Review Checklist: 2020-2021 Consolidated Application for ESEA Funds

Under the ESSA, state educational agencies (SEAs) are required to collect local education agency (LEA) plans that address the requirements of the law, as well as descriptions of the activities the LEA will implement with its Title I, II, III, IV and V allocations. To meet this requirement, the Colorado Department of Education (CDE) has developed, with stakeholder input, a new consolidated application, which includes a set of cross-program questions, organized around five core elements: identifying needs in the LEA, priorities to support through ESEA funding, stakeholder engagement and evaluation of programs/activities/services supported with ESEA funds.   
  
CDE reviews each LEA plan to ensure the ESSA requirements are met and the LEA's proposed uses of funds are supporting effective, supplemental programs to support student and district needs to ensure academic achievement. This tool serves as a tool for CDE and LEA's in reviewing the Consolidated Application for funds and ensuring all programmatic requirements are being met and implemented. Reviewers use the information provided to ensure narrative responses and budgeted activities contain adequate details and information to release the ESEA funds.   
  
For questions, support or additional information, please contact your [ESEA Regional Contact.](http://www.cde.state.co.us/fedprograms/regionalcontactspage)

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# APPLICANT AND REVIEWER DETAIL

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| Reviewers | | |
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| **LEA/BOCES** | | |
| **Select from dropdown** | | |
| HELPFUL INFORMATION FOR REVIEWERS | | |
| As part of the LEA/BOCES application reviews, reviewers should read the Executive Summary of the LEA/BOCES UIP. | | |

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# MODULE A

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| Section of Application | Review Check | Yes/No/NA | Comments for LEA |
| Funds Allocation Page | LEA's allocations match the amounts listed on the preliminary allocations document provided. |  |  |
| School Profiles | LEA is serving all schools above 75% poverty before serving any schools below 75% poverty. Note: Lead Reviewer should ensure that LEA is serving within rank order poverty percentage requirements if LEA is not serving all schools above 75%. |  |  |
| School Profiles | If the LEA selected the 50% rule, all high schools above 50% poverty are being served in rank order according to poverty percentage requirements. Note: Lead Reviewer should ensure no middle or elementary schools below 75% are served unless all high schools are being served down to 50%. LEA is not required to serve down to 50% unless intending to serve schools below 75%. |  |  |
| School Profiles | LEA has an approved waiver on file for any new SW school with a poverty rate below 40%. Note: See LEA portfolio in the K:\OFPA\Consolidated Application\Consolidated Application 20-21\Reviews\SW Waiver Requests |  |  |
| School Profiles | Note whether LEA is serving all schools that were served in the prior year and/or whether all schools are being served in the same manner (i.e. Targeted Assistance, Schoolwide, Not Served). |  |  |
| Assurances-GEPA | LEA has provided a GEPA statement that identifies at least one type of barrier to equitable participation in ESEA funded activities and provides sufficient detail regarding how this barrier will be addressed/mitigated. Note: The LEA's anti-discrimination policy and/or a "no barriers exist" response is not sufficient for the GEPA statement. |  |  |
| Assurances-Non-Public Schools | If non-public schools are participating in Title I, Part A, the LEA has provided the number of low-income students residing in the LEA’s Title I school boundaries and attending public school. Note: This number is required to generate the proportionate share set-aside calculation under Title I, Part A. |  |  |
| Assurances-Non-Public Schools | If non-public schools are participating, LEA has indicated which Title programs in which the school will receive equitable services. This is reflected in the LEA's budget. |  |  |
| Assurances-Non-Public Schools | Programs marked as NPS participating in for 2020-2021 match programs identified in consultation form submitted K:\OFPA\Consolidated Application\Consolidated Application 20-21\Reviews\Non-Public Consultation Forms |  |  |
| Assurances-Non-Public Schools | Note whether the LEA is sending funds to a neighboring district to provide services. This is reflected in the LEA's budget. |  |  |

# CROSS-PROGRAM QUESTIONS:

## Description of Indicators for Narrative Questions

Adequate: clear and complete response is provided for LEA’s context  
Inadequate/Did Not Address: missing information for a complete response pertaining to LEA’s context OR did not address the question needed for LEA’s context. Requires a clarifying comment addressing the incomplete criteria outlined in bullets"

## Guiding Questions for Narrative Responses

a. Does the response answer the overall question presented?   
b. Are there any required changes that must be made?  
d. What comments should be provided?

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| Question: | Response Requirements | Adequate/ Inadequate | Comments for LEA |
| Q 1.1 What process did the LEA use to identify the LEAs needs? | •LEA has selected at least one of the options provided; if 'Other' is selected, LEA has specified which process they are using |  |  |
| Q 1.2 How are you using the processes identified above to identify the supports that will be provided to schools? | •Response provided describes how LEA uses process described in Q1.1 to identify supports to schools |  |  |
| Q 1.3 How do identified needs inform decisions related to ESEA programs and how frequently is the data reviewed and evaluated? | •Response includes timeline/frequency for reviewing and evaluating needs •Response includes data sources used to identify needs |  |  |
| Q 2.1 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. | •Response provided describes notable trends •Response provided identifies LEA top priorities for ESEA programs |  |  |
| Q 2.2 How do ESEA program priorities align with and/or supplement LEA major improvement strategies? | •Response describes how the prioritized needs for ESEA programs support and/or enhance the improvement strategies for the district |  |  |
| Q 3.1 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? | •Response includes description of involvement from building leaders, teachers, parents, and communitty members (Response includes all groups listed) •Response includes desccription of involvement of District Accountability Committee (DAC) Response includes description of involvement of School Accountability Committees (SAC) or CSC in some districts |  |  |
| Q 3.2 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? | •Response includes a description of how the district uses feedback obtained solicitation efforts described in Q 3.1 from stakeholders to prioritize needs and identify strategies for meeting identified needs through the ESEA plan •Stakeholders include: -district leaders -teachers, paraprofessionals, specialized instructional support personnel -charter school leaders (if applicable) -parents -community partners/organizations |  |  |
| Q 3.3 Describe how the LEA will consult with relevant educators, families, and community members in developing the Title III plan: | •Response describes how the district provides opportunities to solicit input and use feedback from stakeholders to develop the Title III plan •Stakeholders include: -Relevant educators working in the program  -Families of students in the program  -Community members that have relevant experience in serving the diversity of the community |  |  |
| Q 4.1 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.   Select the funding source(s) used to support these activities: | •Response includes a description of the district's outreach to support parents of English Learner students with meeting academic, linguistic, and well-rounded educational needs •LEA has selected funding source(s) • If LEA has indicated activities described are supported with Title I, II, III, IV, or V ensure activities are budgeted in funding section(s) indicated |  |  |
| Q 4.2 Describe the LEA's strategies to conduct outreach to all parents and family members and implement programs, activities and procedures for effective involvement of families:   Select the funding source(s) used to support these activities: | •Response describes parent outreach activities for the district •LEA has selected funding source(s) •If LEA has indicated federal funds used (Title I, II, III, IV or V) ensure activities described are budgeted in program indicated |  |  |
| Q 5.1 Based on the needs assessment, what are the intended goals and outcomes for ESEA programs? | •Response provides a description of the prioritized strategies and intended goals and outcomes for ESEA programs |  |  |
| Q 5.2 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. | •Response includes a description of how the district evaluates programs and uses data to make decisions about the use of ESEA funds |  |  |

# TITLE I, PART A

## Description of Indicators for Narrative Questions

Adequate: clear and complete response is provided for LEA’s context   
Inadequate/Did Not Address: missing information for a complete response pertaining to LEA’s context OR did not address the question needed for LEA’s context. Requires a clarifying comment addressing the incomplete criteria outlined in bullets

## Guiding Questions for Narrative Responses

a. Does the response and/or the UIP Executive Summary or other section (Data Analysis- Notable Trends, Priority Performance Challenges, Action Steps, Implementation Benchmarks, Targets/Interim Measures) answer the overall question presented?   
b. Does the response include the relevant stakeholder groups required to be engaged in the decision-making process and how priorities were identified? (school personnel, district personnel, parents, students)   
c. Does the response include the guidance, support, and systemic process the LEA will provide in support of identifying, prioritizing, progress-monitoring, modifying, and evaluating funded activities and programs?   
d. Does the response provide the data that was reviewed, the frequency of the review, and include disaggregated data for the following subgroups (as relevant): 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?   
e. Does the response include how supports and services will be leveraged with other state, local, and federal programs, as appropriate?   
f. Does the response provide a theory of action to describe how the proposed supports and services will accelerate progress toward grade-level standards?   
g. Does the response refer to a point in time?

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| Question: | Response Requirements | Adequate/ Inadequate | Comments for LEA |
| Q 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 includes the guidance, support, and systemic process the LEA uses in identifying, prioritizing, progress-monitoring, modifying, and evaluating students most at risk of not meeting standards •Response provides the data that was reviewed, the frequency of the review, and include disaggregated data for the following subgroups (as relevant): 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 |  |  |
| Q 2: Describe the services being provided to children and youth experiencing homelessness in coordination with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.) to support enrollment, attendance, school stability and academic success, and the guidance and support provided at the school level. | •Response includes description of services and supports for children and youth experiencing homelessness •Response includes description of how supports and services will be leveraged with other state, local and federal programs, as appropriate •Response includes description of how services and supports will accelerate progress toward grade-level standards  Or box is checked indicating ESEA funds will not be used for this purpose |  |  |
| Q 3: 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. | •Response describes how the proposed supports and services to reduce discipline practices will accelerate progress toward grade-level standards  Or box is checked indicating ESEA funds will not be used for this purpose |  |  |
| Q 4: 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. | •Response addresses transition services across grade levels, schools, and facilities, including Title I funded ECE programs  •Response describes how the proposed transition services will accelerate progress toward grade-level standards  Or box is checked indicating ESEA funds will not be used for this purpose |  |  |
| Q 5.1 What stakeholders were engaged in reviewing and discussing EDT results? | •Response includes at least 3 stakeholder groups involved from the following: teachers, principals, instructional leaders, principal supervisors, instructional coaches, district administration, federal program coordinators, human resource staff, parents. |  |  |
| Q. 5.2 What root cause(s) of EDT disparities were identified? | •Response identifies Root causes •Response describes how root causes were informed by stakeholder engagement. •Response describes how root causes are grounded in local evidence (e.g., TLCC survey data, turnover rates, evaluation data, other CNA data) or a strong rationale based on local evidence. |  |  |
| Q 5.3 Describe key strategies the district will implement to address EDT disparities. | •Response addresses strategies described address identified EDT gaps •Response addresses strategies described address identified root causes of gaps •Response described, where possible, how strategies are informed by evidence (consideration was given to existing evidence base) |  |  |
| Q 5.4 Identify the goal(s) for addressing the EDT disparities. Goal(s): | •Response describes how goals are clearly defined and measurable |  |  |
| Q. 5.5 What is the timeline for implementing the strategies described? Timeline: | •Response describes timeline, and at minimum, outlines initiatives for upcoming school year. |  |  |
| Select the funding source(s) used to support these activities | •At least 1 Title Program funding source is selected, and if not, an explanation is provided in narrative. |  |  |

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| Budget Review Check | Yes/No/NA | Comments for LEA (Include ID REF # when applicable) |
| If facilities are listed in the Neglected Facilities Table in Module A, Neglected Institutions Set-Aside funds have been allocated to participating facilities. |  |  |
| *If non-public schools are participating in Title I-A in the Non-Public Schools Table, Non-Public Schools Set-Aside funds have been allocated to applicable schools. Note: Funds budgeted to provide equitable services to non-public schools should match the amount in the set-aside summary.* |  |  |
| If LEA chose Consolidated School Wide (CSW) on School Profile for any schools, the Consolidated School Wide funding source has been budgeted for those schools. |  |  |
| If Pre-School Set-Aside has been budgeted, locations match those listed in Pre-School Table. |  |  |
| Budget line item considerations: •Activity category aligns with activity description and coding. •Descriptions of activities are allowable, reasonable and necessary. •Professional development activity descriptions detail how the PD will be delivered throughout the year. •Funding source matches descriptions of activity. •Activity descriptions should “stand on their own” and include any additional details that are not captured in the budget coding, including who, what, where, when, and why the activity will take place or how the activity will be delivered throughout the course of the school year.  •Professional development activities should be sustained, collaborative, data-driven, and classroom-focused.  •Proposed activities should also reflect how participants were chosen for the attending the training, how the learning will be shared and materials disseminated across the school or district, and any implementation (including evaluation) plans. |  |  |

# TITLE I-TARGETED SUPPORT AND IMPROVEMENT

## Description of Indicators for Narrative Questions

Adequate: clear and complete response is provided for LEA’s context   
Inadequate/Did Not Address: missing information for a complete response pertaining to LEA’s context OR did not address the question needed for LEA’s context. Requires a clarifying comment addressing the incomplete or missing information.

## Guiding Questions for Narrative Responses

a. Does the response include which relevant stakeholder groups were engaged in the development of the improvement plan and how priorities were identified? (school personnel, district personnel, parents, students)  
b. Does the response include the guidance, support, and systemic process the LEA will provide in support of identifying, prioritizing, progress-monitoring, modifying, and evaluating funded activities and programs?  
c. Does the response support the plan was informed by the school's performance on all ESSA indicators for each student group for which the school was identified: Low-income students. Lowest achieving students, English learners and Children with disabilities  
d. Does the response include evidence-based interventions and provide a theory of action to describe how the proposed supports and services will accelerate progress toward grade-level standards that resulted in the schools identification for TS under ESSA?  
e. Does the response refer to a point in time?

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| Question: | Response Requirements | Adequate/ Inadequate | Comments for LEA |
| Q 1: What is the LEA's process for reviewing, approving, and monitoring all targeted support and improvement plans? | •Response indicates how the plans are reviewed to ensure they include the identified school's performance on all ESSA indicators, for each student group for which the school was identified, describe stakeholder engagement, and ensure that each plan includes evidence-based interventions that are aligned to the reasons for identification.  •Response indicates how the LEA will monitor implementation and ensure that the plan is improving student outcomes for the student group(s) that resulted in the school's(s') identification for targeted support and improvement under ESSA.  •Response addresses what additional action is taken if a school unsuccessfully implements such plan after a number of years (as determined by the LEA)? |  |  |
| Q 2: 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 provides the criteria a school must meet based on their identification and the number of years in successfully meeting these criteria to exit TS status. |  |  |
| Q 3: Select how the LEA will exit schools | •LEA has selected one of the radio button options •If the LEA has selected to use their own criteria, a response has been provided in Narrative 2. |  |  |
| Q 4: 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 | •Ensure the table includes a response for each school. |  |  |

# TITLE I, PART D

## Description of Indicators for Narrative Questions

Adequate: clear and complete response is provided for LEA’s context   
Inadequate/Did Not Address: missing information for a complete response pertaining to LEA’s context OR did not address the question needed for LEA’s context. Requires a clarifying comment addressing the incomplete criteria outlined in bullets

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| --- | --- | --- | --- |
| Question: | Response Requirements | Adequate/ Inadequate | Comments for LEA |
| Q. 1.1 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 | •Response includes description of characteristics of children and youth to be served •Response describes how the school will coordinate with existing programs |  |  |
| Q. 1.2 Describe how participating schools will work to ensure facilities are aware of a child's or youth's individualized education program (IEP). | •Response describes how facilities will work to ensure awareness of IEPs |  |  |
| Q. 1.3 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. | •Response describes steps schools will take to find alternative placements, as appropriate |  |  |
| Q 2.1 Describe the program to be funded. | •Response describes program to be funded |  |  |
| Q 2.2 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. | •Response describes formal agreements that exist between the LEA and correctional facilities or alternative school programs serving children and youth involved in the juvenile justice system |  |  |
| Q 2.3As 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. | • As appropriate, a description of 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 |  |  |
| Q. 2.4Describe 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. | •Response describes 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 |  |  |
| Q 3.1 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. | •Response describes 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 |  |  |
| Q 3.2 As appropriate, describe partnerships with local businesses to develop services for participating students, including curriculum based youth entrepreneurship education, and mentoring. | •Response includes, a description of partnerships with local businesses to develop services for participating students, including curriculum based youth entrepreneurship education, and mentoring, as appropriate |  |  |
| Q 3.3 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. | •Response describes 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 |  |  |
| Q 3.4 As appropriate, describe how schools will work with probation officers to help meet the needs of children and youth returning from correctional facilities. | •Response describes how schools will work with probation officers to help meet the needs of children and youth returning from correctional facilities |  |  |
| Q 4.1 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. | •Response describes 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 |  |  |
| Q 4.2 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. | •Response describes 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 |  |  |

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| Budget Review Check | Yes/No/NA | Comments for LEA (Include ID REF # when applicable) |
| Funds provided to local educational agencies under this subpart may be used, as appropriate, for—  •Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;  •Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;  •The coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;  •Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and  •Programs providing mentoring and peer mediation.   Budget line item considerations:  \* Activity category aligns with activity description and coding  \* Funds have been budgeted to the facilities listed in the Delinquent Facilities Table in Module A.  \* Descriptions of activities are allowable, reasonable and necessary  \* Funding source matches descriptions of activity |  |  |

# TITLE II, PART A

## Description of Indicators for Narrative Questions

Adequate: clear and complete response is provided for LEA’s context Inadequate/Did Not Address: missing information for a complete response pertaining to LEA’s context OR did not address the question needed for LEA’s context. Requires a clarifying comment addressing the incomplete or missing information.

|  |  |  |  |
| --- | --- | --- | --- |
| Question: | Response Requirements | Adequate/ Inadequate | Comments for LEA |
| Q 1.1 Provide a summary description of the LEA's systems of professional growth and improvement supported through state and local funds. | •Response describes educator effectiveness systems and supports are in place via general fund (i.e., evaluation, professional learning, induction) •Response describes district efforts to ensure consistent supports for educators across schools (e.g., ensuring all schools are implementing induction supports for new teachers, professional learning structures). |  |  |
| Q 1.2 Describe the professional growth and improvement supports provided with Title II funds, and how these will supplement and not supplant efforts supported with state and local funds. | •Response describes how Title II funds complement and build on “foundational” supports offered via general fund. •Proposed use of Title II funds do NOT cover costs of state required activities, such as evaluation or induction. |  |  |
| Q 2 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. | • Check the School Profile page to determine whether LEA has schools identified for CS/TS. Check poverty levels of those schools. • At least one CS/TS school with the highest level of poverty included in the response. • If the LEA is facilitating an improvement strategy at the district level, the highest poverty CS/TS school(s) is prioritized. • LEA indicates whether funds will be targeted to the school(s). • LEA clearly describes the identified human capital needs in the school/district. • LEA clearly describes the proposed improvement activities. • LEA clearly describes the intended outcome of the activities that will be implemented. • LEA provides a timeline for implementation including who will be responsible for implementing the activity. |  |  |

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| Budget Review Check | Yes/No/NA | Comments for LEA (Include ID REF # when applicable) |
| Budget Considerations:  • Activity descriptions should “stand on their own” and include any additional details that are not captured in the budget coding, including who, what, where, when, and why the activity will take place or how the activity will be delivered throughout the course of the school year.  • Professional development activities should be sustained, collaborative, data-driven, and classroom-focused. Proposed activities should also reflect how participants were chosen for the attending the training, how the learning will be shared and materials disseminated across the school or district, and any implementation (including evaluation) plans. • Are activities allowable, reasonable and necessary? • Does the LEA have an overall medium or large EDT gap identified? If yes, Are Title II funds utilized to address gaps, and in particular, the schools driving the gaps? Reference the LEA's Title I, Question 5.3 response. • Do activity categories align with activity descriptions and coding? • Do funding sources match descriptions of activity? |  |  |

# TITLE III, PART A

## Description of Indicators for Narrative Questions

Adequate: clear and complete response is provided for LEA’s context

Inadequate/Did Not Address: missing information for a complete response pertaining to LEA’s context OR did not address the question needed for LEA’s context. Requires a clarifying comment addressing the incomplete or missing information.

|  |  |  |
| --- | --- | --- |
| Budget Review Check | Yes/No/NA | Comments for LEA (Include ID REF # when applicable) |
| Budget line item considerations: • Activities and strategies outlined in Consent Decree or OCR agreement are not proposed to be funded with Title III [OCR/DOJ Reports found here: K:\OFPA\Consolidated Application\Consolidated Application 20-21\Reviews\OCR DOJ Reports] • W-APT and WIDA Screener--ELPA requires LEAs to identify, provide services, and annually evaluate ELs. LEAs cannot use Title III to purchase these materials, train teachers, or provide FTE/subs/release time to administer • ACCESS 2.0: annual ELP assessment is required under state law, therefore no cost associated with its administration or training of teachers to administer is allowed.  • READ Act approved Resources: Some intervention resources that have been approved by the READ Act may be approved for funding with Title III, but the LEA must provide additional information regarding how the proposed purchase is supplemental to the interventions required by the READ Act [Approved READ Act Interventions- http://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020#supplemental]  Budget line item contains information below:  • Activities' proposed are effective, research-based programs/strategies to help English learners increase their English language proficiency and meet Colorado Academic Standards and/or access to grade level content. • Activity describes how item is supplemental to core ELD programming, if applicable. • Previously Funded Section: If LEA has indicated item is 'New Activity' then no other funding sources are selected • Professional development activity descriptions detail how the PD will be delivered throughout the year (unless captured in narrative) • If LEA has indicated federal funds used (Title I, II, III, IV or IV) ensure activities described are budgeted in program indicated  • Descriptions of activities are allowable, reasonable and necessary. • Expenditures are supplemental to core ELD programming. Was it paid for out of other funds in previous years? Is it required to meet core ELD program requirements under Civil Rights Act/EEOA? Is it required under other funding sources/OCR agreements/DOJ consent decree?  • If purchased service, activity description includes who/what/where/when (i.e. length of contract, etc)/why. |  |  |

# TITLE III, IMMIGRANT SET-ASIDE

|  |  |  |
| --- | --- | --- |
| Budget Review Check | Yes/No/NA | Comments for LEA (Include ID REF # when applicable) |
| Budget line item considerations:   Descriptions of activities are allowable and reasonable.  • Title III ISA funds must be used to provides enhanced instructional and supplemental support opportunities for immigrant students and their families.  • Professional development activity descriptions detail how the PD will be delivered throughout the year and who/what/where/when.  • If purchased service, activity description includes who/what/where/when (i.e. length of contract, etc)/why. |  |  |

# TITLE IV, PART A

## Description of Indicators for Narrative Questions

Adequate: clear and complete response is provided for LEA’s context

Inadequate/Did Not Address: missing information for a complete response pertaining to LEA’s context OR did not address the question needed for LEA’s context. Requires a clarifying comment addressing the incomplete or missing information.

## Guiding Questions

1) If the Title IV, Part A allocation is $30,000 or greater, has the LEA provided a minimum of three narrative responses and budget activities addressing how the funds will be used to support Well-Rounded Education, Safe and Healthy Students, and Effective Use of Technology?

2) If the Title IV, Part A allocation is less than $30, 000, has the LEA submitted at least one complete narrative response and budget activity?

|  |  |  |  |
| --- | --- | --- | --- |
| Question: | Response Requirements | Adequate/ Inadequate | Comments for LEA |
| Complete the table below to describe how the LEA intends to use Title IV, Part A funds for activities in the three content areas, Well Rounded Educational Opportunities, Safe and Healthy Students and Effective Use of Technology. | For each narrative response: •LEA has completed all areas of the Title IV narrative table (location, content area, description of proposed activity, intended outcome, LEA process for evaluating effectiveness of the funded activities).  •Proposed activity aligns with the Title IV content area selected •LEA has provided sufficient detail in the proposed activity description to understand how Title IV funds will be used. •LEAs with a Title IV allocation greater than $30,000 have provided at least one activity for each content area (Well-Rounded Education, Safe and Healthy Students, and Effective Use of Technology). |  |  |

|  |  |  |
| --- | --- | --- |
| Budget Review Check | Yes/No/NA | Comments for LEA (Include ID REF # when applicable) |
| • If the LEA allocation is greater than $30K, the LEA has allocated at least 20% to Well-Rounded Educational Opportunities, at least 20% to Safe and Healthy Students, and a portion to Effective Use of Technology.  \*Calculations are based on current year allocations only; any carryover funds reported on the Funds Allocation Page should be excluded when calculating the percentages. |  |  |
| • The LEA budgeted no more than 15% of funds under the Effective Use of Technology program on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. \*Calculation is based on budget line items in the Effective Use of Technology content area ONLY. |  |  |
| Budget line item considerations: • Activity descriptions align with a Title IV narrative response or other narrative responses in the application, ex. Cross Program questions. • The activity category aligns with activity description. • Descriptions of activities are allowable, reasonable and necessary. • Professional development activity descriptions detail how the PD will be delivered throughout the year including how often the PD will be provided, how many teachers will participate, and how the information will be brought back to the school. • The location for the budget line item matches the location provided in the corresponding narrative response for the activity. • The Program Code and the Object Code align to the activity description.  • If content area funding source is selected, ensure content category aligns to the activity category and activity description. |  |  |

# TITLE V, PART B

|  |  |  |
| --- | --- | --- |
| Budget Review Check | Yes/No/NA | Comments for LEA (Include ID REF # when applicable) |
| Budget line item considerations:  •Funding source selected indicates which program activity is allowed under  •Funding source selected aligns with activity description  Activity category aligns with activity description and coding.  •Descriptions of activities are allowable, reasonable and necessary.  •Professional development activity descriptions detail how the PD will be delivered throughout the year, who is participating, how information will be shared upon return |  |  |

# SUMMARY CHECKS

|  |  |  |  |
| --- | --- | --- | --- |
| **Section of Application** | **Review Check** | **Yes/No/NA** | **Comments for LEA** |
| Budget Summary Page | Indirect and direct admin does not exceed 10% of the Title I, Part A allocation. |  |  |
| Budget Summary Page | Direct admin does not exceed 2% of the Title III, Part A allocation. |  |  |
| Budget Summary Page | Direct admin does not exceed 2% of the Title IV, Part A allocation. |  |  |
| Set-Aside Summary Page | If LEA is serving non-public schools under Title I, Part A, the LEA budgeted at least one line using the Non-public schools proportionate share set aside AND does not under serve the non-public schools accordingly. (Note: minimum and actual budget no longer need to match) |  |  |
| Set-Aside Summary Page | If accepting Title I, Part A, LEA budgeted at least $50 for the Homeless Set-Aside. |  |  |
| Set-Aside Summary Page | If Title I, Part A allocation exceeds $500,000, budgeted at least 1% of the total allocation using the Parental Activities Set-Aside (no Maximum limit). |  |  |
| Set-Aside Summary Page | At least 90% of the total amount budgeted for Parent activites is budgeted at the school level. |  |  |
| Set-Aside Summary Page | District Managed Activities Set-Aside does not exceed 20%. If yes, DMA waiver is on file and approved. |  |  |
| Set-Aside Summary Page | Optional set-asides do not exceed allowable percentages. |  |  |