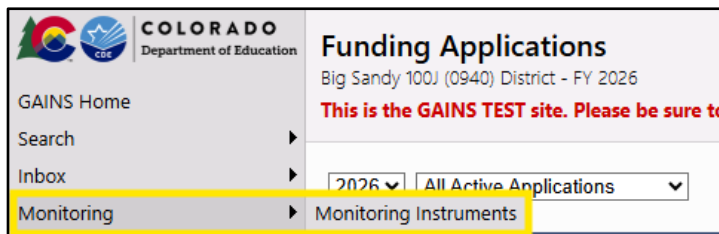




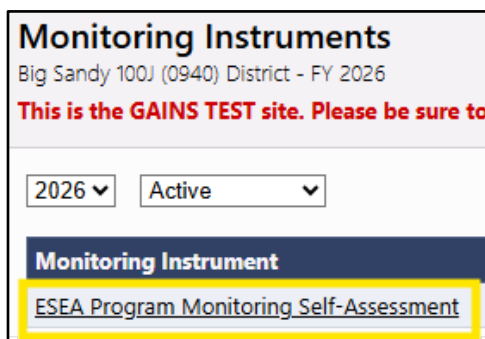
## ESEA PMSA Process Guide for GAINS (FY 2026)

### Initial Submission

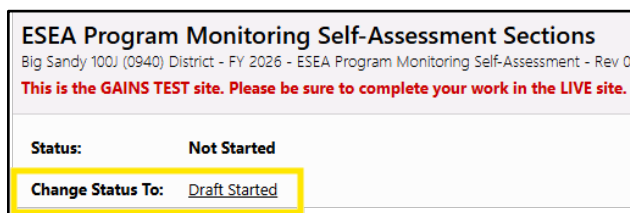
1. To begin the Program Monitoring Self-Assessment (PMSA) in GAINS, hover over “Monitoring” in the left navigation bar and select “Monitoring Instruments.”



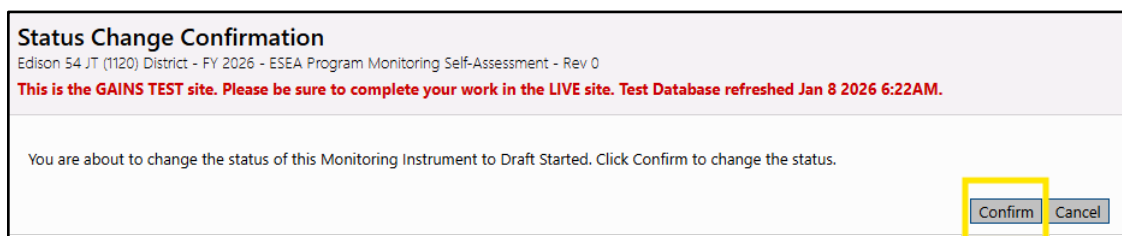
2. The next page allows the LEA to select the appropriate Monitoring tool. Make sure that the dropdowns include the current year (“2026” in the example) and “Active.” Select the “ESEA Program Monitoring Self-Assessment.”



3. The Monitoring Self-Assessment will open on the Sections page. Before proceeding, change the Status to “Draft Started” (See Appendix C for roles that can change this status).



4. When the following message appears, check the box and click on Confirm to proceed.



5. All sections of the PMSA are now displayed under “ESEA Self-Assessment.” The LEA may begin to enter information into the self-assessment.



6. Please read the Instructions section prior to proceeding.



7. Each page within the PMSA will contain the same structure. The pages will have the following components for the LEA to complete. A screenshot of the “General Education Provisions Act (GEPA)” page has been provided as an example.

- Program Requirements
  - Read all program requirement statements. Use the checkboxes to indicate which requirements are currently in compliance for the LEA. Please refer to the [Federal Programs Monitoring Requirements](#) document for further information.
- LEA Self-Rating
  - Based on the review of the program requirements, make a selection that reflects the LEA’s overall implementation for the section being reviewed.
- Narrative Summary
  - Provide a rationale for the self-rating, including the LEA’s process for ensuring that requirements are met. Additional Narrative Response Guidance is provided in Appendix A.
- Checklist of Supports
  - Select what support(s) CDE can provide.
- Document Upload
  - Submitting documentation is recommended, and the Program Monitoring

- Office team may request additional evidence during the review process; uploading evidence (documents and/or links) is highly encouraged
- Please refer to the “Examples of Evidence” provided throughout the [Federal Programs Monitoring Requirements](#) document for additional information.
- When submitting documentation through GAINS, please redact any personally identifiable information (PII). If PII is a necessary part of the documentation being submitted (e.g., evidence for monitoring), please submit via Syncplicity instead of GAINS.

**General Education Provisions Act (GEPA)**

Section 427 of the United States Department of Education’s 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 in order to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries. Local education agencies (LEAs) or other eligible applicants that apply for Federal funding through the ESEA Consolidated Application must provide this description in their application. Additional information regarding the General Education Provisions Act can be found [here](#).

The LEA has a process in place that is used to ensure equitable access to, or equitable participation in, activities funded with federal funds for students, teachers, and other program beneficiaries. (ID 9.9)

The LEA can demonstrate that it is implementing the steps outlined in their GEPA statement(s) to overcome any identified barriers and that each program has been administered in accordance with applicable statutes and regulations. (ID 9.9)

\* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing **all** requirements.

3 - We are implementing **most** of the requirements.

2 - We are implementing **some** of the requirements.

1 - We are **not** implementing requirements.

\* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the General Education Provisions Act (GEPA). This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

Words: 0 Characters: 0

Our LEA would benefit from the following support(s) to improve our implementation of the requirements in this section: (select all that apply).

Additional training from CDE (Office Hours, Regional Network Meetings)

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

Documents		
Type	Document Template	Document/Link
ESEA Monitoring: General Education Provisions Act (GEPA)	N/A	<a href="#">Upload New</a>

- Proceed with completing all sections of the PMSA. **Please keep in mind that all questions with an asterisk (\*) require a response. Not providing a response will generate an error and prevent submission.**
- Once all sections are complete, return to the “Sections” page and review and resolve any Validation messages.

ESEA Self Assessment	Messages
Instructions	Messages
General Education Provisions Act (GEPA)	Messages
ESEA Use of Funds	Messages
Providing Equitable Services	Messages
Stakeholder Engagement: LEA Plans	Messages
Stakeholder Engagement: Parent and Family Engagement Policies	Messages
Stakeholder Engagement: Annual Meetings	Messages
Student Performance	Messages
Title I, Part A Requirements: English/Multilingual Learners	Messages
Title I, Part A Requirements: Schoolwide	Messages
Title I, Part A Requirements: Targeted Assistance	Messages
Serving Special Populations	Messages
Schools Identified for Improvement (Federal Accountability)	Messages
ESEA Fiscal Requirements	Messages
Educator Qualifications	Messages
Title II, Part A Requirements	Messages
Title III, Part A Requirements	Messages
Title IV, Part A Requirements	Messages
Stronger Connections Grant	Messages
(OPTIONAL) Implementation Evidence	Messages

10. When all pages have been completed, change the Status to “Draft Completed” (See Appendix C for roles that can change this status).

**ESEA Program Monitoring Self-Assessment Sections**  
Edison 54 JT (1120) District - FY 2026 - ESEA Program Monitoring Self-Assessment - Rev 0  
**This is the GAINS TEST site. Please be sure to complete your work in the LIVE site.**

Status: **Draft Started**

Change Status To: Draft Completed

11. When the following message appears, check the box and click on “Confirm” to proceed.

**Status Change Confirmation**  
Edison 54 JT (1120) District - FY 2026 - ESEA Program Monitoring Self-Assessment - Rev 0  
**This is the GAINS TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Jan 8 2026 6:22AM.**

No validation errors were found, but one or more warnings exist.

You are about to change the status of this Monitoring Instrument to Draft Completed. Click Confirm to change the status.

12. In order to submit the PMSA to CDE for review, the Status will then need to be changed to “LEA Authorized Representative Approved” (See Appendix C for roles that can change this status).

**ESEA Program Monitoring Self-Assessment Sections**  
Edison 54 JT (1120) District - FY 2026 - ESEA Program Monitoring Self-Assessment - Rev 0  
**This is the GAINS TEST site. Please be sure to complete your work in the LIVE site.**

Status: **Draft Completed**

Change Status To: LEA Authorized Representative Approved  
or  
LEA Authorized Representative Returned

## Review and Results

13. Once submitted, the Program Monitoring Office team will complete a comprehensive review of the submitted self-assessment. **Note: The initial rating provided may not be the LEA’s final rating. The LEA will have the opportunity to respond to requests for additional documentation before compliance ratings, as well as any recommendations and/or corrective actions, are determined.**
14. When the Program Monitoring Office team review is complete, the LEA will receive notification that the Status has been changed to “CDE Director Reviewed.”

**ESEA Program Monitoring Self-Assessment Sections**  
Manitou Springs 14 (1030) District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0  
**This is the GAINS TEST site. Please be sure to complete your work in the LIVE site. Test**

Status: **CDE Director Reviewed**

Change Status To: LEA Results Review Started  
or  
CDE Review Reopened

- To continue the monitoring process, change the Status to “LEA Results Review Started” (See Appendix C for roles that can change this status).

**ESEA Program Monitoring Self-Assessment Sections**  
 Manitou Springs 14 (1030) District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0  
**This is the GAINS TEST site. Please be sure to complete your work in the LIVE site. Test**

Status: **CDE Director Reviewed**

Change Status To: LEA Results Review Started  
 or  
[CDE Review Reopened](#)

- When the following message appears, check the box and click on “Confirm” to proceed.

**Status Change Confirmation** MS Session Timeout: 59:41 (Hide Timer)

Manitou Springs 14 (1030) District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0  
**This is the GAINS TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Jan 8 2026 6:22AM.**

By submitting this monitoring instrument and any associated required evidence or documentation, the local education agency acknowledges that the representation made in this monitoring accurately reflects the programs, personnel, data, and procedures of the district (and school[s] where applicable). All records necessary to ensure the correctness of the information provided by the agency will be kept five years beyond the final reporting date and access to such records will be provided to the state Department of Education upon request.

You are about to change the status of this Monitoring Instrument to LEA Results Review Started. Check the box and Click Confirm to change the status.

Confirm Cancel

- The LEA will now be able to access the “Program Monitoring Results” overview and the “LEA: Monitoring Results Response” page for a summary of the initial results. Results can also be printed.

Monitoring Results	Messages	Print
Program Monitoring Results		Print
CDE Comment Review		
CDE Monitoring Results Setup		
LEA Monitoring Results Response	Messages	Print
CDE Monitoring Results Approval		

- A summary table with the LEA’s ratings is provided on the “LEA: Monitoring Results Response” page. **Note: A detailed explanation of each of the ratings is provided in the “Program Monitoring Results” overview and in Appendix B.**

ESEA Self Assessment	
General Education Provisions Act (GEPA)	●●●●●
Providing Equitable Services	○ ○ ○ ○ ○
Stakeholder Engagement	● ○ ○ ○ ○
Student Performance	● ● ● ● ○
ESEA Use of Funds	● ● ● ● ●
Title I, Part A Programming: Schoolwide	○ ○ ○ ○ ○
Title I, Part A Programming: Targeted Assistance	● ○ ○ ○ ○
Multilingual/English Learners	● ● ● ● ●
Serving Special Populations	● ● ● ● ●
Schools Identified for Improvement (Federal Accountability)	○ ○ ○ ○ ○
Title I, Part A Fiscal Requirements	● ● ● ● ●
Teacher Qualifications	● ● ● ● ●
Title II, Part A Programming	● ● ● ● ●
Title III, Part A Programming	○ ○ ○ ○ ○
Title IV, Part A Programming	● ○ ○ ○ ○

- Below the summary table, additional information is provided for each section of the self-assessment, including one or more of the following components:

- Rating
  - The LEA will receive an overall rating based on the review of the self-assessment and supporting documentation.

- Summary
  - A brief description of how the compliance rating was determined after reviewing each program requirement will be provided. The summary may include commendations and recommendations.
- Action(s) Required

**Teacher Qualifications**

**Additional Evidence Needed**

**Topic/Area:** ESEA Self Assessment > Teacher Qualifications

**Summary:** The LEA states in the self-assessment narrative that all teachers and paraprofessionals have met licensure requirements and that the LEA ensures that parents are notified of teacher qualification.

**Action(s) Required:** 1) The LEA must have a process in place to ensure that parents are notified of teacher qualifications, both when requested by the family and when a student has been assigned to or taught for at least four weeks by a teacher who does not meet state certification or licensure requirements.

**Documentation:**

The LEA must have a policy or procedure in place to notify parents of teacher qualifications. Example of evidence could include the policy for these situations or sample letters sent to parents both by request and through the four-week letter. More information and letter templates can be found here: [https://www.cde.state.co.us/fedprograms/tii/a\\_hqt](https://www.cde.state.co.us/fedprograms/tii/a_hqt)

No documentation has been uploaded.

**Deadline:** 4/30/2025

**On-Time:**

**Documentation Approved:**

**Title II, Part A Programming**

**Meeting All Requirements; No Additional Recommendations**

**Topic/Area:** ESEA Self Assessment > Title II, Part A Programming

**Summary:** The LEA provided evidence of identifying needs through a Comprehensive Needs Assessment and allocating Title II, Part A funds to meet the needs. Additional evidence is provided in the LEA's SCAP, the General Ledger for Title II, and documentation of professional development in Title II.

## Responding to Action(s) Required

20. If a “Confirmation Item” is the required action, review the information provided and use the checkbox to confirm that the requirement has been met.

<b>Action(s) Required</b>	1) Feedback for GEPA section within 2024-2025 Consolidated Application must be addressed.
	<b>Confirmation Item:</b> GEPA feedback addressed in 2024-2025 Consolidated Application. <b>Confirmed:</b> <input checked="" type="checkbox"/>
	<b>Deadline:</b> 11/22/2024
	<b>On-Time:</b> No

21. If “Documentation” is the required action, click on the pencil icon. Review the information to determine the additional documentation that needs to be submitted.

<b>Actions) Required</b>	1) Plan or plan summary must be posted for public comment.	<b>Documentation Approved:</b>
	<b>Documentation:</b> Please provide evidence of the plan or plan summary being posted for public comment.	
	No documentation has been uploaded.	
	<b>Deadline:</b> 3/31/2025	
	<b>On-Time:</b>	

22. A new box will open. Select the document to upload and click “Save.”

Update Document	
<b>Required Documentation</b>	Please provide evidence of the plan or plan summary being posted for public comment.
<b>* Document</b>	<input type="text"/> <input type="button" value="Select"/>
<b>Document Name</b>	<input type="text"/>
	<input type="button" value="Save"/> <input type="button" value="Cancel"/>

## Final Steps

23. The Program Monitoring Office team will continue to monitor the LEA's progress with addressing any required actions and provide feedback through the "LEA: Monitoring Results Response" page. This process can be repeated multiple times if needed and will continue until all required actions are resolved and approved.

<b>Action(s) Required</b>	1) Provide evidence of how parents can request teacher qualification information at Title I schools.	<b>Documentation Approved:</b>
	<b>Documentation:</b>  Plans, procedures, or policies related to requests for teacher qualification information OR Samples of communication with parents regarding opportunities to request teacher qualification information <a href="#">2020-2021 Consultation Form (Testing)</a> <b>Deadline:</b> 3/31/2025 <b>On-Time:</b> Yes	Yes ▾

24. When all results have been finalized and the monitoring process is complete, the Status will be changed by CDE to "Monitoring Closed."

# Appendix A: Narrative Response Guidance

## Section 1: General Education Provisions Act (GEPA)

- **Narrative Response Guidance:** With the LEA's most recent Consolidated Application GEPA statement(s) in mind, please discuss the LEA's
  - process for identifying system barriers, mitigation strategies, and desired outcomes (include stakeholder input, progress monitoring/evaluation procedures, and timelines); and
  - the LEA's implementation of the steps outlined in the GEPA statement.

## Section 2: ESEA Use of Funds

- **Narrative Response Guidance:** Please discuss
  - the LEA's process for planning, budgeting, expensing and reporting expenditures for each of the following applicable programs:
    - Title I, Part A;
    - Title I, Part D;
    - Title II, Part A;
    - Title III, Part A;
    - Title III, Immigrant Set-Aside;
    - Title IV, Part A;
    - Stronger Connections Grant;
    - Title V, Part B; and/or
    - Empowering Action for School Improvement (EASI); as applicable.

## Section 3: Providing Equitable Services

- **Narrative Response Guidance:** Please discuss
  - the LEA's process for providing meaningful consultation with Non-Public Schools (NPS), including examples of timelines for outreach, meeting objectives, agreements between the LEA and NPS, processes for determining ESEA support for NPS, and progress monitoring/evaluation procedures and timelines;
  - the LEA's process for identifying the number of students living in poverty that attend NPS and live within a Title I boundary for determination of Title I proportionate share, the total enrollment of NPS within district boundaries for determination of funds allocated to equitable services in Titles II and IV, and the number of multilingual learners attending NPS within district boundaries for determination of equitable services in Title III;
  - the LEA's processes for determining and distributing the proportionate share of federal funds to provide equitable services for students and/or staff at NPS, ensuring activities implemented match the approved budget items, and evaluating the effectiveness of activities; and
  - the LEA's fiscal plans and procedures for maintaining control of funds and acquired property and tracking any carryover funds.

#### Section 4: Stakeholder Engagement: LEA Plans

- **Narrative Response Guidance:** Please discuss
  - the LEA's process and implementation practices for engaging with all stakeholders, including
    - the frequency of stakeholder engagement activities,
    - communication processes,
    - how the LEA incorporates stakeholder feedback in plan development,
    - where the LEA publishes the annual report card, and
    - how the LEA communicates the availability of the report card to stakeholders in a format and language that parents and families of all participating students can access and understand.

#### Section 5: Stakeholder Engagement: Parent and Family Engagement Policies

- **Narrative Response Guidance:** Please discuss
  - the LEA's process and implementation practices for engaging with all stakeholders, including
    - the frequency of stakeholder engagement activities,
    - communication processes,
    - how the LEA develops and revisits LEA and school level parent and family engagement policies,
    - how the LEA incorporates stakeholder feedback in the development of the parent and family engagement policy,
    - how the LEA builds the capacity of parents and families to support their students,
    - how the LEA ensures communication with stakeholders in a format and language that parents and families of all participating students can access and understand, and
    - how stakeholder engagement is made an ongoing process throughout the year.

#### Section 6: Stakeholder Engagement: Annual Meetings

- **Narrative Response Guidance:** Please discuss
  - the LEA's process and implementation practices for engaging with all stakeholders, including
    - how the LEA ensures that each Title I school hosts an annual meeting,
    - how parents and family members are provided opportunities to plan, review, and provide feedback on the school's parent and family engagement policy and schoolwide program plan, if applicable,
    - how the LEA incorporates stakeholder feedback in plan development,
    - how the LEA builds the capacity of parents and families to support their students,
    - how the LEA ensures communication with stakeholders in a format and language that parents and families of all participating students can access and understand, and
    - how stakeholder engagement is made an ongoing process throughout the year.

#### Section 7: Student Performance

- **Narrative Response Guidance:** Please discuss
  - the LEA's process for communicating student performance to parents/families, including
    - the LEA's timelines for communications;
  - the LEA's process for providing communications in a format and language that parents and families can access and understand; and
  - the LEA's process for ensuring parents have access to required documents and notifications (Opt-Out, FERPA, PPRA).

## **Section 8: Title I, Part A Requirements: English/Multilingual Learners (MLs/ELs)**

- **Narrative Response Guidance:** Please discuss
  - the LEA's process for meeting with and communicating with parents and families of MLs/ELs regarding the education of their children in attaining English proficiency and meeting Colorado Academic Standards;
  - the LEA's process for identifying, redesignating, and evaluating MLs; and
  - the LEA's process for communicating in a format and language that parents and families can access and understand.
  - Include timelines and progress monitoring/evaluation procedures.

## **Section 9: Title I, Part A Requirements: Schoolwide**

- **Narrative Response Guidance:** For LEAs with Title I Schoolwide programs, please discuss
  - the LEA's process for determining and developing Schoolwide Title I plans, including
    - school-level stakeholder involvement,
    - goal-setting,
    - progress monitoring,
    - timelines, and
    - program evaluation.

## **Section 10: Title I, Part A Requirements: Targeted Assistance**

- **Narrative Response Guidance:** For LEAs with Title I Targeted Assistance programs, please discuss
  - the LEA's process for determining and developing Targeted Assistance Title I plans, including
    - school-level stakeholder involvement,
    - goal-setting,
    - progress monitoring,
    - timelines, and
    - program evaluation.

## **Section 11: Serving Special Populations**

- **Narrative Response Guidance:** Please discuss
  - the LEA's process for serving special populations, including homeless students, foster care students, early childhood education, and Title I, Part D.
    - For homeless students, include information that supports information in the Consolidated Application, such as how the homeless set-aside funds were spent. Also include information about the LEA's McKinney-Vento policy, such as a link to the policy, the LEA's process and timeline for reviewing the policy, and information regarding transportation for homeless children and youth.
    - For foster care students, include information that describes how transportation to the school of origin will be provided and funded, and/or links to written plans, procedures, policies or agreements that include how to make the best interest determination in collaboration with local welfare agencies.
    - For early childhood education, include information that explains the LEA's coordination with Head Start agencies and other early childhood education providers within the LEA and transition plans and processes between Head Start programs and schools receiving Title I and/or Title III funds.

- For Title I, Part D, include documentation to support budgeted activities within the Consolidated Application, information regarding the formal agreement between the LEA and facility, documentation of supplemental instructional programs, and documentation supporting that expenditures align with the approved Consolidated Application budget.

## Section 12: Schools Identified for Improvement (Federal Accountability)

- **Narrative Response Guidance:** please discuss
  - the LEA's process for notifying schools of their ESSA identification (CS, TS, and ATS);
  - the LEA's process for supporting, developing and monitoring school improvement plans for ESSA-identified schools; and
  - the LEA's process for evaluating resource inequities at the district level, and if applicable, how resource inequities are addressed at the CS and ATS schools as required in statute.

## Section 13: ESEA Fiscal Requirements

- **Narrative Response Guidance:** please discuss
  - the LEA's process for ensuring expenditures for equitable services are equal to
    - equal to the proportional share for Title I, Part A and/or
    - determined using a per-pupil allocation under Title VIII,
  - the LEA's process for meeting Maintenance of Effort requirements, and
  - the LEA's process for meeting Title I, Part A Fiscal requirements, including
    - the LEA's Supplement not Supplant methodology and evaluation;
    - the process by which the LEA determines the method of poverty selected;
    - the LEA's process for the demonstration of compliance with comparability; and
    - the LEA's processes for ensuring that all ESEA reporting requirements are met.

## Section 14: Educator Qualifications

- **Narrative Response Guidance:** Please provide
  - a description of the LEA's process for ensuring teachers and paraprofessionals serving Title I schools meet requirements and
  - how parents are informed of teachers' qualifications.
  - If an Equitable Distribution of Teachers gap has been identified for the LEA, describe the strategies implemented to reduce or eliminate the gap.

## Section 15: Title II, Part A Requirements

- **Narrative Response Guidance:** Please discuss
  - the LEA's process for reviewing the comprehensive needs assessment to determine uses of Title II funds for activities to increase teacher and principal quality and
  - how the LEA annually evaluates the effectiveness of Title II, Part A activities.

## Section 16: Title III, Part A Requirements

- **Narrative Response Guidance:** Please discuss
  - the LEA's process of providing differentiated assessments for students dually- identified as Special Education and English Learners and
  - the LEA's process for ensuring that the LEA's Title III programs are
    - evidence-based and

- supplemental to core instruction.
- If applicable, the LEA's process for determining the needs and supports for immigrant students and families.







### **Section 17: Title IV, Part A Requirements**

- **Narrative Response Guidance:** Please discuss
  - the LEA's process and implementation practices for prioritizing and distributing Title IV funds to schools in order to increase student achievement, including
    - how funding decisions are made,
    - how the LEA conducts a needs assessment specifically related to Title IV, Part A,
    - how the LEA assesses the effectiveness of Title IV activities, and
    - how the LEA ensures adherence to content category or infrastructure expenditure rules.

### **Section 18: Stronger Connections Grant**

- **Narrative Response Guidance:** Please discuss
  - the LEA's process for prioritizing and distributing Stronger Connections Grant funds,
  - the LEA's process for ensuring activities were allowable and matched the activities approved by CDE,
  - how the LEA evaluates the effectiveness of Stronger Connections Grant activities, and
  - how the LEA meets federal reporting requirements.

## Appendix B: Ratings

Rating	Rating Summary (FY 25)	Rating Summary (FY 26)	Rating Description
	Meeting All Requirements; No Additional Recommendations	Meeting All Requirements; No Additional Recommendations	Information provided through the self-assessment, in combination with the additional data and information available to CDE, is sufficient to determine the LEA's compliance with all requirements.
	Meeting All Requirements; Recommendation(s)	Meeting All Requirements; Recommendation(s)	When a recommendation is included, a potential area for improvement has been identified. The LEA will not be required to submit additional evidence to demonstrate the completion of the recommendations.
	Not Meeting All Requirements; Corrective Action(s)	Not Meeting All Requirements; Corrective Action(s)	When a corrective action is included, the LEA must respond to any identified corrective actions. The FPSU team will work with the LEA until full compliance is reached.
	Not Meeting All Requirements; Recommendation(s) and Corrective Action(s)	Not Meeting All Requirements; Corrective Action(s) and Recommendations(s)	Recommendations and corrective actions may be provided for the same section. The LEA is not required to submit additional evidence to demonstrate the completion of the recommendations. The FPSU team will work with the LEA until full compliance is reached for corrective actions.
	Additional Evidence Needed	Additional Evidence Needed	When information provided through the self-assessment, in combination with the additional data and information available to CDE, is not sufficient to determine the LEA's compliance with all requirements, the FPSU team will identify additional documentation for submission. Following the review of additional evidence, the LEA's rating may be updated. If the requested evidence cannot be provided, the FPSU team will work with the LEA to determine next steps.
	Not Applicable	Not Applicable	A rating will not be provided when it is determined that a section is not applicable for the LEA.

## Appendix C: User Roles in GAINS

*Note: Hovering over the clickable status updates will display the role(s) and user(s) who can perform each function.*

1. Who can begin the Program Monitoring Self-Assessment?

- LEA Authorized Representative
- LEA Fiscal Representative
- LEA ESEA Program Monitoring Self-Assessment Director

<b>Status:</b>	<b>Not Started</b>	
<b>Change Status To:</b>	Draft Started	Role(s) that can perform this status change: LEA Authorized Representative LEA ESEA Program Monitoring Self-Assessment Director LEA Fiscal Representative
<a href="#">View Change Log</a>		

2. Who can edit and submit the Program Monitoring Self-Assessment?

- LEA Authorized Representative
- LEA Fiscal Representative
- LEA ESEA Program Monitoring Self-Assessment Director

<b>Status:</b>	<b>Draft Started</b>	
<b>Change Status To:</b>	Draft Completed	Role(s) that can perform this status change: LEA Authorized Representative LEA ESEA Program Monitoring Self-Assessment Director LEA Fiscal Representative
<a href="#">View Change Log</a>		

3. Who can submit through LEA Authorized Representative Approved?

- LEA Authorized Representative

<b>Status:</b>	<b>Draft Completed</b>	
<b>Change Status To:</b>	LEA Authorized Representative Approved or	Role(s) that can perform this status change: LEA Authorized Representative

4. Who can update the status to LEA Results Started?

- LEA Authorized Representative
- LEA Fiscal Representative
- LEA ESEA Program Monitoring Self-Assessment Director

<b>Change Status To:</b>	LEA Results Review Started or <a href="#">CDE Review Reopened</a>	Role(s) that can perform this status change: LEA Authorized Representative LEA ESEA Program Monitoring Self-Assessment Director LEA Fiscal Representative
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5. Who can assign additional access to a team member as a Program Monitoring Self-Assessment Director?

- LEA User Access Administrator
  - [Link to instructions for LEA User Access Administrator](#)