



**COLORADO**  
Department of Education

## ESEA PROGRAM REQUIREMENTS



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## ESEA Program Requirements Overview

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

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

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

In addition to the ESEA program requirements, CDE, in collaboration with the various stakeholders, has outlined criteria for demonstrating compliance and created a list of examples of evidence that LEAs may collect or maintain to demonstrate compliance with each requirement. The lists are not exhaustive; an LEA may choose to demonstrate compliance based on other processes or documents that pertain to the individual LEA. Also, some pieces of acceptable evidence may be used to demonstrate compliance with different requirements.

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

## Stakeholder Engagement

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

### Cross Program Requirements

SE 9.1 Development of the LEA Plan	§§ 1112(a)(1)(A), 1116(a)(1), 2102(b)(3), 3116(b)(4)(A), 3116(b)(4)(C), 4106(c)
<p><b>Statutory Indicator</b> <i>The LEA plan is developed through timely and meaningful consultation with stakeholders.</i></p> <p><b>Demonstration of Compliance</b></p> <p><input type="checkbox"/> Stakeholder engagement approved in the consolidated application was implemented</p>	<p><b>Examples of Evidence</b></p> <ul style="list-style-type: none"><li>▪ A list of roles represented on the DAC or SAC (e.g., “1, principal, 10 teachers, 7 parents of general ed students, 2 parents of sped students, 4 parents of ELs”)</li><li>▪ Documentation of stakeholder engagement<ul style="list-style-type: none"><li>▪ Agendas from stakeholder meetings</li><li>▪ Content provided at stakeholder meetings (PPT or other materials shared)<ul style="list-style-type: none"><li>▪ Sample of documents examined during stakeholder engagement activities</li></ul></li><li>▪ Meeting notes including participant information and feedback</li><li>▪ Schedule of stakeholder engagement activities<ul style="list-style-type: none"><li>▪ List of applicable stakeholder groups based on local context</li></ul></li></ul></li></ul>

**Statutory Indicator**

*Before submission of the Consolidated Application, the LEA afforded a reasonable opportunity for public comment on the plan and considered such comment.*

**Demonstration of Compliance**

- Complete plan, or plan summary, posted for public comment
- LEA can demonstrate and communicates with stakeholders how public comments were considered

**Examples of Evidence**

- Notice of meetings/public hearings, agendas, attendance logs, and minutes from public hearings/meetings (prior to submission, during revisions, after finalized plan)

**Statutory Indicator**

*At the beginning of each school year, LEAs must notify the parents of each student attending any school receiving Title I or III funds, that the parents may request information regarding the professional qualifications of the student's classroom teachers.*

**Demonstration of Compliance**

- The LEA has written plans, procedures, or policies for parents to request classroom teacher qualification information, including at a minimum:
  - Whether the student's teacher
    - Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher.
  - Whether the child is provided services by paraprofessionals and, if so, their qualifications.

**Examples of Evidence**

- Plans, procedures, or policies related to requests for teacher qualification information
- Samples of communication with parents regarding opportunities to request teacher qualification information

**Statutory Indicator**

*The LEA provides parents of students attending any school receiving Title I or III funds information about their student's performance*

**Demonstration of Compliance**

- Families and parents are notified of their students' performance (achievement and growth) including, but not limited to, information related to (as applicable):
  - READ Act assessments,
  - Colorado Measures of Academic Success (CMAS),
  - ACCESS for ELLs,
  - P-SAT, and SAT

**Examples of Evidence**

- Sample of parent notification letters regarding student performance
- Content of parent/teacher conferences related to student performance

**Statutory Indicator**

*The LEA provides parents of students attending any school receiving Title I or III funds timely notice that the student 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.*

**Demonstration of Compliance**

- The LEA has written plans, procedures, or policies to notify parents of teacher qualification

**Examples of Evidence**

- Plans, procedures, or policies regarding parents right-to-know
- Sample of parent notification

**Statutory Indicator**

*Each LEA using Title I or Title III funds to provide a language instructional program must, not later than 30 days after the beginning of the school year, or within two weeks of identification as an English learner, inform parents of an English learner (EL) identified for participation or participating in such a program, of:*

**Demonstration of Compliance**

Parent notification meets all statutory requirements. Notification includes:

- The reasons for the identification of their child as an EL and in need of placement in a language instruction education program;*
- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;*
- The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;*
- How the program in which their child is, or will be, participating will meet the education strengths and needs of their child;*
- How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;*
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELs,*

**Examples of Evidence**

- Sample letter(s) that are sent to parents that meet the statutory requirement (both content and timelines)
- Example of a notification for a child with a disability and how the ELD program is aligned to IEP goals to meet the needs of that child
- Timelines associated with notification
- Content of parent meeting related to EL identification, EL programming, and parents' rights (e.g., discussion or talking points, template or conversation guide, list of questions, PPT)
- Relevant sections of policies related to notifying parents of English Learners (ELs)

- and the expected rate of graduation from high school if funds are used for children in high schools;*
- In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and*
  - Information pertaining to parental rights that includes written guidance*
  - Detailing the right that parents have to have their child immediately removed from such a program upon their request;*
  - Detailing the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available; and*
  - Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.*
- Notifications are provided within 30 days (30 days until Oct 1, 2 weeks after Oct 1)
  - Communication and materials are provided in languages and formats based on needs of families and parents

**Statutory Indicator**

*The LEA implements an effective means of outreach to parents and families of English learners and holds regular meetings for the purpose of formulating and responding to recommendations.*

**Demonstration of Compliance**

- Outreach includes information regarding how parents and families 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 CAS and CELP standards expected of all students.*
- LEA holds regular meetings* with parents and families of English learners to collect recommendations for Title I and/or Title III programming
  - Meetings provide opportunities for parents to formulate and provide recommendations on Title I or III services
  - Recommendations from parents regarding Title I and Title III services have been considered and any resulting decisions have been shared with parents of ELs

**Examples of Evidence**

- Communication related to opportunities for parents/families of ELs to:
  - Actively participate in the education of their child;
  - Provide recommendations; and
  - Be informed of decisions related to services provided to ELs.
- Communication plan related to ELs/families of ELs
  - Sample letter(s) that are sent to parents
- Agendas, sign-in sheets, minutes, or materials shared during opportunities for involvement
- Content of parent meetings and/or events related to supporting ELs with language attainment and academic needs (e.g., discussion or talking points, list of questions, PPT, resources provided)

SE 9.11 Annual Consultation\*

§§ 1117(a), 1117(b)(1), 1117(b)(3), 1117(d)(2)(B), 8501(b)(1), 8501(c)(1), 8501(d), 8501(c)(3)

**Statutory Indicator**

*The LEA has conducted timely, meaningful, and ongoing consultation with all non-public schools within its boundaries regarding the availability of Title I, Part A, Title II, Part A, Title III, Part A, Title IV, Part A, and Title IV, Part B funds and is providing equitable services to those who have chosen to participate.*

**Demonstration of Compliance**

- Consultation was timely, meaningful, and ongoing
- Expenditures reflect activities described in consultation agreements between the LEA and participating non-public schools.
- Evidence demonstrates that the provision of services to participating non-public schools was under the control and supervision of the LEA.

**Examples of Evidence**

- Invitation for consultation
- Consultation form
- Memorandum of understanding with receiving LEAs that consult and provide equitable services to participating non-public schools outside the sending LEA's boundary
- Expenditure reports demonstrating use of funds
- Scope of work, contract, subcontractor/vendor agreement

## Title I, Part A Requirements

### SE 1.3 LEA Parent and Family Engagement Policy \*

§ 1116(a)(2)

#### Statutory Indicator

*The 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.*

#### Demonstration of Compliance

- Written policy establishes expectations and objectives for meaningful parent and family engagement
- Policy describes how the LEA will:
- Involve parents and family members in jointly developing the LEA plan and support and improvement plans
  - provide coordination, technical assistance, and other supports necessary to build the capacity of all participating schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance
  - coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs
  - conduct, with the meaningful involvement of parent and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying:
    - barriers to greater participation by parents (with particular attention to parents who are economically

#### Examples of Evidence

- Written district-level Parent and Family Engagement policy
- Evidence of implementation of activities described in the written policy/LEA plan
- Meeting materials (agendas, attendance, minutes) from activities that build school capacity
- Content of trainings or learning opportunities related to parent and family engagement
- Content of meetings with parents and families, including materials that guide discussions and provide opportunity for input(e.g., discussion or talking points, template or conversation guide, list of questions, PPT)
- Schedule of professional learning opportunities related to parent and family engagement
- Summary of evaluation results and resulting action

disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background),

- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teacher; and
- strategies to support successful school and family interactions
- use the finding of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies
- involve parents in the activities of the schools served

Written policy has been:

- Developed jointly and agreed on with parents and families of participating children
- Distributed to parents and families of participating children
- Incorporated into the LEA Plan
- Implemented in a manner that builds the capacity of schools to more effectively engage parents and families
- Evaluated and revised, as necessary, within the last year

For more information regarding the requirements of the written parent and family engagement policy, visit:  
<http://www.cde.state.co.us/fedprograms/ti/parents>.

**Statutory Indicator**

*Each Title I school has jointly developed with, and distributed to, parents and family members of participating children in a written parent and family engagement policy, agreed on by such parents, that describes the means for carrying out requirements related to parents and family engagement. Parents have been notified of the policy in an understandable and uniform...*

**Demonstration of Compliance**

Written policy includes a description of how the LEA/school will:

- Convene an annual meeting where all Title IA students are invited to inform families of their school's participation, and explain requirements and parent's rights
- Offer a flexible number of meetings (e.g., morning, evening)
- Involve families in the planning, review, and improvement of programs funded through Title I, A, including this policy and the development of any Schoolwide program plan (this involvement may be imbedded with other planning and design processes already in place)
- Provide families with:
  - timely information about Title IA programs
  - a description of curriculum in use at the school, forms of academic assessments used to measure student progress, and the achievement levels of state academic standards
  - if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and respond to any such suggestion as soon as practicably possible
- If the schoolwide plan is not satisfactory to the families of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA

**Examples of Evidence**

- Written Parent and Family Engagement policy
- Evidence of implementation of activities described in the written policy/LEA plan
- Sample of school-parents compacts
- Meeting agendas, attendance, and minutes for involvement of parents in development of policy
- Content of meeting, including materials that guide discussions and provide opportunity for input(e.g., discussion or talking points, template or conversation guide, list of questions, PPT)
- Schedule of professional learning opportunities related to parent and family engagement
- Content of trainings or learning opportunities related to parent and family engagement
- Meeting agendas, attendance, and minutes for opportunities that build families' capacity
- Summary of evaluation results

- Jointly develop a school-parent compact that outlines how parents, staff, and students share responsibility for improved student academic achievement, and the means by which the school and families will develop this partnership. This compact shall:
  - Describe the school's responsibility to provide high-quality curriculum and instruction, and the ways families will be responsible for supporting their student's learning
  - Address the importance of communication between teachers and parents through:
    - Parent Teacher Conferences
    - Frequent reports to parents
    - Reasonable access to staff
    - Ensuring regular two-way meaningful communication
- Build the capacity for involvement by:
  - Providing assistance to families in understanding topics (e.g., state standards, local assessments) and how to monitor a child's progress and work with educators to improve student achievement
  - Providing materials and trainings to help families work with their children
  - Educating teachers in the value of the contributions of families, and how to work with families as equal partners, implement and coordinate parent programs, and build ties with parents and the school
  - Coordinating and integrating, to the extent feasible, family involvement programs and activities with other Federal, State, and local programs
  - Ensuring that information related to school and parent programs, meetings, and other activities is sent to the

parents in a format and, to the extent practicable, in a language the families can understand

- Providing such other reasonable support for family involvement activities as parents may request
- Providing, to the extent practicable, opportunities for the informed participation of parents and family members in a language such parents understand

Written policy has been:

- Developed jointly and agreed on with parents and families of participating children
- Distributed to parents and families of participating children
- Implemented in a manner that builds the capacity of parents and families
- Evaluated and revised, as necessary

For more information regarding the requirements of the written parent and family engagement policy, visit:  
<http://www.cde.state.co.us/fedprograms/ti/parents>.

## Title I, Part A Requirements – Schools Identified for Support and Improvement

### SE 1.10 Stakeholder Engagement in the CS Improvement Planning Process

§ 1112(b)(3)

#### **Statutory Indicator**

*The LEA, in partnership with stakeholders (including school leaders, teachers and parents), develops and implements a comprehensive plan. Comprehensive plans must*

- *be informed by student performance against state-determined long-term goals,*
- *include evidence based interventions,*
- *include school-level needs assessment, and*
- *address resource inequities.*

#### **Demonstration of Compliance**

Unified Improvement Plan (UIP):

- is informed by student performance against state-determined long-term goals,
- includes evidence based interventions,
- includes school-level needs assessment, and
- addresses resource inequities.
- Stakeholders were involved in development of plan

#### **Examples of Evidence**

- UIP

**Statutory Indicator**

*For schools identified for targeted support, the LEA must review and approve school plans. Targeted plans must*

- *be informed by student performance for identified disaggregated student group(s) against state-determined long-term goals, and*
- *include evidence based interventions.*
- *for any schools identified for additional support, the plan must also address any resource inequities.*

**Demonstration of Compliance**

TS plan:

- Is informed by student performance for identified disaggregated student group(s) against state-determined long-term goals, and
- includes evidence based interventions.
- Stakeholders were involved in development of plan

**Examples of Evidence**

- Sample of TS plans, which may be the school UIP
- Sample of input from stakeholders
- Meeting agendas, attendance, and minutes for stakeholder involvement in the development of the TS plan
  - Content of meeting, including materials that guide discussions and provide opportunity for input(e.g., discussion or talking points, template or conversation guide, list of questions, PPT)UIP

## Identification and Delivery of Services

The LEA and Title I schools identify the needs of their students and staff, design and implement programs and activities to meet the identified needs.

### Cross Program Requirements

ID 9.1 Use of Funds*	§§ 1112(b), 2102(b)(2)(A), 3116(b), 4106(a)(1), 5223(b)(1)
<p><b>Statutory Indicator</b> <i>All activities and expenditures align with those described in the approved LEA Plan</i></p> <p><b>Demonstration of Compliance</b> <input type="checkbox"/> Activities implemented are aligned to approved Consolidated Application</p>	<p><b>Examples of Evidence</b> <i>Based on activities described in the consolidated application. For example:</i></p> <ul style="list-style-type: none"><li>▪ <i>If purchasing equipment and materials: invoices and/or inventory of equipment</i></li><li>▪ <i>If providing professional development: PD opportunity agendas and materials, induction documents, conference registration</i></li><li>▪ <i>If providing FTE: Staff time and effort</i></li></ul>

**Statutory Indicator**

*The LEA has reserved (set-aside) such funds as necessary to provide services comparable to the services provided in Title I schools to homeless, neglected, and delinquent children and youth who do not attend Title I schools.*

**Demonstration of Compliance**

- LEA has set aside adequate amounts to provide comparable services to homeless, neglected, and delinquent children and youth who do not attend a Title I school

**Examples of Evidence**

- Description in the consolidated application of how eligible students receive comparable services
  - Related expenditure detail

**Statutory Indicator**

The LEA/consortium follows [state guidance and procedures in identifying English learners](#) within 30 days of the first day of school or within 15 days after October 1.

**Demonstration of Compliance**

Identification procedures follow state guidance, timelines, and procedures

- LEA identifies English learners within 30 days of the first day of school, or within 15 days after October 1
- LEA informs parents of English learner identification and program(s) offered within 30 days of the first day of school, or within 15 days after October

Identification procedures include:

- process for administering the language use survey and W-APT or WIDA Screener assessment and
- process for gathering a body of evidence

**Examples of Evidence**

- District guidance and procedures related to EL identification
- Sample list of identified students (including date of assessment)
- Sample parent notification (including date of notification)

**Statutory Indicator**

The LEA/consortium [\*follows state guidance and procedures in redesignating English learners.\*](#)

**Demonstration of Compliance**

- Redesignation procedures follow state guidance, timelines, and procedures

**Examples of Evidence**

- School/LEA redesignation procedures, including:
  - Guidance regarding ACCESS 2.0/Alternate ACCESS scores or local data for redesignation that aligns with state guidance and
  - Established Procedures that identify bodies of evidence that demonstrate success in reading and writing in content areas.

**Statutory Indicator**

*LEAs that choose to use Title I, Part A or Title III, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start.*

**Demonstration of Compliance**

- Early childhood education services adhere to Head Start early outcomes framework, early learning development guidelines, and/or the CAS preschool standards

**Examples of Evidence**

- Description of early childhood education services to low-income children below the age of compulsory school attendance:
  - Description of ECE activities to be funded with ESEA and demonstration of implementation
  - Meeting notes of how ECE and EL services are coordinated between LEA and school(s)
- Documentation of LEAs compliance with performance standards:
- Curriculum used is evidence-based and used to fidelity
  - Assessments used are linked to curriculum
  - Plans, procedures, or policies on data sharing agreements, including communication to parents regarding what data will be shared
  - Transitions plans and processes between Head Start programs and the Title I schools

**Statutory Indicator**

*The LEA/consortium ensures that schools and districts receiving Title I, Part A or Title III, Part A funds and activities annually assess the English proficiency of all English learners.*

**Demonstration of Compliance**

- English proficiency is annually assessed for English learners in districts receiving Title III, Part A funds or schools receiving Title I, Part A funds.

**Examples of Evidence**

- Annual documentation of identified English learners taking part in the ACCESS for ELLs assessment

**Statutory Indicator**

*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.*

**Demonstration of Compliance**

- LEA participates in the National Assessment of Educational Progress

**Examples of Evidence**

- Evidence of participation in the National Assessment of Educational Progress

## Title I, Part A Requirements

### ID 1.1 Data-Driven Instructional Practices\*

§ 1112(b)(1)

#### **Statutory Indicator**

*The LEA can describe and show evidence of an assessment and instruction system that monitors the high quality education of students, specifically the achievement gaps that may exist for historically disadvantaged subgroups utilizing summative, interim, and formative assessment types.*

#### **Demonstration of Compliance**

- LEA regularly uses local data to identify and disaggregate trends/needs to plan and implement instructional services for students based on identified gaps and individual needs

#### **Examples of Evidence**

- Protocols for using assessments
- Procedures, policies, or guidance regarding formative and summative assessments that are used to inform instruction
- Data team meeting minutes to show progress monitoring
- Professional learning plan related to data-driven instructional practices
  - Documentation of delivery of professional learning
- MTSS plans, procedures, or policies and meeting agendas/minutes

**Statutory Indicator**

*The LEA's Consolidated Application includes supports and services that are coordinated and integrated with other ESEA programs, as well as other federal, state, and local programs to increase program effectiveness, eliminate duplication, reduce fragmentation of the instructional program, and better serve specified student groups.*

*This should include, and is not limited to coordination of services for:*

- *English learners,*
- *children with disabilities,*
- *migratory children,*
- *American Indian, Alaska Native, and Native Hawaiian children, and*
- *homeless children and youths*

**Demonstration of Compliance**

- District level UIP (Action planning template) includes services paid for by other program

**Examples of Evidence**

- Documentation of coordination of supports and services across programs to better serve specified student groups:
  - Meeting agendas/minutes show collaboration between representatives from applicable programs
  - School, staff, or student schedules to reflect coordination of services
  - School or lesson plans that reflect coordination of supports and services
  - Evidence of instructional programs that meet the varied needs of students

**Statutory Indicator**

*The LEA has reserved Title I funds necessary to provide services to homeless children, neglected children in local institutions, and if appropriate, neglected or delinquent children in community day schools and delinquent children in local institutions. Services provided are comparable to those provided to children in Title I funded schools.*

**Demonstration of Compliance**

- Title I Set-aside, in coordination with other state, local, and federal funds, is sufficient to meet the needs of students experiencing homelessness
- Services provided are comparable to those provided to children in Title I funded schools
- Tier 3: Services provided align with approved plan

**Examples of Evidence**

- Information from comprehensive needs assessment related to the needs of homeless students
- Written plans, procedures, or policies for coordinating supports with non-Title I schools and other locations where students may receive services
- Formula for how homeless set-aside is determined and shows evidence that the LEA Title I office collaborates with the homeless liaison on uses of the Title I, Part A reservation of funds

Note: Funds set aside for these purposes must be based on the total allocation received by the LEA prior to any expenditure, transfers or other set-asides and a needs assessment.

**Statutory Indicator**

*All teachers and instructional paraprofessionals meet applicable state certification and licensure requirements.*

**Demonstration of Compliance**

- All teachers and instructional paraprofessionals meet applicable [state certification and licensure requirements.](#)

**Examples of Evidence**

- Sample of Teacher Qualifications/Credentials
- Sample of ELD Endorsement PD requirements

**Statutory Indicator**

*The LEA must have a plan for identifying and addressing disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

**Demonstration of Compliance**

- If any disparities have been identified, the LEA must have a plan for addressing the disparity
  - Strategies in plan are aligned to identified disparity

**Examples of Evidence**

- Plan for addressing the disparity aligned to reasons for identification
  - Professional development related to teacher effectiveness
  - Strategies related to the recruitment, retention, and professional growth of teachers
    - Job fair materials
- Sample of certification of courses completed by out-of-field teachers
- Evidence of in-field status

**Statutory Indicator**

*The LEA has clear, written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.*

**Demonstration of Compliance**

- The LEA has clear, written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.

**Examples of Evidence**

- Description of how transportation to the school of origin will be provided, arranged, and funded for the duration of time in foster care, in collaboration with the county child welfare agency:
- Evidence of transportation procedures:
  - Written plans, procedures, policies, or agreements with local welfare agency
  - Transportation schedules
  - Documentation of consultation with children in foster care

**Statutory Indicator**

*The LEA/BOCES has policies and practices to ensure that children in foster care will remain, if possible, in the school in which the child is enrolled at the time of placement. When remaining in such school is not in the best interest of the child, the LEA will provide immediate and appropriate enrollment in a new school, with all of the educational records of the child provided to the new school. The LEA has policies and practices to ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records.*

**Demonstration of Compliance**

- The LEA/BOCES policies and practices regarding the school enrollment of children in foster care ensure that the child can remain in the school of origin, if possible.
  - When remaining in such school is not in the best interest of the child, the LEA will provide immediate and appropriate enrollment in a new school, with all of the educational records of the child provided to the new school.
- The LEA/BOCES policies and practices ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records.

**Examples of Evidence**

- Written plans, procedures, or policies that include how to make best interest determination
  - Criteria for making placement determination
- Data processing and sharing agreements between schools

## Title I, Part A – Schoolwide Programs

### ID 1.12 Schoolwide Plans\*

§ 1114(b)

#### Statutory Indicator

*The LEA ensures that schools operating schoolwide programs develop and implement schoolwide plans that:*

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

#### Demonstration of Compliance

- Schoolwide plans:
  - are based on a comprehensive needs assessment
  - include a description of the strategies the school will implement to address school needs and how those strategies will:
    - Provide equitable opportunities for all children, including low-income students, students from major

#### Examples of Evidence

- Sample of schoolwide plans (required); and any of the following:
  - Action plans or logs that indicate timely implementation
  - Synthesis of local data collection and analysis of state and local assessment data

racial and ethnic groups, students with disabilities, and English learners

- Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting CAS and CELP standards

## Title I, Part A – Consolidated Schoolwide Programs

### ID 1.14 Consolidated Schoolwide Programs

§ 1114(a)(3)

#### **Statutory Indicator**

*Each schoolwide plan clearly describes how the school meets the intent and purpose of each federal program that is consolidated into the schoolwide school.*

#### **Demonstration of Compliance**

- Consolidated schoolwide plans clearly describe how the school meets the intent and purpose of each federal program that is consolidated

#### **Examples of Evidence**

- Description of how the school will meet intent and purpose of each federal program consolidated
  - Instructional plans and programs are aligned to the intents and purposes of all coordinated programs
- Demonstration of combined funds
  - School-level budgets
- Evidence of student eligibility for services

## Title I, Part A – Targeted Assistance Programs

ID 1.15 Identification for Targeted Assistance*	§§ 1115(b)(1), 1115(c)
<p><b>Statutory Indicator</b> <i>Schools implementing targeted assistance programs systematically and regularly identify students to receive targeted assistance support based on a body of evidence that demonstrates student progress towards meeting CAS and CELP standards.</i></p> <p><b>Demonstration of Compliance</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Schools have a process for systematically and regularly identifying students to receive targeted assistance support<ul style="list-style-type: none"><li><input type="checkbox"/> Identification is based on a body of evidence that demonstrates student progress towards meeting CAS and CELP standards</li></ul></li><li><input type="checkbox"/> Evidence of systematic and regular identification</li></ul>	<p><b>Examples of Evidence</b></p> <ul style="list-style-type: none"><li>▪ Description of processes to implement LEA plans, procedures, or policies for identifying students for services</li><li>▪ Written plans, procedures, or policies for identifying students for services</li><li>▪ MTSS plans, procedures, or policies and meeting agendas/minutes</li><li>▪ LEA assessment plans, procedures, policies, or guidance regarding formative and summative assessments that are used to inform instruction</li><li>▪ Data team meeting minutes to show progress monitoring</li></ul>

**Statutory Indicator**

*Schools implementing targeted assistance programs provide services and instruction strategies that are individualized to meet eligible student needs.*

**Demonstration of Compliance**

- Services and instructional strategies that are individualized to meet eligible student needs have been provided

**Examples of Evidence**

- Evidence of instructional programs that meet the varied needs of students. Methods and instructional strategies may include:
  - Expanded learning time
  - Before- and afterschool programs
  - Summer programs
  - Programs, activities, and academic courses necessary to provide a well-rounded education
  - A schoolwide tiered model to prevent and address behavior problems
  - Early intervening services
- Evidence of coordination of services:
  - School, staff, or student schedules to reflect coordination of services
  - Lesson plans that reflect coordination of supports and services

ID 1.18 Minimizing Removal of Children from the Regular Classroom

§ 1115(b)(2)(G)(ii)

**Statutory Indicator**

*Schools implementing targeted assistance programs work to minimize the removal of children from the regular classroom during regular school hours.*

**Demonstration of Compliance**

- LEA implements plans, procedures, or practices that minimize the removal of children from the regular classroom during school hours

**Examples of Evidence**

- MTSS plans, procedures, or policies and meeting agendas/minutes
- School disciplinary policies and documentation

**Statutory Indicator**

*Public school personnel who are paid with Title I, Part A may assume limited duties that are assigned to similar personnel who are paid with other funding sources, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as similar personnel at the same school.*

**Demonstration of Compliance**

- Personnel paid with Title I, Part A assume duties limited to those that are assigned to similar personnel

**Examples of Evidence**

- Teacher schedules
- Job descriptions

## Title II, Part A Requirements

### ID 2.1 Meeting the Needs of Student Subgroups with Title II, Part A\*

§ 2103(b)(2)

#### **Statutory Indicator**

*Activities supported with Title II, Part A funds collectively and sufficiently address the needs of all students in the LEA, including students with disabilities, English learners, and gifted and talented students.*

#### **Demonstration of Compliance**

- Plans for use of Title II funds are directly connected to needs of students that have been identified through a comprehensive needs assessment with consideration to content areas, grade levels, and student populations inclusive of students with disabilities, English learners, and gifted and talented students.

#### **Examples of Evidence**

- A description of the decision-making process for use of Title II, Part A including how student needs inform selected activities
- Improvements in student performance/growth in an area that was the focus of Title II, Part A activities

## Title III, Part A Requirements

### ID 3.1 Provision of Parent, Family, and Community Engagement Activities\*

§ 3115(c)(3)

#### Statutory Indicator

*The LEA/consortium uses state, local, other federal, and/or Title III funds to provide and implement meaningful, effective activities and strategies for parent, family, and community engagement.*

#### Demonstration of Compliance

- Description of engagement policies and practices provided to parents, families, and communities of English learners that includes:
  - The process for identifying and prioritizing activities to engage parents, families, and communities
  - Specific outreach and engagement activities for parents and families of ELs
- Demonstration of implementation of effective outreach and engagement activities
  - Communication and materials used are provided in languages and formats based on needs of families and parents

#### Examples of Evidence

- Expenditure detail report that reflects parent and family engagement activities
- Written notices for parents, families, and community members regarding engagement opportunities
  - Agendas, minutes, attendance logs for schoolwide plan, LEA Consolidated Application, and parent engagement policy meetings demonstrating parent engagement

**Statutory Indicator**

*The LEA/consortium has selected and implemented programs that promote growth toward English language proficiency and support English learners, including those with disabilities, in meeting CELP and CAS standards within the LEA's programming.*

**Demonstration of Compliance**

- Programs supporting ELs are research-based, evidence-based, and/or demonstrate successful outcomes for ELs
- Activities presented in Consolidated Application demonstrate that services, staff, programs, or materials for English learners and immigrant children/youth supplement the core programming for these students.

**Examples of Evidence**

- Evidence that program is implemented with fidelity, including allocation of appropriate fiscal/instructional/staffing resources and material
- ELD program budget, including all funding sources, that demonstrates state and local funds are used to provide core instruction and that Title III, Part A funds are used in addition to what is provided with the general fund
- Evidence of appropriate staff and fiscal resources meet local (HR, LEA, school, board) procedures or policies regarding student/teacher ratios (master schedule, EL Plan that demonstrates research, foundation, and implementation plan for program)
- Evidence that LEA meets Title VI of the Civil Rights Act
  - Documentation of current agreements with OCR or DOJ and evidence/documentation of implementation, as applicable

**Statutory Indicator**

*The LEA/consortium uses state, local, other federal, and/or Title III funds to provide effective professional development to LEA, school, and community-based organizational personnel, that is designed to improve the instruction and assessment of English learners. PD must be:*

- *designed to enhance the ability of such LEA, school, and community-based personnel to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;*
- *effective in increasing ELs' growth toward English language proficiency; or substantially increases the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and*
- *of sufficient intensity, sequencing, and duration.*

**Demonstration of Compliance**

PD plan:

- is specific to the needs of ELs and teachers that work with ELs
- has been implemented and attended by staff, including classroom teachers, specialists, etc.
- addresses data that represents the needs of ELs and staff that serve ELs
- represents the priorities and needs identified in the comprehensive needs assessment, as it relates to the needs of instructional staff to provide quality instruction to the EL student subgroup
- connects directly to the results of any surveys the LEA or school(s) have distributed to LEA and school staff, community members, and family

**Examples of Evidence**

- Teacher perception, teacher evaluation, and student performance and growth data (academic and ELP) justify the PD plan
- Evidence that new staff, including Teachers and school leaders that are new to the LEA are provided PD to understand and implement the selected ELD instructional program model(s) and support ELs through core content (induction plan/program, new employee resources/trainings, etc.)
- Evidence that the PD schedule described in the Consolidated Application has been delivered and attended (sign-in sheets, agendas, notifications, materials, etc.).

**Statutory Indicator**

*All teachers in any language instruction educational program for English learners that is, or will be, funded under Title III, Part A are fluent in English and any other language used for instruction, including having written and oral communication skills.*

**Demonstration of Compliance**

- All teachers in any language instruction educational program for English learners that is, or will be, funded under Title III, Part A are fluent in English and any other language used for instruction

**Examples of Evidence**

- Hiring procedures or policies that demonstrate process for assessing written and oral communication skills in the language(s) of instruction
- Sample of applicable teachers' language proficiency assessment results (i.e. TESOL, TOEFL)

**Statutory Indicator**

*The LEA will, if applicable, coordinate activities and share relevant data under the LEA plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.*

**Demonstration of Compliance**

- Description of how Title III activities and relevant data under the Consolidated Application are shared with local Head Start and Early Head Start Programs
- Early childhood education services adhere to Head Start early outcomes framework, early learning development guidelines, and/or the CAS preschool standards

**Examples of Evidence**

- Plans, procedures, or policies on data sharing agreements, including communication to parents regarding what data will be shared
- Description of ECE activities to be funded with ESEA and demonstration of implementation
- Evidence of transition plans and processes between Head Start programs and the Title III programs
- Meeting notes that demonstrate how ECE and EL services are coordinated between LEA and school(s)

## Title III, Part A Immigrant Set-Aside

ID 3.6 Title III, Part A Immigrant Set-Aside

§ 3115(e)(1)

### Statutory Indicator

*The LEA/consortium uses Title III, Immigrant Set-aside Funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth.*

### Demonstration of Compliance

- LEA has a process to determine needs for immigrant students and families
- Title III Immigrant set-aside funds and activities are provided specifically for immigrant students and their families

### Examples of Evidence

- Description of activities that provide enhanced instructional opportunities for immigrant children and youth
- Expenditure detail related to immigrant set-aside

# Fiscal Requirements

## Cross Program Requirements

FR 9.1 Supplement, Not Supplant*	§§ 2301, 4110, 5232
<p><b>Statutory Indicator</b> <i>Title II, Part A, Title IV, Part A, and Title V, Part B funds shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities funded by ESEA.</i></p> <p><b>Demonstration of Compliance</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> ESEA funds are not used to implement required, funded state or local policies</li><li><input type="checkbox"/> LEA did not use Title II, IV, or V to pay for activities or supplies that were previously paid for out of state and local funds, except in cases where LEA can demonstrate precipitous decline in local resources</li></ul>	<p><b>Examples of Evidence</b></p> <ul style="list-style-type: none"><li>▪ Narrative description of how Title II and IV funded activities enhance or are provided in addition to basic programs or programs funded with state and local funds</li><li>▪ Methodology of state and local funds provided to schools</li><li>▪ As applicable:<ul style="list-style-type: none"><li>▪ Narrative description of the reason for the precipitous decline in local resources</li><li>▪ Board minutes that document the approval of diminished budget</li></ul></li></ul>

**Regulatory Indicator**

*The LEA has written policies and procedures related to property and equipment in accordance with Uniform Grant Guidance.*

**Demonstration of Compliance**

Written policies and procedures exist for the following, in accordance with Uniform Grant Guidance:

- Supplies:
  - Sign-out procedures
  - Adequate tagging
  - Benefits for the program
- 2. Equipment items:
  - Allowable purchase
  - Bids/quotes are obtained and retained
  - SAM.gov debarment verification is maintained
  - Locate on site the equipment items and verify that they are labeled appropriately (date, serial number, description, location, cost, program)
  - For any individual item of equipment costing \$5,000 or more, verify that prior approval from CDE was obtained or included in their approved budget
- Evidence that an inventory was conducted at least every two years
- Review the equipment listing for property disposals and ensure that CDE approval was obtained for any property with a current FMV (fair market value) of \$5,000 or more.
- For any property reported as lost or stolen, the district must provide insurance reports, police reports, and/or documentation of any program reimbursements.

**Examples of Evidence**

- Expenditure detail reports
- Sign-out processes
  - Templates
- Procurement processes
  - Templates
- LEA's written inventory procedures, including the following:
  - process performed when inventory is received;
  - process describing what type of property is tagged and what position/office performs the tagging;
  - process to adjust the inventory records in the event the property is sold, lost, or stolen, or cannot be repaired; and
  - process describing how the physical inventory is performed.
- Inventory list including:
  - Serial number or other identification number;
  - Source of funding for the property, including FAIN# (Federal Award Identification Number); who holds title; acquisition date; cost of the property;
  - Percentage of Federal participation in the projects costs for the Federal award under which the property was acquired; location, use and condition;
  - Any ultimate disposition data including the date of disposal and sale price of the property. [2 CFR part 200.313(d)(1)]

**Regulatory Indicator**

*The LEA's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.*

**Demonstration of Compliance**

- 1) Manages the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award;
  - a) Awards are received and expended under the programs for which they were received.
  - b) Accurate, current, and complete disclosure of the financial results of each award.
  - c) Records that identify the source and application of funds for federally funded activities.
  - d) Effective control over and accountability for all funds, property, and other assets to assure that they are used solely for authorized purposes.
  - e) Comparison of expenditures to budget amounts.
  - f) Written procedures to implement payments. (not monitored)
  - g) Written procedures to determine allowability of costs. (not monitored)

**Examples of Evidence**

- Expenditure Detail Reports
- Budgets and EOY Reports
- Single Audit Findings and Resolutions
- Written grant administration procedures
- Evidence of Adherence to Policy
- Templates

FR 9.8 Financial Management\*

([2 C.F.R. 200.302(a)]; 2 C.F.R. §200.302, 2 C.F.R. §200.305, 2 C.F.R. §200.327, 2 C.F.R. §200.328, Subpart E--Cost Principles)

- 2) Evaluates itself to meet compliance with statute, regulations and the terms and conditions of Federal awards;
- 3) Takes prompt action when instances of noncompliance are identified including noncompliance identified in audit findings.

*Note: Items marked “not monitored” may be reviewed by CDE if the LEA has these processes in place and wishes to receive feedback on implementation.*

**Statutory Indicator**

*The LEA maintains proper time and effort documentation that accounts for 100% of the effort of any employee that is paid in whole or in part with Federal funds.*

**Demonstration of Compliance**

Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.

- For all types of certifications:
  - Payroll charges must match the actual distribution of time recorded.
  - Are complete and signed by the employee and supervisor
  - Ensure the number of hours paid matches timesheet
  - Verify that days and hours worked are appropriate

Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records will be used to determine if the charge:

- 1) Is reasonable for the services rendered and conforms to the established written policy of the non-Federal entity consistently applied to both Federal and non-Federal activities;
- (2) Follows an appointment made in accordance with a non-Federal entity's laws and/or rules or written policies and meets the requirements of Federal statute, where applicable; and
- (3) Is determined and supported as provided in paragraph (i) of this section, Standards for Documentation of Personnel Expenses, when applicable.

**Examples of Evidence**

- Expenditure Detail Reports (may need to request HR data)
- Time and Effort Certifications
  - Semi-Annual Certifications for Single Cost Objectives
  - Personnel Activity Reports (PARs) for Multiple Cost Objectives
  - Substitute system meets requirements and follows written procedures (multiple cost objectives with predetermined, set schedule).
- Written Policies for documentation of Time and Effort
  - Procedures for and documentation of Stipends
- Evidence of Adherence to Policy
- Templates
- Procedures

- (i) Standards for Documentation of Personnel Expenses  
(1) Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:
  - (i) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
  - (ii) Be incorporated into the official records of the non-Federal entity;
  - (iii) Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities;
  - (iv) Encompass both federally assisted and all other activities compensated by the non-Federal entity on an integrated basis, but may include the use of subsidiary records as defined in the non-Federal entity's written policy;
  - (v) Comply with the established accounting policies and practices of the non-Federal entity); and
  - (vii) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

## Title I, Part A Requirements

### FR 1.4 Rank Order\*

§ 1113(a)(3)

#### Statutory Indicator

*The LEA serves all of its schools with poverty rates above 75% in rank order (without consideration of grade-span) with a higher per pupil allocation at the schools with higher poverty rates. The LEA serves all schools with poverty rates below 75% in rank order or ranks such schools by grade span and serves all schools within each grade span in rank order. The LEA serves only schools with poverty rates above 35%; or with poverty rates above the district average; or for each grade span, the LEA serves only schools with poverty rates above the grade span average.*

#### Demonstration of Compliance

- Schools with higher poverty rates are served with equal or greater PPA than schools with lower poverty rates
- All schools with poverty rates above 75% are served
- The LEA serves only schools with poverty rates above 35%; or with poverty rates above the district average; or for each grade span, the LEA serves only schools with poverty rates above the grade span average
- Expenditure reports align with budget provided in the Consolidated Application

#### Examples of Evidence

- ✓ Approved Consolidated Application/LEA Plan
- School-level End of Year expenditure detail from LEA/BOCES accounting system
  - PPA calculation based on expenditure detail

**Statutory Indicator**

*If the LEA serves any school with Title I funds that has a poverty rate below 35%, the allocation for each Title I school is at least 125% of the per-pupil amount of funds the LEA receives.*

**Demonstration of Compliance**

- Expenditure reports reflect at least 125% the per-pupil amount of funds the LEA receives allocated to schools with a poverty rate below 35%

**Examples of Evidence**

- Expenditure reports

**Statutory Indicator**

*The LEA appropriately determines the proportionate share to provide equitable services under Title I, Part A to students attending a non-public school who reside in an attendance area of a Title I school.*

**Demonstration of Compliance**

- Documentation of data used to calculate the proportionate share in the Consolidated Application platform

**Examples of Evidence**

- Survey provided to non-public schools
- Verification of addresses for students residing within Title I, Part A school boundary for both students attending non-public schools and public schools
- Consultation forms

## Title III, Part A Requirements

FR 3.1 Title III, Part A Direct Administrative Costs

§ 3115(b)

### **Statutory Indicator**

*The LEA or consortium did not reserve more than two percent of the Title III, Part A allocation for direct administrative costs associated with administering this grant.*

### **Demonstration of Compliance**

- Expenditure reports reflect 2% or less of total Title III, Part A allocation used for direct administrative costs

### Examples of Evidence

- Expenditure reports

**Statutory Indicator**

*Title III funded activities have not previously been paid out of or are otherwise not supplanting other federal, state, and/or local funds.*

**Demonstration of Compliance**

- ELD program budget, including all funding sources, demonstrates state and local funds are used to provide core instruction and that Title III, Part A funds are used in addition to what is provided with the general fund.
- Activities presented in Consolidated Application demonstrate that services, staff, programs, or materials for English learners and immigrant children/youth supplement the core programming for these students.
- Title III staff are not being used to meet local (HR, district, school, board) procedures or policies regarding student/teacher ratios
- Evidence that LEA meets Title VI of the Civil Rights Act, including but not limited to, compliance with OCR resolution agreements or DOJ consent decrees.

**Examples of Evidence**

- ELD program budget, including all funding sources
- Title III staff responsibilities/job description

## Title IV, Part A Requirements

FR 4.1 Title IV, Part A Direct Administrative Costs

§ 4105(c)

### **Statutory Indicator**

*The LEA or consortium may reserve not more than 2 percent of the Title IV, Part A allocation for direct administrative costs of carrying out the LEA's responsibilities under Title IV, Part A.*

### **Demonstration of Compliance**

- Direct administrative costs do not exceed 2% allocated of the current Title IV, Part A allocation

### **Examples of Evidence**

- End of Year Report

**Statutory Indicator**

*The LEA or consortium that received an allocation greater than \$30,000 conducts a comprehensive needs assessment.*

**Demonstration of Compliance**

- Comprehensive Needs Assessment addresses needs for improvement of—
  - Access to, and opportunities for, a well-rounded education for all students;
  - School conditions for student learning in order to create a healthy and safe school environment; and
  - Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- Activities provided by Title IV, Part A align with needs assessment

**Examples of Evidence**

- Title IV, Part A Needs Assessment Tool

## Glossary of Terms

- **ESSA** – In December of 2015, the reauthorization of the Elementary and Secondary Education Act (ESEA) was signed into law. The title of the reauthorized legislation, which replaces the No Child Left Behind Act, is the Every Student Succeeds Act (ESSA).
- **ESEA** – Elementary and Secondary Education Act (ESEA) Federal civil rights law, as reauthorized by the Every Student Succeeds Act, established various grants of federal assistance for education.
- **LEA ESSA Plan** – ESSA requires all LEAs to create a plan describing the intent of use of funds. CDE has integrated all of the LEA ESSA plan requirements into the Consolidated Application. Therefore, in completing the Consolidated Application, LEAs complete the LEA ESSA Plan as well.
- **ESSA Consolidated Application** - ESSA requires all LEAs to create a plan describing the intent of use of funds. CDE has integrated all of the LEA ESSA plan requirements into the Consolidated Application. Therefore, in completing the Consolidated Application, LEAs complete the LEA ESSA Plan as well.
- **Clear and concise (understandable) communications to parents in format and, to the extent practicable, a language that parents can access and understand** – Schools, LEAs, and BOCES may determine the best format(s) for communication with parents and families including, but not limited to email, text, verbal discussions, notes home, and formal meetings. Schools, LEAs, and BOCES should consider the language that is used to communicate educational programs, processes, policies and laws that may impact education and try to eliminate or clarify educational jargon. Translation and interpretation services should be guided by local plans, processes, and practices.
- **Timely and meaningful (communication and engagement practices)** – The criteria for timely and meaningful communication and engagement practices may vary across each requirement; however, schools, LEAs, and BOCES must decide upon local plans and processes to determine the frequency and timing of each event. These processes will be based on the need of the local context. Schools, LEAs, and BOCES should consider how much time is needed to complete the work and engage stakeholders, the time in the year or day the work is happening so that stakeholders are involved strategically, and what is sufficient notification time for stakeholders to attend, participate, and provide feedback.
- **Reasonable opportunity** – The criteria for reasonable opportunities to engage with ESSA plans and programs may vary across each requirement; however, schools, LEAs, and BOCES must decide upon local plans and processes to determine the frequency and timing of each event. These processes will be based on the need of the local context. Schools, LEAs, and BOCES should consider how much time is needed to complete the work and engage stakeholders, the time in the year or day the work is happening so that stakeholders are involved

strategically, and what is sufficient notification time for stakeholders to attend, participate, and provide feedback. Schools, LEAs, and BOCES should allow enough time to notify stakeholders, gather and meaningfully consider feedback, and make necessary changes.

- **Well-Rounded Education** – The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.
- **Unified Improvement Plan (UIP)** - The UIP may serve as the comprehensive needs assessments that schools, LEAs, and BOCES conduct to determine the best use of ESSA funds and trends in effectiveness of funds. The UIP may also meet the Title I Schoolwide planning requirement if the UIP contains sufficient information to address the requirements of a Title I Schoolwide plan. [For more information regarding Title I Schoolwide plans, visit: www.cde.state.co.us/fedprograms/ti/a\\_sw](http://www.cde.state.co.us/fedprograms/ti/a_sw).