About this Tool

ESSA Year-at-a-Glance

A Tool for LEA Administrators

This tool is intended to provide local administrators of ESSA grant programs a one-stop checklist of tasks and timelines for the programs included in the Consolidated Application: Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; and Title V, Part B. Items are marked as either required or best practice along with links to additional resources. Space is provided for users to mark when a task has been completed. Note that many activities are common across multiple programs, such as Consolidated Application submission and fiscal reporting procedures. This tool is designed so that administrators of individual programs can use each program as a stand-alone list, but it is possible for administrators of multiple programs to combine lists as applicable.

| TaskX : the task is REQUIREDO : the task is best practiceꟷ : the task is not applicable to the title listed | Title I Part A | Title I Part D | Title II Part A | Title III Part A | Title IV Part A | Title V Part B | Notes |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ONGOING |
| Based on school and district timelines, conduct a Comprehensive Needs Assessment (CNA) to identify the needs of students and staff in Title I, Part A schools and the district that may be served with Title I, Part A funds | X[See more](http://www.cde.state.co.us/fedprograms/consapp/na) | -- | -- | -- | -- | -- |  |
| Continually identify and progress monitor student needs and align supports and services in Title I, Part A Targeted Assistance programs and Title I, Part A Schoolwide programs, as appropriate | X[See more](http://www.cde.state.co.us/fedprograms/ti/a_cop) | -- | -- | -- | -- | -- |  |
| Ongoing evaluation and consultation should be conducted throughout the year to ensure effective supports and services to staff and students | O | O | O | O | O | O |  |
| Conduct required parent engagement activities pursuant to Titles I, Part A | X[See more](http://www.cde.state.co.us/fedprograms/ti/parents) | -- | -- | -- | -- | -- |  |
| Submit ESEA Consolidated Application revisions based on ongoing progress monitoring through the Online Platform[See more](http://www.cde.state.co.us/fedprograms/consapp/index) | X | X | X | X | X | X |  |
| Consult with all new schools (including charter schools) regarding the ESEA funds the school may be eligible to receive in the following school year. Eligible charter schools must be served with Title I, Part A during the first year of operation and in subsequent years in which the school's enrollment expands significantly | X | -- | -- | -- | -- | -- |  |
| Attend CDE Regional and Virtual Network Meetings [See more](http://www.cde.state.co.us/esearegionalnetworkingmeeting) | O | O | O | O | O | O |  |
| Submit Request for Funds to Grants Fiscal (once final approval of Consolidated Application is granted) [See more](http://www.cde.state.co.us/cdefisgrant/essa_download) | X | X | X | -- | -- | -- |  |
| AUGUST- NOVEMBER |
| August: Make modifications to Consolidated Application based on CDE comments as necessary [See more](http://www.cde.state.co.us/fedprograms/consapp/index) | X | X | X | X | X | X |  |
| August: Prepare for Annual Count and CSPR data collection (e.g. update survey forms) | -- | X | -- | -- | -- | -- |  |
| August ꟷ September: Identification of English learners must be made within 30 days of the beginning of the school year, including Home Language Survey, W-APT/WIDA Screener, and a BOE to confirm language proficiency; after October 1, must be made within 15 days of enrollment | X | -- | -- | X | -- | -- |  |
| August ꟷ September: Parent notifications are sent: Parents Right to Know, Teacher Qualifications, Notices to Parents of English Learners (sent no later than 30 days after enrollment; within 15 days after Oct. 1), Testing Transparency  | X[See more](http://www.cde.state.co.us/parentnotificationrequirements) | -- | -- | X | -- | -- |  |
| August – September: Ensure distribution of school-level Title I Parent Involvement Policy, including the compact | X | -- | -- | -- | -- | -- |  |
| August – September: Review and update ESEA personnel lists by building, in order to establish the Time & Effort logs that will need to be completed (monthly or semi-annual) | O | O | O | O | O | O |  |
| August ꟷ October: Review released Performance Frameworks and determine if adjustments need to be made to the Consolidated Application based on this information | O | O | O | O | O | O |  |
| August ꟷ October: Update 4-Week Rule letter for teachers who do not meet applicable Colorado teacher licensure requirements in Title I schools | X | -- | -- | -- | -- | -- |  |
| August ꟷ November: Provide training/technical assistance as appropriate to sub-grantees on the annual count and CSPR data collections | -- | O | -- | -- | -- | -- |  |
| August ꟷ November: Gather and analyze performance, process, and perception data (e.g. local student assessments, teacher and principal evaluations, classroom walkthroughs, surveys, technology inventories) to identify needs. Ensure all data is disaggregated to identify the learning needs of all students, including children with disabilities, English learners, and gifted and talented students | -- | X | X[See More](http://www.cde.state.co.us/fedprograms/titleiiaaddlresourcesandtools) | -- | X | -- |  |
| September: Prepare data for submission of Student October Count through Data Pipeline  | O | -- | -- | O | -- | -- |  |
| September: USDE releases Rural Low-Income School (RLIS) Grant awards to states | -- | -- | -- | -- | -- | X[See more](https://www2.ed.gov/programs/reaprlisp/index.html) |  |
| September: USDE releases Small, Rural Achievement (SRSA) Grant awards to LEAs | -- | -- | -- | -- | -- | X[See more](https://www.grants.gov/) |  |
| September: Eligible LEAs budget their RLIS funds in the Consolidated Application as post-award revisions | -- | -- | -- | -- | -- | X[See more](http://www.cde.state.co.us/fedprograms/consapp/index) |  |
| September 30: Final Expenditure Report (for previous year) due to Grants Fiscal [See more](http://www.cde.state.co.us/cdefisgrant) | X | -- | X | -- | X | -- |  |
| September 30: Last date to request reimbursement for expenditures attributable to expiring funds [See more](http://www.cde.state.co.us/cdefisgrant) | X | X | X | X | -- | X |  |
| September ꟷ October: CDE will notify districts of any schools identified for comprehensive (CS) or targeted (TS) support and improvement | FYI[See more](http://www.cde.state.co.us/fedprograms/essa_csi_tsi) |
| September ꟷ October: Title I School List is posted. Check to ensure schools are accurately listed. If status of any school is listed incorrectly, contact CDE to have this corrected. The Title I school list informs other data collections, such as October Count and Human Resources | FYI[See more](http://www.cde.state.co.us/fedprograms/dper/tiaschlst) |
| September ꟷ October: Attend the ELD Program Requirements training offered by the Office of Culturally and Linguistically Diverse Education | -- | -- | -- | O[See more](http://www.cde.state.co.us/cde_english/professionaldevelopment) | -- | -- |  |
| September ꟷ October: CDE Releases Rural Low-Income School (RLIS) Grant awards to LEAs | -- | -- | -- | -- | -- | X[See more](http://www.cde.state.co.us/cdefisgrant/allocations) |  |
| September – November: Review and update needs assessments and plan for evaluation of all funded activities. Ongoing evaluation and consultation should be conducted throughout the year to ensure effective supports and services to staff and students | O | -- | -- | -- | -- | -- |  |
| September – November: Review, update or conduct a needs assessment to examine needs for improvement of access to, and opportunities for, a well-rounded education for all students; school conditions for student learning 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. *Note: Needs assessment is required for LEAs that receive an allocation of $30,000 or more. Ongoing evaluation and consultation should be conducted throughout the year to ensure effective supports and services to staff and students* | -- | -- | -- | -- | \*Required for LEAs that receive ≥ $30,000Best practice otherwise  | -- |  |
| September – December: Review released performance frameworks and ESEA schools identified for comprehensive (CS) or targeted (TS) support and improvement and determine if adjustments need to be made to the Consolidated Application based on this information | O | O | O | O | -- | O |  |
| September – December: Utilize UIP or other needs assessment process to begin planning for how to target funds to schools that have been identified for Compressive Support (CS) and Targeted Support (TS) | -- | -- | X[See more](http://www.cde.state.co.us/fedprograms/essa_csi_tsi) | -- | -- | -- |  |
| September ꟷ May: Monitor Sub-grantees | -- | X | -- | -- | -- | -- |  |
| October: Submit data for Student October Count through Data Pipeline | X[See more](http://www.cde.state.co.us/datapipeline/snap_studentoctober) | -- | -- | X | -- | -- |  |
| October: Conduct eligible neglected and delinquent student count (Annual Count) within selected count window | X | -- | -- | -- | -- | -- |  |
| November 1: Last day to request reimbursement for grants that expired September 30 | X | -- | -- | -- | -- | -- |  |
| November: District program staff meets with business manager to conduct a budget to actual review. Helps to ensure that approved activities are occurring and funds are drawn down | O | O | O | O | O | O |  |
| November: CDE notifies districts that will be required to complete comparability reporting. Ensure contacts in the Consolidated Application are current and correct. If new contacts need to be added, notify CDE as soon as possible to ensure accurate delivery of important communications | FYI[See more](http://www.cde.state.co.us/fedprograms/ti/a_comp) |
| November: CDE notifies districts and non-public schools of funds set-aside to provide equitable services in the current school year, as submitted in the district's Consolidated Application  | FYI[See more](http://www.cde.state.co.us/fedprograms/ti/a_comp) |
| November ꟷ January: Collect CSPR Data from sub-grantees | -- | X | -- | -- | -- | -- |  |
| November ꟷ February: Submit teacher qualification data through the Human Resources Snapshot. Teachers in Title I supported programs must meet applicable Colorado licensure requirements. | X | -- | -- | -- | -- | -- |  |
| November: Districts with identified CS/TS schools, complete the ESSA's Application for School Improvement (EASI) Online Application to apply for additional funding to support CS/TS schools | FYI |
| November: Districts with identified gaps in equitable access to experienced, in-field, and effective teachers are notified. Begin planning strategies as applicable to include in UIP | X | -- | -- | -- | -- | -- |  |
| DECEMBER-MARCH |
| December: Verify and submit annual neglected and delinquent count data to CDE | X | -- | -- | -- | -- | -- |  |
| December 31: District Report Cards distributed and posted on the district's website | X | -- | -- | -- | -- | -- |  |
| December 31: Last day to draw down 2015 SRSA Funds | -- | -- | -- | -- | -- | X[See more](https://www.grants.gov/) |  |
| December ꟷ January: Collect and verify annual count data from sub-grantees | -- | X | -- | -- | -- | -- |  |
| December – January: First Post-Award revision for Consolidated Application activities, including final allocations and accurate carryover | -- | -- | X | X | X | -- |  |
| December – February: Meet with stakeholders including teachers, principals, paraprofessionals, and charter school leaders to share findings from data analysis and gain input on possible uses of funds in the subsequent school year | X | X | X | X | X | X |  |
| December – March: Students meeting or exceeding CDE guidance are considered for resignation | -- | -- | -- | X | -- | -- |  |
| December ꟷ March: Initiate consultation for the upcoming school year with non-public schools within district boundaries and establish or review inter-district memorandum of understanding, if applicable [See more](http://www.cde.state.co.us/fedprograms/equitableservicescolorado) | X | -- | X | X | X | -- |  |
| January: Submission of Unified Improvement Plan, as appropriate. If using UIP to satisfy ESSA LEA or Title I schoolwide planning requirements, ensure all requirements are addressed in the UIP prior to submission. | X | -- | X | -- | X | -- |  |
| January: Collect semi-annual certifications (1 of 2) for personnel whose compensation is funded from a single cost objective, or is funded solely from ESEA | O | -- | X | -- | -- | -- |  |
| January 2018: Historical data from TELL Colorado is publicly available. These data can be useful for identifying areas of need to be addressed with Title II funds | -- | -- | O[See more](http://www.cde.state.co.us/tlcc) | -- | -- | -- |  |
| January ꟷ February: ACCESS for ELLs Assessment Window - All students designated as NEP/LEP, including students with parent refusals for services, must be assessed | X | -- | X | X | -- | -- |  |
| January ꟷ March: Create a cross-department team to begin planning for the ESEA Consolidated Application. Use available data (e.g., free and reduced lunch, other low-income data, or a combination of poverty indicators) to determine eligible schools for Title I, Part A services (for next school year) | O | -- | -- | -- | -- | -- |  |
| January ꟷ March: Consult with all schools (including Charters and Non-Public schools) regarding the ESEA funds the school may be eligible to receive in the following school year., including during the first year of operation of the school and a year in which the school's enrollment expands significantly | X | -- | -- | -- | -- | -- |  |
| January ꟷ March: Begin planning for Consolidated Application | O | O | O | O | O | O |  |
| January ꟷ April: Coordinate with early childhood centers to plan transition of pre-school students to Title I, Part A schools (Needs to be done before the end of the school year) | X | -- | -- | -- | -- | -- |  |
| January ꟷ May: Conduct consultation for the upcoming school year with non-public schools within district boundaries and submit results of consultation to the ombudsman *Note: If the non-public school has not identified students as English learners and would like to participate in the Title III, Part A program, support the school through the identification process sin the upcoming school year* | X[See more](http://www.cde.state.co.us/fedprograms/equitableservicescolorado) | -- | X | X | X | -- |  |
| February: District program staff meets with business manager to conduct a budget to actual review. Helps to ensure that approved activities are occurring and funds are drawn down | O | O | O | O | O | O |  |
| February ꟷ May: Attend Consolidated Application trainings | O | O | O | O | O | O |  |
| February ꟷ March For LEAs that received an allocation of $30,000 or more, revisit school/district needs assessment and submit Post-Award Revisions as needed | -- | -- | -- | -- | O | -- |  |
| March: LEA budget discussions should include staff assignments and distribution of equipment and materials to ensure compliance with Title I, Part A comparability requirements for the following school year | O | -- | -- | -- | -- | -- |  |
| March ꟷ April (2018): Teaching and Learning Conditions Survey (new iteration of TELL) is open | -- | -- | O[See more](http://www.cde.state.co.us/tlcc) | -- | -- | -- |  |
| March ꟷ June: Plan and collaborate with local neglected or delinquent facilities to plan activities for Consolidated Application, if applicable | X | -- | -- | -- | -- | -- |  |
| APRIL-JULY |
| April: Declare participation in Community Eligibility Provision to School Nutrition, if applicable. CEP is an optional poverty measure used for serving Title I schools. | X | -- | -- | -- | -- | -- |  |
| April: Submission of Unified Improvement Plan, as appropriate. If using UIP to satisfy ESSA LEA or Title I schoolwide planning requirements, ensure all requirements are addressed in the UIP prior to submission | X | X | X | X | X | X |  |
| April: Program Evaluation- Evaluation strategies should be directed by the District and should be reflected in the annual consolidated application to reflect effectiveness of programs and/or strategies. Evaluation should be ongoing throughout the school year | X | X | X | X | X | X |  |
| April ꟷ May: Stakeholder (school leaders, teachers, families of students that participate in federally funded programs, etc.) input regarding activities to be conducted in subsequent school year with ESEA funds | X | X | X | X | X | X |  |
| April ꟷ May: Collect stakeholder (see line 18) input regarding activities to be conducted in subsequent school year with ESEA funds. Submit any dissenting comments to CDE via consolidatedapplications@cde.state.co.us | X | X | X | X | X | X |  |
| April ꟷ May: Consult with parents in Title I, Part A schools regarding activities to be conducted with the parent involvement set aside, as applicable | X | -- | -- | -- | -- | -- |  |
| April ꟷ May: Consolidated Application Trainings | O | O | O | O | O | O |  |
| April ꟷ June: Preliminary ESEA allocations available. Update any plans or draft budgets with posted allocation amounts prior to submission of the Consolidated Application | FYI[See more](http://www.cde.state.co.us/cdefisgrant/essa_download) |
| May: Calculate amount of current year funds that will be left unspent by June 30 | O | -- | O | -- | O | -- |  |
| May: Eligible LEAs apply for the Small Rural School Achievement (SRSA) Grant in Grants.gov | -- | -- | -- | -- | -- | X |  |
| May: Review and update supplement, not supplant policy and procedure, if needed | O | -- | O | -- | O | -- |  |
| May: Review and update school - parent/guardian compact (could be conducted in the fall) | X | -- | -- | -- | -- | -- |  |
| May: District program staff meets with business manager to conduct a budget to actual review. Helps to ensure that approved activities are occurring and funds are drawn down | O | O | O | O | O | O |  |
| May ꟷ June: Identify new schools that will be opening next Fall and manually add them using the assigned school code(s) and estimated enrollment data to the School Profile in the Consolidated Application | X | -- | -- | -- | -- | -- |  |
| June: Collect semi-annual certifications (2 of 2) for personnel whose compensation is funded from a single cost objective | X | -- | X | -- | -- | -- |  |
| June 30th: Last date to submit Consolidated Application | X | X | X | X | X | X |  |
| July ꟷ October: Respond to CDE feedback regarding the Consolidated Application | X | X | X | X | X | X |  |
| July: ED releases Part D funds to States | -- | X | -- | -- | -- | -- |  |
| July: State makes Part D awards (allocates Part D funds received from ED) | -- | X | -- | -- | -- | -- |  |
| July: Enjoy some well-deserved time off! | O | O | O | O | O | O |  |