**Consolidated Application FY2020-2021**

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:**

The Office of ESEA Programs has revised the 2020-2021 submission requirements for Substantial Approval. LEAs will be required to submit the following sections and documents **by June 30, 2020** in order to receive Substantial Approval:

* **Balanced Budget:**
	+ Funds Allocation
	+ LEA Profile
	+ School Profile
	+ Title I – Title V Funds pages (as applicable)
	+ Set-Aside Summary
	+ Budget Locations Totals
* **Assurances:**
	+ Assurances Page
	+ Non-public schools' section
	+ Neglected and or Delinquent facility (if will be served)
	+ Assurance check boxes
	+ Title I – Title V Fund Pages (as applicable)
* **\*Signature Pages:**
	+ Approval and Transmittal Signature Page
	+ BOCES Sign Over Signature Pages
	+ School Improvement Retention of Funds Signature Page

In order to receive Final Approval for 2020-2021 ESEA Funds, LEA’s must submit the following additional sections of the application and documents **by August 31, 2020:**

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

If the LEA is unable to submit all of the requirements for substantial approval by June 30, 2020, 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, 2020 to submit all requirements.

**Support and Training:**

ESEA Office will be facilitating [Virtual Regional Network Meetings](http://www.cde.state.co.us/fedprograms/virtualnetworkingmeeting) to provide technical assistance and support with the 2020-2021 Consolidated application. The content and trainings will be recorded and posted on the 2020-2021 Consolidated Application Training Center. Districts and BOCES may request one-on-one technical assistance from CDE by completing and submitting the [SmartSheet Request form](https://app.smartsheet.com/b/form/f31116b908324caeb5596d14f50a6b29%22%20%5Ct%20%22_blank) or reach out to you [ESEA Regional Contact](http://www.cde.state.co.us/fedprograms/regionalcontactspage%22%20%5Ct%20%22_blank) for support

##### **Funds Allocation**

For each Title program, applicants must indicate whether they will accept, assign, transfer, or decline each allocation in which they have received an award. Once CDE has received preliminary allocations from the U.S. Department of Education, those amounts will be populated into the ARAC table and will be locked for further editing. [View additional information regarding the acceptance, relinquishment, assignment and certification process or table](http://www.cde.state.co.us/fedprograms/consapp/trainctr).

**Title I, Part A-Improving Basic Programs Operated by Local Educational Agencies (4010)**

**Allocation:**

* **Accept**
* **Decline**
* **Assign To**

**Options:**

**Prior Year Carryover:**

**Funds Signed Over to this Application: ONLY DISPLAYED IN BOCES/CONSORTIUM APPLICATIONS:**

**Total Funds Available (Allocation + Carryover): $**

**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**

**Options:**

**Prior Year Carryover:**

**Funds Signed Over to this Application: ONLY DISPLAYED IN BOCES/CONSORTIUM APPLICATIONS:**

**Total Funds Available (Allocation + Carryover): $**

**Title II, Part A-Supporting Effective Instruction (4367)**

**Allocation:**

* **Accept**
* **Decline**
* **Assign To**

**Options:**

**Prior Year Carryover:**

**Funds Signed Over to this Application: ONLY DISPLAYED IN BOCES/CONSORTIUM APPLICATIONS:**

**Total Funds Available (Allocation + Carryover): $**

**Alternative Flexible Use Funds Authority (AUFA) of funds: The LEA…**

* Will not exercise AUFA
* Will exercise AUFA for some of these funds
* Will exercise AUFA for **ALL** of these funds

**Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement Act (4365)**

**Allocation:**

* **Accept**
* **Decline**
* **Assign To**

**Options:**

**Prior Year Carryover:**

**Funds Signed Over to this Application: ONLY DISPLAYED IN BOCES/CONSORTIUM APPLICATIONS:**

**Total Funds Available (Allocation + Carryover): $**

**Title III, Part A-Immigrant Set-Aside-Agencies Experiencing Substantial Increases in Immigrant Children and Youth (7365)**

**Allocation:**

* **Accept**
* **Decline**
* **Assign To**

**Options:**

**Prior Year Carryover:**

**Funds Signed Over to this Application: ONLY DISPLAYED IN BOCES/CONSORTIUM APPLICATIONS:**

**Total Funds Available (Allocation + Carryover): $**

**Title IV, Part A-Student Support and Academic Enrichment**

**Allocation:**

* **Accept**
* **Decline**
* **Assign To**

**Options:**

**Prior Year Carryover:**

**Funds Signed Over to this Application: ONLY DISPLAYED IN BOCES/CONSORTIUM APPLICATIONS:**

**Total Funds Available (Allocation + Carryover): $**

**Alternative Use of Funds Authority (AUFA) of funds: The LEA…**

* Will not exercise AUFA
* Will exercise AUFA for some of these funds
* Will exercise AFUFA for **ALL** of these funds

**Title V, Part B-Rural Education Initiative**

**Allocation:**

* **Accept**
* **Decline**
* **Assign To**

**Options:**

**Prior Year Carryover:**

**Funds Signed Over to this Application: ONLY DISPLAYED IN BOCES/CONSORTIUM APPLICATIONS:**

**Total Funds Available (Allocation + Carryover):**

##### **Contacts**

Individual contact information for programs included in this application is requested so CDE consultants may communicate with those most closely associated with the day-to-day operations of these programs. *Previous years contacts are pre-populated*

**Each LEA is required to provide contact information for the following:**

* Authorized Representative
* Assigned Requestor
* Application Coordinator
* Application Fiscal Manager
* CWEL Liaison (Foster Care)
* Lead Title IX Representative

**District Contacts:**

First Name:

Last Name:

Title:

Address:

City:

State:

Zip:

Phone:

Extension:

Fax:

Email:

Confirm Email:

Responsibilities:

##### **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).

* Free and Reduced Meal
* Free and Reduced Meal & Community Eligibility Provision (CEP)
* Free Lunch
* TANF
* Medicaid
* US Census Data

**Assurance**

* 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.

**Districtwide Poverty Percentage:**

**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
	+ Elementary
	+ Middle
	+ High

##### **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.

School list is prepopulated with the following data:

School Code

School Name

(E/M/H)

Grade Span

Student Count

Low Income Count

Poverty Rate (based on method indicated for serving schools on LEA Profile page)

Title I Designation 2020-2021

Title I Designation 2019-2020

Consolidated Schoolwide (Y/N)

SPF Plan Type

ESSA Designation

##### **General Assurances**

##### GEPA Statement

**Overview**

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 program 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.

**GEPA Item(s):**

Barrier Type: Drop-down options:

* Gender
* Race
* National Origin
* Color
* Disability
* Age
* Other barriers (add description)

Step Taken to Identify Barrier: Drop-down options:

* Comprehensive Needs Assessment
* Unified Improvement Plan
* Diagnostic Review
* Parent/Family Stakeholder Engagement
* Other (add description)

Barrier Description:

How will LEA mitigate barrier?

Funds to support these activities (multiple selections allowed): Options:

* Title I, Part A
* Title I, Part D
* Title II, Part A
* Title III, Part A
* Title IV, Part A
* Title V, Part B
* State/Local funds

##### 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 consolidatedapplications@cde.state.co.us prior to submission of the consolidated application.

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. [View more information regarding the LEA's responsibility to consult or provide equitable services to students attending non-public schools.](http://www.cde.state.co.us/fedprograms/equitableservicescolorado)

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.

**Number of low-income students residing within Title I school boundaries in the district attending a public school** [Additional info. hover over-the number of students residing in a Title I school boundary is not necessarily **the** same number of students enrolled or attending the Title I school. While October Count numbers might be helpful in determining the number of students residing in the boundary, it likely does not accurately capture the entire count. For additional information, access the guidance provided by CDE herehttp://www.cde.state.co.us/fedprograms/proportionateshareguidance):

Amount to set-aside to provide Equitable Services to participating non-public schools under Title I, Part A:

**Instructions for non-public schools within district boundary:**

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 | Non-public School Participating? (Y/N) | *If participating in Title I, Part A: Number of low-income students attending the nonpublic school:* | Date of Consultation (Or Invitation for Consultation) | Title I, Part A Participation | Title II, Part A Participation | Title III, Part A Participation | Title III, ISA Participation: | Title IV, Part A Participation | 2019-2020 English Learners | Options -Edit or Delete- |
|  |  |  |  |  |  |  |  |  |  |  |

**Instructions for non-public schools outside of district boundary:**

For LEAs that have students residing within their district boundaries (within a Title I school served boundary) and attending a non-public school that is participating in Title I, Part A but operates outside the district's boundaries, select the serving district and enter the combined total of low-income students attending participating non-public schools in the serving district. This option should only be used for those districts that have created inter-district MOUs detailing each LEA's responsibilities for consulting with and providing services to the non-public schools within their district boundaries.

|  |  |  |
| --- | --- | --- |
| Outside District -Select District from Drop down- | Number of Students Attending Non-Public Schools Outside District Border | Options -Edit or Delete - |
|  |  |  |

* 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).

##### Stakeholder 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.

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

##### Delinquent Facilities (Title I-D, Subpart 2)

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.

| Facility Name | # of Hours Being Served in an Education Program | # of Students Being Served as Reported in October | Facility Being Served | Options |
| --- | --- | --- | --- | --- |
|  |  |  | 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.**

* 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).

##### Cross Program Question 1-Identifying Needs

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

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

Check all that apply:

* UIP
* Strategic Plan
* 90 Day Plan
* Other (please describe):
1. How are you using the processes identified above to identify the supports that will be provided to schools?
2. How do identified needs inform decisions related to ESEA programs and how frequently is the data reviewed and evaluated?

##### Cross program question 2-ESEA Priorities

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

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

##### cross program question 3-Stakeholder Involvement:

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

1. How are district and building leaders, teachers, parents, and community members engaged in the process of determining the needs of the LEA and schools? What role do school and district accountability committees play in the process?
2. How has the LEA consulted with 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?
3. \*Progressive Disclosure ONLY for LEAs and BOCES that Accept Title III\* Describe how the LEA will consult with relevant educators, families, and community members in developing the Title III plan:

##### cross program question 4-Family, School Community Engagement Strategies:

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

1. \*Progressive Disclosure for LEA’s and BOCES that Accept Title III\* Describe how the LEA implements effective outreach to parents and families of English Learners on their involvement in the the academic achievement and being active participants in supporting their student to attain English proficiency, achieve at high levels within a well-rounded education and meet the Colorado Academic Standards.

Funds used to support these activities: (Check all that apply) *If ESEA funds are used to support identified strategies, ensure the activities are included in the appropriate budget.*

* Title I
* Title II
* Title III
* Title IV
* Title V
* State and Local
1. Describe how the LEA will conduct meaningful and effective outreach to all parents and family members and implement programs, activities and procedures for effective involvement of families:

Funds used to support these activities (Check all that apply): *If ESEA funds are used to support identified strategies, ensure the activities are included in the appropriate budget.*

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

##### cross program question 5-Program Evaluation

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

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

##### **TITLE I, Part A Narrative**

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

##### Title I, Part A-QUESTION 1

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.

 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.

##### tITLE I, pART A-QUESTION 2

1. 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).]

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

##### TITLE I, PART A- QUESTION 3

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)

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
	+ American Indian and Alaska Native students

##### TITLE I, PART A-QUESTION 4

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).

**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.*
	+ *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*

##### TITLE I, PART A-QUESTION 5

\*Progressive Disclosure -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>

Describe how the LEA will address disparities in low-income and minority students being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers, compared to other students. For information and guidance, see [CDE's Equitable Distribution of Teachers web page.](http://www.cde.state.co.us/fedprograms/equitabledistributionofteachers) This resource provides planning guidance and evidence-based strategies to address human capital challenges.

1. What stakeholders were engaged in reviewing and discussing EDT results?
2. What root cause(s) of EDT disparities were identified?
3. Describe key strategies the district will implement to address Equitable Distribution of Teachers disparities.
4. Identify the goal(s) for addressing the EDT disparities. Goal:
5. What is the timeline for implementing the strategies described? Timeline:

Select the funds that will be used to address EDT gaps (Check all that apply): *If ESEA funds are used to support identified strategies, ensure the activities are included in the appropriate budget.*

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

##### **Title I, Part A NARRATIVE-targeted support and improvement**

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

##### TARGETED SUPPORT AND IMPROVEMENT-QUESTION 1

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

Response Guidance

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

View Additional Guidance (link)

##### TARGETED SUPPORT AND IMPROVEMENT-QUESTION 2

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

Response Guidance

* What criteria must a school meet in order to exit TS status?
* Which ESSA indicators and/or other performance indicators are used to determine when a school is eligible to exit from targeted support and improvement?
* For how many years must a school meet exit criteria before becoming eligible to exit from targeted support and improvement?
* Will the LEA use the same exit criteria and timeline for all schools identified for targeted support and improvement, or will the methodology differ by school and/or student group for which the school was identified?
* What is the minimum number of years for which a school must implement a targeted support and improvement plan?

##### TARGETED SUPPORT AND IMPROVEMENT-QUESTION 3

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

Describe the exit criteria and timelines:

##### TARGETED SUPPORT AND IMPROVEMENT-QUESTION 4

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Targeted Support and Improvement School | Grade Span | Disaggregated Group That Led to Identification | Exited from Targeted Support and Improvement? |
| Prepop - Format is DistrictCode – SchoolCode – SchoolName (same as Non-Public table) | Prepop - Format is E, M or H | Prepop need to add to school list - Format is IEP, EL, FRM or Race/Ethnicity | * Yes for all schools
* No for all schools
* Pending state's identification process

If "pending" is selected, grey out other options. |

##### **Title I, Part A Narrative - Neglected Facilities**

(Display if any neglected facility is being served on the Assurances page in Module A.

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

##### NEGLECTED FACILITIES QUESTION 1- Population to be Served and Needs

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

##### NEGLECTED FACILITIES QUESTION 2- Programming Goals, Quality, and Evaluation

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

##### NEGLECTED FACILITIES QUESTION 3- Transition and Support Services

1. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, children and youth who are at risk of dropping out of school, and other participating children and youth.
	* NOTE: Services may include prenatal health care, nutrition services, parenting and child development classes, childcare, reentry and outreach programs, referrals to community resources, and scheduling flexibility.
2. As appropriate, describe partnerships with local businesses to develop services for participating students, including curriculum based youth entrepreneurship education, and mentoring.
3. As appropriate, describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.
4. As appropriate, describe how schools will work with probation officers to help meet the needs of children and youth returning from correctional facilities.

##### NEGLECTED FACILITIES QUESTION 4- Coordination and Collaboration

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

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

**Title I, Part A General Information**

The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Activities supported with Title I, 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.

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

* Providing high quality academic support to students at risk of not meeting state standards
* 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.
* Addressing any disparities that result in low-income and minority students being taught a disproportionate rates by ineffective, inexperienced, or out-of-field teachers.

[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)
* Non-public School Administration Set-Aside (Optional for LEAs with participating non-public schools)
* Non-public School Family Engagement Set-Aside (Optional 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)*

##### Title I, Part a budget items

**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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |

##### 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 | Number of Students to be Served | Type of Title I, Part A Program (NS, SW, TA) |
|  |  |  |  |

##### 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

[ ]  The LEA affirms that each school the LEA proposes to serve with school improvement funds will receive all of the State and local funds it would have received in the absence of funds received under this section. 1003(e)(2)

☐The LEA has an approved waiver on file with CDE for every school less than 40% poverty that is being served as a schoolwide program, if applicable.

**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).

##### **TITLE I, Part D-narrative**

\*Progressive disclosure-Display if any delinquent facility is being served on the Assurances page\*

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

* LEA uses the same process for identification and providing services to students identified as neglected and/or delinquent students

##### Delinquent facilities question 1-Population to be Served and Needs

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

##### delinquent facilities question 2-Programming Goals, Quality, and Evaluation

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

##### delinquent facilities question 3-Transition and Support Services

1. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, children and youth who are at risk of dropping out of school, and other participating children and youth.
	* NOTE: Services may include prenatal health care, nutrition services, parenting and child development classes, childcare, reentry and outreach programs, referrals to community resources, and scheduling flexibility.
2. As appropriate, describe partnerships with local businesses to develop services for participating students, including curriculum based youth entrepreneurship education, and mentoring.
3. As appropriate, describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.
4. As appropriate, describe how schools will work with probation officers to help meet the needs of children and youth returning from correctional facilities.

##### delinquent facilities question 4-Coordination and Collaboration

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

##### **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 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](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, Part D 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 – Delinquent facilities (to be completed by the Division of youth corrections)**

Complete the table below, describing the LEAs efforts to provided educational services for 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.

Add Narrative Responses (Link)

A. Population to Be Served and Its Needs

1. Describe how the SA will assess the educational needs of the children and youth that will be served. Must be consistent with the State plan.

B. Programming Goals, Quality, and Evaluation

1. Describe how the SA program will meet the goals and objectives of the State Plan.
2. Describe how the SA will carry out program evaluation in accordance with [Section 9601](http://www2.ed.gov/policy/elsec/leg/esea02/pg113.html#sec9601) of the ESEA and how the results of the most recent evaluation will be used to plan and improve the program.

C. Professional Development for Staff

1. Describe how appropriate professional development will be provided to teachers and other staff.
2. Describe how the SA will:
	1. consult with experts and
	2. provide the necessary training for staff to ensure that institution wide projects (per [Section 1416](http://www.neglected-delinquent.org/nd/resources/legislate/intro.asp#sec1416) of the statute) are planned and operated with high quality

D. Transition and Support Services

1. Describe any additional services to be provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants.

E. Coordination and Collaboration

1. Designate an individual at each institution who is responsible for the transition of children and youth to locally‑operated programs.
2. Describe how Part D programs will be coordinated with other appropriate State and Federal programs, such as Title I, vocational and technical education, dropout prevention, and special education.
3. Describe how the SA will encourage correctional facilities to coordinate with LEAs or alternative education programs previously attended by the children and youth to ensure that student assessments and academic records are shared with the facility.
4. Describe how the SA will try to coordinate with businesses for training and mentoring participating children and youth.

##### **Title I, Part D Budget Items**

**Use the table below to budget activities paid with Title I Part D funds.**

Budgeted items should reflect the activities at delinquent facilities only.

**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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |

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).

##### **TITLE II, part A Narrative**

**Title II, Part A General Information**

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 II, Part A Narrative Question 1

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

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

##### Title II, Part A Narrative Question 2

1. 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.

*View additional Guidance [Following info. displayed-* C*omplete 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, ATS and school and allow additional schools to be selected from drop-down in additional rows and option to select District Level response. | 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) |  |  |  |  |  |

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

**Title II, Part A General Information**

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, Part A Narrative (new question format)**

*(POPULATE ONLY FOR LEAs ACCEPTING TITLE III)*

*Complete the tables below to describe how professional development is funded.*

*Select district/school/BOCES*

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

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

***How is the LEA meeting this requirement? Select one***

* *Only Title III funds are used to meet this requirement (If selected, a narrative response will not be required)*
* *A combination of Title III funds and other federal, state/local funds. Select the funding sources that are being used to meet this requirement (\*narrative required)*
* *No Title III funds are used to meet this requirement (\*narrative required)*

*\*****Select the funding sources that are being used to meet this requirement:*** *If ESEA funds are used to support identified strategies, ensure the activities are included in the appropriate budget.*

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

**Professional Development Plan must be designed to:**

* **Improve the instruction and assessment of EL and immigrant students;**
* **Enhance the ability of teachers to understand and implement curricula, assessment practices and measures, and instructional strategies for EL and immigrant students;**
* **Effectively increase students' ELP.**

##### **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.

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)

| ID Ref | Activity Category | Description of Activity and how it supplements core EL programming | A combination of Title III Funds will be used (Select all that apply) | How was activity funded in 2019-2020 (Select all that apply) | Location | Program Code | Object Code | Salary Position | FTE | Funding Source | Title III Amount |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | * Title I, Part A
* Title II
* Title IV
* ELPA
* Other:
 | * Title III only
* State/Local
* Other Federal (Title I, II, IV, V)
* All of the above
* New Activity (not previously funded in prior years)
 |  |  |  |  |  |  |  |

##### 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 following assurances display in a BOCES Application)***

☐ 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 III Immigrant Set-Aside Funds (New application section)**

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

An LEA receiving Title III immigrant subgrant funds under ESEA § 3114(d)(1) may use those funds:

* For family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children; and
* To provide activities, in coordination with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services. (ESEA § 3115(e)(1)(A), (G)).
* For all of these activities, an LEA may not use Title III funds to meet its obligations under Title VI and the EEOA, as described in question E-1. Title III funds may be used to supplement an LEA's activities if the LEA is already meeting its obligation to ensure meaningful communication with LEP parents in a language they can understand.

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

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

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

* 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

##### **Title IV, Part A narrative**

*(Populate only for LEAs Accepting Title IV)*

*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.*

***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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |  |  |  |  |

##### **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |

* NOTE: New Funding Source Options – LEAs will have the ability categorize how the funds are being spent by the categories identified in the statute. We have also provided the opportunity to identify how carryover funds are being budgeted, if the LEA wants to consolidate the Title IV funds or use the Alternate Uses of Funds Authority (AUFA). All codes will roll to up to the 4424 grant code and there is no need to add any new funding codes to the LEAs accounting system. This function is to help LEAs calculate the requirements to spend funds in specific categories.

##### **Title IV, 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 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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |

##### **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.

##### **Budget Locations Total**

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

##### **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)
 |
| * Sign Over Info & Upload
 |
| * [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: |
| * Cross Program
 |
| * [Title I, Part A](https://www.cde.state.co.us/apps/consapp/TitleIAFunds) Narrative
 |
| * Title I, Part A Narrative-Targeted Support and Improvement
 |
| * Title I, Part A Narrative-Neglected Facilities
 |
| * Title I, Part A Funds
 |
| * Title I, Part D Narrative
 |
| * Title I, Part D Funds
 |
| * [Title II, Part A](https://www.cde.state.co.us/apps/consapp/TitleIIAFunds) Narrative
 |
| * Title II, Part A Funds
 |
| * [Title III, Part A Narrative](https://www.cde.state.co.us/apps/consapp/TitleIII)
 |
| * Title III Funds
 |
| * Title III Immigrant Set-Aside Funds
 |
| * Title III Combined Funds
 |
| * Title IV, Part A Narrative
 |
| * Title IV Part A Funds
 |
| * Title V, Part B Funds
 |
| Module C: |
| * [Budget Summary](https://www.cde.state.co.us/apps/consapp/BudgetSummaryPage)
 |
| * Set Aside Summary
 |
| * Budget Locations Totals
 |
| Module D:  |
| * Document Uploads
 |
| * Summary
 |

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