



**COLORADO**  
Department of Education

# Funding Opportunity

Virtual Grant Kick Off: **January 15, 2026**

Applications Due: **February 26, 2026, 4 pm MST**

## Title III, Part A Reallocated Funds Grant

Pursuant to The Every Student Succeeds Act (ESSA).

### Program Questions:

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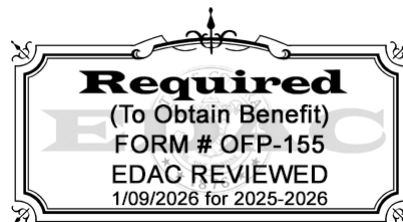
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**Note:** The following version of the application is intended as a reference document for instructions and grant application planning purposes.

**Applications for this grant application must be submitted through the [GAINS System](#).**

Submission of application materials either in hard copy or via e-mail will not be accepted.

The application window will open in GAINS on Thursday, January 15, 2026. The application window closes on February 26, 2026 at 4pm.

[More information about GAINS is available on CDE's website.](#)

## Introduction

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Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting the Colorado Academic Content standards.

## Purpose

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The Title III Reallocated Funds Grant is intended to provide additional funding and support to districts for the purpose of addressing current and urgent needs aligned with the CDE strategic priorities of accelerating student outcomes, increasing student engagement and strengthening the educator workforce.

## Eligible Applicants

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Any Local Education Agencies (LEAs) that received or would be eligible to receive a Title III allocations based on the number of multilingual learners in the district would be eligible to apply for this grant. LEAs have been prioritized for this grant based on the following metrics (See Appendix A for specific districts):

- LEAs that have TS school identified based on performance of MLs
- Districts with high numbers of American Indian/Alaska Native students who are identified as ML
- Districts that received a Language Instruction Education Program (LIEP) review in the last 3 years conducted by the Office of Culturally and Linguistically Diverse Education (CLDE) office. (APS, Garfield 2, Steamboat Springs, Weld 1)

**Note:** Applications will only be accepted from LEAs eligible for a Title III allocation. ESEA allocations are available [here](#). Interested charter schools will need to be included in the authorizer’s application, as applicable.

## Available Funds and Duration of Grant

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There is \$750,000 in available funding for the Title III Reallocated Funds Grant. Applicants may apply for up to \$50,000 per eligible district. If requests exceed the amount of available funds, funds will be distributed to approvable grants based on priority points listed in Appendix A.

The duration of the grant is from the date the application is awarded to September 30, 2026. All funds must be obligated by September 30, 2026, and requested for reimbursement from CDE by November 1, 2026. Carryover is not available for these funds. Funds will become available on approximately February 26, 2026 with grant award letters issued in April 2026.

## Allowable Use of Funds

Activities that support a District Language Instruction Education Program (LIEP), Multilingual Learners (MLs); including American Indian/Alaska Native, Gifted Education, and Special Education ML students, and are aligned with the CDE’s strategic priorities of accelerating student outcomes, strengthening the educator workforce and increasing student engagement. The following are allowable uses:

<i>Strategy/Activity</i>	<i>Allowable Use of Funds</i>	<i>GAINS Budget Tag Select tag that best aligns with purpose</i>
<p>Professional learning opportunities that strengthen any of the following:</p> <ul style="list-style-type: none"> <li>● Programs that support English Language Development (ELD) while building on home languages to promote biliteracy and bilingualism.</li> <li>● ML family and community engagement</li> <li>● Pathways for educators to obtain CLD or CLD-Bilingual endorsements.</li> <li>● District-wide systems to identify and redesignate MLs, including AI/AN, GE, and SPED students.</li> <li>● Cultural identity and language for Native American/American Indian students.</li> <li>● Data-driven systems (WIDA/ACCESS, state/district benchmarks, graduation, dropout, behavior) to guide instructional practices and compare MLs with non-ML peers.</li> </ul>	<p><u>Allowable Costs of Associated with Approved Professional Learning Opportunities (PLOs)</u></p> <ul style="list-style-type: none"> <li>● Cost of PLO (e.g., registration, contract for a provider to conduct PD)</li> <li>● Stipends for participants or coaches</li> <li>● Substitutes for the dates/times that educators are participating in PLOs</li> <li>● PLO Materials</li> <li>● Travel</li> <li>● College tuition reimbursement</li> </ul> <p>Possible Professional Learning Opportunities</p> <ul style="list-style-type: none"> <li>● WIDA - <a href="https://wida.wisc.edu/">https://wida.wisc.edu/</a></li> <li>● Seidlitz Professional Learning <a href="https://seidlitzeducation.com/">https://seidlitzeducation.com/</a></li> <li>● New Teacher Center - <a href="https://newteachercenter.org/">https://newteachercenter.org/</a></li> <li>● CDE’s Advisory List of Providers - <a href="https://ed.cde.state.co.us/accountability/performance/cde-advisory-list-of-providers#tpl">https://ed.cde.state.co.us/accountability/performance/cde-advisory-list-of-providers#tpl</a></li> <li>● District - developed <b>supplemental</b> PD which is specifically designed to provide job-embedded, ongoing professional learning</li> </ul>	<ul style="list-style-type: none"> <li>● Accelerating student outcomes</li> <li>● Increasing student engagement</li> <li>● Strengthening Educator workforce</li> </ul>
<p>Curricular resources that supplement the core ELD, Bilingual, and Dual Language Immersion (DLI) materials</p>	<ul style="list-style-type: none"> <li>● Instructional Materials</li> </ul>	<ul style="list-style-type: none"> <li>● Accelerating student outcomes</li> <li>● Increasing student engagement</li> <li>● Strengthening Educator workforce</li> </ul>
<p>Supplemental linguistic or academic services for MLs</p>	<ul style="list-style-type: none"> <li>● Summer School Opportunity <ul style="list-style-type: none"> <li>○ Stipends for staff</li> <li>○ Transportation</li> <li>○ Instructional Materials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Accelerating student outcomes</li> <li>● Increasing student engagement</li> <li>● Strengthening Educator workforce</li> </ul>

<p>MLs Family Engagement</p>	<ul style="list-style-type: none"> <li>● Home visits to ML student homes to build family/school partnership <ul style="list-style-type: none"> <li>○ Travel</li> <li>○ stipends,</li> <li>○ Translators</li> <li>○ Substitutes</li> </ul> </li> <li>● Costs of technology to improve communication and facilitate family engagement at district and school meetings.</li> <li>● Family and community engagement summer and beginning of the 26-27 school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Accelerating student outcomes</li> <li>● Increasing student engagement</li> <li>● Strengthening Educator workforce</li> </ul>
<p>Other evidence based strategies directly linked to Language Instruction Education Program (LIEP) Review by Office of CLDE</p>	<ul style="list-style-type: none"> <li>● Funds must be focused on utilizing evidence-based practices that lead to continuous school improvement and meet ESSA requirements for <u>Tiers I-IV of Evidence-Based Interventions</u>.</li> </ul>	<ul style="list-style-type: none"> <li>● Accelerating student outcomes</li> <li>● Increasing student engagement</li> <li>● Strengthening Educator workforce</li> </ul>

Unallowable Costs:

- Incentives for attendance are unallowable.
- Gift cards and/or cash rewards are unallowable.
- Funds may not be used to purchase food for staff and/or students.
- Data systems, for example: Infinite Campus, Power School

Requirements Applicable to Specific Types of Activities

- Stipends must be reasonable and comparable to other stipends funded for other grants and must follow district stipend policies to ensure equitable distribution.
- Stipends must support staff outside of contract hours and/or above and beyond the staff members current job description.
- For any costs associated with purchase service contracts, a draft scope of work or Memorandum of Understanding must be provided. The draft MOU or scope of work must include details such as the schools served, cost, timeline of services, and deliverables.
- Costs for district activities that serve all students or all teachers must be allocated proportionally when using Title III funds. Title III may only cover the portion of the activity that directly benefits multilingual learners (MLs); it cannot pay for services or activities provided to non-ML students.
- Translation services must be for supplemental and non-state mandated activities or items. Translation/interpretation can only be used for activities non-essential to the students' education or personal well-being. Information that needs to be communicated regarding the student's academic successes or challenges or the health and safety of the student needs to be translated or interpreted with general funds.

**Grant Requirements and Budget**

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***Grant Requirements***

- Funds must be focused on utilizing evidence-based practices that lead to continuous school improvement and meet ESSA requirements for Tiers I-IV of Evidence-Based Interventions.
- Equitable services must be offered to non-public schools within the LEA's boundaries.

- Incorporate the implementation plan (action steps and implementation milestones) developed through this grant into the school’s UIP.
- Progress monitor and evaluate implementation activities to ensure that the school is making progress towards meeting grant objectives and improving outcomes.

**Budgets**

- Funded activities must occur and funds must be obligated by September 30, 2026.
- Project modifications and changes to the approved budget must be recorded in GAINS and approved by CDE before modifications are made to the expenditures. All budget revisions must be made by June 30, 2026.
- Funds from this opportunity must be used to supplement and not supplant any federal, state, and local funds currently being used to provide activities.
- All costs must be allowable uses of funds, reasonable (a prudent person would consider the expense to be reasonable, similar activities have been funded from other grants in the same/close to same amounts, LEA has 3 bids on the work, etc.), and necessary for the LEA to implement improvement strategies.

**Evaluation and Reporting**

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Schools receiving funds under this grant opportunity are required to:

- Submit the Final Expenditure Report (FER) within GAINS.

**Data Privacy**

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CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through any *Grant*. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE’s privacy and security policies and procedures.

**Note:** Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

Information reported to CDE in relation to grant activities, including but not limited to information in the EASI application, is not confidential and is subject to public request. Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

**Review Process and Timeline**

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Applications will be reviewed by CDE staff to ensure they contain all required components. Applicants will be notified of final award status no later than **March 2026**.

**Note:** This is a competitive process in that applicants must address all aspects of the application to the satisfaction of the CDE review team. Applications that do not meet the standard set in the grant will be asked to submit revisions that would bring the application up to a fundable level. All award decisions are final.

Dates	Grant Activity
Monday, January 12, 2026	Application available within GAINS
Thursday, January 15, 2026 from 2 - 3:30 PM	Virtual Grant Kick Off - Register in advance for this meeting: <a href="https://us02web.zoom.us/meeting/register/tZwtdOmtpz0vHtBjrJU4Epmwf4u4cs8bvBl">https://us02web.zoom.us/meeting/register/tZwtdOmtpz0vHtBjrJU4Epmwf4u4cs8bvBl</a>

Dates	Grant Activity
Thursday, February 26, 2026	Complete application due in the GAINS system by 4 p.m.
February 26 – March 13, 2026	Review of Applications.
March 13, 2026	Applicants will be notified of application status.
March 27, 2026	Any required revisions must be made prior to final approval of the application.
April 2026	Grant award letters issued.
September 30, 2026	All funds must be obligated.
November 1, 2026	Funds must be requested for reimbursement from CDE.

## Required Elements

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A complete application in the online system includes:

- Signed Assurances
- Detailed Budget
- For any purchased service contract request, upload a Memorandum of Understanding (MOU) (e.g., duration, expectations, deliverables, timeline) and/or and scope of work with the selected provider and/or facilitator. If a finalized MOU is not available prior to award, a draft MOU or SOW is acceptable.

## Applicant Information

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Submit all application materials through the [GAINS System](#).

### Lead Local Education Provider LEA Information

LEA Name:

LEA Code:

### Application Contact Information

Name:

Title:

Telephone:

E-mail:

### Authorized Representative Information

Name:

Title:

Telephone:

E-mail:

### Program Contact Information

Name:

Title:

Telephone:

E-mail:

### Fiscal Manager Information

Name:

Title:

Telephone:

E-mail:

## Part I: Program Assurances

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When completing Assurances, the applicant should read each assurance and check the box to indicate that the applicant understands and intends to comply with the corresponding program requirements. The applicant must agree to all assurances understanding that if certain requirements don't apply to the applicant's current context, that the applicant would meet the requirements if the situation were to become applicable.

### **Assurances**

In consideration of the receipt of these grant funds, the applicant and all organizations involved in this application—including local education agencies and community-based organizations— (subsequently referred to as “the applicant(s)”) agree to comply with the certifications, assurances and provisions included here and in the Grant Award Letter (GAL). The applicant(s) also certifies that they will meet all program and pertinent administrative requirements, including the Education Department General Administrative Regulations (EDGAR), 2 CFR Part 200 (Uniform Grants Guidance) Accounting Circulars, and the U.S. Department of Education’s General Education Provisions Act (GEPA) requirements.

**The appropriate Authorized Representatives must read and check the boxes to indicate that the applicant understands and intends to comply with the corresponding program requirements.** The applicant must agree to all assurances understanding that if certain requirements don't apply to the applicant's current context, that the applicant would meet the requirements if the situation were to become applicable.

### **ESEA General Assurances**

The LEA assures that it is, or will take action to become, in compliance with the following:

- The LEA will administer each program covered by the ESEA application in accordance with all applicable statutes, regulations, program plans, and applications (§8306(a)(1)), including but not limited to federal education program laws, the Title regulations in 34 CFR Part 200, the General Education Provisions Act (GEPA), and the Education Department Federal Administrative Regulations (EDGAR) in 34 CFR Parts 76, (except for 76.650-76.662), 77, 79, 81, and 82, 2 CFR 3485, and the Uniform Grants Guidance in 2 CFR 200 and 3474.
- The LEA will adopt and use proper methods of administering each program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. (§306(a)(3)(A&B)).
- The LEA will cooperate in carrying out any evaluation of each such program conducted by or for the SEA, the Secretary, or other Federal officials (§8306(a)(4)).
- The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program (§8306(a)(5)).
- The LEA will submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program (§8306(a)(6)(A)).
- The LEA will maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency’s or the Secretary’s duties (§8306(a)(6)(B)).
- The LEA afforded a reasonable opportunity for public comment on the application and considered such comment before the application was submitted (§8306(a)(7)).
- The LEA will provide, on a request made by military recruiters or an institution of higher education, access to the name, address, and telephone listing of each secondary school student served by the LEA, unless the parent of each student has submitted the prior consent request which, upon receiving, prohibits the LEA from releasing such information without the prior written consent of the parent (§8528).
- The LEA will ensure that a student who is attending a persistently dangerous public elementary or secondary school, or who becomes a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school, will be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (§8532).

- The LEA will ensure that all funds received under ESEA will be used to supplement and not supplant those from other sources otherwise available to continue current or past efforts.
- Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d through 2000d-4) to the end that no person in the United States shall; on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance from the Department of Education. (34 C.F.R. Part 100)
- To the extent applicable, the LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status. Section 1112(e)(3)(A-D)
- The LEA certifies that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools (§ 8524(b)).
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794), no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance. (34 C.F.R. Part 104)
- Title II of the Americans With Disabilities Act (42 U.S.C. §§ 12131-34) and its implementing regulations which prohibit discrimination on the basis of disability by public entities ((28 C.F.R. Part 35), or with Title III of the Americans with Disabilities Act (42 U.S.C. §§12181-89) and its implementing regulations which prohibit discrimination on the basis of disability by covered public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established in the implementing regulations (28 C.F.R. Part 36) whichever is applicable.
- Title IX of the Education Amendments of 1972 (20 U.S.C. §1681-1683), as amended by Pub. L. 93-568, 88 Stat. 1855 (except §904 and §906 of those Amendments) which is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving Federal financial assistance, whether or not such program or activity is offered or sponsored by an educational institution as defined in this part (34 C.F.R. Part 106).
- Age Discrimination Act of 1975 (42 U.S.C. §6101 et seq.), as amended, and its implementing regulations, prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance. The Act permits federally assisted programs or activities, and recipients of Federal funds, to continue to use age distinctions and factors other than age that meet the requirements of the Act (34 C.F.R. Part 110).
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program (20 USC §1232e(b)(5)).
- The LEA will ensure that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public (20 USC §1232e(b)(6)).
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC §1232e(b)(8)).
- The LEA will ensure that no ESEA funds will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization (20 USC §1232e(b)(9)).
- The LEA has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. §1232g) and its regulations (34 C.F.R. Part 99)
- The LEA will ensure that the pupil rights delineated in 20 U.S.C. §1232h are protected.
- The LEA must comply with the requirements under the Gun-Free Schools Act (ESEA §8561), and the Non Smoking Policy for Children’s Services (ESEA §8573).

- To the extent authorized by law, the LEA shall indemnify, save and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorney(s) fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.
- The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the SEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the SEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Further, the applicant(s) and all relevant governance of the applicant organization(s) certify that they understand all the rules and regulations associated with the receipt of these ESEA funding, including those not specifically enumerated above, and will take action to ensure the applicant(s) comply with all such requirements.
- The Colorado Department of Education may terminate a grant award upon thirty days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

#### **Duplication of Benefits**

Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or "double-dipping." Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose.

- Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify CDE in writing should this occur.

#### **Fraud, Waste and Abuse**

Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:

- Embezzlement, bribery, or other public corruption involving federal or state funds;
- Serious mismanagement involving federal or state programs or funds;
- Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
- Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
- Conflicts of interest, violation of arm's length agreements;
- Contract and procurement irregularities;
- Theft or abuse of government property;
- Employee misconduct; or

- Ethics violations by officials.

Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113)

- Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

**Conflict of Interest**

The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term “potential conflict” means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government’s or Colorado Department of Education’s satisfaction, such conflict of interest (or apparent conflict of interest).

- Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112)

***Title III Assurances***

- The LEA is complying with the Parents Right to Know provisions under section 1112(e), prior to, and throughout, each school year as of the date of application. § 3116(b)(4)(A).
- The LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners. § 3116(b)(4)(B).
- The LEA assures that consultation has occurred with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III plan. § 3116(b)(4)(C).
- The LEA will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. § 3116(b)(4)(D).
- The LEA certifies that all teachers in any ELD program for English learners that is, or will be, funded with Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. § 3116(c).
- The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. §3113(b)(3)(B). As a reminder, Title funds cannot be used to pay for the WIDA Screener and WIDA ACCESS assessments, except in the case of non-public schools.
- The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. (Castañeda v. Pickard)
- The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

## Title III, Part A Reallocated Funds Grant

### Application Scoring

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CDE Use Only

- Part I: Assurances
- Part II: Budget

**GENERAL COMMENTS:** Indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

**Strengths:**

- 
- 

**Weaknesses:**

- 
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**Required Changes:**

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**RECOMMENDATION:**    Funded \_\_\_\_\_    Funded with Changes \_\_\_\_\_    Not Funded \_\_\_\_\_

## Selection Criteria and Evaluation Rubric

Part I: Assurances	Not Included/ More Info Needed	Included	Not Applicable
<ul style="list-style-type: none"> <li>Complete program assurances</li> </ul>	•	•	
Part II: Budget The budget must be completed to the satisfaction of the CDE review team. The following provides guidelines when completing the application within the GAINS system.	Not Included/ More Info Needed	Included	Not Applicable
Budget expenses are reasonable, necessary, allocable and aligned to meet program intent, which is to support a District Language Instruction Education Program (LIEP), Multilingual Learners (MLs); including American Indian/Alaska Native, Gifted Education, and Special Education ML students, and the CDE's strategic priorities of accelerating student outcomes, strengthening the educator workforce and increasing student engagement.	•	•	•
Select a Tag for each budget line item. <ul style="list-style-type: none"> <li>Strengthening educator workforce (e.g., recruitment and retention efforts)</li> <li>Accelerating student outcomes (e.g., summer or after school, supplemental HQIM)</li> <li>Increasing student engagement (e.g., strategies to increase attendance)</li> </ul>	•	•	•
Professional development request should include: <ul style="list-style-type: none"> <li>Dates of the PD</li> <li>Number of staff to attend</li> <li>Cost per attendee</li> </ul>	•	•	•
Stipend requests should include: <ul style="list-style-type: none"> <li>Number of staff members</li> <li>Position(s) of the staff members</li> <li>Rate per hour (district or charter established rate that must be reasonable and justifiable)</li> <li>Total number of hours per staff member</li> <li>Purpose for the stipends and alignment to grant objectives</li> <li>Dates when stipend work will occur and projected time for pay</li> <li>Stipends need to be reasonable and align with LEA policies. Rate may not exceed established pay rate for stipends or the rate paid for staff using local or state funds (i.e., salary rate per hour)</li> </ul>	•	•	•
Substitute request should include: <ul style="list-style-type: none"> <li>Number of substitutes</li> <li>Cost per substitute</li> <li>Purpose of substitute and alignment to grant objectives</li> </ul>	•	•	•

<p>Benefit requests should include:</p> <ul style="list-style-type: none"> <li>● Reference to salary or stipend pay related to the benefits request (add in budget item key if possible)</li> <li>● Benefit rate for respective stipend or salary request. Note- Districts may have different rates based on the type of pay.</li> <li>● Details on the calculation for the total cost.</li> </ul>	●	●	●
<p>External provider service requests should include:</p> <ul style="list-style-type: none"> <li>● Name of provider</li> <li>● Brief summary of services</li> <li>● Duration of services</li> <li>● Purpose of purchased services and alignment to grant objectives</li> <li>● Upload MOU</li> </ul>	●	●	●
<p>Travel requests should include:</p> <ul style="list-style-type: none"> <li>● Purpose of travel and alignment to grant objectives</li> <li>● Date(s) of travel</li> <li>● Locations</li> <li>● Cost breakdown of travel expenses</li> </ul>	●	●	●
<p>Student level activities should include:</p> <ul style="list-style-type: none"> <li>● Purpose of the activities (must be academic in nature)</li> <li>● Dates of services</li> <li>● Locations</li> <li>● Description of the costs/activities to be implemented</li> </ul>	●	●	●
<p>Supplies and Materials</p> <ul style="list-style-type: none"> <li>● Indicate how supplies and materials will be used to support programming</li> <li>● Include the name of the supplemental instructional resources.</li> <li>● Indicate who will utilize the resources (i.e., students, staff).</li> <li>● Include the quantity to be purchased and approximate cost per item.</li> </ul>	●	●	●
<p>Equitable services for non-public schools (only applies to LEAs with non-public schools within their boundaries):</p> <ul style="list-style-type: none"> <li>● The LEA provided a list of non-public schools that were consulted for participation in the grant.</li> <li>● The LEA conducted timely and meaningful consultation with the non-public schools within its boundaries that align with the activities being provided to public schools. [For example, if the LEA is applying for funds to support an activity in its middle schools, consultations would need to occur with all non-public schools serving the middle school grade span.]</li> <li>● The LEA provided a list of non-public schools that are participating in the grant and those not participating.</li> </ul>	●	●	●
<p><b>Object Code</b> - A comprehensive list of object codes is available in GAINS and each budget line must have one assigned. The most used object codes are listed below with examples.</p> <ul style="list-style-type: none"> <li>● 0100- Salaries- Include stipends or salary costs for teachers, tutors, coaches, guest/substitute teachers, interventionists, or paraprofessionals.</li> <li>● 0200- Benefits- Includes benefit costs such as PERA contributions or other set benefit costs.</li> </ul>	●	●	●

<ul style="list-style-type: none"> <li>● 0300- Purchased Services- Include contracted professional services such as costs of working with an external provider.</li> <li>● 0600- Supplies- Includes general supplies such as printing, office, or classroom supplies other than books, periodicals, or software.</li> <li>● IC-Indirect Costs- The restricted rate for each district is listed in the application.</li> </ul>			
<p><b>Function Code:</b></p> <ul style="list-style-type: none"> <li>● <b>Instructional Program</b> refers to direct instructional services to students. These can be provided by a classroom teacher, interventionist, etc.</li> <li>● <b>Support Program</b> refers to services that facilitate and enhance the instructional programs. Examples are school counselors, parent liaisons, transportation, community services, curriculum design, assessment, etc.</li> <li>● <b>Improvement of Instructional Services</b> activities assist instructional staff in planning, developing, and evaluating the process of improving learning experiences for students. Activities may include in-service training, workshops, conferences, etc. All professional learning for instructional staff should be coded in this program. Professional learning for other staff will be coded under the program in which they are budgeted, e.g. professional learning for parent liaisons will be coded under support program.</li> <li>● <b>Administration</b> refers to any activity required for administering the grant, but not working with students directly. Business services are included in this function.</li> </ul>	●	●	●
Additional Point Granted Based on Prioritization		YES	NO

Appendix A: District Prioritization		
LEA Code	LEA Name	Total Prioritization Points
0010	Mapleton 1	4
0020	Adams 12 Five Star Schools	4
0030	Adams County 14	4
0040	School District 27J	5
0050	Bennett 29J	3
0060	Strasburg 31J	3
0070	Westminster Public Schools	4
0100	Alamosa RE-11J	3
0110	Sangre De Cristo Re-22J	1
0120	Englewood 1	2
0123	Sheridan 2	2
0130	Cherry Creek 5	4
0140	Littleton 6	4
0180	Adams-Arapahoe 28J	5
0190	Byers 32J	3
0220	Archuleta County 50 Jt	2
0470	St Vrain Valley RE1J	5
0480	Boulder Valley Re 2	4
0490	Buena Vista R-31	2
0500	Salida R-32	1
0540	Clear Creek RE-1	1
0740	Sierra Grande R-30	2
0870	Delta County 50(J)	3
0880	Denver County 1	5
0900	Douglas County Re 1	4
0910	Eagle County RE 50	4

0920	Elizabeth School District	1
0930	Kiowa C-2	1
0960	Agate 300	1
0980	Harrison 2	4
0990	Widefield 3	2
1000	Fountain 8	3
1010	Colorado Springs 11	4
1020	Cheyenne Mountain 12	2
1030	Manitou Springs 14	1
1040	Academy 20	3
1050	Ellicott 22	2
1080	Lewis-Palmer 38	3
1110	District 49	4
1140	Canon City RE-1	1
1150	Fremont RE-2	1
1180	Roaring Fork RE-1	4
1195	Garfield Re-2	5
1220	Garfield 16	2
1340	West Grand 1-JT	1
1350	East Grand 2	4
1360	Gunnison Watershed RE1J	3
1410	North Park R-1	2
1420	Jefferson County R-1	4
1500	Burlington RE-6J	1
1510	Lake County R-1	3
1520	Durango 9-R	3
1530	Bayfield 10 Jt-R	2
1540	Ignacio 11 JT	2

1550	Poudre R-1	4
1560	Thompson R2-J	3
1570	Estes Park R-3	1
1580	Trinidad 1	1
1590	Primero Reorganized 2	1
1790	Limon RE-4J	2
1828	Valley RE-1	2
1990	Plateau Valley 50	1
2000	Mesa County Valley 51	4
2020	Moffat County RE: No 1	2
2035	Montezuma-Cortez RE-1	3
2055	Dolores RE-4A	2
2070	Mancos Re-6	3
2180	Montrose County RE-1J	4
2395	Brush RE-2(J)	1
2405	Fort Morgan Re-3	3
2515	Wiggins RE-50(J)	3
2530	Rocky Ford R-2	1
2535	Manzanola 3J	1
2580	Ouray R-1	1
2620	Holyoke Re-1J	2
2660	Lamar Re-2	2
2670	Holly RE-3	2
2690	Pueblo City 60	3
2700	Pueblo County 70	3
2710	Meeker RE-1	3
2730	Upper Rio Grande School District C-7	2
2740	Monte Vista C-8	1

2770	Steamboat Springs RE-2	3
2780	South Routt RE 3	2
2810	Center 26 JT	3
2830	Telluride R-1	4
2840	Norwood R-2J	1
2862	Julesburg Re-1	2
3000	Summit RE-1	4
3020	Woodland Park Re-2	1
3040	Arickaree R-2	1
3080	Weld County RE-1	5
3085	Eaton RE-2	3
3090	Weld County School District RE-3J	3
3100	Weld RE-4	3
3110	Johnstown-Milliken RE-5J	2
3120	Greeley 6	4
3130	Platte Valley RE-7	2
3140	Weld Re-8 Schools	2
3145	Ault-Highland RE-9	2
3200	Yuma 1	1
3210	Wray RD-2	3
8001	Charter School Institute	4
9000	Colorado School for the Deaf and Blind	1
9170	Education reEnvisioned BOCES	3