

ESEA Program Requirements

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# ESEA Program Requirements Overview

This document contains the ESEA Program Requirements that LEAs must comply with in order to accept and use ESEA funds. During ESEA Performance Reviews, which will begin in the Spring of 2018, CDE will use this document to ensure compliance with the ESEA requirements and make recommendations to support LEAs in improving best practices within ESEA programs. During the ESEA Performance Reviews, CDE will prioritize requirements within each category and will notify LEAs of the requirements that will be discussed during the reviews. The ESEA monitoring process and calendar for 2017-18 is still in development; however, LEAs may begin using this document to ensure the requirements are being met. CDE will send further communication regarding the ESEA Monitoring process when it is available.

To create this document, CDE has worked with stakeholders through the ESEA Monitoring Stakeholders Workgroup, the ESEA Committee of Practitioners (CoP), and Regional Network Meetings, to synthesize program requirements highlighted in ESEA into a meaningful and manageable collection of requirements. Based on the work with these stakeholders, the ESEA program requirements have been divided into four main categories:

* Meaningful Stakeholder Engagement
* Identification and Delivery of Services
* Equitable Services to Non-Public Schools
* Fiscal Requirements

In addition to the ESEA program requirements, CDE, in collaboration with the various stakeholders, created a list of “Examples of Acceptable Evidence,” that LEAs may collect or maintain to demonstrate compliance with each requirement. These lists of Acceptable Evidence are not exhaustive; an LEA may choose to demonstrate compliance based on other processes or documents that pertain to the individual LEA. Also, some pieces of acceptable evidence may be used demonstrate compliance with different requirements.

Finally, CDE’s goal is to provide support to LEAs so that all LEAs will be in compliance with every requirement upon receiving an ESEA Performance Review. Please reach out to ESEA program staff with any questions, concerns, or request for assistance at any time. Please visit our [ESEA Programs homepage](http://www.cde.state.co.us/fedprograms/ov/index) for more information on various supports offered by the ESEA Team.

Meaningful Stakeholder Engagement –

## The LEA meaningfully engages parents, families, and community members and communicates information in a timely manner in a language and a format that parents, families, and community members can understand, to the extent practicable.

### Cross Program Requirements

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance** | **Notes/Comments/Opportunities for Improvement** |
| --- | --- | --- | --- |
| Through a continuous process, the LEA develops, reviews, and revises, as necessary, the Consolidated Application in partnership with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purposes of ESSA. This review process should include examination of the comprehensive needs assessment, planned actions, funds allocation, and the previous annual evaluation. §§ 1003a(d)(4), 1112(a)(1)(A), 1112(a)(5), 1114(b)(6), 1115(a), 2102(b)(3), 2102(b)(2)(D), 3116(b)(4)(c), 4106(c), 8306(a)(7). | * *Agendas, attendance logs, and minutes from plan/application development meetings (prior to submission, during revisions, after finalized plan)*
* *Description of process for revising the Consolidated Application, including data that is/will be gathered and the stakeholders who are involved. This information may be captured in the district’s UIP.*
 | **Yes** | **No** | **N/A** |  |
| Before submission of the Consolidated Application, the LEA afforded a reasonable opportunity for public comment on the plan and considered such comment. § 8306(a)(7). | * *Notice of meetings/public hearings, agendas, attendance logs, and minutes from public hearings/meetings (prior to submission, during revisions, after finalized plan)*
* *Clear and concise communications to parents in format and language that parents can access and understand*
* *Complete plan, or plan summary, posted for public comment on website*
* *Documentation of how public comments were considered*
 | **Yes** | **No** | **N/A** |  |
| The local educational agency provides the results of academic assessments to parents and teachers as soon as is practicably possible, in an understandable and uniform format. §§ 1112(e)(1)(B), 3116(b)(4)(A). | * *Sample assessment reports*
* *Written plans, procedures, or policies for parents to request assessment results*
* *Agendas, minutes, attendance logs from parent meetings where assessments results are shared*
* *Clear and concise communications to parents in format and language that parents can access and understand*
 | **Yes** | **No** | **N/A** |  |
| The LEA implements an effective means of outreach to parents and families of English learners, including holding regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I or Title III. §§ 1112(e)(3)(C)(ii), 3116(b)(4)(A). | * *Parent notification letters regarding opportunities for providing input*
* *Evidence of regularly scheduled meetings where parents are allowed to formulate and provide recommendations on Title I or III services*
* *Clear and concise communications to parents in format and language that parents can access and understand*
 | **Yes** | **No** | **N/A** |  |

### Title I, Part A

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance** | **Notes/Comments/Opportunities for Improvement** |
| --- | --- | --- | --- |
| The local educational agency with greater than $500,000 has reserved 1% of its allocation for parent involvement activities and distributed 90% of this reservation to participating schools, prioritizing those with high needs. §§ 1112(b)(7), 1116(a)(3)(A), 1116(a)(3)(C). | * *Expenditure reports*
* *Meeting/gathering, agendas, attendance logs, and minutes from parent engagement planning meetings and activities*
* *Clear and concise communications to parents in format and language that parents can access and understand*
 | **Yes** | **No** | **N/A** |  |
| Parents and family members of children receiving Title I services are involved in deciding how parent set-aside funds are allotted and for what activities. Activities are aligned with LEA's parent and family engagement policy, including at least one of:* PD regarding parent and family engagement strategies
* Programs to reach parents and family members at home, in the community and at school
* Disseminating best practices information for engaging economically disadvantaged parents and families
* Collaborating with organizations with a record of success in improving and increasing parent and family engagement
* Other activities appropriate and consistent with LEAs parent and family engagement policy

§§ 1112(b)(7), 1116(a)(3)(B), 1116(a)(3)(D). | * *End of Year Report*
* *Notifications soliciting input from parents and families of students served by Title I programs*
* *Minutes and agendas from parent and family meetings*
* *LEA’s and schools’ parent and family engagement policies*
 | **Yes** | **No** | **N/A** |  |
| The LEA and Title I schools provide training and support to build the capacity of parents and families to support their students. Trainings may include information related to standards, assessments, progress monitoring, family literacy, safe use of technology, educational opportunities, etc., based on the needs of the school and community as determined by the district. Timely trainings should be offered in a language(s) and format that is accessible to parents. § 1116(e)(1-14). | * *Meeting/gathering, agendas, attendance logs, and minutes from parent engagement planning meetings and activities*
* *Clear and concise communications to parents in format and language that parents can access and understand*
* *LEA’s and schools’ parent and family engagement policies*
* *Professional development topics may include:*
	+ *Understanding CAS and CELP standards*
	+ *State and local academic assessments*
	+ *ESSA Requirements*
	+ *How to monitor a child’s progress and work with educators to improve the achievement of their children*
	+ *Literacy training*
	+ *Using technology (including education about the harms of copyright piracy)*
	+ *How to engage other parents*
* *Evidence of supporting transportation and child care costs to enable parents to participate in school-related meetings and training sessions*
* *Plan for improving parental involvement*
* *Districtwide parent advisory council minutes, agendas, and attendance logs*
 | **Yes** | **No** | **N/A** |  |
| The LEA and Title I schools provide training and support to leaders, teachers, and staff to support them in meaningfully engaging parents in their student's education. § 1116(e)(1-14). | * *Professional development plan*
* *Training agendas, materials, minutes*
* *Teacher surveys*
* *Meeting agenda or notes from training development meetings*
* *Professional development topics may include:*
	+ *The value and utility of contributions of parents*
	+ *How to reach out to, communicate with, and work with parents as equal partners*
	+ *How to meaningfully coordinate parent programs*
 | **Yes** | **No** | **N/A** |  |
| The district completes the annual report to the public and posts the report on the district’s website. § 1111(h)(2)(C)(i-iii). | * *Link to report online*
* *Parent notification letters*
* *Parent/community meetings explaining the details of the report*
* *Clear and concise communications to parents in format and language that parents can access and understand*
 | **Yes** | **No** | **N/A** |  |
| The LEA is implementing a parent and family engagement policy that has been developed jointly by the LEA, Title I schools, and parents of children participating in Title I programs; the plan is also coordinated with all other parent and family engagement strategies being implemented by the LEA. The LEA builds the capacity of schools to more effectively engage parents and families. The policy is annually evaluated to determine effectiveness of strategies with adjustments made in subsequent years based on the findings of the evaluation. § 1116(a)(2). | * *Link to the family engagement policy*
* *Meeting agendas, attendance, and minutes for involvement of parents in development of policy*
* *Clear and concise communications to parents in format and language that parents can access and understand*
 | **Yes** | **No** | **N/A** |  |
| Each Title I school, with parents of participating children, develops, updates, and communicates a written parent and family engagement policy that describes opportunities for parent and family engagement throughout the year and the shared responsibilities of parents, families, and the school to influence high student achievement. For more information regarding the requirements of the written parent and family engagement policy, visit: <http://www.cde.state.co.us/fedprograms/ti/parents>. § 1116(b)(1). | * *Link to the family engagement policy*
* *Meeting agendas, attendance, and minutes for involvement of parents in development of policy*
* *Clear and concise communications to parents in format and language that parents can access and understand*
 | **Yes** | **No** | **N/A** |  |
| Each Title I school holds an annual meeting to explain the programs that will be in place, as a result of Title I, Part A funds and provides additional opportunities for parents and families to participate in the planning, review, and improvement of programs throughout the year. § 1116(c). | * *Meeting agendas, attendance, and minutes for involvement of parents in meetings regarding the planning, evaluation of, or improvement of the school’s Title I programs (UIP/schoolwide plan development, budget meetings, etc.)*
* *Communication sent to parents and families in advance with options for different meeting times*
* *Clear and concise communications to parents in format and language that parents can access and understand*
 | **Yes** | **No** | **N/A** |  |
| The LEA provides parents of students attending Title I schools information about their student's performance including, but not limited to READ Act assessments, Colorado Measures of Academic Success (CMAS), ACCESS for ELLs, P-SAT, and SAT in both achievement and growth areas. This information should be provided through clear and concise communication to parents in a format and language that parents can access and understand. § 1112(e)(1)(B)(i). | * *Sample assessment reports*
* *Written plans, procedures, or policies for parents to request assessment results*
* *Agendas, minutes, attendance logs from parent meetings where assessments results are shared*
* *Clear and concise communications to parents in format and language that parents can access and understand*
 | **Yes** | **No** | **N/A** |  |

###

### Title I, Part A – Schools Identified for Comprehensive Support and Improvement (CS)

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance Status** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA, in partnership with stakeholders (including school leaders, teachers and parents), develops and implements a comprehensive plan. Comprehensive plans must (1) be informed by student performance against state-determined long-term goals, (2) include evidence based interventions, (3) include school-level needs assessment, and (4) address resource inequities. § 1112(b)(3). | * *Comprehensive needs assessment*
* *Unified Improvement Plan (UIP)*
* *Comprehensive Support and Improvement Plan*
* *Agendas, attendance logs, and minutes from plan development meetings (prior to submission, during revisions, after finalized plan)*
* *Clear and concise communications to parents in format and language that parents can access and understand*
 | **Yes** | **No** | **N/A** |  |

### Title I, Part A – Schools Identified for Targeted Support and Improvement (TS)

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance Status** | **Notes/Comments** |
| --- | --- | --- | --- |
| For schools identified for targeted support, the LEA must review and approve school plans. Targeted plans must (1) be informed by student performance for identified disaggregated student group(s) against state-determined long-term goals, and (2) include evidence based interventions. For any schools identified for additional support, the plan must also address any resource inequities. § 1112(b)(3). | * *Criteria and/or rubric for reviewing targeted plans to ensure they meet statutory requirements*
* *Documentation of feedback submitted to schools*
 | **Yes** | **No** | **N/A** |  |

### Title III, Part A

| **ESSA Requirement** | **Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA/consortium uses state, local, other federal, and/or Title III funds to provide and implement effective activities and strategies for parent, family, and community engagement. § 3115(c)(3). | * *Expenditure detail report that reflects parent and family engagement activities*
* *Description of process for identifying and prioritizing activities to engage parent, families, and communities*
* *School and district parent engagement plans and policies include specific outreach and engagement activities for parents and families of ELs*
* *Agendas, minutes, attendance logs for parent engagement activities*
* *Agendas, minutes, attendance logs for schoolwide plan, LEA ESSA plan, and parent engagement policy meetings demonstrating parent engagement*
* *Written notices for parents, families, and community members regarding engagement opportunities*
* *Clear and concise communications to parents in format and language that parents can access and understand*
 | **Yes** | **No** | **N/A** |  |

Identification and Delivery of Services

## The LEA and Title I schools identify the needs of their students and staff, design and implement programs and activities to meet the identified needs, and progress monitor and evaluate the supports and services that are provided with ESSA funds.

### Cross Program Requirements

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| Evidence demonstrates that all activities and expenditures align with the approved Consolidated Application. §§ 1112(b), 2102(b)(2)(A), 3116(b), 4106(a)(1), 5223(b)(1). | * *Project and activity outcome data*
* *Budget statements*
* *Inventory of equipment and supplies*
* *Professional development agendas and materials*
* *Staff or school schedules*
* *Induction documents*
 | **Yes** | **No** | **N/A** |  |
| Evidence demonstrates that activities supported by ESEA funds align with those allowed by law. §§ 1112(c)(2), 1113(c), 1114(a)(1), 1115(b-c), 2103(b)(3), 3115(a), 3115(c-e), 4107, 4108, 4109, 5222(a). | * *Expenditure reports*
* *Budget statements*
 | **Yes** | **No** | **N/A** |  |
| Eligible charter schools receive Title I, Part A and other ESEA funds for which they are eligible within five months of opening or expanding. Eligibility can be determined based on estimated data. The LEA must have a process for verifying and finalizing any estimated data and making any necessary budgetary adjustments in the following year. §4306(a). | * *Written plans, procedures, or policies for how to serve new charters*
* *Records of communication and outreach to charter schools*
* *End of year expenditure report*
 | **Yes** | **No** | **N/A** |  |
| 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) | * *Written plans, procedures, or policies for how to serve children and youths experiencing homelessness who do not attend Title I schools*
* *Expenditure reports*
 |  |  |  |  |
| LEAs that choose to use Title I, Part A or Title III, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). §§ 1112(c)(7), 1112(d), 3116(b)(4)(D). | * *Meeting notes of how ECE and EL services are coordinated between LEA and school(s)*
* *Description of ECE activities to be funded with ESSA and demonstration of implementation*
* *Curriculum used is evidence-based and used to fidelity*
* *Assessments used are linked to curriculum*
* *Plans, procedures, or policies on data sharing agreements, including communication to parents regarding what data will be shared*
* *Transitions plans and processes between Head Start programs and the Title I schools*
* *Early childhood education services adhere to Head Start early outcomes framework, early learning development guidelines, and/or the CAS preschool standards*
 | **Yes** | **No** | **N/A** |  |
| The LEA/consortium ensures that schools and districts receiving Title I, Part A or Title III, Part A funds and activities annually assess the English proficiency of all English learners, consistent with section 1111(b)(2)(G). §§ 1111(b)(2)(G), 3113(b)(3)(A), 3113(b)(3)(B). | * *Written plans, procedures, or policies regarding assessment protocols and security*
 | **Yes** | **No** | **N/A** |  |
| 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). | * *Participation in the National Assessment of Educational Progress*
 | **Yes** | **No** | **N/A** |  |

###

### Title I, Part A

| **ESSA Requirement** | **Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA's ESSA plan includes supports and services that are coordinated and integrated with other ESSA programs, as well as other federal, state, and local programs to better serve specified student groups. This should include, and is not limited to, coordination of 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(a)(1)(B), 1112(c)(4). | * *District level UIP (Action planning template) includes services paid for by other program*
* *Meeting agendas/minutes show collaboration between representatives from applicable programs*
* *School, staff, or student schedules to reflect coordination of services*
* *School or lesson plans that reflect coordination of supports and services*
* *Evidence of instructional programs that meet the varied needs of students*
 | **Yes** | **No** | **N/A** |  |
| The LEA can describe and show evidence of an assessment and instruction system that monitors the high quality education of students, specifically the achievement gaps that may exist for historically disadvantaged subgroups utilizing summative, interim, and formative assessment types. The instructional program is well-rounded and adheres to the Colorado English Language Proficiency (CELP) and Colorado Academic Standards (CAS). The assessment and instruction system should include a connection to the MTSS process for meeting the needs of struggling students through targeted and intensive supports and specifically improves the conditions of student learning. § 1112(b)(1). | * *District and school UIPs*
* *MTSS plans, procedures, or policies and meeting agendas/minutes*
* *District assessment plans, procedures, policies, or guidance regarding formative and summative assessments that are used to inform instruction*
* *Data meeting minutes to show progress monitoring*
* *Schoolwide plans, if applicable*
 | **Yes** | **No** | **N/A** |  |
| The LEA's system of assessment and progress monitoring effectively identifies students who are at-risk of not meeting CAS or CELP Standards and provides the necessary interventions to improve academic achievement. The identification of students for these interventions is inclusive of students who may also be eligible for services under other programs (i.e., migrant, homeless, English learners). §§ 1112(b)(1), 1112(c)(1), 1115(c)(1)(B). | * *Written plans, procedures, or policies and criteria for identifying and providing services to students, including students from subgroups, needing additional academic supports*
* *Schools have procedures to implement written plans, procedures, or policies for identifying students for services*
* *MTSS plans, procedures, or policies and meeting agendas/minutes*
* *District assessment plans, procedures, policies, or guidance regarding formative and summative assessments that are used to inform instruction*
* *Data meeting minutes to show progress monitoring*
 | **Yes** | **No** | **N/A** |  |
| The LEA complies with SEA guidance, policies, and procedures to maintain test security. § 1111(b)(3)(C)(iii). | * *Minutes and agendas from district and school assessment coordinator and proctor trainings*
* *Written plans, procedures, or policies regarding assessment protocols and security*
 | **Yes** | **No** | **N/A** |  |
| The LEA provides services to support the enrollment, attendance, and success of students experiencing homelessness, in coordination with the McKinney-Vento Homeless Assistance Act. § 1112(b)(6). | * *Written plans, procedures, or policies for identifying and supporting students experiencing homelessness*
 | **Yes** | **No** | **N/A** |  |
| The local educational agency has reserved Title I funds necessary to provide services to homeless children, neglected children in local institutions, and if appropriate, neglected or delinquent children in community day schools and delinquent children in local institutions. Services provided are comparable to those provided to children in Title I funded schools. Funds set aside for these purposes must be based on the total allocation received by the LEA prior to any expenditure, transfers or other set-asides. Funds used for students experiencing homelessness shall be based on a needs assessment. §§ 1112(b)(1)(O), 1113(c)(3)(A-C). | * *Comprehensive needs assessment*
* *Expenditure reports*
* *Written plans, procedures, or policies for coordinating supports with non-Title I schools and other locations where students may receive services*
* *Formula for how homeless set-aside is determined and shows evidence that the LEA Title I office collaborates with the homeless liaison on uses of the Title I, Part A reservation of funds*
 | **Yes** | **No** | **N/A** |  |
| All teachers and instructional paraprofessionals meet applicable state certification and licensure requirements. § 1112(c)(6). | * *Hiring procedures or policies*
* *HR data collection*
 | **Yes** | **No** | **N/A** |  |
| If CDE has identified disparities in equitable access to experienced, in-field, and effective teachers in schools authorized by the LEA, the LEA must include in its ESSA Plan a strategy(ies) for addressing the disparity. The strategy must be targeted to the areas in which disparities are identified. § 1112(b)(2). | * *HR data collection*
* *Programs and incentives to recruit and retain teachers*
* *Support for teacher qualifications (assessments, courses, PD, etc.)*
 | **Yes** | **No** | **N/A** |  |
| The LEA has 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. § 1112(c)(5)(B). | * *Written plans, procedures, policies, or agreements with local welfare agency*
* *Transportation schedules*
* *Consultation with children in foster care*
 | **Yes** | **No** | **N/A** |  |
| The LEA/BOCES 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 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). | * *Written plans, procedures, or policies*
* *Data processing and sharing agreements between schools*
 | **Yes** | **No** | **N/A** |  |

### Title I, Part A – Schoolwide Programs

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance Status** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA ensures that schools operating schoolwide programs develop and implement schoolwide plans that: * Are based on a comprehensive needs assessment
* Include a description of the strategies the school will implement to address school needs and how those strategies will:
	+ Provide equitable opportunities for all children, including low-income students, students from major racial and ethnic groups, students with disabilities, and English learners
	+ Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
	+ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting CAS and CELP standards

§ 1114(b). | * *Link to report online*
* *Schoolwide plans*
* *Action plans or logs that indicate timely implementation*
* *Synthesis of local data collection and analysis of state and local assessment data*
* *Meeting agendas, attendance, and minutes for involvement of parents in meetings regarding the planning, evaluation of, or improvement of the school’s Title I programs (UIP/schoolwide plan development, budget meetings, etc.)*
 | **Yes** | **No** | **N/A** |  |
| A plan for progress monitoring and evaluating the implementation of and results achieved by the schoolwide program is clearly described in each schoolwide plan. There is evidence that evaluation results inform plan revisions. § 1114(b)(3). | * *Schoolwide plans*
* *Written evaluation plan*
* *Synthesis of local data collection and analysis of state and local assessment data*
 | **Yes** | **No** | **N/A** |  |
| Title I, Part A schoolwide schools shall use ESSA funds to supplement the amount of funds that would, in the absence of ESSA funds, be made available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners. § 1114(a)(2)(B). | * *Supplement, not supplant tool (Coming soon)*
* *Methodology of state and local funds provided to the school*
* *Expenditure reports*
 | **Yes** | **No** | **N/A** |  |

### Title I, Part A – Consolidated Schoolwide Programs

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance Status** | **Notes/Comments** |
| --- | --- | --- | --- |
| Each schoolwide plan clearly describes how the school meets the intent and purpose of each federal program that is consolidated into the schoolwide school. Records are clear in demonstrating funds combined in schoolwide schools and student eligibility for services. § 1114(a)(3). | * *School level budgets*
* *Instructional plans and programs are aligned to the intents and purposes of all coordinated programs*
 | **Yes** | **No** | **N/A** |  |

### Title I, Part A – Targeted Assistance programs

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance Status** | **Notes/Comments** |
| --- | --- | --- | --- |
| Schools implementing targeted assistance programs systematically and regularly identify students to receive targeted assistance support based on a body of evidence that demonstrates student progress towards meeting CAS and CELP standards. §§ 1115(b)(1), 1115(c). | * *Written plans, procedures, or policies for identifying students for services*
* *Schools have processes to implement LEA plans, procedures, or policies for identifying students for services*
* *MTSS plans, procedures, or policies and meeting agendas/minutes*
* *District assessment plans, procedures, policies, or guidance regarding formative and summative assessments that are used to inform instruction*
* *Data meeting minutes to show progress monitoring*
 | **Yes** | **No** | **N/A** |  |
| Schools implementing targeted assistance programs work to minimize the removal of children from the regular classroom during regular school hours. § 1115(b)(2)(G)(ii). | * *School, staff, or student schedules to reflect coordination of services*
* *School or lesson plans that reflect coordination of supports and services*
* *Evidence of instructional programs that meet the varied needs of students*
 | **Yes** | **No** | **N/A** |  |
| Schools implementing targeted assistance programs provide services and instruction strategies that are individualized to meet eligible student needs. § 1115(b)(2). | * *School, staff, or student schedules to reflect coordination of services*
* *School or lesson plans that reflect coordination of supports and services*
* *Evidence of instructional programs that meet the varied needs of students*
* *Methods and instructional strategies may include:*
	+ *Expanded learning time*
	+ *Before- and afterschool programs*
	+ *Summer programs*
	+ *Programs, activities, and academic courses necessary to provide a well-rounded education*
	+ *A schoolwide tiered model to prevent and address behavior problems*
	+ *Early intervening services*
 | **Yes** | **No** | **N/A** |  |
| Schools operating targeted assistance programs review, on an ongoing basis, the progress of participating children to meet the state's challenging student academic achievement standards and revise the targeted assistance program as needed. § 1115(b)(2)(G)(iii). | * *Schools have processes to implement LEA plans, procedures, or policies for progress monitoring and re-identifying students for services*
* *MTSS plans, procedures, or policies and meeting agendas/minutes*
* *District assessment plans, procedures, policies, or guidance regarding formative and summative assessments that are used to inform instruction*
* *Data meeting minutes to show progress monitoring*
 | **Yes** | **No** | **N/A** |  |
| Public school personnel who are paid with Title I, Part A may assume limited duties that are assigned to similar personnel who are paid with other funding sources, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as similar personnel at the same school. § 1115(d)(2). | * *Teacher schedules*
* *Job descriptions*
 | **Yes** | **No** | **N/A** |  |

### Title II, Part A

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance Status** | **Notes/Comments** |
| --- | --- | --- | --- |
| Activities supported with Title II, Part A funds collectively and sufficiently address the needs of all subgroups of students in the LEA, including students with disabilities, English learners, and gifted and talented students. § 2103(b)(2). | * *Professional development plan*
* *Professional development artifacts*
 | **Yes** | **No** | **N/A** |  |
| Schools identified for comprehensive and targeted support and improvement and schools with the highest percentage of low-income students are prioritized for participation in activities funded by Title II, Part A funds. § 2103(b)(2)(C). | * *Description of process for prioritizing schools to receive funds, including data that is/will be gathered and the stakeholders who are involved*
* *Expenditure reports*
 | **Yes** | **No** | **N/A** |  |
| The LEA has in place an evidence-based system of professional growth and improvement that includes, but is not limited to, induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. § 2103(b)(2)(B). | * *Written plans, procedures, or policy documents:*
	+ *Teacher induction program*
	+ *Principal induction program*
	+ *Evaluation system*
	+ *Teacher leadership pathways*
	+ *Other career pathways*
* *Professional development plan(s)*
 | **Yes** | **No** | **N/A** |  |
| Professional development activities funded through Title II, Part A support improvement efforts in coordination with those supported through other available funding sources. § 2102(b)(2)(F). | * *Professional development plan(s)*
* *Competitive grant proposals/plans*
 | **Yes** | **No** | **N/A** |  |

### Title III, Part A

| **ESSA Requirement** | **Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA/consortium follows state guidance and procedures in identifying English learners within 30 days of the first day of school or within 15 days after October 1. § 3113(b)(2). | * *School/district redesignation criteria that includes process for administering the home language survey and W-APT assessment and gathering a local body of evidence*
 | **Yes** | **No** | **N/A** |  |
| Title III activities the LEA/consortium implement demonstrate that services, staff, programs, or materials for English learners and immigrant children/youth supplement the core programming for these students. § 3115(g). | * *ELD program budget, including all funding sources, that demonstrates state and local funds are used to provide core instruction and that Title III, Part A funds are used in addition to what is provided with the general fund.*
* *Activities presented in Consolidated Application demonstrate that services, staff, programs, or materials for English learners and immigrant children/youth supplement the core programming for these students.*
* *Title III staff are not being used to meet local (HR, district, school, board) procedures or policies regarding student/teacher ratios*
* *Evidence that LEA meets Title VI of the Civil Rights Act*
 | **Yes** | **No** | **N/A** |  |
| The LEA/consortium has selected and implemented activities that promote growth toward English language proficiency and support English learners in meeting CELP and CAS standards within the LEA's programming. §§ 3115(c)(1), 3115(f). | * *State and local data that demonstrates EL students' growth toward meeting expected benchmarks and growth targets in both ELD growth and content areas.*
* *Synthesis of research and justification for selecting the programs and activities that reflects the demographics, opportunities, and challenges of the student population.*
 | **Yes** | **No** | **N/A** |  |
| The LEA/consortium uses state, local, other federal, and/or Title III funds to provide effective professional development to district, school, and community-based organizational personnel, that is designed to improve the instruction and assessment of English learners. PD must be designed to enhance the ability of such district, school, and community-based personnel to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners; is effective in increasing ELs' growth toward English language proficiency; or substantially increases the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and is of sufficient intensity, sequencing, and duration. § 3115(c)(2). | * *PD plan is based on teacher perception, teacher evaluation, and student performance and growth data.*
* *PD plan represents the priorities and needs identified in the comprehensive needs assessment, as it relates to the needs of instructional staff to provide quality instruction to the EL student subgroup.*
* *Teachers and school leaders that are new to the district are provided PD to understand and implement the selected ELD instructional program model(s) and support ELs through core content.*
* *PD plan represents the needs identified in the comprehensive needs assessment, as it relates to the achievement and growth of EL students in both ELD and content areas.*
* *PD plan/schedule connects directly to the results of any surveys the district or school(s) have distributed to district and school staff, community members, and family.*
* *Evidence that the PD schedule described in the Consolidated Application has been delivered and attended (sign-in sheets, agendas, notifications, materials, etc.).*
 | **Yes** | **No** | **N/A** |  |
| All teachers in any language instruction educational program for English learners that is, or will be, funded under Title III, Part A are fluent in English and any other language used for instruction, including having written and oral communication skills. § 3116(c). | * *Hiring procedures or policies*
* *Process for assessing written and oral communication skills in the language(s) of instruction*
 | **Yes** | **No** | **N/A** |  |

### Title III, Part A Immigrant Set-Aside

| **ESSA Requirement** | **Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA/consortium uses Title III, Immigrant Set-aside Funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. § 3115(e)(1). | * *Expenditure reports*
* *Agendas/minutes that show how stakeholders were involved to determine the needs of students and use of Immigrant set-aside funds*
 | **Yes** | **No** | **N/A** |  |

### The McKinney–Vento Homeless Assistance Act of 1987

| **ESSA Requirement** | **Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA has designated a liaison to carry out the duties designated in the McKinney-Vento Education of Homeless Children and Youth Assistance Act section 722(g)(6). § 722(g)(6)(A)(i-x). | * *Job descriptions*
* *Other information about the role*
* *Daily schedule*
* *The contact person is easily identifiable via LEA website and relevant duties are included in the job description*
 | **Yes** | **No** | **N/A** |  |
| The LEA has procedures in place to identify homeless children and youth and determine whether or not they are attending and succeeding in school. § 722(g)(1). | * *Description of the process by which McKinney students are identified in the district*
* *McKinney-Vento identification/ verification forms*
* *Dispute resolution process*
* *Staff trainings*
* *Written plans, procedures, or policies*
 | **Yes** | **No** | **N/A** |  |
| The LEA has reviewed and revised policies/procedures that could act as barriers to the enrollment, attendance, identification and success of homeless children and youth. § 722 (g)(7). | * *Description of the process and timeline for reviewing McKinney-Vento district policy and procedures*
* *McKinney-Vento district policies and procedures with revision dates*
* *Documentation may include dated meeting agendas, notes, and attendance logs for revision meetings*
 | **Yes** | **No** | **N/A** |  |
| The LEA keeps eligible children in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian or is not in the child’s or youth’s best interest. If the best interest determination finds that it is not in the best interest to remain at the school of origin or school requested by the parent/guardian/unaccompanied youth, the LEA provides a written explanation of the reasons for its determination, in a manner and form understandable, and include information on the right to appeal. ESEA § 1111(g)(1)(E)(i) & McKinney-Vento § 722(g)(3)(B). | * *Description of the process for determining best interest and school of origin feasibility decisions and the student-centered factors utilized in the decision process*
* *The number of students staying in the school of origins that are outside of their attendance area*
* *The written explanation and information on the right to appeal in a manner and format that is accessible and understandable*
 | **Yes** | **No** | **N/A** |  |
| The LEA has, or will adopt, policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as applicable:* 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.
* If the child's or youth's living arrangements in the area served by the LEA 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 LEA, the LEA of origin and the LEA 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. § 722(g)(1)(J)(iii).
 | * *Written plans, procedures, or policies or procedures for providing transportation*
* *Transportation routes or schedules*
* *Budget expenditures*
* *Agreements or memorandums of understanding between LEAs*
 | **Yes** | **No** | **N/A** |  |

# Equitable Services to Non-Public Schools

## The LEA consults with non-public schools to provide equitable services to eligible students by identifying the needs of their students and staff, designing and implementing programs and activities to meet the identified needs, and progress monitoring and evaluating the supports and services that are provided with ESSA funds.

### Cross Program Requirements

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA has conducted timely and meaningful consultation with all non-public schools within its boundaries regarding the availability of Title II, Part A, Title III, Part A, Title IV, Part A, and Title IV, Part B funds. Expenditures reflect activities described in consultation agreements between the LEA and participating non-public schools. Evidence demonstrates that the provision of services to participating non-public schools was under the control and supervision of the LEA. §§ 8501(b)(1), 8501(c)(1), 8501(d). | * *Invitation for consultation*
* *Consultation form*
* *Expenditure reports demonstrating use of funds*
 | **Yes** | **No** | **N/A** |  |
| Evidence demonstrates that the LEA has continued consultation throughout the provision, implementation, and assessment of equitable services. §§ 1117(b)(3), 8501(c)(3). | * *Agendas, attendance logs, and minutes from consultation and progress monitoring meetings*
* *Description of process for implementing, monitoring and assessing services, including data that is/will be gathered and the stakeholders who are involved*
 | **Yes** | **No** | **N/A** |  |
| The educational services or other benefits, including materials and equipment provided to non-public schools with ESSA funds are secular, neutral, and non-ideological. §§ 1117(a)(2), 8501(a)(2). | * *Expenditure report with descriptions of purchased services or materials*
 | **Yes** | **No** | **N/A** |  |
| The control of funds used to provide equitable services in the programs in which the non-public school(s) participate, and title to materials, equipment, and property purchase with such funds, is held by the LEA. §§ 1117(d)(1), 8501(d)(1). | * *Agreements with non-public schools*
* *Expenditure reports demonstrating use of funds*
 | **Yes** | **No** | **N/A** |  |
| The LEA has calculated the amount set-aside under the programs in which the non-public school(s) participate at a rate, based on the number and educational needs of students in non-public schools, that is equal to the rate for participating public school children. § 8501(a)(4)(A). | * *Documentation of data used to calculate the amount set-aside to provide equitable services under the participating programs in the Consolidated Application platform*
* *May include enrollment data for students attending non-public schools and public schools, students identified as English learners, students identified as immigrants, consultation forms, etc.*
 | **Yes** | **No** | **N/A** |  |
| LEAs do not carryover the amount of funds to provide equitable services under the Title programs in which the non-public school(s) participates. If carryover occurs, the LEA has requested a waiver from CDE. §§ 1117(a)(4)(B), 8501(a)(4)(B). | * *Expenditure reports*
* *Waiver*
 | **Yes** | **No** | **N/A** |  |

### Title I, Part A

| **ESSA Requirement** | **Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| Evidence demonstrates that the LEA has conducted timely and meaningful consultation with all non-public schools that a student within its boundaries attends regarding the availability of Title I, Part A funds and is providing equitable services to those who have chosen to participate. LEAs may meet this by developing and executing a memorandum of understanding with receiving LEAs that consult and provide equitable services to participating non-public schools outside the sending LEA's boundary. Evidence demonstrates that the provision of services to participating non-public schools was under the control and supervision of the LEA. §§ 1117(a), 1117(b)(1), 1117(d)(2)(B). | * *Invitation for consultation*
* *Consultation form*
* *Expenditure reports demonstrating use of funds*
 | **Yes** | **No** | **N/A** |  |
| The LEA appropriately determines the proportionate share to provide equitable services under Title I, Part A to students attending a non-public school who reside in an attendance area of a Title I school. §§ 1117(a)(4)(A)(i) 1117(c)(1)(C). | * *Documentation of data used to calculate the proportionate share in the Consolidated Application platform*
* *Survey provided to non-public schools*
* *Verification of addresses for students residing within Title I, Part A school boundary for both students attending non-public schools and public schools*
* *Consultation forms*
 | **Yes** | **No** | **N/A** |  |

# Fiscal Requirements

The LEA and Title I schools meet all fiscal requirements in implementing ESSA programs.

### Cross Program Requirements

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| Title II, Part A and Title IV, Part A funds shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities funded by ESEA. §§ 2301, 4110. | * *Supplement, not supplant tool (Coming soon)*
* *Methodology of state and local funds provided to schools, programs, and departments*
* *Expenditure reports*
 | **Yes** | **No** | **N/A** |  |
| The LEA, or eligible subgrantee, maintains control of funds and property acquired. § 8306(a)(2)(A-B). | * *Single audit findings*
* *Inventory reports*
* *Fiscal plans and procedures*
 | **Yes** | **No** | **N/A** |  |
| A local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of the agency and the state with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. §§ 1118(a), 8521. | * *CDE completed calculations (*<http://www.cde.state.co.us/cdefinance/sffpptablecontents>*)*
 | **Yes** | **No** | **N/A** |  |

### Title I, Part A

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA must demonstrate that Title I schools receive their equitable share of state and local resources. § 1118(b)(1-2). | * *Supplement, not supplant tool*
* *Methodology of state and local funds provided to the school*
* *Demonstration required in Spring of 2018 and any time thereafter if the methodology changes*
* *Expenditure reports*
 | **Yes** | **No** | **N/A** |  |
| An LEA with a Title I, Part A allocation above $50,000 carries over not more than 15% of their Title I, Part A funds each year. § 1127. | * *Expenditure reports*
* *Fiscal audits*
 | **Yes** | **No** | **N/A** |  |
| Not more than once every three years, if the LEA determines it is reasonable and necessary to carry over more than 15%, they have applied for and received a waiver from CDE. § 1127(b). | * *Expenditure reports*
* *Fiscal audits*
* *Audited data*
* *EOY reports*
 | **Yes** | **No** | **N/A** |  |
| The LEA uses the same measure of poverty for all schools to determine Title I eligibility. For high schools, after conducting outreach to high schools and after receiving approval from the majority of high schools, the LEA may estimate the number of students in low-income families based on the elementary schools that feed into the high schools.§ 1112(b)(4), 1113(a)(5). | * *Written plans, procedures, or policies that address program and distribution practices.*
* *Data collections*
* *Agendas, attendance logs, and minutes from data collection meetings*
 | **Yes** | **No** | **N/A** |  |
| The LEA serves all of its schools with poverty rates above 75% in rank order (without consideration of grade-span) with a higher per pupil allocation at the schools with higher poverty rates. The LEA serves all schools with poverty rates below 75% in rank order or ranks such schools by grade span and serves all schools within each grade span in rank order. The LEA serves only schools with poverty rates above 35%; or with poverty rates above the district average; or for each grade span, the LEA serves only schools with poverty rates above the grade span average. § 1113(a)(3). | * *Written plans, procedures, or policies that address program and distribution practices.*
* *Expenditure reports*
* *Audited data*
 | **Yes** | **No** | **N/A** |  |
| If the LEA serves any school with Title I funds that has a poverty rate below 35%, the allocation for each Title I school is at least 125% of the per-pupil amount of funds the LEA receives. § 1113(c)(2)(A) | * *Expenditure reports*
 | **Yes** | **No** | **N/A** |  |
| The LEA uses state and local funds in Title I schools to provide services that are comparable to those provided in non-Title I schools with state and local funds.If the LEA serves all schools with Title I funds, it uses state and local funds to provide services that are substantially comparable in each school. § 1118(c). | * *Salary schedules*
* *Program and fund distribution plans, procedures, or policies*
* *CDE comparability worksheet*
 | **Yes** | **No** | **N/A** |  |

### Title III, Part A

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA or consortium did not reserve more than two percent of the Title III, Part A allocation for direct administrative costs associated with administering this grant. § 3115(b). | * *Expenditure reports*
* *Audited data*
 | **Yes** | **No** | **N/A** |  |
| Title III funded activities have not previously been paid out of or are otherwise not supplanting other federal, state, and/or local funds. § 3115(g). | * *ELD program budget, including all funding sources, that demonstrates state and local funds are used to provide core instruction and that Title III, Part A funds are used in addition to what is provided with the general fund.*
* *Activities presented in Consolidated Application demonstrate that services, staff, programs, or materials for English learners and immigrant children/youth supplement the core programming for these students.*
* *Title III staff are not being used to meet local (HR, district, school, board) procedures or policies regarding student/teacher ratios*
* *Evidence that LEA meets Title VI of the Civil Rights Act, including but not limited to, compliance with OCR resolution agreements or DOJ consent decrees.*
 | **Yes** | **No** | **N/A** |  |

### Title IV, Part A

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| The LEA or consortium did not reserve more than two percent of the Title IV, Part A allocation for direct administrative costs associated with administering this grant. § 4105(c). | * *Expenditure reports*
* *Audited data*
 | **Yes** | **No** | **N/A** |  |
| The LEA or consortium prioritized the distribution of funds to schools 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). | * *Description of process for prioritizing schools to receive funds, including data that is/will be gathered and the stakeholders who are involved*
* *Expenditure reports*
 | **Yes** | **No** | **N/A** |  |
| The LEA or consortium that received an allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—* Access to, and opportunities for, a well-rounded education for all students;
* School conditions for student learning in order to create a healthy and safe school environment; and
* Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

§ 4106(d)(1). | * *Copy of needs assessment that addresses the program requirements*
 | **Yes** | **No** | **N/A** |  |

### Title V, Part A

| **ESSA Requirement** | **Examples of Acceptable Evidence** | **Compliance** | **Notes/Comments** |
| --- | --- | --- | --- |
| Title V, Part B funds shall be used to supplement, and not supplant, federal, state or local funds. § 5232. | * *Expenditure reports*
* *Audited data*
 | **Yes** | **No** | **N/A** |  |

# Glossary of Terms

* ESSA – In December of 2015, the reauthorization of the Elementary and Secondary Education Act (ESEA) was signed into law. The title of the reauthorized legislation, which replaces the No Child Left Behind Act, is the Every Student Succeeds Act (ESSA).
* ESEA – In December of 2015, the reauthorization of the Elementary and Secondary Education Act (ESEA) was signed into law. The title of the reauthorized legislation, which replaces the No Child Left Behind Act, is the Every Student Succeeds Act (ESSA).
* LEA ESSA Plan – ESSA requires all LEAs to create a plan describing the intent of use of funds. CDE has integrated all of the LEA ESSA plan requirements into the Consolidated Application. Therefore, in completing the Consolidated Application, LEAs complete the LEA ESSA Plan as well.
* ESEA Consolidated Application - ESSA requires all LEAs to create a plan describing the intent of use of funds. CDE has integrated all of the LEA ESSA plan requirements into the Consolidated Application. Therefore, in completing the Consolidated Application, LEAs complete the LEA ESSA Plan as well.
* Clear and concise (understandable) communications to parents in format and, to the extent practicable, a language that parents can access and understand – Schools, districts, and BOCES may determine the best format(s) for communication with parents and families including, but not limited to email, text, verbal discussions, notes home, and formal meetings. Schools, districts, and BOCES should consider the language that is used to communicate educational programs, processes, policies and laws that may impact education and try to eliminate or clarify educational jargon. Translation and interpretation services should be guided by local plans, processes, and practices.
* Timely and meaningful (communication and engagement practices) – The criteria for timely and meaningful communication and engagement practices may vary across each requirement; however, schools, districts, and BOCES must decide upon local plans and processes to determine the frequency and timing of each event. These processes will be based on the need of the local context. Schools, districts, and BOCES should consider how much time is needed to complete the work and engage stakeholders, the time in the year or day the work is happening so that stakeholders are involved strategically, and what is sufficient notification time for stakeholders to attend, participate, and provide feedback.
* Reasonable opportunity – The criteria for reasonable opportunities to engage with ESSA plans and programs may vary across each requirement; however, schools, districts, and BOCES must decide upon local plans and processes to determine the frequency and timing of each event. These processes will be based on the need of the local context. Schools, districts, and BOCES should consider how much time is needed to complete the work and engage stakeholders, the time in the year or day the work is happening so that stakeholders are involved strategically, and what is sufficient notification time for stakeholders to attend, participate, and provide feedback. Schools, districts, and BOCES should allow enough time to notify stakeholders, gather and meaningfully consider feedback, and make necessary changes.
* Well-Rounded Education – The term ‘‘well-rounded education’’ means courses, activities, and programming in subjects such as English, reading or language arts, writing science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.
* Unified Improvement Plan (UIP) - The UIP may serve as the comprehensive needs assessments that schools, LEAs, and BOCES conduct to determine the best use of ESSA funds and trends in effectiveness of funds. The UIP may also meet the Title I Schoolwide planning requirement if the UIP contains sufficient information to address the requirements of a Title I Schoolwide plan. For more information regarding Title I Schoolwide plans, visit: <http://www.cde.state.co.us/fedprograms/ti/a_sw>.