(D), 4106(e)(1)(E), 5222(a)(1)(5).

Insert Text Response

5. What strategies are the LEA utilizing, or what guidance and support does the LEA provide to schools, to implement genuine, meaningful, and relevant parent and family partnerships?
- Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
  - Check here if you would like CDE to support you in developing this response.

#### Response Guidance

- *How the parent and family engagement policy will consider the specific demographics of every family within the LEA and specific strategies that target families and/or community of ELs.*
- *How all parents and family members are or will be engaged in the annual evaluation and/or modification of the parent and family engagement policy.*
- *How the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.*
- *The LEA's expectations and objectives for genuine, meaningful, and relevant parent and family partnerships at the LEA and school level.*
- *How the parent and family engagement policy and/or proposed activities are coordinated and leveraged with other state, local, and federal programs in the LEA, Title III consortium region and/or in member district(s).*
- *How Title III funds will supplement family and community engagement efforts specifically targeted to families and/or communities of ELs in the LEA, Title III consortium region and/or member district(s).*
- *If using Title III funds to support the community engagement requirement, include these activities in the budget.*

#### Additional Considerations, Guidance, and Resources

- Elements in the UIP that may address parent and family partnerships (Major Improvement Strategies, Action Steps, Implementation Benchmarks).
- Strengths of and opportunities for improving the parent and family involvement/engagement policy.
- Current efforts to engage the family and community of ELs reflected in the district/school population.
- The school-parent compact; how the school, parents and families work together for high/improved student academic achievement.
- How the LEA will identify and minimize barriers to parent participation.
- How the LEA will build the capacity of parents and families to be involved in their children's education.
- Opportunities provided to all families/guardians with students transitioning back to school or educational programs.



- How Title III funds can be leveraged to supplement other state, local, and federal funds to support family and community engagement.
- How activities and strategies are evidence-based and will develop and enhance community and family relationships and engagement in the LEA, Title III consortium region and/or in member district(s).
- How proposed activities will increase the English language development and academic outcomes of ELs.
- Additional Resources:
  - [Parents and Families in ESSA](#)
  - [GT Parent's Corner](#)
  - [Promising Partnership Practices](#)
  - [Multi-Tiered Family, School, and Community Partnering](#)
  - [District to District Student Transfers and Transitions](#)

Citations: §§ 1112(a)(1)(A), 1112(b)(7), 1116(a), 1423(8), 3116(b)(3).

Insert Text Response

### TITLE I, Part A QUESTIONS

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.
  - Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
  - Check here if you would like CDE to support you in developing this response.

#### Response Guidance

- *The data used to identify students and the frequency with which data is evaluated.*
- *How the process to identify students not meeting or at risk of not meeting CAS and CELP standards considers the strengths and needs of the following subgroups of students, as appropriate:*
  - *Low-income students*
  - *Lowest achieving students*
  - *English learners*
  - *Children with disabilities*
  - *Children and youth in foster care*
  - *Migratory children*
  - *Children and youth experiencing homelessness*
  - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
  - *Immigrant children and youth*
  - *American Indian and Alaska Native students*
- *How the LEA supports collaborative and systematic processes in schools to identify children most in need of receiving services under a Targeted Assistance program.*

#### Additional Considerations, Guidance, and Resources

- How a body of evidence is used to inform instruction, monitor practice, promote proficiency, and meet accountability requirements at the school and/or district level.
- Elements in the UIP that may address identification of student need (Data Analysis- Notable Trends, Priority Performance Challenges, Action Steps, Implementation Benchmarks, Targets/Interim Measures).





- How the LEA utilizes, or provides guidance and support regarding, READ Plans and Multi-Tiered Systems of Support (MTSS) to identify, align supports, and progress-monitor students.
- Additional Resources:
  - [Unified Improvement Planning - Resources](#)
  - [Data, Program Evaluation and Reporting \(DPER\) Resource Center](#)
  - [EL Data Dig Tool and ELD Program Review](#)
  - [Multi-Tiered System of Supports \(MTSS\)](#)
  - [Multi-Tiered Family, School, and Community Partnering](#)
  - [Parents and Families in ESSA](#)
  - [Homeless Education](#)
  - [Special Education](#)

Citations: §§ 1112(a)(1)(A), 1112(b)(1), 1112(b)(9).

Insert Text Response

2. Based on your comprehensive needs assessment and process for identifying students not meeting or at risk of not meeting CAS and CELF standards, select the allowable activities below that will be supported with Title I, Part A funds. *The budget line items should reflect the activities selected.*
- Curriculum
    - Curriculum for additional interventions
    - Professional development to teach curriculum with fidelity
    - Supplemental curriculum
    - Other
  - Assessment and Evaluation
    - Continuous improvement
    - MTSS
    - Progress monitoring
    - Mid-year review process with each school
    - UIP feedback and guidance
    - Online programs (e.g. Schoolcity, SME, Study Island, Reading A-Z, etc.)
    - Blended learning
    - Data and evaluation team
    - Early warning systems
    - Other
  - Instruction
    - College and career awareness preparation
    - Preschool
    - Full-day kindergarten
    - Instructional materials
    - PBIS
    - Extended instructional time during the school year
    - Instructional interventionist
    - Behavior specialist
    - Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)
    - Instructional coaches



- Supplemental tutoring through external provider
- Preschool supports
- Technology
- Summer school
- Job-embedded professional learning
- Dual-concurrent enrollment programs/courses
- Efforts to reduce discipline practices that remove students from the classroom
- Career and technical education programs
- Credit recovery and acceleration
- Other
- District or School Culture
  - Creating a culture of high expectations
  - School improvement (restructuring, reform, transformation, planning & design)
  - Bullying Prevention
  - Home school liaison
  - Home visit programs
  - Assemblies (e.g. suicide prevention, bullying prevention, etc.)
  - Parent, family, and community engagement
  - Family surveys
  - Restorative justice programs
  - Efforts to reduce discipline practices that remove students from the classroom
  - Other
- Student, Family and Community Supports
  - Non-academic support (socioeconomic/emotional/cultural)
  - Dropout prevention and student re-engagement
  - Engaging parents/families (may include materials in a language families can understand, interpreters, and translators)
  - Family literacy
  - College and career awareness preparation
  - PBIS
  - Services to facilitate transition from preschool
  - Support for Children and youth experiencing homelessness
  - Classes for parents and families (e.g. ESL, GED, citizenship, parenting, etc.)
  - Internet safety
  - Community liaison
  - Parent liaison/family engagement coordinator
  - Welcome center/community school centers
  - Child care for parent engagement events
  - Back-to-school kick-off
  - PD for family engagement liaisons
  - Homeless liaison
  - Efforts to reduce discipline practices that remove students from the classroom
  - Career and technical education (CTE) programs
  - Other
- Professional Growth
  - Differentiated, job-embedded professional learning opportunities
    - Provided by school or district staff
    - Provided by external vendor



- Recruit and retain effective educators
- Teacher advancement initiatives
- Improvement of teacher induction program(s)
- Conference attendance (registration, travel, etc.)
- Curriculum specialists
- Improvement of teacher or other school leader induction program(s)
- Preparing and supporting experienced teachers to serve as mentors
- Preparing and supporting experienced principals to serve as mentors
- Other
- Other
- Check here if you plan to use Title V, Part B for any activities listed above. (Please budget activities in the Title V, Part B budget.)

#### Additional Considerations, Guidance, and Resources

- How the LEA provides guidance and support to Title I schools as they plan for the use of Title I funds.
- Types of services and supports that will be provided with Title I funds, inclusive of instructional, social-emotional, and others.
  - How additional instructional materials and supports from Title I, Part A funds align to and enhance the curriculum and instructional materials the LEA and schools have adopted.
  - What the LEA does, or guidance and support the LEA provides to schools, to ensure: best first instruction is aligned to CAS and CELP standards; rigorous, effective instructional planning; Title I, Part A-funded activities provide supplemental supports to enhance and/or modify the best first instruction.
  - How the standards-based instructional program actively engages all students by using effective, varied, and evidence-based practices to provide additional opportunities to accelerate student academic performance.
- How the LEA will meet the linguistic, social-emotional, and academic needs of students served in schoolwide and targeted assistance programs and neglected and/or delinquent institutions.
- Specific supports for both residential and day treatment centers, if applicable.
- How the LEA will ensure that schools are provided information and support regarding options for using their funds for the following purposes:
  - Support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or school level, including plans for the transition of participants in such programs to local elementary school.
  - Support programs that coordinate and integrate academic and career and technical education (CTE) content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in Colorado.
  - Support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
  - Assist schools in identifying and serving gifted and talented students.
  - Assist schools in developing effective school library programs to provide students opportunities to develop digital literacy skills and improve academic achievement.
- Additional Resources:
  - [Title I, Part A Regulations and Guidance](#)
  - [Highly Effective School Library Program](#)
  - [Early Learning and School Readiness Resources](#)
  - [Educator Induction Guidelines](#)
  - [Multi-Tiered System of Supports \(MTSS\), Multi-Tiered Family, School, and Community Partnering](#)



- [Homeless Education](#)
- [Dropout Prevention and Student Re-Engagement](#)
- [Special Education](#)
- [ESEA Program Toolkit](#)

Citations: §§ 1112(a)(1)(A), 1112(b)(1), 1112(b)(5), 1112(b)(8), 1112(b)(12)(A), 1112(b)(12)(B), 1112(b)(13)(A), 1112(b)(13)(B), 5222(a)(1)(5).

3. 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. **(Context Based, Page 3)**
- Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
    - Check here if you would like CDE to support you in developing this response.
  - 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).]

#### Response Guidance

- *How relevant stakeholders are engaged in the process of determining appropriate supports and services and how these will lead to increasing progress toward grade-level standards.*
- *The data used to identify and evaluate services, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated.*
- *How proposed supports and services are coordinated with and leverage other state, local, and federal programs, specifically those provided under the McKinney-Vento Homeless Assistance Act.*
- *The method utilized in determining the Title I, Part A Homeless Set-Aside amount and process for obtaining Homeless Education Liaison input.*
- *How children and youth experiencing homelessness are identified in all schools.*
- *How the process to identify progress toward meeting CAS and CELP standards considers the strengths and needs of the following subgroups of students, as appropriate:*
  - *Low-income students*
  - *Lowest achieving students*
  - *English learners*
  - *Children with disabilities*
  - *Migratory children*
  - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
  - *Immigrant children and youth, and*
  - *American Indian and Alaska Native students.*

#### Additional Considerations, Guidance, and Resources

- How children and youth experiencing homelessness receive services from counselors to improve college readiness.
- How the Title I funds set-aside shall be reasonable and necessary to provide services and, for sub-grantees, complements those provided under the McKinney-Vento Homeless Assistance Act.



- How services provided to children and youth experiencing homelessness in shelters and/or schools that do not receive Title I funds are comparable to those in the LEA’s Title I schools.
- How the LEA reviews and revises policies to remove barriers to the identification, school stability, enrollment, and retention of children and youth experiencing homelessness.
- How the LEA removes barriers that prevent homeless children and youth from receiving full or partial credit for coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies and addresses specific needs in the areas of transportation, access to public pre-K programs, outstanding fees and fines, absences, and access to academic and extracurricular activities.
- How the LEA builds capacity for liaisons, district and building leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel to heighten awareness of the specific needs of homeless and runaway children and youth.
- Additional Resources:
  - [Homeless Education](#)
  - [Multi-Tiered System of Supports \(MTSS\), Multi-Tiered Family, School, and Community Partnering, Title I, Part A Regulations and Guidance](#)
  - [Dropout Prevention and Student Re-Engagement](#)

Citations: §§ 1112(a)(1)(A), 1112(a)(1)(B), 1112(b)(6).

Insert Text Response, if necessary.

4. 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. **(Funding Based, Page 3)**
- Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
  - Check here if you would like CDE to support you in developing this response.
  - 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).

*Response Guidance*

- *How proposed supports and services will increase progress toward grade-level standards.*
- *How district and building leaders, teachers, parents and community members are engaged in the process of determining appropriate supports and services.*
- *How proposed supports and services are coordinated with and leverage other state, local and federal programs, if applicable.*
- *Describe how proposed supports and services considers the strengths and needs of following subgroups of students, as appropriate.*
  - *Low-income students*
  - *Lowest achieving students*
  - *English learners*
  - *Children with disabilities*
  - *Children and youth in foster care*
  - *Migratory children*
  - *Children and youth experiencing homelessness*
  - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
  - *Immigrant children and youth*



- o *American Indian and Alaska Native students*

Additional Considerations, Guidance, and Resources

- Strategies already in place at these schools and how can they be leveraged and/or improved.
- Efforts may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student subgroups:
  - o Economically disadvantaged students
  - o Students from major racial and ethnic groups
  - o Children with disabilities
  - o English learners
  - o Children and youth experiencing homelessness
- PBIS strategies described in the UIP or other multi-tiered behavioral systems.
- Additional Resources:
  - o [Homeless Education](#)
  - o [Dropout Prevention and Student Re-Engagement](#)
  - o [Special Education](#)

Citations: §§ 1112(a)(1)(A), 1112(b)(11).

Insert Text Response, if applicable.

5. 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. **(Criteria Based, Page 4)**
- 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.
  - Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
    - Check here if you would like CDE to support you in developing this response.

*Response Guidance*

- *The process for identifying and addressing disparities.*
- *How proposed supports and services will lead to increasing progress toward grade-level standards.*
- *How district and building leaders, teachers, parents, and community members are engaged in the process.*
- *How proposed supports and services are coordinated with and leverage other state, local and federal programs, if applicable.*
- *How proposed supports and services may be differentiated for the strengths and needs of the following subgroups of students, as appropriate:*
  - o *Lowest achieving students*
  - o *English learners*
  - o *Children with disabilities*
  - o *Children and youth in foster care*
  - o *Migratory children*
  - o *Children and youth experiencing homelessness*
  - o *Neglected, delinquent, and at-risk students identified under Title I, Part D*
  - o *Immigrant children and youth*



- o *American Indian and Alaska Native students*

Additional Considerations, Guidance, and Resources

- Under NCLB, LEAs in Colorado were required to address inequitable distribution of teachers in the UIP. The requirement changed somewhat in ESSA in that educator effectiveness was added.
  - o How the LEA has addressed this requirement in past UIPs, being sure to address equitable access to effective teachers as well.
- A long-term approach to identifying gaps and ensuring equitable access. Future UIPs should, where applicable, include strategies to address identified gaps.
- For small and rural LEAs with one school per grade span, consider the general strategies for recruiting and retaining experienced, in-field, and effective teachers.
- Additional Resources:
  - o [Equitable Distribution of Teachers](#)
  - o [Homeless Education](#)
  - o [Special Education](#)

Citations: §§ 1112(a)(1)(A), 1112(b)(2).

Insert Text Response, if applicable.

6. 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. **(Funding Based, Page 4)**
- Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
  - Check here if you would like CDE to support you in developing this response.
  - 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).

*Response Guidance*

- *Transition services across grade levels, school buildings, facilities, etc.*
- *Transition services for students in Title I, Part A funded ECE programs to local elementary schools, if applicable.*
- *How district and building leaders, teachers, parents, and community members are engaged in the process of determining appropriate supports and services.*
- *How proposed supports and services are coordinated with and leverage other state, local and federal programs, if applicable.*
- *Describe how proposed supports and services will be differentiated for the strengths and needs of the following subgroups of students, as appropriate.*
  - o *Low-income students*
  - o *Lowest achieving students*
  - o *English learners*
  - o *Children with disabilities*
  - o *Children and youth in foster care*
  - o *Migratory children*
  - o *Children and youth experiencing homelessness*
  - o *Neglected, delinquent, and at-risk students identified under Title I, Part D*
  - o *Immigrant children and youth*



o American Indian and Alaska Native students

Additional Considerations, Guidance, and Resources

- Strategies may include:
  - o Coordination with institutions of higher education, employers, and other local partners
  - o Increased student access to early college
  - o High school, dual, or concurrent enrollment opportunities
  - o Career counseling to identify student interests and skills
- If the LEA only serves elementary schools, funds may be set-aside at the district level to meet this requirement. However, this requirement can also be met using State and local funds.
- Strategies that may already be in place at these schools, particularly for schools that have identified a Priority Performance Challenge around postsecondary and workforce readiness, as Strategies/Action Steps should be in strong alignment. How can they be leveraged and/or improved.
- This question applies to all LEAs regardless of grade spans served with Title I funds.
- Additional Resources:
  - o [Homeless Education](#)
  - o [Dropout Prevention and Student Re-Engagement](#)
  - o [Special Education, Multi-Tiered System of Supports \(MTSS\)](#)
  - o [Early Learning and School Readiness Resources](#)
  - o [Postsecondary and Workforce Readiness](#)

Citations: §§ 1112(a)(1)(A), 1112(b)(8), 1112(b)(10).

Insert Text Response, if applicable.

7. Describe the process the LEA will implement to approve, monitor, and adjust improvement plans for schools identified for targeted support and improvement. **(Criteria Based, Page 4)**
  - Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
  - Check here if you would like CDE to support you in developing this response.

Response Guidance

- *The process for evaluating and monitoring improvement plans.*
- *How district and building leaders, teachers, parents and community members will be engaged in the process of developing improvement plans.*

Additional Considerations, Guidance, and Resources

- What the LEA will require in these school improvement plans and what support is/will be provided.
- Criteria to ensure plans are likely to result in accelerated improvement.
- LEA’s expectations for coordination of state, local and federal programs to be addressed in the improvement plans.
- All LEAs should have a plan for meeting this requirement in place prior to identification of these schools.
- Additional Resources:
  - o [Unified Improvement Planning - Resources](#)
  - o [Data, Program Evaluation and Reporting \(DPER\) Resource Center](#)
  - o [EL Data Dig Tool and ELD Program Review](#)

Citations: §§ 1112(a)(1)(A), 1112(b)(3). (HOVER BOX)





Insert Text Response, if applicable.

**TITLE I, Part D LEA QUESTIONS**

1. Select the allowable activities below that will be supported with Title I, Part D funds based on the comprehensive needs assessment and/or other process for identifying the educational needs of the children and youth that will be served. *The budget line items should reflect the activities selected.*

- Programs that serve children and youth returning to local schools from correctional facilities
- Dropout prevention programs which serve at-risk children and youth
- Coordination of health and social services
  - Day care
  - Drug and alcohol counseling
  - Mental health services
- Special programs to meet the unique needs of participating children and youth
  - Career and technical education programs
  - Special education programs
  - Career counseling
  - Curriculum-based youth entrepreneurship education
  - Assistance in securing student loans or grants for postsecondary education
  - English language development program(s)
- Programs providing mentoring and peer mediation
- Programs for at-risk Indian children and youth
- Pay-for-success initiatives
- Other
- Check here if you plan to use Title V, Part B for any of the activities listed above. (Please budget accordingly.)

Additional Considerations, Guidance, and Resources

- Student populations may include:
  - Students returning from correctional facilities.
  - At-risk children or youth:
    - Children and youth who have been adjudicated within the juvenile justice system but have returned to a school operated by the school district (using the best available records and data available to identify these individuals).
    - Migrant children or youth (based on their eligibility for services under Title I, Part C of ESEA).
    - Immigrant children or youth.
    - Gang members (based on definitions established by the SEA or LEA).
    - Pregnant and parenting youth through the age of 21.
    - Children who are at-risk of school failure or who have failed before.
    - Children who have limited English proficiency.
    - Children who have dropped out of school.
- Outside community, school, or family programs that support transitioning students.
- Additional Resources:
  - [Dropout Prevention and Student Re-Engagement](#)
  - [NDTAC Tip Sheet: Federal Resources and Initiatives for Youth Who Are Neglected, Delinquent, or At Risk](#)
  - [NDTAC Guide: Beginning With the End in Mind: State Title I, Part D Logic Model Development Guide for Youth Who Are Neglected or Delinquent](#)



- [NDTAC Resources for Conduction a Needs Assessment, Title I, Part D Non-regulatory Guidance for LEAs](#)

Citations: § 1423(1).

2. 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.

#### *Response Guidance*

- *Programs to facilitate the successful transition of children and youth returning from correctional facilities.*
  - *As appropriate, how schools will work with probation officers to meet the needs of children and youth transitioning between correctional facilities and regular public school programs.*
- *How the program(s) will involve parents and family members.*
- *Efforts schools will make to ensure correctional facilities working with children and youth are aware of any existing individualized education program (IEP).*
- *Coordination with other Federal, State, and local programs that serve children and youth who are neglected, delinquent, or at risk of dropping out of school.*
- *Coordination with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (JJDP) and other comparable programs, if applicable.*
- *How schools will coordinate with existing social, health, and other services to meet the needs of students.*
- *How the program will be coordinated with other Federal, State, and local programs, such as those under Title I and vocational and technical education programs serving children and youth at risk of dropping out.*
- *Partnerships with IHEs or local businesses to facilitate post-secondary and workforce success.*
- *As appropriate, the process for developing and maintaining partnerships with local businesses to develop services for participating students, including curriculum-based youth entrepreneurship education, and mentoring.*
- *As appropriate, steps participating schools will take to find alternative placements for children and youth interested in continuing their education but not able to attend a regular public school program.*
- *As appropriate, how participating schools will coordinate with facilities to ensure that children and youth are enrolled in an education program that is comparable to the one in the local school they would otherwise attend.*

#### Additional Considerations, Guidance, and Resources

- Neglected/Delinquent Facility and Local Education Agency Yearly Agreement.
- How formal agreements are reviewed and agreed upon.
- The process for renewing the agreement each year.
- Possible comparability criteria:
  - Whether a program meets State academic standards.
  - Whether the program offers the subjects required for each grade level.
  - Whether the subjects offered provide credits towards a high school diploma.
- Additional Resources:
  - [Special Education](#)
  - [NDTAC Formal Agreement Resources](#)
  - [Title I, Part D Non-regulatory Guidance for LEAs](#)
  - [ESEA Program Toolkit](#)

Citations: § 1423)-(2-13).

Insert Text Response



### TITLE II, part A QUESTIONS

1. How will the LEA prioritize Title II, Part A funds to schools that are implementing comprehensive and targeted support and improvement activities and have the highest percentages of low-income students?
  - Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
  - Check here if you would like CDE to support you in developing this response.

#### Response Guidance

- *How schools with the highest percentages of low-income students were prioritized.*
- *How these supports will address the unique needs of these schools.*
- *How applicable stakeholders are involved in identifying the supports and services to meet those needs.*
- *How proposed supports and services are coordinated with and leverage other state, local and federal programs.*

#### Additional Considerations, Guidance, and Resources

- Supplemental access to instructional coaches or other sources of job embedded PD.
- Professional learning opportunities that are unique to the needs of these schools.
- Additional Resources:
  - [Title II, Part A Non-Regulatory Guidance](#)
  - [ESEA Program Toolkit](#)

Citations: § 2102(b)(2)(C).

Insert Text Response

2. Select the allowable activities below that will be supported with Title II, Part A funds and describe selected activities.
  - *The activities below represent allowable uses of Title II, Part A funds.*
  - *The budget line items should reflect the activities selected.*
    - Provide high-quality, personalized PD that is evidence-based
      - Will the focus of the professional development be any of the following? Check all that apply. (no response is required for the sub-items below, except 'other')
      - Effectively integrate technology into curricula and instruction
      - Use data to improve student achievement and understand how to ensure that individual student privacy is protected
      - Effectively engage parents, families, and community partners and coordinate services between school and community
      - Help all students develop the skills essential for learning readiness and academic success
      - Develop a policy with school, LEA, community, or State leaders
      - Participate in opportunities for experiential learning through observation
      - Increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and strategies to measure whether young children are progressing
      - Select and implement formative assessments, design classroom-based assessments, and use data from such assessments to improve instruction and student academic achievement
      - The techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness
      - The use of referral mechanisms that effectively link such children (as described above) to appropriate treatment and intervention services in the school and community



- Form partnerships between school-based mental health programs and public and private mental health organizations
- Address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism
- Support identification of students who are gifted and talented and implement instructional practices that support the education of such students
- Train school personnel on how to prevent and recognize child sexual abuse
- Promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science
- Effective strategies to integrate rigorous academic content, CTE, and work-based learning (if appropriate)
- Other [describe]
- Improving teacher induction programs
- Develop or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based in part on evidence of student achievement, which may include student growth and shall include multiple measures of educator performance, and provide clear, timely, and useful feedback to teachers, principals, or other school leaders
- Develop and implement initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging Colorado academic standards, to improve low-income and minority students' access to experienced, in-field, and effective educators.
- Recruit qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of IHEs with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders
- Reduce class size to a level that is evidence-based
  - In which grade level(s) will class-size be reduced?
  - What would the class size be without this expenditure?
  - What will the class size be after applying these funds?
  - What scientific evidence supports this strategy?
- Develop programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners
- Provide programs and activities to increase the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators and other professionals to meet the needs of students through age eight
- Support the instructional services provided by effective school library programs
- Develop feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions feedback
- Carry out other evidence-based activities that meet the purpose of Title II, Part A
- Check here if you plan to use Title V, Part B for any of the activities listed above. (Please budget activities in the Title V, Part B budget.)

#### Additional Considerations, Guidance, and Resources

- Elements in the UIP that may address professional development (Implementation benchmarks in the Action Plan).
- Additional Resources:
- [Special Education](#)
- [ESSA Early Learning Guidance](#)
- [Highly Effective School Library Program Rubric](#) found at [CDE's Highly Effective School Library Program](#)



- [Senate Bill 10-191 Implementation Guidance](#)
- [Self-Assessment for Healthy Human Capital Systems](#)
- [Evidence-based interventions](#)
- [CDE's Induction Guidelines](#)
- [ESEA Program Toolkit](#)

Citations: §§ 2102(b)(2)(A), 2103(b)(3), 5222(a)(1)(5).

### Title III QUESTIONS

**NOTE:** Title III Narrative questions do not provide Response Guidance. Applicants must include the requirements identified in the grey italicized section following the question in the narrative response.

1. Select the allowable activities below that will be supported with Title III funds. In the space below, provide a description for the selected activities that explains how each activity at the LEA, Title III consortium region and/or in member district(s) is supplemental to the core programming for English learners (English Language Development (ELD) and content) and how each proposed activity will be used to expand, enhance, or modify existing ELD programs in the LEA, Title III consortium, region, and/or in member district(s).
  - Professional Development (*REQUIRED activity, must select in order to submit application*)
    - Conference (CoTESOL, CABE, CLDE Academy, etc...)
    - Coaching
    - Books/Training Materials
    - This requirement is met through the support of State/local funds
    - Other
  - Parent, Family, and Community Engagement Activities (*REQUIRED activity, must select in order to submit application*)
    - Community Participation Programs
    - Family Literacy Services
    - Parent and Family Outreach and Training
    - This requirement is met through the support of State/local funds
    - Other
  - Effective instructional activities (*POPULATE Sub-bullets only if LEA checks this box*)
    - Tutorials
    - Academic or Career and Technical Education
    - Intensified Instruction (may include materials in a language that the student can understand, interpreters, and translators)
    - Early Childhood ELD programs
    - Dual/Concurrent Enrollment Programs/Courses
    - Other
  - Improving the core programming for English learners by identifying, acquiring, and upgrading: (*POPULATE Sub-bullets only if LEA checks this box*)
    - Curricula/Instructional Materials
    - Educational Software
    - Assessment Procedures
    - Other
  - Other



- Check here if you plan to use Title V, Part B for any of the activities listed above. (Please budget accordingly.)

*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](#)
  - [USDE Newcomer Toolkit](#)
  - [ESEA Program Toolkit](#)

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

Insert Text Response

2. Include a description of the intended outcome(s) for LEAs, Title III consortium regions and/or in member district(s) and how each proposed activity that will be utilized to increase language proficiency and provide equitable access to grade-level content.
  - Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
  - Check here if you would like CDE to support you in developing this response.

*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 proposed activity. This is information will be used to review the LEA plan.*

- *How the activities’ outcomes directly relate to increasing language proficiency and/or access to grade level content at the LEA, Title III consortium region and/or in member district(s).*



- *How the outcome of each proposed activity will be determined in the LEA, Title III consortium, region, and/or in member district(s).*

Additional Considerations, Guidance, and Resources

- Outcomes that address the linguistic, social-emotional, and academic challenges of and opportunities for ELs.
- The process utilized to determine the use of Title III funds to increase English language proficiency and academic achievement at the LEA, Title III consortium, region, and/or member district(s) including the evaluation of ELD program, evidence-based research, stakeholder surveys, needs assessment, etc.
- Additional Resources:
  - [Culturally and Linguistically Diverse Education Office Resources](#)
  - [USDE Newcomer Toolkit](#)
  - [ESEA Program Toolkit](#)

Citation: §§ 3116(b)(2), 3121(a)(1), 3122(a).

Insert Text Response

3. Describe how the LEA or Title III consortium lead will provide required professional development (PD) for increasing the capacity of principals and other school leaders, administrators, and instructional staff working with English learners (both ELD and content areas) to meet the needs of EL, including offerings provided and supported by funds other than Title III.
  - Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.
  - Check here if you would like CDE to support you in developing this response.

*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 2017-2018 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](#)
  - [USDE Newcomer Toolkit](#)



- [Self-Assessment for Healthy Human Capital Systems](#)
- [Evidence-based interventions](#)
- [ESEA Program Toolkit](#)

Citation: § 3115(c)(2).

Insert Text Response

### Title III Immigrant Set-Aside Questions

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.*

#### 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](#)
  - [USDE Newcomer Toolkit](#)
  - [ESEA Program Toolkit](#)

Citation: § 3115(e).

Insert Text Response

### Title IV, Part A Questions

1. Based on the comprehensive needs assessment, select the allowable activities below that will be supported with Title IV, Part A funds. *The budget line items should reflect the activities selected.*

- Well-rounded education
  - College and career guidance and counseling programs (career awareness, financial literacy,





- STEM programs
- Music and art programs
- Traditional American history, civics, economics, geography government
- Environmental education
- Foreign language offerings
- The opportunity to earn credits from IHEs
- Reimbursing low-income students to cover the costs of accelerated learning examination fees
- Environmental education
- Programs and activities that promote volunteerism and community involvement
- Improved school conditions and safe and healthy students
  - School culture
  - 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 activities
  - Bullying and harassment prevention
  - Activities that improve instructional practices for developing relationship-building skills
  - Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment
  - Suicide prevention, crisis management, and conflict resolution training for school personnel
  - Establishing or improving school dropout and reentry programs
  - Training school personnel in effective practices related to the above
- Effective use of technology in schools
  - Provide 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 districtwide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
  - Build technological capacity and infrastructure
  - Develop or use effective or innovative strategies for the delivery of specialized or rigorous academic courses through the use of technology
  - Carry out blended learning activities (must include ongoing professional development for teachers)
  - Provide professional development on the use of technology to enable teachers to increase student achievement in STEM areas
  - Provide students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences
- Cover part or all of the fees for accelerated learning examinations taken by low-income students during the 2017-18 school year.
- Check here if you plan to use Title V, Part B for any of the activities listed above. (Please budget activities in the Title V, Part B budget.)

*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.*

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](#)
  - [Special Education](#)
  - [Non-Regulatory Guidance Student Support and Academic Enrichment Grants](#)
  - [STEM Resources](#)
  - [Bullying Prevention and Intervention Resources](#)
  - [Standards and Resources for Various Content Areas](#)
  - [Helpful Technology Links](#)
  - [ESEA Program Toolkit](#)

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