# Consolidated Application FY2024-2025



The Consolidated Application is the LEA's plan to use federal funds via an annual application/budget proposal for the use of federal funds to the state educational agency (CDE).

A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate" (ESEA &sec; 1112(a)(1)).

The new application will take place in the new grants management system, [GAINS](https://colorado.egrantsmanagement.com/Administer/Sections.aspx?ccipSessionKey=638424930707986863). Unlike the previous year, there are two submissions required:

* ESEA ARAC
* ESEA Consolidated

The ESEA ARAC will be released prior to the opening of the Consolidated Application and will record whether an applicant is Accepting, Declining, or Assigning the funds for all the programs. Additionally, the ESEA ARAC will capture forms that are normally collected as uploads in the previous application. The ESEA ARAC will contain the Approval and Transmittal form, the Tribal Consultation attestation, and the Retention of Funds form. These forms are now pages within the system for approval.

If a district is assigning funds to a BOCES, CDE will send the BOCES ARAC form for approval so that the BOCES can confirm each member district’s participation in the BOCES. Once CDE receives the ESEA ARAC and the allocations for the year, CDE will upload and launch the ESEA Consolidated Application.

**Application News:**

Substantial Approval allows applicants to obligate funds for activities outlined in the Consolidated Application budget. Substantial approval is granted when the applicant successfully submits the:

* Complete Application (online platform)
* BOCES Member District Acceptance, Relinquishment, Assignment, and Certifications (ARAC) (if applicable, located in ESEA ARAC)
* [Supplement, Not Supplant Demonstration Under Title I, Part A (one-time submission unless modified)](http://www.cde.state.co.us/fedprograms/supplmentnotsupplantessa)
* [Approval & Transmittal Signature Form](http://www.cde.state.co.us/fedprograms/approvalandtransmittal) (located in ESEA ARAC)
* [Equitable Services to Non-public Schools Consultation Form(s) (if applicable, located in ESEA Consolidated Application)](http://www.cde.state.co.us/fedprograms/2018consultationform)
* [School Improvement Retention of Funds Form](http://www.cde.state.co.us/fedprograms/1003funds) (if applicable, located in ESEA ARAC)

If the LEA is unable to submit all of the requirements for substantial approval by June 30, 2024, the LEA must submit a completed extension request. Contact the LEA’s [ESEA Regional Contact](http://www.cde.state.co.us/fedprograms/regionalcontactspage) for information on how to submit an extension request. If an extension is granted, applicants will have until July 30, 2024, to submit all requirements.

**Support and Training:**

The Federal Programs and Support Unit will be facilitating [virtual and in-person trainings](https://www.cde.state.co.us/fedprograms/esearegionalnetworkingmeeting) to provide programmatic technical assistance and support with the 2024-2025 Consolidated Application. The content and trainings will be recorded and posted on the 2024-2025 Consolidated Application Training Center. Districts and BOCES may request one-on-one technical assistance for programmatic aspects of the application from CDE by reaching out to the LEA’s [ESEA Regional Contact](http://www.cde.state.co.us/fedprograms/regionalcontactspage) for support.

The Grants Program Administration Office (GPA) will also host weekly GAINS Office Hours every Tuesday from 12:30 to 1:00pm for any system questions. Please [register to attend](https://us02web.zoom.us/meeting/register/tZArde6upzksG917MKvB0qrow2ISV0-ETmHe) and bring your questions about the system. There are also a variety of resources in regards to the GAINS platform including the [GPA Training website](https://www.cde.state.co.us/gains/gainstrainings), [CDE Resources within GAINS (left navigation bar)](https://colorado.egrantsmanagement.com/Administer/Details/PreviewPlanDetails.aspx?ccipSessionKey=638424932262308067), and the [GAINS Help Desk ticket](https://app.smartsheet.com/b/form/95abca2bd3ca41bebd9a43a6edd8e423) to receive one on one support.

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# ESEA ARAC

Applicants will complete the sections below in the ESEA ARAC. To access the ESEA ARAC, please login to GAINS and hover over “Application Supplement” in the left navigation bar and select “Application Supplement.” Once on the Application Supplement page, select “ESEA ARAC” from the 2025 list. Once in the application, please be sure to change the application status to “Draft Started” or the applicant will be unable to enter data into the application.

## Acceptance, Relinquishment, Assignment, and Certification

For each Title program, applicants must indicate whether they will accept, assign, or decline each allocation in which they have received an award.

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

[ ]  Accept

[ ]  Decline

[ ]  Assign to (LEA has engaged in meaningful consultation with the BOCES/Consortium lead regarding the relinquishment of funds prior to assignment):

[ ]  No Title I, Part A Allocation

**Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (7010)**

[ ]  Accept

[ ]  Decline

[ ]  Assign to (LEA has engaged in meaningful consultation with the BOCES/Consortium lead regarding the relinquishment of funds prior to assignment):

[ ]  No Title I, Part D Allocation

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

[ ]  Accept

[ ]  Decline

[ ]  Assign to (LEA has engaged in meaningful consultation with the BOCES/Consortium lead regarding the relinquishment of funds prior to assignment):

[ ]  No Title II, Part A Allocation

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

[ ]  Accept

[ ]  Decline

[ ]  Assign to (LEA has engaged in meaningful consultation with the BOCES/Consortium lead regarding the relinquishment of funds prior to assignment):

[ ]  No Title III, Part A Allocation

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

[ ]  Accept

[ ]  Decline

[ ]  Assign to (LEA has engaged in meaningful consultation with the BOCES/Consortium lead regarding the relinquishment of funds prior to assignment):

[ ]  No Title III, Part A – Immigrant Set-Aside Allocation

**Title IV, Part A - Student Support and Academic Enrichment (4424)**

[ ]  Accept

[ ]  Decline

[ ]  Assign to (LEA has engaged in meaningful consultation with the BOCES/Consortium lead regarding the relinquishment of funds prior to assignment):

[ ]  No Title IV, Part A Allocation

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

[ ]  Accept

[ ]  Decline

[ ]  Assign to (LEA has engaged in meaningful consultation with the BOCES/Consortium lead regarding the relinquishment of funds prior to assignment):

[ ]  No Title V, Part B Allocation

## FY 2024-2025 School Improvement Retention of Funds FORM0

The Elementary and Secondary Education Act (ESEA), as reauthorized as the Every Student Succeeds Act (ESSA), requires the state to reserve 7% of its Title I, Part A allocation to provide supports and services to districts with schools identified for support and improvement. Although the majority of funds are distributed to districts through grant opportunities, ESSA allows the state to retain a portion of the school improvement funds to provide direct supports and services to its districts with identified schools, if the state has permission from its districts. **The retention of these funds DOES NOT have any impact on the amount of funds Local Educational Agencies (LEAs, districts and BOCES) receive through other grant programs under ESSA, including the formula grant programs such as Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A.**

With the 7% reserved each year for school improvement funds (1003 School Improvement distribution funds), the Colorado Department of Education (CDE) provides grant opportunities to eligible school districts and BOCES through the **Empowering Action for School Improvement (EASI) application**. Additionally, CDE provides technical assistance and support to districts with identified schools, such as assigning a Support Coordinator to each district. As in past years, CDE is requesting the permission of school districts and BOCES with identified schools to reserve the necessary funds to be able to make available supports and services to LEAs with identified schools.

Last year, CDE set aside approximately $12 million of the state’s Title I allocation to support schools identified for ESSA support and improvement and make grants available through EASI. With local education agencies permission, CDE reserved approximately $1 million of the state level to provide direct support and services to districts with schools identified for Improvement during the 2023-2024 school year. The purpose of this letter is to request permission to retain funds for the 2024-2025 school year at the state level to continue to provide grants, support, and services, as in prior years.

CDE utilizes the retained funds to provide intensive support and technical assistance to schools identified for Comprehensive Support and Targeted Support, such as:

* **School Transformation Network** –The Network is a highly collaborative and accountable endeavor between local schools, their LEAs, and the Colorado Department of Education. Schools in the Network will benefit from enhanced diagnostic reviews and planning support; personalized, professional learning opportunities with a cohort of peer schools; and additional resources through supplemental grant funding. For more information visit <http://www.cde.state.co.us/fedprograms/cdeofferedservices-turnaroundnetwork>
* **Connect for Success** - Schools receive a diagnostic visit and a report that includes recommendations from a CDE team based on the findings of a study of high achieving Colorado schools. Schools work with a CDE Implementation Manager to replicate the High Achieving Schools strategies as well as monitor the implementation of those practices. To date, 36 Colorado Title I schools have participated in the CFS grant. The first cohort of grantees has now completed two and a half years of implementation.  Based on 2019 preliminary School Performance Framework (SPF) results, over 76% of those schools are no longer on the accountability clock (i.e., Priority Improvement, Turnaround). For more information visit <http://www.cde.state.co.us/fedprograms/cdeofferedservices-connectforsuccess>
* **English Language Development Program Review** – The Office of Culturally and Linguistically Diverse Education offers a district-wide and/or school level review of English language development (ELD) program(s). The results and recommendations from the ELD program review will provide a framework to establish and improve the school’s overall ELD programming and systems. This is inclusive of the unique academic, linguistic, and social-emotional needs of English learners.
* **Support for improvement planning and implementation** – The Office of Federal Programs in conjunction with the Office of Unified Improvement assists LEAs and schools in identifying needs and building a plan to address those needs. In addition, both offices ensure that LEAs understand the plan requirements with either a CS or TS identification.

This is the paper copy of the form and is only for planning/sharing purposes. Please complete the form within the Consolidated Application in the [GAINS platform](https://colorado.egrantsmanagement.com/default.aspx?ccipSessionKey=638418126835228432). The LEA’s Authorized Representative associated with the Consolidated Application has, or may obtain, access to the Consolidated Application platform. If you do not know the Authorized Representative for your LEA, contact the LEA’s [ESEA Regional Contact](http://www.cde.state.co.us/fedprograms/ov/index).

If you have questions or need additional information in order to respond to this request, please contact Laura Meushaw at Meushaw\_l@cde.state.co.us.

Please select one:

[ ]  Yes, the LEA agrees to allow CDE to retain the amount allowed under statute for the 2024-2025 SY, Title I, Sec. 1003 school improvement funding to provide support through EASI for schools identified under the ESSA accountability system. **The retention of these funds by CDE WILL NOT change the amount of funds the LEA will receive through grant programs under the Every Student Succeeds Act (ESSA), including the formula grant programs such as Title I, Part A, Title II, Part A, Title III, Part A, or Title IV, Part A.**

[ ]  No, the LEA does not agree to allow CDE to retain the amount allowed under statute for the 2024-2025 SY, Title I, Sec. 1003 school improvement funding to provide support through EASI for schools identified under the ESSA accountability system.

**LEA:**

**Signature of Authorized Representative:**

**Printed Name of Authorized Representative:**

**Please complete the Retention of Funds form by May 31, 2024 through the**

[GAINS Platform in the ESEA ARAC Supplement](https://colorado.egrantsmanagement.com/user/signin.aspx?ccipSessionKey=638430159639490214)

****

## Tribal Consultation Attestation

FY 2024-2025 Affirmation of Tribal Consultation - Each LEA must maintain in the agency's records and, for State-administered ESEA programs, provide to the SEA, a written affirmation signed by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes) that the required consultation occurred. If tribal officials do not provide such affirmation within a reasonable period of time, the LEA must forward to the SEA documentation that consultation has taken place. (US Dept of Education):

[ ]  Check this box to confirm that timely and meaningful consultation occurred before the LEA submitted plans or applications for the following Title programs under ESEA.

[ ]  Check this box to certify that timely and meaningful consultation shall continue throughout implementation and assessment of services provided under section 8538.

## FY 2024-2025 Consolidated Application for ESEA Program Funds Approval and Transmittal

In consideration of the receipt of these grant funds, the local education agency (LEA), Board of Cooperative Educational Services (BOCES), or Consortium lead School Board (the Board) agrees to comply with the assurances and provisions included in the ESEA General Assurances form and Grant Award Letter (GAL).

The local education agency (LEA), Board of Cooperative Educational Services (BOCES), or Consortium lead School Board (the Board) also certifies that the LEA will meet all program and pertinent administrative requirements, including the Education Department General Administrative Regulations (EDGAR), 2 CFR Part 200 (Uniform Grants Guidance) Accounting Circulars, and the U.S. Department of Education’s General Education Provisions Act (GEPA) requirements.

In addition, the local education agency (LEA), Board of Cooperative Educational Services (BOCES), or Consortium lead School Board (the Board) certifies that:

* the LEA is in compliance with the requirements of the federal Children's Internet Protection Act, and
* no policy of the LEA prevents, or otherwise denies, participation in constitutionally protected prayer in public elementary and secondary schools.

Further, the local education agency (LEA), Board of Cooperative Educational Services (BOCES), or Consortium lead School Board (the Board) certifies that it understands all the rules and regulations associated with the receipt of ESEA Program funds, including those not specifically enumerated above, and will take action to ensure the complies with all such requirements.

Finally, by agreeing to the relinquishment of any ESEA, amended as the Every Student Succeeds Act (ESSA), Program funds within a BOCES/Consortium, the LEA has engaged in meaningful consultation with the BOCES/Consortium lead regarding the relinquishment of the ESSA Program funds.

Signature of Board President or Authorized Representative (LEA/BOCES/Consortium):

Name of Board President or Authorized Representative (LEA/BOCES/Consortium):

Date:

# ESEA Consolidated Application

Applicants will complete the remaining sections below in the ESEA Consolidated Application. To access the ESEA Consolidated Application, please login to GAINS and click the LEA’s name on the home menu. This will bring up all eligible applications that the LEA can apply for this year. Please select “ESEA Consolidated Application” from the 2025 list. Once the LEA is in the application, please be sure to change the application status to “Draft Started” or the user will be unable to enter data into the application.

## Allocations

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Title IA | TID – Subpart 1 | TID – Subpart 2 | Title II | Title III | Title III - ISA | Title IV | Title V | Total |
| Original | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| Reallocated | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| Additional | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| Released | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| Consortium | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| Forfeited | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| FER Released | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| Total | $ | $ | $ | $ | $ | $ | $ | $ | $ |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Title IA | TID – Subpart 1 | TID – Subpart 2 | Title II | Title III | Title III - ISA | Title IV | Title V | Total |
| Transfer From TII | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| Transfer From TIV | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| TOTAL | $ | $ | $ | $ | $ | $ | $ | $ | $ |

## Cross Program Information

### Alternative Funds Use Authority (AFUA)

[ ] The LEA is eligible for the Alternative Funds Use Authority (AUFA) Flexibility. *[This page will appear for those LEAs who are AUFA eligible.]*

**Alternative Funds Use Authority (AFUA) for Title II, Part A:**

\* AFUA - Title II, Part A:

☐The LEA will not exercise AFUA

☐The LEA will exercise AFUA

**Alternative Funds Use Authority (AFUA) for Title IV, Part A:**

\* AFUA - Title IV, Part A:

☐The LEA will not exercise AFUA

☐The LEA will exercise AFUA

[ ]  The BOCES has member districts eligible for the Alternative Funds Use Authority (AUFA) *[This page will appear for those LEAs who are AFUA eligible and in a BOCES application.]*

|  |  |
| --- | --- |
| Member District  | \* AFUA - Title II, Part A:☐The LEA will not exercise AUFA☐The LEA will exercise AUFA. |

|  |  |
| --- | --- |
| Member District | Alternative Funds Use Authority (AFUA) for Title IV, Part A: \* AFUA - Title IV, Part A:☐The LEA will not exercise AFUA☐The LEA will exercise AFUA. |

### Contacts

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

**Required Contacts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Name (first and last) | Title | Email Address | Phone |
| Authorized Representative |  |  |  |  |
| Assigned Requestor |  |  |  |  |
| Application Coordinator |  |  |  |  |
| Application Fiscal Manager |  |  |  |  |
| CWEL Liaison (Foster Care)  |  |  |  |  |
| Lead District Appointed Title IX Coordinator  |  |  |  |  |

[ ] Please check the box if you are NOT a BOCES applicant. *[This will remove the BOCES section of this page.]*

Title IX of the Education Amendments of 1972 - The BOCES must provide the lead Title IX Coordinator for every one of their districts. The BOCES itself does not need a Title IX Coordinator unless they are directly providing classes or activities to K-12 students.

* Requires each district to have at least one Title IX Coordinator to act as the Lead
* This is the person that students and parents go to in order to file a Title IX (sex-based discrimination) complaint, such as:
* Sex-based harassment (includes gender-based harassment, sexual harassment, sexual violence)
* Lack of educational opportunities for girls (such as in STEM)
* Lack of equal opportunities for girls in athletics
* Discrimination to pregnant or parenting students
* The Lead is the district level Title IX Coordinator that oversees school level Title IX Coordinators (if applicable)
* Lead Title IX Coordinator’s name and contact information should match the Lead Title IX Coordinator posted on the district website.

**Member District Lead Title IX Contacts:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Member District | Name (first and last) | Title | Email Address | Phone |
| *[Ability to add more rows for all districts]* |  |  |  |  |

**Additional Contacts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Name (first and last) | Title | Email Address | Phone |
| Title I, Part A |  |  |  |  |
| Title I, Part D |  |  |  |  |
| Title II, Part A |  |  |  |  |
| Title III, Part A |  |  |  |  |
| Title III, Part A, Immigrant Set-Aside |  |  |  |  |
| Title IV, Part A |  |  |  |  |
| Title V, Part B |  |  |  |  |
| District Appointed Title IX Representative |  |  |  |  |
| Monitoring Contact  |  |  |  |  |
| Additional Contacts *[Ability to add more if needed]* |  |  |  |  |

### Cross-Program Questions

#### Stakeholders

While it is required that LEAs provide ongoing and meaningful opportunities to engage in the review of relevant data and the planning of the ESEA Consolidated Application, stakeholders serve as key contributors. The vantage point of stakeholders provides important insight into the identified needs of students and schools, root causes and can provide valuable feedback on the proposed evidence-based interventions. The following questions will help reviewers understand how, when, and which stakeholders supported the LEA with the development of the ESEA Consolidated Application.

\* 1.1 Identify the stakeholders who were involved in reviewing relevant data (i.e., Comprehensive Needs Assessment results, performance data, relevant survey data) and assisting with developing the ESEA Plan (Consolidated Application). Check all that apply.

[ ]  Parents/Families/Guardians/Parent Committees

[ ]  Teachers

[ ]  Principals

[ ]  Students

[ ]  School Leaders Eligible for ESEA Funds and Services

[ ]  Specialized Instructional Support Personnel

[ ]  Local Government Representatives

[ ]  Community-Based Organizations

[ ]  Others with relevant and demonstrated expertise, e.g. Educational Co-op, Universities, etc.

\* 1.2 Describe the process for meaningfully engaging the stakeholders, selected in Question 1.1, in determining the needs and selected strategies of the LEA and/or participating schools.

Insert Response.

#### Identified Needs for ESEA Funds

2.1 Based on the LEA’s comprehensive needs assessment, describe the identified needs that will be addressed with ESEA funds. Consider needs related to students, human capital, academic and behavioral needs, professional development, or any other critical needs. For each of the identified needs, describe the intended goals and desired outcomes. Note, the district will indicate in the budget the evidence-based strategies associated with each Major Improvement Strategy.

|  |  |  |
| --- | --- | --- |
| Major Improvement Strategy | Describe the Identified Need | Describe the Desired Outcomes |
| Major Improvement Strategy #1 |  |  |
| Major Improvement Strategy #2 |  |  |
| Major Improvement Strategy #3 |  |  |
| Major Improvement Strategy #4 |  |  |
| Major Improvement Strategy #5 |  |  |

#### Evaluation

\* 3.1 Discuss the process and the outcome data the LEA uses to inform decisions to modify, continue, or terminate ESEA-funded strategies. Include a description of how stakeholders are engaged in the evaluation of effectiveness.

Insert Response.

[ ]  *Please check the box if you are NOT making decisions about effectiveness of ESEA activities at the school level. [If selected, applicant will not be required to answer question 3.2]*

\* 3.2 When decisions about effectiveness of ESEA activities are made at the school level, describe how the LEA supports schools in this process.

Insert Response.

#### Outreach

\* 4.1 Select the strategies implemented by the LEA to conduct outreach and implement programs, activities and procedures for effective involvement of families.

[ ]  Support schools and nonprofit organization in providing PD for district and school personnel regarding parent and family engagement strategies

[ ]  Support programs that reach parents and family members at home, in the community and at school

[ ]  Share information on best practices focused on parent and family engagement

[ ]  Collaborate, or provide subgrants to schools to enable the school to collaborate with community-based organizations, businesses or employers

[ ]  Engage in any other activities and strategies that the district determines are appropriate and consistent with the parent and family engagement policy

[ ]  Provide literacy or math trainings to share practices with families that support student academic achievement

[ ]  Provide transportation and child care costs to enable parents to participate in school-related meetings and training sessions associated with family involvement activities

[ ]  Conduct in-home conferences between teachers or other educators to maximize parental involvement and participation

[ ]  Adopt and implement model approaches to improving parental involvement

4.2 In addition to the strategies selected in 4.1, describe how the LEA implements effective outreach to parents and families of multilingual learners on their involvement as it relates to:

\* a) the academic achievement of students

Insert Response.

\* b) attaining English proficiency, achieve at high levels

Insert Response.

\* c) meeting the Colorado Academic Standards.

Insert Response.

#### GEPA

**Overview**

**Statute:** Section 427 of the Federal General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, staff, and other program beneficiaries with special needs. (§1228a)

**Barrier Options:** Applicants may identify any barriers that may impede equitable access and participation in the proposed activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

**Purpose:** Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing Federally-funded activities, applicants address equity concerns that may impact the ability of certain potential beneficiaries to fully participate in the activity and to achieve high standards.

GEPA Statement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5.1 Based on the LEA’s plan for ESEA funds in the Consolidated Application, select the potential barrier for students, educators, or other program beneficiaries to access, or participate in, one proposed activity. | If other barrier is selected, please provide a description of the barrier. | 5.2 Describe the proposed activity and the potential barrier for access to, or participation in, the activity. | 5.3 Describe the strategies the LEA will implement to ensure equitable access to the activity. | 5.4 Identify the timeline for strategy implementation. | 5.5 Select the funding source(s) that will be utilized to fund the strategies. |
| Choose an item. |  |  |  |  |  |
| Choose an item. |  |  |  |  |  |
| Choose an item. *[Ability to add more if needed]* |  |  |  |  |  |

### Non-Public Schools

[ ]  The LEA is unaware of any non-public schools within its boundaries with which to engage in timely and meaningful consultation. Upon becoming aware of a non-public school within the LEA's boundaries, the LEA will engage in timely and meaningful consultation with private school officials regarding the provision of equitable services to non-public school children. §§ 1112(c)(2), 1117(a)(1)(A), 11117(b). *[If selected, applicant will not be required to complete the non-public school page.]*

|  |  |  |
| --- | --- | --- |
| Total Number of Students in the District | Number of low-income students residing within Title I school boundaries who attend the Title I served public schools | Number of English learners attending a public school |
|  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School Name | Participation Status | Consultation Letter uploaded | # of low-income students residing in a Title I school boundary and attending a non-public school | Number of English Learners | Total Enrollment |
| Prepopulated  | Choose an item. |  |  |  |  |
| Prepopulated | Choose an item. |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Total Non-Public Students in District |  |  |  |

[ ]  Please check the box if the district doesn't have students attending out-of-boundary non-public schools in districts with which there is an MOU. *[If selected, applicant will not be required to complete the outside of district boundary table.]*

**Non-Public schools outside of district boundary:**

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

|  |  |
| --- | --- |
| District | # of low income students residing in a Title I boundary and attending a non-public school outside the LEA border: |
| [Pre-Pop List of Districts] |  |
|  |  |

|  |  |
| --- | --- |
| Total |  |

**Title I Proportionate Share**

The table below will automatically populate the amounts based on the information entered in the tables above.

|  |  |
| --- | --- |
| District Allocation (transfers included) | $ |
| Aggregate Attending Non-public | $ |
| Attending Public | $ |
| Non-Public School Family Engagement Requirement | $ |
| Proportionate Share | $(Aggregate Non-Public/(Aggregate Non-Public + Attending Public)\*TIA Allocation) |

**Allocation for Equitable Services – TII, TIII, TIV**

Similarly to the Proportionate Share table, the table below will automatically populate the amounts based on the information provided above. The only place to enter an amount into the table is the (LESS) Administration field.

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Title II | Title III | Title IV |
| Allocation (transfers included) | $ | $ | $ |
| (LESS) Administration | $ [Enter] | $ [Enter] | $ [Enter]  |
| TOTAL Allocation | $ | $ | $ |
| Total Enrollment (EL Enrollment for TIII) | $ | $ | $ |
| Per Pupil Rate | $(Total Allocation)/(Total Enrollment)  | $(Total Allocation)/(Total **EL** Enrollment) | $(Total Allocation)/(Total Enrollment) |
| Allocation for Equitable Services  | $(Total Non-Public Students in District Total Enrollment) \* (Per Pupil Rate) | $(Total Non-Public Students in District Total Enrollment) \* (Per Pupil Rate) | $(Total Non-Public Students in District Total Enrollment) \* (Per Pupil Rate) |

**Non-Public Schools Carryover**

The table below needs to be completed by the applicant if there is any carryover from the previous year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School Name | Title I Carryover Amount | Title II Carryover Amount | Title III Carryover Amount | Title IV Carryover Amount |
| [Dropdown Selection] | $ | $ | $ | $ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Total | $ | $ | $ | $ |

**Non-public School Assurances**

[ ]  The LEA has engaged in timely and meaningful consultation with non-public school officials regarding the provision of equitable services to students attending a non-public school and has submitted the results of consultation to the non-public school ombudsman in accordance with section 1117 [§ 1112(c)(2), § 1117(a)(1)(A), § 1117(b)] and section 8501 [§8501(b)(1), 8501(c)(1-5)].

[ ]  For non-public schools participating in Title I, the LEA will provide services to eligible children attending non-public elementary and secondary schools in accordance with section 1117, including special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c). § 1112(c)(2).

[ ]  For non-public schools participating in Title I, the LEA ensures that teachers and families of eligible children participate, on an equitable basis, in parent and family engagement activities under section 1116. § 1117(a)(1)(A).

[ ]  The LEA will maintain control of ESEA funds used to provide equitable services under all Title programs in which the non-public school participates. The LEA will administer such funds, materials, equipment and property, and will not reimburse non-public schools. § 1117(d), § 8501(d)

[ ]  All equitable services provided with federal funds were for activities that are secular, neutral, and non-ideological.

**Non-Public Schools – General Comments**

Insert Response.

### Non-Public School Consultation Form

This form will need to be uploaded into GAINS on the Non-Public Schools page. One form for each school listed will need to be included or it will prevent submission. You can find the download the form from [CDE’s website.](https://www.cde.state.co.us/fedprograms/2018consultationform) If you have any questions or need any assistance with the non-public consultation form, please reach out to Christina Adeboye-Sullivan.

*A signed copy of this form must be submitted by the LEA to the Colorado Department of Education no later than May 31. Completed forms must be uploaded to the non-public School page within the* [*Consolidated Application.*](https://colorado.egrantsmanagement.com/user/signin.aspx?ccipSessionKey=638403337570338847)

## Assurances

**STAKEHOLDER ENGAGEMENT**

It is the LEA’s responsibility during the development, review, and revision of the LEA’s plan to meaningfully engage with all stakeholders, including the teachers, principals, school leaders, parents, families, institutions, and community organizations that are representative of, but not limited to, the following students served by the LEA:

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

[ ]  \* The LEA/BOCES affirms that it has engaged in timely and meaningful consultation and discussion about the plans for the uses of funds with all stakeholders that are representative of the students served by the LEA, as outlined above.

[ ]  \* The LEA afforded a reasonable opportunity for public comment on the application and considered such comment before the application was submitted (§8306(a)(7)).

[ ]  \* Each LEA receiving funds under Title I or III shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education; and meet the challenging State academic standards expected of all students.

[ ]  \* Any notice and information provided to parents shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**DELINQUENT FACILITIES ASSURANCES**

Read the following assurance and check the box to indicate the LEA/BOCES understands and intends to comply with all program requirements. In order for Title I, Part D to operate effectively, the LEA must communicate with the Delinquent Facility to gather required programmatic information and data for reporting and evaluation purposes. Specifically, the Delinquent Facility is required to submit data for the Consolidated State Performance Report (CSPR) collection and the Annual Neglected and Delinquent Count. It is the responsibility of the LEA to ensure the facility(s) report data and comply with all other programmatic requirements.

[ ]  \* By selecting this assurance, the LEA/BOCES acknowledges the requirements associated with Title I, Part D funds or that the LEA is not eligible for the funds.

**HOMELESS STATEMENTS**

Check each box below to demonstrate LEA’s compliance with the requirements for the LEA’s Homeless population.

 [ ]  \* The LEA has a process to identify students who may be experiencing homelessness. § 722(g)(6)(A), 115 Stat. at 2000.

### 2022-2023 Equitable Distribution of Teachers (EDT)

[ ] The LEA has an Equitable Distribution of Teachers (EDT) Gap. Please complete the following questions. *[This section will only appear for LEAs with a medium or large size EDT gap.]*

|  |  |  |
| --- | --- | --- |
| Equitable Distribution of Teacher Gaps | Gaps | Alternative Calculator |
| Teacher Experience (Poverty) | Prepopulated |[ ]
| Teacher Experience (Minority) | Prepopulated |[ ]
| Teacher In-Field (Poverty) | Prepopulated |[ ]
| Teacher In-Field (Minority) | Prepopulated |[ ]
| Teacher Effectiveness (Poverty) | Prepopulated |[ ]
| Teacher Effectiveness (Minority) | Prepopulated |[ ]

**Select the alternative calculator check box if LEA has used CDE’s Alternative EDT Calculator and can demonstrate compliance with EDT requirements for some or all indicators with medium/large gaps that were identified in CDE’s EDT analyses. In the Title I, Part A Narrative - General Comments box below, the LEA will note which indicators no longer have medium/large gaps and which data year was used to confirm that. The LEA will maintain a completed copy of the alternative calculator on file for monitoring purposes. For any medium/large gaps that still exist, the LEA will submit an EDT Plan by completing the following questions.**

\* 1. What stakeholders were engaged in reviewing and discussing Equitable Distribution of Teachers (EDT) results? Select all that apply.

[ ] Parents

[ ] Teachers

[ ] School Leadership

[ ] Specialized Instructional Support Personnel

[ ] Local Government Representatives

[ ] Community-Based Organizations

[ ] HR Director

[ ] Charter School Leadership

[ ] Others with relevant and demonstrated expertise, e.g. Educational Co-op, Universities, etc.

\* 2. Describe how the stakeholders, selected in Question 1, were engaged in reviewing and providing feedback on EDT results and proposed strategies.

Insert Response.

\* 3. What root cause(s) was/were identified for each EDT disparity (gap)?

Insert Response.

\* 4. Describe the key strategies the LEA implemented/will implement to address each root cause. Include the timeline for implementing these strategies.

Insert Response.

OPTIONAL General Comments - Use this section to add additional information that may help with the review of your application.

Insert Response.

### Title I, Part A Narrative – Targeted Support and Improvement

The LEA has schools identified for Targeted Support and Improvement and/or Additional Targeted Support and Improvement. *[This section will only appear for LEAs with schools identified for either Targeted Support and Improvement and/or Additional Targeted Support and Improvement.]*

\* 1. What is the LEA's process for reviewing, approving, and monitoring improvement plans from Targeted Support and Improvement (TS), including plans from schools identified for Additional Targeted Support and Improvement (ATS)?

Insert Response.

\* 2. For LEAs with ATS schools, how does the LEA assist the schools in identifying and addressing any resource inequities?

Insert Response.

\* 3. Select how the LEA will exit TS and ATS schools:

[ ]  The LEA will use the state’s exit criteria, which is to annually exit all schools no longer meeting the state's identification criteria for targeted support and improvement.

[ ]  The LEA has established other exit criteria and timelines for exiting schools from the TS category. *[If selected, a narrative box will appear.]*

Insert Response.

\*4. In order to ensure schools identified for support and improvement under ESEA 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 TS or ATS. All schools currently identified for TS or ATS will pre-populate in the list below.

For each school, indicate whether the district is exiting the school from TS/ATS status. If the LEA has indicated that it will annually exit all schools no longer meeting the state's identification criteria (Question 3), please select the "Pending state's identification process" option. When this option is selected, schools will be exited from TS/ATS status if they are not re-identified the subsequent year. However, the LEA may opt to keep a particular school on the list if the school would benefit from continued support.

If the LEA has indicated that it has established other exit criteria and timelines, please select "Yes" to indicate that a school has met the LEA's exit criteria and timeline, or "No" to indicate that the school has not yet met the LEA's exit criteria and timeline.

|  |  |  |  |
| --- | --- | --- | --- |
| Targeted Support and Improvement School | Grade Span | Disaggregated Group That Led to Identification | Exited from Targeted Support and Improvement? |
| Prepopulated  | Prepopulated | Prepopulated | Choose an item. |

## Title I, Part A

### LEA Set-Aside

Title I, Part A Carryover

$Prepopulated

Set-Asides from other pages

The table below is populated with information from other pages. The applicant doesn’t not need to enter any information below.

|  |  |
| --- | --- |
| Non-public Schools Set-Aside (from Non-public Schools page) | $Prepopulated |
| Maximum Indirect Cost (IDC) based on allocationThis is the maximum IDC if all budget items are eligible for indirect cost. If there are items in the budget that do not allow indirect cost (ex. capital expenditures) the final maximum IDC may be less than this amount) | $Prepopulated |
| Budgeted Indirect Cost | $\* |

**Required LEA Set-Asides**

Parent and Family Engagement:

For LEAs receiving $500,000 OR LESS in Title I funds, enter the amount reserved for parent and family engagement.

For LEAs receiving MORE than $500,000 in Title I funds, a minimum of 1% of the total Title I allocation including transferred funds must be used for Parent and Family Engagement. LEAs must allocate 90% of the reserved funds to Title I schools, with priority given to high-need schools.

|  |  |
| --- | --- |
| Set-Aside Item | District Set-Aside Amount |
| Parent and Family Engagement | $ |

|  |  |
| --- | --- |
| Amount | Calculations |
| $Prepopulated | **Title I Allocation** |
| $(TIA allocation \*.01) = Req | Required 1% of your Title I allocation |
| $(Req \*.90) | 90% of the above number (this amount must be distributed to your Title I schools for parent and family engagement activities) |
| $(Req\*.10)  | 10% maximum amount that can be PFE district set-aside |
| $Pulled from the budget | Total Budgeted for Parental Activities School Set Aside - (9211) |
| $ | Enter the Unused Amount from Prior Year (Parental Activities at the School Level) |
| $Budget – Unused Amount | Amount of Current Year Parental Activities School Level |
| $Pulled from the budget | Total Budgeted for Parental Activities District Set Aside - (9212) |
| $ | Enter the Unused Amount from Prior Year (Parental Activities at the District Level) |
| $Budget – Unused Amount | Amount of Current Year Parental Activities District Level |
| Current year School Level + Current year District Level | Total Current Year Parent and Family Engagement Activities Budgeted |

|  |  |
| --- | --- |
| Set-Aside Item | District Set-Aside Amount |
| Homeless - All Title I LEAs must reserve such funds as are necessary to provide services for homeless children and youth. The services must be comparable to those provided to students in Title I schools. Minimum set-aside is $50.00. | $ |
| Neglected - Required for LEAs that have an eligible Neglected Facility | $Pre-Populated |
| Total for Required District Set-Asides | $Parent and Family Engagement + Homeless + Neglected |

**Optional Set-Asides**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Set-Aside Item | Function Code | Maximum | % Budgeted | District Set-Aside Amount |
| Administration | Title I, Part A (4010) | Capped at 10% of allocation in combination in indirect costs | Calculated % | $ |
| Preschool Set-Aside | Title I, Part A Preschool Set-Aside (9201) | Capped at 30% of Title I, Part A Allocation | Calculated % | $ |
| Family Literacy Set-Aside | Title I, Part A Family Literacy Set-Aside (9203) | Capped at 30% of Title I, Part A Allocation | Calculated % | $ |
| Additional Support for Schools Identified for Targeted Support or Comprehensive Support and Improvement | Title I, Part A TS/CS Support | Capped at 5% of the LEA's total Title I, Part A Allocation | Calculated % | $ |
| Pay Differential | Title I, Part A District Managed Activity Set-Aside (9206) | A waiver is required if District Managed Activity Set-Aside exceeds 20% | Calculated % | $ |
| Transportation for Eligible Students | Title I, Part A Transportation for Eligible Students | Capped at 5% of the Title I, Part A Allocation | Calculated % | $ |
| Additional Year of Title I Support | Title I, Part A District Managed Activity Set-Aside (9206) | A waiver is required if District Managed Activity Set-Aside exceeds 20% | Calculated % | $ |
| District Set-Aside for Operational Need | Title I, Part A District Managed Activity Set-Aside (9206) | A waiver is required if District Managed Activity Set-Aside exceeds 20% | Calculated % | $ |

**Summary**

The table below is populated from other parts of the application. The applicant will not need to enter any additional information.

|  |  |
| --- | --- |
|  | Amounts |
| Title I Allocation | $Prepopulated |
| Non-Public Set-Aside and Indirect Cost | $Prepopulated |
| Required and Optional Set-Asides | $ Prepopulated |
| Amount Remaining for School Allocations  | $ Prepopulated |

### LEA Data Profile

\* How does your district determine poverty?

[ ]  Free/Reduced Lunch (including federal FRPL and/or state household survey)

[ ]  Free and Reduced Meal & Community Eligibility Provision (CEP)

[ ]  Free Lunch

[ ]  TANF Eligibility

[ ]  Medicaid

[ ]  US Census Data

###

### School Ranking

Qualifying Method: Choose an item.

Total Available for School Allocations: $ *[Taken from the LEA Set-Aside Page]*

Minimum Per Pupil Amount: $

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School Name | School Code | Grade Span Grouping | Grades Served by School | Prior Year Program Type | Current Year Program Type | Enrollment Counts | SelectFree and Reduced Lunch Count  | SelectFree Lunch Count | Low Income Count | Percent Low-Income K-12 | Eligibility for Service | Eligible by Other Factors | Per Pupil Amount | Total Title I Allocation |
| Prepopulated | Prepopulated | Prepopulated | Prepopulated | Prepopulated | Select from Choose an item. | Prepopulated | Prepopulated | Prepopulated | Prepopulated | Prepopulated | Prepopulated | Select from Choose an item. | $Enter Amount | (Per Pupil Amount) \* (Total Low Income)  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| District-wide Totals | Sum(Enrollment Counts) | Sum(Low Income Count) | District Percentage Low Income K-12 | $Sum(Total Tile I Allocation)  |

|  |  |
| --- | --- |
| **Remaining** | **$(Total Available for School Allocation) – (Sum(Total Title I Allocation))** |

### Preschool Table

|  |  |
| --- | --- |
| Preschool Name | Type of Title I Program |
| Prepopulated  | Choose an item.\* |

### Title I, Part A Narratives

\* 1. Describe the LEA and/or school'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.

Insert Response.

\* 2. Describe the support and services provided to homeless children and youths to support enrollment, attendance, school stability and academic success, and the guidance and support provided at the school level.

Insert Response.

\* 3. Indicate if the LEA plans to use Title I, Part A funds to implement discipline practices that reduce student removal from the classroom.

[ ]  Yes, the district will be using Title I, Part A funds to implement discipline practices that reduce student removal from the classroom. District will tag these lines accordingly in the budget.

[ ]  No, the district does not intend to use Title I, Part A funds to implement discipline practices that reduce student removal from the classroom.

\* 4. Indicate if the LEA plans to use Title I, Part A funds to effectively transition students through school and/or prepare them for college and career readiness.

[ ]  Yes, the district will be using Title I, Part A funds to effectively transition students through school and/or prepare them for college and career readiness. District will tag these lines accordingly in the budget.

[ ]  No, the district does not intend to use Title I, Part A funds to effectively transition students through school and/or prepare them for college and career readiness.

The LEA has a neglected allocation and will need to complete the following question. *[This question will only appear for LEAs with a neglected allocation.]*

\* 5. Describe the services being provided to children and youth in neglected facilities, delinquent facilities or community day programs that will improve the academic achievement of the children and youth. §§ 1113(c)(3)(A)(ii), §§ 1113(c)(3)(A)(iii)

Insert Response.

|  |
| --- |
| Choose an item. |

### Title I, Part A Budget

Please utilize the Title I Budget template to complete your budget. Once the excel file is filled out, you will be able to upload the template into GAINS. Please be sure to complete each column that is yellow. The action column indicates what you want to happen in GAINS. “Update” will be used for existing line items. All of your line items in the beginning will be “Create.”



The budget template will include a variety of tabs, such as: Available Budget Cells, Available Budget Tags, and Available Organizations. The Available Budget Cells will list out all of the Object Codes that can be selected in GAINS and the function codes (or funding sources) available. The Available Budget Tags will list out all of the available tags for the program. For Title IA, applicants will be able to select for the following:

* Program Codes (Instructional, Support, Improvement of Instruction)
* Salary Position Codes
* Major Improvement Strategies

Available Organizations will typically list out your organization’s locations. The tab in the template will be blank but if the applicant downloads the template from GAINS, all the locations in the district will appear. To use the budget template, the location needs the following format: District Code-School Code-E/M/H

For example: **0020-0070-E** would go under Organization Code and Organization would be the name **Adams12 Five Star Preschool (0020-0070-E)**

Following this format, the applicant should be able to utilize the budget template effectively.

### Title I, Part A Budget Overview

This part of the application is a nice filtering page where applicants can see all the budgeted line items in one place and filter appropriately. No additional steps are needed from the applicant on this page.

### Title I, Part A Assurances

**TITLE I**

The LEA must read each assurance and check the box to indicate that the LEA understands and intends to comply with each of the following Title I, Part A program requirements. If certain requirements do not apply to the LEA's current context, the LEA is acknowledging that they would meet the requirements if the situation were to become applicable.

[ ]  \* The early childhood education services supported by Title I, Part A funds must comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). § 1112(c)(7).

[ ]  \* The LEA will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. § 1112(c)(6).

[ ]  \* The LEA will participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). § 1112(c)(3).

[ ]  \* To comply with comparability requirements under section 1118(c), the LEA has established and implemented—

(i) a local educational agency-wide salary schedule;

(ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and

(iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. § 1118(c)(2)(A).

[ ]  \* At the beginning of each school year, the LEA shall notify the parents at Title I schools that the parents may request information regarding any State or LEA policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or LEA which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

[ ]  \* The LEA shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA’s website and, where practicable, on the website of each school served by the LEA for each grade served by the LEA, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency,

[ ]  \* The LEA with either Title I or Title III must provide a language instruction educational program, not later than 30 days after the beginning of the school year and inform parents of an English learner/Multilingual learner (EL/ML) identified for participation or participating in such a program. For students who have not been identified as ELs/MLs prior to the beginning of the school year but are identified as EL/ML during such school year, the LEA shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program.

[ ]  \* As appropriate, the LEA plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. § 1112(a)(1)(B).

[ ]  \* The LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under Title I. § 1112(c)(1).

[ ]  \* The LEA will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for ELs/MLs, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. § 1112(c)(4).

[ ]  \* At the beginning of each school year, the LEA shall notify parents at Title I schools that parents may request information regarding the professional qualifications of the student’s classroom teachers

[ ]  \* The LEA is complying with the Parents Right to Know provisions under section 1112(e), prior to, and throughout, each school year as of the date of application. § 1112(e). The Parents Right to Know provision states that timely notice must be sent to parents of any student that has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

[ ]  \* LEA has developed jointly with, agreed on with, and distributed to, parents and family members of participating children a written parent and family engagement policy. § 1116(a)(2)

[ ]  \* If the LEA plan is not satisfactory to the parents of participating children, the LEA will submit any parent comments on the plan to the SEA at the time of the submission of the LEA plan. § 1116(b)(4). Submit parent comments to consolidatedapplications@cde.state.co.us

[ ]  \* The LEA has an approved waiver on file with CDE for every school less than 40% poverty that is being served as a schoolwide program, if applicable. § 1114 (a)(1)(B)

### Title I, Part A Final Expenditures

This page is a display page for applicants. No information needs to be provided by the applicant.

### Title I, Part A Final Expenditures Report Related Documents

This page is a display page for applicants. No information needs to be provided by the applicant.

## Title I, Part D – Subpart 1

Title I, Part D – Subpart 1 is for State Agency applicants that have a Title ID facility.

### Title I, Part D Narrative (State Agency Questions)

Transition Requirement - Each State agency shall reserve not less than 15 percent and not more than 30 percent of the amount such agency receives under Subpart 1 for any fiscal year to support transition services.

|  |  |  |
| --- | --- | --- |
| Title I, Part D Allocation | Minium 15% | Maximum 30% |
| $ | $(Title ID Allocation)\*.15 | $(Title ID Allocation)\*.30 |

#### Program Description

\*1. Describe the program to be funded for each facility. §1414(c)(3)

* Include any additional services that will be provided such as career counseling, distance learning, and assistance in securing student loans and grants. §1414(c)(18)

Insert Response.

\* 2. Describe the procedures to be used, consistent with the State plan under section 1111, to assess the educational needs of the children to be served under this subpart and, to the extent practicable, provide for such assessment upon entry into a correctional facility.

Insert Response.

#### Program Goals, Quality and Evaluation

\* 1. Describe how the State Agency will improve academic achievement, graduation rate, and English language proficiency as stated in the State Plan (PDF). §1414(c)(4)

Insert Response.

\* 2. Describe how the State agency will use the results of the most recent evaluation under section 8601 to plan and improve the program, including how the LEA uses data to inform decisions to modify, continue, or terminate ESEA-funded programs.

Insert Response.

#### Professional Development

\* 1. Describe how appropriate professional development will be provided to teachers and other staff. §1414(c)(10)

Insert Response.

\* 2. Describe how the State Agency will consult with experts and provide the appropriate training for staff to ensure planning and operation of an Institution-wide Project is high quality. §1414(c)(5)

Insert Response.

#### Coordination and Collaboration

\* 1. Describe who is responsible for the transition of children and youth to locally operated programs and how this individual or team works with students during times of transition. §1414(c)(11)

Insert Response.

\* 2. Describe how the Title I, Part D program is coordinated with other Federal and State programs. § 1414(c)(8)

Insert Response.

\* 3. Describe how the State Agency will encourage correctional facilities to coordinate with LEAs or alternative education programs previously attended by the children and youth to ensure that student assessments and academic records are shared with the facility. §1414(c)(9)

Insert Response.

\* 4. Describe how the State Agency will try to coordinate with businesses for training and mentoring participating children and youth. §1414(c)(12)

Insert Response.

### Title I, Part D Budget (State Agency)

Please utilize the Title I, Part D Budget template (State Agency) to complete your budget. Once the excel file is filled out, you will be able to upload the template into GAINS. Please be sure to complete each column that is yellow. The action column indicates what you want to happen in GAINS. “Update” will be used for existing line items. All of your line items in the beginning will be “Create.”



The budget template will include a variety of tabs, such as: Available Budget Cells, Available Budget Tags, and Available Organizations. The Available Budget Cells will list out all of the Object Codes that can be selected in GAINS and the function codes (or funding sources) available. The Available Budget Tags will list out all of the available tags for the program. For Title IA, applicants will be able to select for the following:

* Program Codes (Instructional, Support, Improvement of Instruction)
* Salary Position Codes
* Major Improvement Strategies

Available Organizations will typically list out your organization’s locations. The tab will show all of the facilities available for the Division of Youth Services to select.

### Title I, Part D Budget Overview (State Agency)

This part of the application is a nice filtering page where applicants can see all the budgeted line items in one place and filter appropriately. No additional steps are needed from the applicant on this page.

### Title I, Part D – Subpart 1 Assurances

**TITLE I, PART D (Subpart I State Agency Assurances) - Division Youth Services Only**

Population To Be Served and Its Needs

[ ]  \* When serving youth in adult correctional institutions, priority will be given to those likely to complete incarceration within 2 years. § 1414(c)(2).

[ ]  \* The SA will:

* work to meet a child’s or youth’s existing individualized education programs (IEPs) and
* notify the local school if a child or youth is identified as needing special education services while in placement and intends to return to the school § 1414(c)(15).

[ ]  \* The SA will:

* encourage children and youth who dropped out before entering the institution to reenter school following release, or
* if not returning to school, provide children and youth with the skills to gain employment, continue education, or obtain a secondary school diploma or its equivalent § 1414(c)(16).

Programming Goals, Quality, and Evaluation

[ ]  \* Teachers and staff are trained to work with children and youth who have special needs, including those with disabilities or unique needs § 1414(c)(17).

[ ]  \* The SA will include data showing that the state agency has maintained the fiscal effort required of a local educational agency §1414(c) (7).

[ ]  \* Programs under this subpart will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs.

Transition and Support Services

[ ]  \* The SA will help locate alternative education programs for students not returning to school after leaving the facility or institution § 1414(c)(13).

[ ]  \* The SA will work with parents to improve the educational achievement of their children and prevent their child’s further involvement in delinquent activities § 1414(c)(14).

[ ]  \* The SA will designate an individual in each affected correctional facility or institution to be responsible for issues relating to transition of such children and youth between such facility and institutions and locally operated programs § 1414(c)(11).

### Title I, Part D Final Expenditures (State Agency)

This page is a display page for applicants. No information needs to be provided by the applicant.

### Title I, Part D Final Expenditures Report Related Documents (State Agency)

This page is a display page for applicants. No information needs to be provided by the applicant.

## Title I, Part D – Subpart 2

Title I, Part D – Subpart 2 is for LEA applicants that have a Title ID facility.

### Title I, Part D Narrative (LEA Questions)

\* 1. Describe the programs funded by Title I, Part D, the children and youth that these programs serve, and how educational needs are met by utilizing Title ID funding. Include the following:

* How the LEA will assess the educational needs of the children
* How the LEA will include parents/family to support educational achievement of students
* A general description of the evidence-based strategies that will address the identified needs

Insert Response.

\* 2. Describe the agreements and partnerships that the LEA has established with organizations to support children and youth (for example, correctional facilities, institutions of higher education, postsecondary and workforce readiness programs, probation officers). Ensure that any organizations receiving Title I, Part D funds are included in the provided description.

Insert Response.

\* 3. Describe how the LEA will ensure that students are receiving the same opportunities as students in local public schools which they would otherwise attend.

Insert Response.

\* 4. Describe how the participating schools will facilitate a successful transition for children and youth from the correctional facilities to schools, including any social and health needs.

Insert Response.

\* 5. Describe the steps the LEA will take to find alternative placements for children and youth unable to participate in a traditional public school program.

Insert Response.

\* 6. Describe how, when, and how frequently the Title I, Part D funded programs will be evaluated and how evaluation results will be used to inform future plans.

Insert Response.

### Title I, Part D Budget (LEA)

Please utilize the Title I, Part D Budget template (LEA) to complete your budget. Once the excel file is filled out, you will be able to upload the template into GAINS. Please be sure to complete each column that is yellow. The action column indicates what you want to happen in GAINS. “Update” will be used for existing line items. All of your line items in the beginning will be “Create.”



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* Program Codes (Instructional, Support, Improvement of Instruction)
* Salary Position Codes

Available Organizations will typically list out your organization’s locations. The tab in the template will be blank but if the applicant downloads the template from GAINS, all the locations in the district will appear. To use the budget template, the location needs the following format: District Code-School Code-E/M/H

For example: **0020-0070-E** would go under Organization Code and Organization would be the name **Adams12 Five Star Preschool (0020-0070-E)**

Following this format, the applicant should be able to utilize the budget template effectively.

### Title I, Part D Budget Overview (LEA)

This part of the application is a nice filtering page where applicants can see all the budgeted line items in one place and filter appropriately. No additional steps are needed from the applicant on this page.

### Title I, Part D – Subpart 2 Assurances

**TITLE I, PART D (Subpart 2 Assurances)**

[ ]  \* The LEA ensures that it has a process for determining if a child has an Individual Education Plan (IEP) and can implement the IEP.

[ ]  \* The LEA ensures that the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.

### Title I, Part D Final Expenditures (LEA)

This page is a display page for applicants. No information needs to be provided by the applicant.

### Title I, Part D Final Expenditures Report Related Documents (LEA)

This page is a display page for applicants. No information needs to be provided by the applicant.

## Title II, Part A

### Title II, Part A Narratives

#### Supports Provided with TII Funds

\* 1. Describe how Title II, Part A funds will be used to supplement, not supplant, the professional growth and development efforts supported with state and local funds. *Please note: evaluation and induction programs must be funded using state and local funds.*

Insert Response.

The LEA has schools identified for Comprehensive Support, Targeted Support and Additional Targeted Support and Improvement. Please complete the following question. *[This question only appears for LEAs with schools identified for Comprehensive Support and Improvement, Targeted Support and Improvement and Additional Targeted Support and Improvement.]*

\*2. How will schools identified as CS, TS, or ATS and those schools with the highest percentage of children identified as low-income be prioritized within the proposed Title II activities?

Insert Response.

### Title II, Part A Budget

Please utilize the Title II Budget template to complete your budget. Once the excel file is filled out, you will be able to upload the template into GAINS. Please be sure to complete each column that is yellow. The action column indicates what you want to happen in GAINS. “Update” will be used for existing line items. All of your line items in the beginning will be “Create.”



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* Program Codes (Instructional, Support, Improvement of Instruction)
* Salary Position Codes

Available Organizations will typically list out your organization’s locations. The tab in the template will be blank but if the applicant downloads the template from GAINS, all the locations in the district will appear. To use the budget template, the location needs the following format: District Code-School Code-E/M/H

For example: **0020-0070-E** would go under Organization Code and Organization would be the name **Adams12 Five Star Preschool (0020-0070-E)**

Following this format, the applicant should be able to utilize the budget template effectively.

### Title II, Part A Budget Overview

This part of the application is a nice filtering page where applicants can see all the budgeted line items in one place and filter appropriately. No additional steps are needed from the applicant on this page.

### Title II, Part A Assurances

**TITLE II, PART A**

[ ]  \* The LEA has systems of professional growth and development using state and local funds (i.e., evaluation, professional learning, induction). § 2102(b)(2)(B)

[ ]  \* The LEA has systems of professional growth and development that ensure consistent supports for educators across schools.

[ ]  \* State required evaluation and induction programs are funded with state and local funds and not with ESEA funds.

[ ]  \* The LEA will comply with section 8501 (regarding the participation by non-public school children and teachers) (§ 2102(b)(2)(E)).

[ ]  \* The professional development and growth opportunities funded with ESEA are supplemental and build upon the state and locally funded professional development opportunities. § 2102(b)(2)(F)

### Title II, Part A Final Expenditures

This page is a display page for applicants. No information needs to be provided by the applicant.

### Title II, Part A Final Expenditures Report Related Documents

This page is a display page for applicants. No information needs to be provided by the applicant.

## Title III, Part A

### Title III, Part A Narratives

Core English Language Development (ELD) Program Reminders:

* All LEAs must provide a core ELD Program whether or not they receive Title III funds, or be prepared to provide programming even if LEA currently does not have multilingual learner (ML)/English learner (EL) students enrolled (Lau v. Nichols, 1974).
* Federal grants, including Title I and III, must be supplemental to the core ELD Program(s) listed on this page.
* The core ELD Program(s) must be based on evidence-based approaches to developing English language proficiency, reasonably calculated, adequately resourced (i.e., resources, personnel), and regularly evaluated and revised to ensure the language barriers are being overcome.

\* 1. Select the core English Language Development (ELD) programming methods/models of instruction provided within the LEA. Title III, Part A funds must be used for purposes that are supplemental to core ELD programming. This includes provision of direct instruction services, professional development, and the purchase of materials and supplies

**CORE ELD programming methods/models table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select each type of ELD Program implemented by your LEA, as required by ESEA 3121 and 3122. | Elementary | Middle | High | Name of the language of instruction, other than English, if used in the program(s): |
| Transitional Bilingual |[ ] [ ] [ ]   |
| Dual Language or Two-Way Immersion |[ ] [ ] [ ]   |
| English as a Second Language (ESL) or English Language Development (ELD) |[ ] [ ] [ ]   |
| Newcomer Programs |[ ] [ ] [ ]   |
| Content Classes with integrated ESL support |[ ] [ ] [ ]   |
| Co-teaching |[ ] [ ] [ ]   |
| [ ] Other (please specify) *[If selected, a narrative box will appear.]* |[ ] [ ] [ ]   |

\* 2. Required Title III, Part A Activity: to increase the English language proficiency of ML/EL students by providing effective language instruction educational programs that meet the needs of ML/EL students and demonstrate success in increasing:

* English language proficiency; and
* Student academic achievement;

Provide an overview of the supplemental activities (beyond required ELD Core Program/State and Federal Requirements) to be implemented this school year with Title III, Part A funds.

Insert Response.

**Additional Allowable Activities.**

Check box(es) if using Title III funds for the allowable activities listed below:

[ ] Supporting the development and implementation of Language Instruction Educational Programs (LIEPs). *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Improving ELD programs for EL/ML students by supplementing curricula, instruction materials, and educational software and technology that improve content and language acquisition *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Providing tutoring and intensified instruction for EL/ML students *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Improving instruction of EL/ML students with disabilities *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Improving instruction for EL/ML students identified as gifted in a specific area *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Offering programs to help EL/ML students achieve success in post-secondary education *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Other *[If selected, a narrative box will appear.]*

Insert Response.

3. Required Title III, Part A Activity: to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

* designed to improve the instruction and assessment of EL/ML students;
* designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ML/EL students;
* effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
* of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate

Complete the table below by indicating the name of the professional development activity and provide a detailed description.

Use "Add Row" button to add activities and description fields.

|  |  |
| --- | --- |
| Name of Activity | Detailed Description |
| Example: EL/ML instructional coaches attend COTESOL conference | Example: COTESOL is the leading conference provider in innovative and research-based techniques for EL/ML students. Attending this conference will keep our staff up to date and allow them to come back and provide training for the remainder of our EL staff and general education staff members.  |
| Add Row *[Ability to add more if needed]* |  |

\*4. Required Title III, Part A Activity: parent, family, and community engagement in language instruction educational programs using Title III funding.

Describe how the LEA uses Title III funds to implement EL/ML-specific parent, family, and community engagement.

Use "Add Row" button to add activities and description fields.

|  |  |
| --- | --- |
| Name of Activity | Detailed Description |
|  |  |
| Add Row *[Ability to add more if needed]* |  |

### Title III, Part A Budget

Please utilize the Title III Budget template to complete your budget. Once the excel file is filled out, you will be able to upload the template into GAINS. Please be sure to complete each column that is yellow. The action column indicates what you want to happen in GAINS. “Update” will be used for existing line items. All of your line items in the beginning will be “Create.”



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* Program Codes (Instructional, Support, Improvement of Instruction)
* Salary Position Codes

Available Organizations will typically list out your organization’s locations. The tab in the template will be blank but if the applicant downloads the template from GAINS, all the locations in the district will appear. To use the budget template, the location needs the following format: District Code-School Code-E/M/H

For example: **0020-0070-E** would go under Organization Code and Organization would be the name **Adams12 Five Star Preschool (0020-0070-E)**

### Title III, Part A Budget Overview

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### Title III, Part A Assurances

**TITLE III, PART A**

[ ]  \* The LEA is complying with the Parents Right to Know provisions under section 1112(e), prior to, and throughout, each school year as of the date of application. § 3116(b)(4)(A).

[ ]  \* The LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners. § 3116(b)(4)(B).

[ ]  \* The LEA assures that consultation has occurred with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III plan. § 3116(b)(4)(C).

[ ]  \* The LEA will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. § 3116(b)(4)(D).

[ ]  \* The LEA certifies that all teachers in any ELD program for English learners that is, or will be, funded with Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. § 3116(c).

[ ]  \* The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. §3113(b)(3)(B). As a reminder, Title funds cannot be used to pay for the WIDA Screener and WIDA ACCESS assessments, except in the case of non-public schools.

[ ]  \* The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. (Castañeda v. Pickard)

[ ]  \* The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

[ ]  Check this box if your organization is a BOCES *[If checked, the BOCES Assurances will appear.]*

[ ]  \* The Title III consortium lead assures consultation has occurred regarding the following district level assurances:

[ ]  \* The member district is complying with the Parents Right to Know provisions under section 1112(e), prior to, and throughout, each school year as of the date of application. § 3116(b)(4)(A).

[ ]  \* The member district is not in violation of any State law, including State constitutional law, regarding the education of English learners. § 3116(b)(4)(B).

[ ]  \* The member district assures that consultation has occurred with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III plan. § 3116(b)(4)(C).

[ ]  \* The member district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. § 3116(b)(4)(D).

[ ]  \* The member district certifies that all teachers in any ELD program for English learners that is, or will be, funded with Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. § 3116(c).

[ ]  \* The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. §3113(b)(3)(B). As a reminder, Title funds cannot be used to pay for the WIDA Screener and WIDA ACCESS assessments, except in the case of non-public schools.

[ ]  \* The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. (Castañeda v. Pickard)

[ ]  \* The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

[ ]  \* By accepting Title III Immigrant Set-Aside funds, the Title III consortium lead assures consultation has occurred with member districts and that the member districts understand the funds are intended to support activities that provide enhanced instructional opportunities for immigrant children and youth and agrees to comply with all associated program requirements. § 3115(e). Only required if accepting Title III – SA funds.

### Title III, Part A Final Expenditures

This page is a display page for applicants. No information needs to be provided by the applicant.

### Title III, Part A Final Expenditures Report Related Documents

This page is a display page for applicants. No information needs to be provided by the applicant.

## Title III, Part A – Immigrant

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

 An LEA that receives Title III, Part A Immigrant Set-Aside Funds must prioritize activities that will meet the unique needs of the Immigrant children and youth enrolled in the LEA, as well as parents and families of these students.

An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:

\* 1. Based on a local needs assessment and stakeholder feedback, describe how the current needs of the immigrant children, youth, and families are served by the LEA.

Insert Response.

2. An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include the allowable activities listed below.

Check box(es) and provide a description of how Title III, Immigrant Set Aside funds will be used to support immigrant children and youth.

[ ] Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services *[If selected, a narrative box will appear.]*

Insert Response.

[ ] Other *[If selected, a narrative box will appear.]*

Insert Response.

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

Please utilize the Title III – Immigrant Set-Aside Budget template to complete your budget. Once the excel file is filled out, you will be able to upload the template into GAINS. Please be sure to complete each column that is yellow. The action column indicates what you want to happen in GAINS. “Update” will be used for existing line items. All of your line items in the beginning will be “Create.”



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* Program Codes (Instructional, Support, Improvement of Instruction)
* Salary Position Codes

Available Organizations will typically list out your organization’s locations. The tab in the template will be blank but if the applicant downloads the template from GAINS, all the locations in the district will appear. To use the budget template, the location needs the following format: District Code-School Code-E/M/H

For example: **0020-0070-E** would go under Organization Code and Organization would be the name **Adams12 Five Star Preschool (0020-0070-E)**

### Title III, Part A – Immigrant Set-Aside Budget Overview

This part of the application is a nice filtering page where applicants can see all the budgeted line items in one place and filter appropriately. No additional steps are needed from the applicant on this page.

### Title III, Part A – Immigrant Assurances

**TITLE III IMMIGRANT SET ASIDE**

[ ]  \* By accepting Title III Immigrant Set-Aside funds, the LEA understands the funds are intended to support activities that provide enhanced instructional opportunities for immigrant children and youth and agrees to comply with all associated program requirements. § 3115(e).

### Title III, Part A – Immigrant Set-Aside Final Expenditures

This page is a display page for applicants. No information needs to be provided by the applicant.

### Title III, Part A – Immigrant Set-Aside Final Expenditures Report Related Documents

This page is a display page for applicants. No information needs to be provided by the applicant.

## Title IV, Part A

### Title IV, Part A Narratives

[ ] LEA has a Title IV Allocation of $30,000 or more. The LEA must:- *[This part of the page only appears for LEAs with a Title IV allocation of $30,000 or more.]*

* conduct a comprehensive needs assessment every 3 years
* use at least 20% of the funds to support activities related to well-rounded educational opportunities
* use at least 20% of the funds to support safe and healthy students
* use a portion of the funds to support the improvement of the use of educational technology and
* prioritize the funds toward high-need schools in the district.

Minimum Content Area Distributed based on the LEA’s Allocation *[This part of the page only appears for LEAs with a Title IV allocation of $30,000 or more. There is nothing in the section that the LEA needs to complete but is a tool to know what the minimums are for each content area.]*

|  |  |  |  |
| --- | --- | --- | --- |
| Title IV Allocation | Well-Rounded Minimum | Safe and Healthy Minimum | Effective Use of Technology |
| $ | $(Title IV Allocation)\*.20 | $(Title IV Allocation)\*.20 | >$0 |

\* 1. Describe the process used by the LEA, including data that was considered and stakeholders that were involved, to prioritize the distribution of Title IV, Part A funds within the LEA to ensure that schools receiving allocations are those with the highest need(s), with the highest percentage of low-income students, identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) plans, or identified as persistently dangerous schools, if applicable.

Insert Response.

[ ] Check this box if you are spending funds on Well-Rounded Activities.

Complete the table below.

|  |  |  |
| --- | --- | --- |
| Well-Rounded Objective | What is the objective and intended outcome(s) for students? | How will the LEA evaluate the effectiveness of the objective? |
| Well-Rounded Objective #1 | \* | \* |
| Well-Rounded Objective #2 |  |  |
| Well-Rounded Objective #3 |  |  |
| Additional Well-Rounded Objective (Optional) *[Ability to add more if needed]*  |  |  |

[ ] Check this box if you are spending funds on Safe and Healthy Activities.

Complete the table below.

|  |  |  |
| --- | --- | --- |
| Well-Rounded Objective | What is the objective and intended outcome(s) for students? | How will the LEA evaluate the effectiveness of the objective? |
| Safe and Healthy Objective #1 | \* | \* |
| Safe and Healthy Objective #2 |  |  |
| Safe and Healthy Objective #3 |  |  |
| Additional Safe and Healthy Objective (Optional) *[Ability to add more if needed]*  |  |  |

[ ] Check this box if you are spending funds on Effective Use of Technology Activities.

Complete the table below.

|  |  |  |
| --- | --- | --- |
| Well-Rounded Objective | What is the objective and intended outcome(s) for students? | How will the LEA evaluate the effectiveness of the objective? |
| Effective Use of Technology Objective #1 | \* | \* |
| Effective Use of Technology #2 |  |  |
| Effective Use of Technology #3 |  |  |
| Additional Effective Use of Technology Objective (Optional) *[Ability to add more if needed]*  |  |  |

### Title IV Evaluations and Effectiveness

Title IV Outcomes Evaluation

|  |  |  |
| --- | --- | --- |
| Title IV Content Area | What were the previous year's objectives and intended outcomes? | What was the progress toward meeting the objectives and outcomes? |
| Well-Rounded Education |  | Choose an item. |
| Safe and Healthy |  | Choose an item. |
| Use of Technology  |  | Choose an item. |

### Title IV, Part A Budget

Please utilize the Title IV Budget template to complete your budget. Once the excel file is filled out, you will be able to upload the template into GAINS. Please be sure to complete each column that is yellow. The action column indicates what you want to happen in GAINS. “Update” will be used for existing line items. All of your line items in the beginning will be “Create.”



The budget template will include a variety of tabs, such as: Available Budget Cells, Available Budget Tags, and Available Organizations. The Available Budget Cells will list out all of the Object Codes that can be selected in GAINS and the function codes (or funding sources) available. The Available Budget Tags will list out all of the available tags for the program. For Title IA, applicants will be able to select for the following:

* Program Codes (Instructional, Support, Improvement of Instruction)
* Salary Position Codes
* Content Category Allowable Activities
* Title IV Objectives

Available Organizations will typically list out your organization’s locations. The tab in the template will be blank but if the applicant downloads the template from GAINS, all the locations in the district will appear. To use the budget template, the location needs the following format: District Code-School Code-E/M/H

For example: **0020-0070-E** would go under Organization Code and Organization would be the name **Adams12 Five Star Preschool (0020-0070-E)**

### Title IV, Part A Budget Overview

This part of the application is a nice filtering page where applicants can see all the budgeted line items in one place and filter appropriately. No additional steps are needed from the applicant on this page.

### Title IV, Part A Assurances

**TITLE IV, PART A**

**When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements.**

[ ]  \* The LEA or consortium will prioritize the distribution of funds to schools served by the LEA, or consortium of LEAs, that are among the schools with the greatest needs, have the highest percentages or numbers of children in poverty, are identified for comprehensive support and improvement, are implementing targeted support and improvement plans, or are identified as a persistently dangerous public elementary school or secondary school under section 8532. §4106(e)(2)(A).

[ ]  \* The LEA or consortium will comply with section 8501 regarding equitable participation by private school children and teachers. §4106(e)(2)(B).

[ ]  \* LEA’s that use funds to support the Effective Use of Technology assure to use no more than 15% of the funds to build technology capacity and infrastructure. §4109(b)

[ ]  \* LEAs that receive at least $30,000 must assure to:

* Conduct a comprehensive needs assessment every 3 years, §4106(d)
* Use no less than 20% of the funds to support activities related to Well-Rounded Educational Opportunities,
* Use no less than 20% of the funds to support Safe and Healthy Students, and
* Use a portion of the funds to support the Effective Use of Technology. §4106(e)(2)(C)-(E)

[ ]  \* LEAs that receive less than $30,000 must assure to use funds to support one or more of the following:

* Use no less than 20% of the funds to support activities related to Well-Rounded Educational Opportunities
* Use no less than 20% of the funds to support Safe and Healthy Students, or
* Use a portion of the funds to support the Effective Use of Technology. §4106(f)

### Title IV, Part A Final Expenditures

This page is a display page for applicants. No information needs to be provided by the applicant.

### Title IV, Part A Final Expenditures Report Related Documents

This page is a display page for applicants. No information needs to be provided by the applicant.

## Title V, Part B

### Title V, Part B Budget

Please utilize the Title V Budget template to complete your budget. Once the excel file is filled out, you will be able to upload the template into GAINS. Please be sure to complete each column that is yellow. The action column indicates what you want to happen in GAINS. “Update” will be used for existing line items. All of your line items in the beginning will be “Create.”



The budget template will include a variety of tabs, such as: Available Budget Cells, Available Budget Tags, and Available Organizations. The Available Budget Cells will list out all of the Object Codes that can be selected in GAINS and the function codes (or funding sources) available. The Available Budget Tags will list out all of the available tags for the program. For Title IA, applicants will be able to select for the following:

* Program Codes (Instructional, Support, Improvement of Instruction)
* Salary Position Codes

Available Organizations will typically list out your organization’s locations. The tab in the template will be blank but if the applicant downloads the template from GAINS, all the locations in the district will appear. To use the budget template, the location needs the following format: District Code-School Code-E/M/H

For example: **0020-0070-E** would go under Organization Code and Organization would be the name **Adams12 Five Star Preschool (0020-0070-E)**

### Title V, Part B Budget Overview

This part of the application is a nice filtering page where applicants can see all the budgeted line items in one place and filter appropriately. No additional steps are needed from the applicant on this page.

### Title V, Part B Assurances

**TITLE V, PART B, REAP Rural and Low-Income School Program (RLIS)**

[ ]  \* When accepting funds under this program, the LEA assures that it will administer each program in accordance with the provisions of Title V, Part B, Subpart 2 of the Elementary and Secondary Education Act, as amended, and all applicable statutes, regulations, program plans, and applications (§8306(a)(1)), including but not limited to federal education program laws, the Title regulations in 34 CFR Part 200, the General Education Provisions Act (GEPA), and the Education Department Federal Administrative Regulations (EDGAR) in 34 CFR Parts 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99, the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR 3485 and the Uniform Grants Guidance in 2 CFR 200 and 3474.

### Title V, Part B Final Expenditures

This page is a display page for applicants. No information needs to be provided by the applicant.

### Title V, Part B Final Expenditures Report Related Documents

This page is a display page for applicants. No information needs to be provided by the applicant.