

**Consolidated Application Planning Resource**

March 2025



Federal Programs & Supports Unit

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# ESEA ARAC

## Acceptance, Relinquishment, Assignment and Certification (ARAC) Application Supplement

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Acceptance, Relinquishment, Assignment, and Certification: Assignment of Funds | * All Titles have a response
* If **Accept** is selected, an LEA or BOCES selection should not be provided in the "Assign" column.
* If **Assign** is selected, an LEA or BOCES has been identified. Note: This is the only time that an LEA or BOCES response selection should be provided.
* Use **Decline** only when an LEA received an allocation and will not be accepting the funds.
* Use **No, Title XX** **Funds** only when the LEA did not receive an allocation.
* For Title V, LEAs should select **No, Title V, Part B Funds**. The ARAC will be updated for qualifying LEAs when allocations are available.
* BOCES Only: The BOCES has reviewed and confirmed that all assigned funds are from member districts.
 | [LEA Allocations Webpage](https://www.cde.state.co.us/cdefisgrant/alloc) |
| Approval and Transmittal Certification | * If the LEA is assigning any program funds to another LEA or BOCES, the **Relinquishment of Funds** section has been checked. Note: The Relinquishment of Funds section should NOT be checked if an LEA is not assigning any funds to another LEA or BOCES.
* The LEA/BOCES has reviewed and checked the **Certification** statement.
 |  |

## ESEA Consolidated Application Extension Request

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| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| ESEA Consolidated Application Extension Request | * LEA provides a brief description detailing the reason for the extension request.
* LEA provides the proposed date the LEA will submit the ESEA Consolidated Application (no later than July 31)
* The LEA's Authorized Representative understands and agrees that the LEA may not encumber funds until a complete application has been submitted to CDE and CDE has granted the application Substantial Approval.
 | * If the LEA has is unable to submit all the requirements for the Consolidated Application by June 30, the LEA may submit an extension request.
* The LEA may not encumber funds until a complete application has been submitted to CDE and CDE has granted the application Substantial Approval. Furthermore, the LEA cannot request funding for any expenses incurred prior to the substantial approval date. Once the extension request has been submitted and approved, the LEA has until July 30 to submit the requirements for Substantial Approval. Extension requests must be submitted by June 30.
 |

# Allocations

## Allocations

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Allocation Type  | * Allocations match CDE documentation.
* The Allocations page displays the funds that were accepted by the LEA and/or transferred to the BOCES from the LEA.
 | [Federal Grant Allocations](https://www.cde.state.co.us/cdefisgrant/allocations) * Note: Not all item lines will contain an amount, and some may never be used.

**Allocation Types Definitions:*** **Original:** Amount allocated to LEA for the program listed.
* **Incoming Carryover:** Amount of unspent funds being brought forward from the previous year.
* **Outgoing Carryover:** Carryover funds being distributed to another program.
* **Reallocated:** Funds that were reallocated to the LEA from previously unspent funds.
* **Additional:** Additional allocation provided to the district.
* **Released:** Declined funds or funds the district opted not to use.
* **Consortium:** Amount assigned to the BOCES from LEAs.
* **Forfeited:** Funds pulled from the LEA by the SEA.
* **Final Expenditure Report (FER) Released:** Funds that were not spent and will not be carried over.
 |
| Incoming Carryover  | * LEA has submitted the Financial Expenditure Report (FER) for the prior year by September 30.
 | * The FER will be available within the online system in May.
* Carryover will be moved to the current year's application when the FER is completed and approved by CDE's Grants Fiscal Management Unit.
 |
| Allocation Transfers  | * LEA uses editable cells to transfer funds from one program to another.
* If the LEA is eligible for Alternative Fund Use Authority (AFUA), AFUA is exercised, and funds are not transferred on allocation page.
 | ESEA permits an LEA to transfer all or a portion of funds at any point during the 27-month period of availability **from** the following programs:* Title II, Part A
* Title IV, Part A

**To** any of the following programs for which the LEA is receiving an allocation:* Title I, Part A
* Title I, Part C
* Title I, Part D
* Title II, Part A
* Title III, Part A
* Title IV, Part A
* Title V, Part B

When an LEA decides to transfer some or all of the funds allocated under Title II and IV, it must engage in timely and meaningful consultation, in accordance with section 8501 of the ESEA, with appropriate private school officials (5103(e)(2));[Fact Sheet for Transferring State and Local Level Funds](https://www.ed.gov/sites/ed/files/2022/03/ESEA-transferrability-funds-April-2020.pdf)   |

# Cross-Program Information

## AFUA, Contacts

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Alternative Fund Use Authority (AFUA) | * LEA is eligible for AFUA if the "The LEA is eligible for the Alternative Fund Use Authority (AFUA) Flexibility" box is checked in GAINS.
* LEA made a selection that aligns with use of funds in Budgets.
* LEA has used the appropriate Function Code (Title XX AFUA to Title XX) in the Budgets.
 | [Title V, Part B & Rural Education Resources Webpage](https://www.cde.state.co.us/fedprograms/ov/tvb) |
| Required Contacts | LEA has provided the following contacts:* Authorized Representative
* Assigned Requestor
* Application Coordinator
* Application Fiscal Manager
* CWEL Liaison (Foster Care)
* Lead District Title IX Coordinator
* Title I, Part A
* Additional Contact(s) Included as Necessary
 | Individual contact information for programs included in this application is requested so CDE may communicate with those most closely associated with the day-to-day operations of these programs. When sending broad communication, CDE will use the contacts including within the application (i.e., Office Hour updates, Beeline Newsletter) |

## Cross-Program Narrative Questions

### Stakeholders

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 1.1 Identify the stakeholders who were involved in reviewing relevant data (i.e., Comprehensive Needs Assessment results, performance data, relevant survey data) and assisting with developing the ESEA Plan (Consolidated Application). Check all that apply. (List included in GAINS) | * At a minimum the LEA selects parents, teachers and principals.
* Whether the BOCES should respond by member district or as a BOCES response should be based on how the application was developed.
 | * [Elementary and Secondary Education Parent, Family and Community Engagement Webpage](https://www.cde.state.co.us/fedprograms/ti/parents)
* [Consolidated Federal Programs Application Webpage](https://www.cde.state.co.us/fedprograms/consapp/index)
 |
| 1.2 Describe the process for meaningfully engaging the stakeholders, selected in Question 1.1, in determining the needs and selected strategies of the LEA and/or participating schools. | * LEA discusses how all stakeholders selected in question 1.1 were invited to participate and included in the process of reviewing relevant data (i.e., Comprehensive Needs Assessment results, performance data, relevant survey data) and assisting with developing the ESEA Plan.
* LEA describes how stakeholders are active partners in multiple aspects of plan development (e.g., collaborating on data review to identify trends, helping use data trends to prioritize improvement strategies).
* LEA describes how the district uses feedback obtained from stakeholders to prioritize needs and identify strategies for meeting identified needs through the ESEA plan.
* See above for BOCES requirement.
 | * For this question, meaningfully engaged means that stakeholders were active partners in multiple aspects of plan development (e.g., collaborating on data review to identify trends, helping use data trends to prioritize improvement strategies).
* Response may describe the involvement of the District and School Accountability Committee or other accountability and stakeholder groups specific to the LEA.
* Response may discuss the process the LEA uses to consider stakeholder feedback and how relevant feedback is included in the ESEA plan.
 |

### Identified Needs for ESEA Funds

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| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 2.1 Based on the LEA’s comprehensive needs assessment, describe the identified needs that will be addressed with ESEA funds. Consider needs related to students, human capital, academic and behavioral needs, professional development, or any other critical needs. For each of the identified needs, describe the intended goals and desired outcomes. Note, the district will indicate in the budget the evidence-based strategies associated with each Major Improvement Strategy. | * LEA provides a description of each of the prioritized needs and root cause, identified in the LEA's comprehensive needs assessment.
* LEA provides a brief description of the major improvement strategy that will be implemented with ESEA funds to address prioritized needs.
* LEA identifies the targets (desired outcomes) including measures and benchmarks (goals) to determine whether the major improvement strategy is having the desired outcome.
* See above for BOCES requirement.
* Whether the BOCES should respond by member district or as a BOCES response should be based on how ESEA funds will be used to support identified needs and strategies. For BOCES-led activities, one response would likely meet the need. If each member district will be administering the funds and programming then a response for each member district would be appropriate.
 | * The district will indicate in the budget the evidence-based strategies associated with each need.
* Comprehensive needs assessment may be documented in the Unified Improvement Plan (UIP) or other relevant needs assessments.
* [Evidence-Based Interventions (EBI) Webpage](https://www.cde.state.co.us/fedprograms/evidence_based_interventions)
 |

### Evaluation

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 3.1 Discuss the process and the outcome data the LEA uses to inform decisions to modify, continue, or terminate ESEA-funded strategies. Include a description of how stakeholders are engaged in the evaluation of effectiveness. | * LEA identifies the process used to determine if the LEA/schools are on track to meet the identified goal.
* LEA describes how this information is used to modify, continue or terminate an ESEA-funded strategy.
* LEA discusses how stakeholders' input was gathered and considered in an ongoing way.
* Discuss the most recent evaluation results and how the LEA will use this information to improve the program.
* See above for BOCES requirement.
 |  |
| Please check the box if the LEA is only making decisions about effectiveness of ESEA activities at the district level. The following question will appear if the box is not checked.3.2 When decisions about effectiveness of ESEA activities are made at the school level, describe how the LEA supports schools in this process. | * LEA discusses the tools and process used to support ESEA funded schools in determining the effectiveness of implemented strategies.
* See above for BOCES requirement.
 |  |

### Outreach

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 4.1 Select the strategies implemented by the LEA to conduct outreach and implement programs, activities and procedures for effective involvement of families. (List included in GAINS) | * LEA selects a minimum of two activities implemented by the LEA to involve parents in their child's education.
* BOCES will use the dropdown for the Member District and respond per LEA.
 | [Elementary and Secondary Education Parent, Family and Community Engagement Webpage](https://www.cde.state.co.us/fedprograms/ti/parents) |
| 4.2 In addition to the strategies selected in Question 4.1, describe how the LEA implements effective outreach to parents and families of multilingual learners on their involvement as it relates toa) the academic achievement of students b) attaining English proficiency, achieve at high levels c) meeting the Colorado Academic Standards.  | * LEA describes the outreach specifically geared towards parents and families of multilingual learners.
* LEA provides a unique response for each section (a, b and c) that addresses each of the designated categories.
* See above for BOCES requirement.
 | * Response should not repeat the prior responses in sections a, b, or c, but should build on them to detail the specific tools used to reach families of multilingual learners.
 |

## General Education Provisions Act (GEPA)

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 5.1 Based on the LEA's plan for ESEA funds in the Consolidated Application, select the potential basis for the barrier for students, educators, or other program beneficiaries to access, or participate in, one proposed activity. (drop-down menu provided)If the basis for the barrier is “Other Barrier”, please provide a description. | * The LEA selects a basis for the barrier or "Other Barrier" and provides a description.
* The LEA may include a category outside of the suggestions.
* Whether the BOCES should respond by member district or as a BOCES response should be based on how funds will be distributed. For BOCES-led activities, one response would likely meet the need. If each member district will be administering the funds and programming, then a response for each member district would be appropriate.
 | * [GEPA Resources](https://www.cde.state.co.us/equityresourcesfordistrictsandboces)
* [CDE's Equity Toolkit](https://www.cde.state.co.us/equitytoolkit)
* Language from the Act: Section 427. Equity for Students, Teachers, and Other Program Beneficiaries: The Secretary must require all applicants for assistance under an applicable program to describe the steps the applicant will take to ensure equitable access to and equitable participation in the activities to be conducted using such funds. Specifically, applicants must address the special needs of program beneficiaries (e.g., students and teachers) in order to overcome barriers to equitable participation, including “barriers based on gender, race, color, national origin, disability, and age.”
 |
| 5.2 Describe the proposed ESEA-funded activity and the potential barrier for access to, or participation in, the activity. | The LEA describes* at least one of the proposed ESEA-funded activities in the Consolidated Application.
* the potential barrier for access or participation in the ESEA-funded activity.
* See above for BOCES requirement.
 | * Prioritize an activity that aligns with the initiatives funded by the majority of the LEA's ESEA funds.
* The barrier is defined as a systems gap that may hinder students or families from participating in the activity.
* The LEA may include information from a comprehensive needs assessment process or UIP that guided the develop of the LEA's GEPA.
 |
| Question | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| 5.3 Describe the strategies the LEA will implement to ensure equitable access to the activity described in 5.2. | * The LEA describes at least one strategy to mitigate the barrier described.
* See above for BOCES requirement.
 | Some examples of areas that have been addressed in previous GEPAs are:* Strategies that encourage students who may not typically participate in STEM programming (e.g., female students) to sign up for STEM classes or enrichment programs.
* Strategies to mitigate language barriers for students and families who are learning English.
* Transportation for afterschool programs to ensure that students who may not have transportation may participate in the activity.
 |
| 5.4 Identify the timeline for strategy implementation. | * The LEA provides a timeline for implementing the strategies.
* See above for BOCES requirement.
 | * Timeline examples are September, quarterly, twice per year, etc.
* The LEA may provide the planned meetings to discuss the implementation of strategies or action steps outlined in the GEPA statement.
 |
| 5.5 Select the funding source(s) that will be utilized to fund the strategies. It is not required to fund the strategies with ESEA funds; LEAs may select federal, state, and/or local funds.(drop-down menu) | * The LEA selects at least one funding source. LEA may check all that apply.
* See above for BOCES requirement.
 | * It is not required to fund the strategies with Federal funds (ESEA or other Federal funding sources).
 |

## Non-Public Schools

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Non-Public Schools – Participation Outside District Boundaries | * LEA checks the box if the district does NOT have students residing within a Title I school served boundary who attend a non-public school outside the district’s boundaries that wants to participate in Equitable Services.
* If students within the district's boundaries are attending participating non-public schools in another LEA, the table should indicate which LEA(s) and the number(s) of low-income students. This should also be reflected in the LEA's Title I, Part A budget.
 | * In Title I, the dollars follow the students who reside in the Title I eligible attendance area. In the other Title grants, only NPS within the LEA boundaries are eligible.
* The LEA is not required to submit consultation forms. The forms should be submitted by the LEA where the non-public schools are located.
 |
| Non-Public Schools – Total Enrollment | * LEA checks the box indicating that there are no non-public schools in boundaries OR provides the total number of students in the district, the number of low-income students residing in a Title I boundary who attend a public school and the number of identified Multilingual/English Learners attending a public school within the LEA
 | * The numbers are required to generate the proportionate share set-aside calculation under Title I, Part A.
 |
| Non-Public Schools – NPS Participation  | * LEA provides the participation status response(s) for each non-public school. The selection(s) in the application and on the consultation form must match.
* If non-public schools are participating, the LEA indicates the Title programs the NPS will receive equitable services, and the specific Title grants checked in GAINS match the grants selected on the consultation form.
 | * Forms are NOT required if the LEA only has closed or otherwise not eligible NPS OR only has students attending NPS outside the LEA. Ensure no enrollment number or 0 is entered for any programs.
 |
| Section | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| Non-Public Schools – Consultation Forms | * LEA has uploaded a consultation form for all eligible non-public schools within the LEA's boundaries.
* The form includes signatures from the LEA and the non-public school contacts. If the non-public administrator signature is not included, dates and means of multiple contact attempts must be included on the consultation form.
 | A copy of the Non-Public Consultation Form is available on the [Consolidated Federal Programs Application](https://www.cde.state.co.us/fedprograms/consapp/index) webpage and can be downloaded from GAINS. |
| Non-Public Schools – Number of Low-Income Students | * For non-public schools participating in Title I, include any data that the LEA has available for students living in poverty, living in a Title I, Part A served attendance area, and attending NPS (even if not participating); include a 0 if information is not available for a non-participating NPS.
 | * Participating non-public schools have the same grade span(s) as the public school grade span(s) served with Title I funds.
* [Non-Public School Lists and Counts](https://www.cde.state.co.us/cdereval/pupilcurrentnonpublic)
* The student counts should be provided by the NPS to the LEA through the Meaningful Consultation process because the NPS are not required to provide counts to CDE.
 |
| Non-Public Schools – Number of Multilingual/English Learners | * For non-public schools participating in Title III, include the number of Multilingual/English Learners.
 |  |
| Non-Public Schools – Participating NPS Total Enrollment | * For non-public schools participating in Title II and/or Title IV, include the total enrollment for the non-public school.
* The enrollment number for all other schools, including schools that are not participating in Title II and/or Title IV, should be 0 or the cells should be blank.
 | * Ensure no enrollment number or 0 is entered if the site is not participating in Title II/Title IV (including if the site is not eligible for participation in equitable services).
 |
| Non-Public Schools – New Schools | * LEA completes this section ONLY if there are any new non-public schools that are not included in the prior section.
 | * Use the guidance included in the above sections regarding student counts.
 |
| Section | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| Non-Public Schools – Consultation Form Upload | * LEA has uploaded a consultation form for all eligible non-public schools within the LEA's boundaries.
* The form includes signatures from the LEA and the non-public school contacts. If the non-public administrator signature is not included, dates and means of multiple contact attempts must be included on the consultation form.
 | A copy of the Non-Public Consultation Form is available on the [Consolidated Federal Programs Application](https://www.cde.state.co.us/fedprograms/consapp/index) webpage and can be downloaded from GAINS. |
| Non-Public Schools – Title I Proportionate Share | * The equitable share calculations are based on the correct student counts for each program.
 | * Student counts for schools that are not eligible should not be included.
* Total enrollment is only included for participating schools. All other schools should be blank or 0.
 |
| Non-Public Schools- Budget Considerations | * The proportionate share matches the amount included in the budget for each program in which non-public schools are participating. Activities are budgeted to the correct NPS location code(s).
* All equitable services are secular in nature and do not supplant activities that are required of the NPS.
* Professional development is part of a sustained, comprehensive PD plan.
* If the LEA receives more than $500,000 in Title I, Part A funds, the Title I Proportionate Share includes 1% coded to Family Engagement in the budget.
* LEA maintains control of all funds.
 | Only pooled funds can use a district location code; if a NPS decides to not participate, that site must be unchecked in the school profiles list. |
| Section | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| Non-Public Schools - Carryover | * Any NPS carryover (for each Title Grant) matches the budgeted amount coded to NPS Carryover in the budget.
 | * LEAs must track the NPS Carryover internally and add it into the system. The amount reported on the Non-Public Schools page is a portion of the LEA's total carryover and is not in addition to that total.
 |
| Non-Public Schools - Assurances | * LEA reviews and checks all assurances.
 |  |

## Equitable Distribution of Teachers (EDT)

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| EDT Data and Alternative Calculator 2023-2024 will be populated into application. | * Select the alternative calculator check box **only** if LEA has used CDE’s Alternative EDT Calculator and can demonstrate compliance with EDT requirements for some or all indicators with medium/large gaps that were identified in CDE’s EDT analyses.
* If the LEA is using the alternative calculator, ensure that the LEA’s identified gaps per the alternative calculator are explained in the general comments box.
* BOCES Guidance for all responses in EDT: Whether the BOCES should respond by member district or as a BOCES response should be based on how funds will be distributed. For BOCES-led activities, one response would likely meet the need. If each member district will be administering the funds and programming, then a response for each member district would be appropriate.
 | * LEAs do not need to submit the alternative calculator in the Consolidated Application. However, they must maintain a copy of the LEA's alternative calculator on file for monitoring purposes.
* Reviewers may need to review responses to the following questions based on the alternative calculator. If the alternative calculator demonstrates EDT compliance for some identified medium/large gaps, but not all, reviewers still need to review the following EDT questions pertaining to the remaining gaps.
* [Equitable Distribution of Teachers Webpage](https://www.cde.state.co.us/fedprograms/tii/a_hqt)
 |
| 1. Identify the stakeholders who were engaged in reviewing and discussing Equitable Distribution of Teachers (EDT) results. Select all that apply. | * LEA selects at least three stakeholder groups that were involved in reviewing and discussing EDT results.
* If the LEA selects less than three stakeholders groups, the LEA discusses how additional stakeholders will be involved in the process moving forward. Information may be included in Question 2.
 |  |
| Question | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| 2. Describe how the stakeholders, selected in Question 1, were engaged in reviewing and providing feedback on EDT results and proposed strategies. | * LEA discusses the opportunities each of the selected stakeholders had to review data, provide input, and develop strategies for addressing EDT disparity gaps.
 | * "Engaged" means: Stakeholders actively provide input, critique and feedback to leaders.
* Some example opportunities in which stakeholder groups provide input: surveys, forums, Title I meetings, family engagement meetings, district leadership meetings.
 |
| 3. Describe the root cause(s) that was identified for each EDT disparity (gap). | * LEA identifies root causes.
* LEA describes how root causes were informed by stakeholder engagement.
* LEA describes how root causes are grounded in local evidence (e.g., TLCC survey data, HR data, turnover rates, evaluation data, other CNA data) or a strong rationale based on local evidence.
 | * In describing root cause, ensure that no personal identifying information is included.
* Consider data and district processes holistically when identifying the root cause.
 |
| 4. Describe the key strategies the LEA implemented/will implement to address each root cause. Include the timeline for implementing these strategies. | * LEA identifies evidence-based strategies that will address all identified medium and/or large EDT gaps and the root causes of those gaps.
* LEA describes, where possible, how strategies are informed by local data.
* The LEA includes a timeline for implementing strategies.
 | [Evidence-Based Interventions Webpage](https://www.cde.state.co.us/fedprograms/evidence_based_interventions) |

## ESSA School Improvement Narratives

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 1. What is the LEA's process for reviewing, approving, and monitoring improvement plans from ESSA-identified schools? If applicable, describe how the process differs for schools identified for Targeted Support and Improvement (TS), Additional Targeted Support and Improvement (ATS), and Comprehensive Support and Improvement (CS). | * LEA discusses the ongoing process used to review, approve and monitor CS, TS and ATS schools' improvement plans.
* LEA discusses how it will monitor implementation and ensure that plan implementation is improving student outcomes for the student group(s) that resulted in a school's identification for TS and/or ATS.
* LEA discusses how it will monitor and ensure that plan implementation is improving student outcomes for all students at CS schools.
* BOCES respond per member district.
 | * LEA may discuss the communication plans for ESSA Identified Schools.
* LEA may discuss the planning meetings with ESSA Identified Schools.
* [ESSA Improvement Planning Requirements Webpage](https://www.cde.state.co.us/fedprograms/essaplanningrequirements)
* [Methods for Identification and Exit Criteria for ESSA Support and Improvement Webpage](https://www.cde.state.co.us/fedprograms/essa_csi_tsi)
 |
| 2. For LEAs with CS and/or ATS schools, how does the LEA assist the schools in identifying and addressing any resource inequities? Guidance provided on the Resource Inequities Planning Requirements webpage | * LEA discusses how it supports identified CS and ATS schools with identifying and addressing resource inequities.
* BOCES respond per member district.
 | * LEA may discuss planning meetings which include examining school-level budgets and part of the planning process.
* [Resource Inequities Planning Requirements Webpage](https://www.cde.state.co.us/fedprograms/resource_inequities_planning_requirements)
 |
| 3. How will schools identified as CS, TS, or ATS and those schools with the highest percentage of children identified as low-income be prioritized within the proposed Title II activities? | * LEA describes how staff at CS, TS, or ATS schools are prioritized for supports funded by Title II, Part A.
* LEA describes how staff at CS, TS, or ATS schools with the highest percentage of children identified as low-income are prioritized for supports funded by Title II, Part A.
* BOCES may answer for each member district or one response for a BOCES-led activity.
 | * School poverty levels are available on the School Ranking page.
 |

## Targeted and Additional Targeted Support Schools

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 1. ESSA states the LEAs may determine when TS or ATS schools meet exit criteria. Select how the LEA will exit TS and ATS schools:A. The LEA will use the state’s exit criteria, which is to annually exit all schools no longer meeting the state's identification criteria for targeted (TS) or additional targeted support (ATS) and improvement.B. The LEA has established other exit criteria and timelines for exiting schools from the TS and ATS category as described below. | * LEA selects either A or B.
* If the LEA has established its own exit criteria and timelines for exiting schools, provide a narrative description.
* BOCES respond per member district.
 | * [Methods for Identification and Exit Criteria for ESSA Support and Improvement Webpage](https://www.cde.state.co.us/fedprograms/essa_csi_tsi)
* If the LEA is considering establishing its own criteria for exiting TS/ATS schools, please reach out to your Regional Contact to discuss prior to selection.
 |
| 2. In order to ensure schools identified for support and improvement under ESEA are appropriately reported to the U.S. Department of Education, and made eligible for school improvement funds, each LEA/BOCES must maintain a record and report to CDE when a school has exited from TS or ATS. All schools currently identified for TS or ATS will pre-populate in the list below. | * LEA makes a selection for each prepopulated school.
* BOCES respond per member district.
 | * For each school, indicate whether the district is exiting the school from TS/ATS status. If the LEA has indicated that it will annually exit all schools no longer meeting the state's identification criteria (Question 1); please select the "Pending state's identification process" option. When this option is selected, schools will be exited from TS/ATS status if they are not re-identified the subsequent year.
* If the LEA has indicated that it has established other exit criteria and timelines, please select "Yes" to indicate that a school has met the LEA's exit criteria and timeline, or "No" to indicate that the school has not yet met the LEA's exit criteria and timeline. The LEA should keep their process on file for monitoring.
 |

## Cross-Program: Annual Forms

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Retention of Funds Form | * LEA has a school(s) identified for Comprehensive, Targeted, or Additional Targeted Support and Improvement and submitted form.
* LEA needs to make a Yes or No selection.
 | [Methods for Identification and Exit Criteria for ESSA Support and Improvement Webpage](https://www.cde.state.co.us/fedprograms/essa_csi_tsi) |
| Tribal Consultation Attestation | * Only for identified LEAs.
* Form is complete.
 |  |
| General Assurances | * Form is complete and includes a signature and date
 |  |

# Title I, Part A

## Set-Asides, Data Profile, School Ranking, Preschool

### Parent Engagement

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Total Parent and Family Engagement Set Aside | * If Title I, Part A allocation exceeds $500,000, the LEA budgets at least 1% of the total allocation using the Parental Activities Set-Aside.
* The amount budgeted for Calculated Total for Parent and Family Engagement Set Aside Activities equals or exceeds the required 1% of the Title I, Part A allocation.
 | * [Elementary and Secondary Education Parent, Family and Community Engagement Webpage](https://www.cde.state.co.us/fedprograms/ti/parents)
* An error will appear if the amount budgeted does not match the LEA Set Aside amount.
 |
| District Level - Parent and Family Engagement (9212) - Optional | * If Title I, Part A allocation exceeds $500,000 AND more than 10% of the required 1% of the Parent Activity Set-Aside is budgeted at the district level, the LEA has submitted the "Parent Set Aside Rationale" available here.
* Budget matches the LEA Set Aside.
 | * [Title I, Part A District Level Set Asides (Formerly District Managed Activities)](https://www.cde.state.co.us/fedprograms/tiadma)
* An error will appear if the amount budgeted does not match the LEA Set Aside amount.
 |
| School Level - Parent and Family Engagement (9211) | * If Title I, Part A allocation exceeds $500,000, at least 90% of the required 1% for Parent Activity Set-Aside is budgeted at the school level.
 | * An error will appear if the amount budgeted does not match the LEA Set Aside amount.
 |

### Homeless and Neglected Set Asides

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Homeless Set Aside | * If accepting Title I, Part A, LEA budgets at least $50 for the Homeless Set-Aside.
* BOCES has a homeless set aside amount that equals the total to be set aside for all member districts.
 | * An error will appear in the budget section if the amount budgeted to 9202 - Title I, Part A Eligible Homeless Children Set Aside is at least $50.
 |
| Neglected Set Aside | * If the LEA has Neglected facilities, Neglected Institutions Set-Aside funds have been allocated to participating facilities.
 | [State and Federal Grants Allocations Webpage](https://www.cde.state.co.us/cdefisgrant/allocations) |

### Administration and Indirect Costs

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Administration | * LEA/BOCES administration costs do not exceed 10% of Title I allocation in combination with indirect costs.
 |  |
| Indirect Cost | * LEA/BOCES do not exceed the approved indirect cost rate (refer to the Indirect Cost Rate document provided); “0” is an acceptable value if LEA chooses not to take indirect costs, however the rate may not exceed the rate reflected on the Indirect Cost Rate document provided. Indirect cost in combination with administration costs may not exceed 10% of Title I allocation.
 | * [2024-2025 Indirect Costs](https://www.cde.state.co.us/cdefinance/icrc)
* The amount adjusts as LEAs budget items.
 |

### Additional Optional Set-Asides

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Preschool Set Aside | * The LEA has set aside no more than 30% of the Title I, Part A allocation.
* Dollar amounts in LEA Set Aside page matches amount in Budget Overview page.
 | [Title I, Part A District Level Set Asides (Formerly District Managed Activities)](https://www.cde.state.co.us/fedprograms/tiadma) |
| Family Literacy Set-Aside | * The LEA has set aside no more than 30% of the Title I, Part A allocation.
* Dollar amounts in LEA Set Aside page match amount in Budget Overview page.
 | [Title I, Part A District Level Set Asides (Formerly District Managed Activities)](https://www.cde.state.co.us/fedprograms/tiadma) |
| Additional Support for Schools Identified for Targeted Support or Comprehensive Support and Improvement | * The LEA has set aside no more than 5% of the Title I, Part A allocation.
* Dollar amounts in LEA Set Aside page match amount in Budget Overview page.
 | [Title I, Part A District Level Set Asides (Formerly District Managed Activities)](https://www.cde.state.co.us/fedprograms/tiadma) |
| Transportation for Eligible Students | * The LEA has set aside no more than 5% of the Title I, Part A allocation.
 | * [Title I, Part A District Level Set Asides (Formerly District Managed Activities)](https://www.cde.state.co.us/fedprograms/tiadma)
* Eligible students include those whose home school is identified for comprehensive support and improvement and transfer to another higher-performing public school in the district
 |
| District Set-Aside for Operational Need and/or Pay Differential | * If the the District Managed Activity Set-Aside (9206) exceeds 20% of the Title I, Part A allocation, a waiver has been submitted.
 | [DMA Waiver Smartsheet](https://app.smartsheet.com/b/home?dlp=%2Fsheets%2FxQV9FPPwpRWM2RrMJQqW8hr56XqpWf9882xvwg51&dlq=view%3Dgrid)[Title I, Part A District Level Set Asides (Formerly District Managed Activities)](https://www.cde.state.co.us/fedprograms/tiadma) |

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Summary  | * The amount remaining after Title I, Part A set-asides is budgeted to schools using Function Code 4010 - Title I, Part A or CSW - Consolidated School Wide.
* The "Remaining Title I, Part funds" matches the total allocated to schools on the School Ranking page.
 |  |

### LEA Data Profile

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| LEA Data Profile | The LEA has selected a poverty measure:* Free/Reduced Lunch (including federal FRPL and/or state household survey)
* Free and Reduced Meal & Community Eligibility Provision (CEP)
* Free Lunch
* TANF Eligibility
* Medicaid
* US Census Data
 | For more information on poverty measures, visit: [Title I Rank Order Webpage](https://www.cde.state.co.us/fedprograms/titleirankorder) |
| BOCES Data Profile | * BOCES selects "Refer to Member District Data Profile Selection".
 |  |

### School Ranking

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Qualifying Method | * LEA selects a Qualifying Method for Serving Schools and is serving schools according to the Qualifying Method selected.
* GAINS System will sort schools based on selection and "Eligibility for Service" will be selected.
 | [Title I Rank Order Webpage](https://www.cde.state.co.us/fedprograms/titleirankorder) |
| Minimum Per Pupil Amount | * The application provides the minimum per pupil amount which is the total Title I allocation for schools divided by the total number of low-income students in the district. This number is a recommended starting per pupil amount (not required) for each eligible school. The minimum per pupil amount ensures that each eligible school receives an allocation that is sufficient enough to administer high quality and evidence-based programming.
 | [Within Allocation Guidance](https://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https%3A/www.ed.gov/sites/ed/files/2022/02/Within-district-allocations-FINAL.pdf) |
| School Code, Grades Served and K-12 Enrollment Count | * This information is prepopulated based on October Count. If the LEAs enrollment, Free Lunch (FL) and Free and Reduced Lunch Count (FRL) do not match CDE's numbers, LEA may submit a form and as appropriate CDE will adjust information.
 | [Consolidated Federal Programs Application Webpage](https://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https%3A/www.ed.gov/sites/ed/files/2022/02/Within-district-allocations-FINAL.pdf) |
| Prior Year Program Type | * This information is prepopulated based last year's application.
 | [ESSA Schoolwide Plan Requirements and Rubric](https://www.cde.state.co.us/fedprograms/title_i_schoolwide_rubric) |
| Current Year Program Type | * The LEA selects the current program type for each school.
* If an LEA plans to switch programming, in the general comments box, confirm that X school will be switching from Targeted Assistance (TA) program to Schoolwide (SW) program or vice versa. If the school will be running a SW program, ensure that the school has developed a Schoolwide Plan and the LEA has approved the plan.
 | * Not Title I: LEA is serving within rank order poverty percentage requirements and selected a program type. Note whether LEA is serving all schools that were served in the prior year and/or whether all schools are being served in the same manner (i.e. Targeted Assistance, Schoolwide, Not Served).
* Schoolwide: For Schoolwide schools (SW) - LEA has an approved waiver on file for all schools with a poverty rate below 40%.
* [Title I, Part A Schoolwide Programs Webpage](https://www.cde.state.co.us/fedprograms/ti/a_sw)
* [ESSA Schoolwide Plan Requirements and Rubric](https://www.cde.state.co.us/fedprograms/title_i_schoolwide_rubric)
* Consolidated Schoolwide: If LEA chose Consolidated Schoolwide (CSW) on School Profile for any schools, the Consolidated School Wide funding source has been budgeted for those schools. [Title I Training Page Webpage](https://www.cde.state.co.us/fedprograms/titleitraining)
* Targeted Assistance: [Title I Targeted Assistance Programs Webpage](https://www.cde.state.co.us/fedprograms/ti/a_ta)
* Skipped: [P. 12 of Within District Allocations](https://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https%3A/www.ed.gov/sites/ed/files/2022/02/Within-district-allocations-FINAL.pdf)
* Closed: If the LEA has closed a school ensure that the appropriate documentation has been submitted to CDE. [School Code Change Requests Webpage](https://www.cde.state.co.us/datapipeline/schoolcodechanges)
 |
| Eligible by Other Factors: Legacy Schools | * If the LEA plans to serve a school for one additional year because that school is no longer eligible under any qualifying method, the LEA must select "Legacy" from Eligible by Other Factors dropdown.
 | * More information on serving a school for an additional year can be found on the [Title I, Part A District Level Set-Asides (Formerly District Managed Activities) Webpage](https://www.cde.state.co.us/fedprograms/tiadma)
 |
| Eligibility by Other Factors: Waiver (Schoolwide) | * For Schoolwide school - LEA has an approved waiver on file at CDE for all schools with a poverty rate below 40%.
 | * An LEA with a Schoolwide school with a poverty below 40%, needs to submit a waiver every 3 years (at the beginning of the Consolidated Application cycle), for existing SW programs or for any new schoolwide schools in the below 40% category. Waiver is available [here](https://app.smartsheet.com/b/form/2540944106c64790bc7739cc768bcc00).
 |

### Title I, Part A Allocations

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Allocations: Total Title I Allocation | * LEA has budgeted funds to all schools that were indicated as being served on the School Ranking page.
 |  |
| Remaining  | * LEA has less than $1 remaining to budget. If more than $0 remaining, a Warning will appear but will not prevent submission.
 |  |

### Preschool Table

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Preschool Table | * A selection is made for each school (Schoolwide (SW), Targeted Assistance (TA), Not Served (NS))
 | https://www.ed.gov/media/document/ti-hspps-guidance-108853.pdf |
| Preschool Table | * If Pre-School Set-Aside has been budgeted, locations match those listed in Pre-School Table.
 |  |
| Preschool Table | * Ensure that LEA has set aside funds for Preschools. Confirm in budget and on LEA Set-Aside page.
 |  |

# General Budget Guidance

## General Budget Guidance

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Object Code | * Select the appropriate object code for all budget lines.
 | * Object codes describe the service or commodity obtained as a result of the specific expenditure. Note: The list provided has been simplified for the convenience of filling out the Consolidated Application. A complete list of all object codes can be found in [the Chart of Accounts](https://www.cde.state.co.us/cdefinance/sfcoa).
* If a code that the district would typically use is not available, the LEA should "roll to the bold" and use the closest available code. For example, if a salary position would be coded to 0110 in the district's accounting system, then here it would be coded to 0100 salary
 |
| Function Code | * Select the appropriate funding source for all budget lines.
 |  |
| Program Code | * Select the appropriate program code for all budget lines.
 | * Instructional: Instructional includes those activities dealing directly with the interactions between staff and students.
* Support: Support service programs are those activities which facilitate and enhance instruction.
* Improvement of Instruction: Activities primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students.
* Administration: Activities concerned with 1) establishing and administering policy for operating the school district, 2) overall administrative responsibility for a school, or a combination of schools, 3) paying, transporting, exchanging, and maintaining goods and services for the school district. Included are the fiscal and internal services necessary for operating the school district.
 |
| Salary Position Code | * A salary position code is required if the object code selected is “0100 Salaries” or "0200 Employee Benefits."
* For stipends, please select "000 Stipends" as the salary position.
* For all other object codes (not salary or benefits), select "Not Applicable" for the salary position.
 | * These codes are cross-referenced to the job class codes in the [Chart of Accounts](https://www.cde.state.co.us/cdefinance/sfcoa).
* Not all salary positions contained in the Chart of Accounts are included in the Consolidated Application; only those that are allowable costs. Select the salary position that best aligns with the job description of the employee.
 |
| Major Improvement Strategies | * Ensure a Major Improvement Strategy (as described in the Cross Program narrative response) has been linked to each budget line expenditure, except for Indirect Costs.
 |  |
| Location Code | * Select the appropriate location code for all budget lines.
 |  |
| Quantity  | * For FTE expenditures, the quantity represents the portion of the FTE to be supported by the Title.
 | For example: .80 FTE funded by Title (Quantity); Annual Salary - $76,000 (Cost); Line Item Total Calculated - $60,000 (portion to be funded by Title |
| Cost | * The cost will multiply by the Quantity.
 |  |
| Section | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| Narrative Description  | * Coding aligns with activity description.
* Descriptions of activities are allowable, reasonable and allocable.
* Professional development activity descriptions detail how the PD will be delivered throughout the year.
 | * Necessary - a cost that is generally recognized as ordinary and necessary for the recipient.
* Reasonable - a cost is reasonable if it does not exceed an amount that a prudent person would incur, necessary for the efficient performance of the program, comparable cost for the geographic area, and aligned with local policies and procedures. (§ 200.404)
* Allocable - a cost that is incurred specifically for the program, benefits the program or its recipients/subrecipients, or is necessary to meet the program intent (§ 200.405)
 |
| Line Item Total | * Amount is calculated by multiplying Quantity and Cost.
 |  |
| Alternative Fund Use Authority (AFUA) | * AFUA line items match AFUA choices in Cross Programs section.
* AFUA line items have an allowable description and are coded correctly.
* If not AFUA eligible, funds should otherwise be transferred.
 |  |
| Item Key | * An Item Key will be developed for each budget line once the line is developed and saved.
 |  |
| Non-Public Schools | * If LEA is serving non-public schools under Title I, Part A, the LEA budgeted at least one line using the Non-public schools proportionate share set aside AND does not exceed or under serve the non-public schools accordingly. (i.e. minimum and actual budget must match).
 |  |
| Section | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| Indirect Costs and Administration | * Indirect and direct admin does not exceed 10% of the Title I, Part A allocation.
* Direct administration for Title III and Title IV may not exceed 2%.
 | * It is the responsibility of the LEA to ensure that the same costs are not included as both direct and indirect costs.
* [Direct Program, Direct Administrative, and Indirect Costs Webpage](https://www.cde.state.co.us/fedprograms/directandindirectcostguidance)
 |
| Food | * Title I family engagement funds may be used to provide light refreshments or small meals for parent and family engagement meetings, but schools must be sure that the cost meets "necessary and reasonable standards" established under 2 CFR 200.404.
* Generally, there is a very high burden of proof to show that paying for food and beverages with federal funds is necessary to meet the goals and objectives of a federal grant.
* Schools must consider whether the expense for food is excessive and whether other funding sources or donations could be used to provide the refreshments before using Title I funds. The time of day the parent and family engagement activity takes place is another consideration. If a meeting takes place during dinner time, it might be allowable to provide a low-cost meal.
* Title I should be the last resort for providing food to students, after all other resources have been exhausted.
* Schools should also consider several the following questions:
* Does the event address specific issues related to improving student achievement for the school's most at-risk students? Title I funds must be used to meet the aims of the program and should never be used for social activities or to pay for alcohol.
* Is the parent event or activity being held in a targeted assistance or schoolwide Title I school? If you're spending money on food in a targeted assistance setting, the meeting must be exclusively or primarily for Title I parents, though some non-Title I parents may attend.
* Does the district allow Title I funds for food?
 |  |
| Substitutes | * Use program code Improvement of Instruction for substitutes that are funded so teachers can go to professional development.
 |  |
| Supplemental Curriculum | * Include the name of the supplemental instructional resources.
* Indicate who will utilize the resources (i.e., students, staff).
* Consider use of materials depending on school program (Targeted Assistance/Schoolwide).
* Supplemental literacy curriculum purchased needs to be on the list of approved curriculums for K-3, according to the READ Act.
 | [Advisory Lists of Professional Development and Instructional Programming Webpage](https://www.cde.state.co.us/coloradoliteracy/readact/programming) |
| Section | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| Benefits | * Benefits should be between 25% and 40% of the salary.
* Ensure that there is a salary aligned with the benefits.
* If a salary does not include benefits add to the salary description that benefits will be covered elsewhere.
 |  |
| Stipends | * Include how many staff will receive a stipend and/or the amount each staff member will receive.
* Stipends need to support staff outside of contract hours and/or above and beyond the staff member’s current job description.
* Stipends must be reasonable and comparable to other stipends funded for other grants and must follow district stipend policies to ensure equitable distribution
 | * Written policy must include how and under what circumstances stipends are awarded (i.e., who gets the stipend, how the amount is determined, when it's paid, how often it's paid).
 |
| Consolidated Schoolwide | * If Consolidated Schoolwide (CSW) has been selected in the Title I School Ranking section, ensure that those schools have one budget line for CSW and, if applicable, a separate budget line for activities with a set-aside funding source (i.e., Parental Activities School Set-Aside).
 |  |
| Section | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| Student Rewards and Incentives | * Funds can be used for nominal incentives for performance and behavior rewards and incentives if included as part of the school's Title I plan, such as part of a reward system within the school's positive behavioral interventions and supports program. PBIS can also be supported through other ESEA sections, including ESEA Section 2103(b)(3)(F) and ESEA Section 4108(5)(G).
 | Incentives for attendance are unallowable - "to use Title I funds to pay for participation incentives because this would be tantamount to paying students to attend class or related school activities," ED officials wrote in Letter to State Official, 108 LRP 17748 (EDU 01/22/08). As such, the use of funds for those purposes would be in violation of the Uniform Grants Guidance allowable costs standard at 2 CFR 200.403. |
| Gift Cards | * Gift cards and/or cash rewards are **not** an allowable use of federal funds.
 |  |
| Entertainment | * Costs of entertainment, including amusement, diversion, and social activities and any associated costs (such as gifts), are not allowable unless they have a specific and direct programmatic purpose and are included in a federal award.
 |  |
| Travel | * Travel costs may be charged on actual cost basis, a per diem or mileage basis or a combination of the two, provided the method used is applied to an entire trop and not selected days of the trip.
 | * The method used must be consistent with state/local activities and established written policies.
* Must also document and justify that participation of an individual is necessary for the federal award and costs are reasonable and consistent with written policies
 |
| Technology | * Indicate the amount of technology to be purchased (i.e., number of Chromebooks)
* Discuss the needs that will be supported by the purchase and use of the technology and how this technology purchase is supplemental to the district's technology plan.
* Include approximately how many teachers and students will be using this technology.
 |  |
| Field Trips | * Provide additional detail regarding the travel description (i.e. how many students are attending field trips, where the field trips will be held, how many days, etc.).
* For Title I Schoolwide programs, include how the field trips are aligned to an identified need and/or strategy within the school's Title I Schoolwide plan.
* In Title I Targeted Assistance Programs, funds can only be used to address the needs of Title I students. Please describe how any field will specifically support Targeted Assistance students.
 |  |
| T-Shirts | * While this activity has been approved in the past, the Federal Programs team at CDE has been doing research on the use of Title I funds for the purchase of t-shirts for students. We have found that purchasing clothing, such as school uniforms or clothing for gym class, is an allowable use of Homeless Set-Aside funds. The use of Title I funds to purchase shirts for the personal use of all students, including for field trips or building group identity, is not allowed (2 CFR 200.445).
 |  |

## Title I, Part A Narratives

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 1. Describe the LEA and/or school's process for identifying and monitoring students not meeting or at risk of not meeting Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) standards. | LEA provides a description of: * how the LEA/ Title I schools identifies students most at risk of not meeting state standards.
* how the LEA/Title I schools regularly monitors the progress of at-risk students.
* the data used to identify students and the frequency with which data is collected and evaluated.
* BOCES respond per member district.
 | Consider the following groups in the LEA's response:* Low-income students, lowest achieving students, English learners/Multilingual learners, children with disabilities, children and youth in foster care, migratory children, children and youth experiencing homelessness, neglected, delinquent, and at-risk students identified under Title I, Part D, immigrant children and youth, American Indian and Alaskan Native students
* Response may discuss MTSS and/or data team meetings plans, procedures, or policies; LEA assessment plans, procedures, policies; LEA guidance regarding formative and summative assessments that are used to inform instruction
* Response should only address schools receiving Title I support.
* [Title I, Part A: Improving the Academic Achievement of the Disadvantaged Webpage](https://www.ed.gov/sites/ed/files/2022/02/Within-district-allocations-FINAL.pdf)
* [Title I Training Page Webpage](https://www.cde.state.co.us/fedprograms/titleitraining)
 |
| 2. Describe the support and services provided to homeless children and youths to support enrollment, attendance, school stability and academic success, and the guidance and support provided at the school level. | LEA describes:* the process used to identify children and youth experiencing homelessness in all schools.
* the methodology for determining the amount to be reserved.
* the services and supports for children and youth experiencing homelessness, including transportation
* how the proposed supports and services will support student progress toward grade-level standards.
* the data used to identify and evaluate supports and services for students experiencing homelessness.
* the supports and services are leveraged with other state, local and federal programs.
* BOCES respond per member district.
 | * For LEAs that do not currently have families that meet the McKinney-Vento definition, response should discuss the process and procedures if a family's living situation changes or a new family enrolls.
* Consider students attending public preschool, Head Start programs, and unaccompanied homeless youth.
* LEA may describe the McKinney-Vento liaison's job responsibilities
* [McKinney-Vento Homeless Education Webpage](https://www.cde.state.co.us/studentsupport/homeless_index)
 |
| 3. Indicate if the LEA plans to use Title I, Part A funds to implement discipline practices that reduce student removal from the classroom. Yes, the district will be using Title I, Part A funds to implement discipline practices that reduce student removal from the classroom. District will tag these lines accordingly in the budget.No, the district does not intend to use Title I, Part A funds to implement discipline practices that reduce student removal from the classroom. | * If the LEA selected yes, the reviewer will review expenditures in the budget. Budget description should discuss the need for the efforts, desired outcome and other information to determine reasonableness and allowability.
* OR box is checked indicating ESEA funds will not be used for this purpose.
* BOCES respond per member district.
 | * This question is specific to if the LEA is using Title I funds to support these efforts. If the LEA is NOT using Title I funds, select "No".
* CDE Discipline Policy: [Discipline Best Practices and Resources](https://www.cde.state.co.us/dropoutprevention/disciplinebestpracticesandresources)
 |
| 4. Indicate if the LEA plans to use Title I, Part A funds to effectively transition students through school and/or prepare them for college and career readiness.Yes, the district will be using Title I, Part A funds to effectively transition students through school and/or prepare them for college and career readiness. District will tag these lines accordingly in the budget.No, the district does not intend to use Title I, Part A funds to effectively transition students through school and/or prepare them for college and career readiness. | * If the LEA selected yes, the reviewer will review expenditures in the budget. Budget description should discuss the need for the efforts, desired outcome and other information to determine reasonableness and allowability.
* OR box is checked indicating ESEA funds will not be used for this purpose.
* BOCES respond per member district.
 | * This question is specific to if the LEA is using Title I funds to support these efforts. If the LEA is NOT using Title I funds, select "No"
 |
| Question | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| If receiving Neglected Funds:5. Describe the services being provided to children and youth in neglected facilities, delinquent facilities or community day programs that will improve the academic achievement of the children and youth. §§ 1113(c)(3)(A)(ii), §§ 1113(c)(3)(A)(iii) | LEA provides a description of:* the services provided to children and youth in neglected facilities
* how the LEA will provide services comparable to those provided to children in schools served with Title I, Part A.
* how the funds will be used to increase the academic achievement of children and youth.
* BOCES respond per member district.
 |  |

## Title I, Part A Budget

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| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Function Code | * Select the funding source that will be supporting the expenditures. If the LEA/BOCES will be retaining funds at the LEA/BOCES level, select the appropriate Function Code for that set aside (i.e., 9212 - Title I, Part A Parental Activities District Set Aside)
 |  |
| Specific Allowable Uses for Title I, Part A (Title I, Narrative Questions 3 and 4) | * Title I, Part A Question 3: If the LEA plans to use Title I, Part A funds to implement discipline practices that reduce student removal from the classroom, select the appropriate tag in the budget.
* Title I, Part A Question 4: If the LEA plans to use Title I, Part A funds to effectively transition students through school and/or prepare them for college and career readiness, select the appropriate tag in the budget.
* If the district will not be using Title I, Part A funds to support the above mentioned strategies, then no tag is needed.
 |  |
| Literacy Curriculum | * Supplemental literacy curriculum purchased needs to be on the list of approved curriculums for K-3, according to the READ Act.
 | [Advisory Lists of Professional Development and Instructional Programming Webpage](https://www.cde.state.co.us/coloradoliteracy/readact/programming) |
| General Budget Guidance | * Please see the “General Budget Guidance” section of this document for more support in creating the budget and for guidance on common uses of funds.
 |  |

# Title I, Part D

## Title I, Part D Narratives

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 1. Describe the programs funded by Title I, Part D, the children and youth that these programs serve, and how educational needs are met by utilizing Title ID funding. Include the following:- A description of facility admittance criteria for youth.- How the LEA will assess the educational needs of the children- How the LEA will include parents/family to support educational achievement of students- A general description of the evidence-based strategies that will address the identified needs | * LEA addresses all 4 bullet points included in the question
* BOCES respond per member district.
 | [Title I, Part D - Neglected and Delinquent Webpage](https://www.cde.state.co.us/fedprograms/ti/d) |
| 2. Please upload the Formal Agreement below. Note: If a formal agreement cannot be uploaded, please describe the LEA's plan and timeline for submitting. | * LEA uploads the most recent formal agreement.
* If the LEA does not have a written formal agreement, provide a description and timeline of the action steps that will be taken to meet this requirement.
* BOCES respond per member district.
 | * LEAs and Facilities must have a copy of formal agreements on file.
* Formal Agreement Guidance: [Title I, Part D- Neglected and Delinquent Webpage](https://www.cde.state.co.us/fedprograms/ti/d)
 |
| Question | **Minimum Required for Approval** | **Response Guidance & Helpful Resources** |
| 3. Describe the partnerships that the LEA has established with organizations to support children and youth (for example, correctional facilities, institutions of higher education, postsecondary and workforce readiness programs, probation officers). Ensure that any organizations supporting this work are included in the provided description. | * LEA describes the external partnerships established with organizations to support children and youth (for example, correctional facilities, institutions of higher education, postsecondary and workforce readiness programs, probation officers).
* Any organization that interacts with a facility or program receiving Title I, Part D funds are included in the description.
* BOCES respond per member district.
 | * LEA may discuss Information from any contracts, agreements and/or MOUs
 |
| 4. Describe how the LEA will ensure that students are receiving the same opportunities as students in local public schools which they would otherwise attend. | * LEA describes how services provided are comparable to those provided to children in schools served with Title I, Part A.
* LEA describes the way funds will be used to increase the academic achievement of children and youth.
* BOCES respond per member district.
 | * LEA may reference any applicable policies.
 |
| 5. Describe how the participating schools will facilitate a successful transition for children and youth from the correctional facilities to schools, including any social and health needs. | * LEA describes how the participating schools facilitate transitions for children and youth from correctional facilities to schools.
* BOCES respond per member district.
 | * If applicable, include a description of the types of services the schools will provide to the children and youth.
* LEA may discuss transition plans.
 |
| 6. Describe the steps the LEA will take to find alternative placements for children and youth unable to participate in a traditional public school program. | * LEA describes how it will find alternative placements for children and youth unable to participate in a traditional public school program.
* What policies, procedures, and processes are in place at the LEA to support students unable to participate in traditional schools programs.
* BOCES respond per member district.
 | * If applicable, a description of the policies or processes that are in place to determine when students are unable to participate in traditional public school and what steps are taken to find alternative placements.
 |
| 7. Describe how, when, and how frequently the Title I, Part D funded programs will be evaluated and how evaluation results will be used to inform future plans. | * LEA describes how, when, and how frequently the program will be evaluated
* LEA describes how evaluation results will be used to inform future plans.
* Description should include both LEA and facility procedures for evaluating programs.
* BOCES respond per member district.
 |  |

## Title I, Part D Budget

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Delinquent Facilities  | * Funds have been budgeted to the facilities listed in the Delinquent Facilities Table.
 |  |
| Budget Line Item Considerations | * The funding source matches the activity description.
* The activity category aligns with activity description and coding.
* Descriptions of activities are allowable, reasonable and necessary.
 | * Activities should support one of the three main tenets of Title I, Part D
 |
| General Budget Guidance | * Please see the “General Budget Guidance” section of this document for more support in creating the budget and for guidance on common uses of funds.
 |  |

# Title II, Part A

## Title II, Part A Narratives

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 1. Provide a brief summary of the LEA's system for professional growth (including induction and evaluation efforts supported with state and local funds). | * LEA provides a brief summary of the LEA's overall system of professional development for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
* BOCES may respond per member district or provide one response for a BOCES-led activity.
 | * Note: In addition to induction and evaluation efforts, the system of professional development will include the district's PD plan/priorities for the school year.
* [Title II, Part A webpage](https://www.cde.state.co.us/fedprograms/tii/a)
 |
| 2. Describe how Title II, Part A funds will be used to supplement, not supplant, the LEA’s professional growth and development efforts. | * LEA details how Title II, Part A funds are supplemental to the professional development offered with state and local funds and/or required by state statute (e.g. READ Act).
* LEA describes how the efforts funded with TII, Part A funds align to a need identified in the LEA's comprehensive needs assessment.
* A description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned to increasing student achievement to meet challenging State academic standards.
* BOCES may respond per member district or provide one response for a BOCES-led activity.
 | Consider how these activities will:* Increase student achievement consistent with the challenging State academic standards;
* Improve the quality and effectiveness of teachers, principals, and other school leaders;
* Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
* Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
* [Title II, Part A webpage](https://www.cde.state.co.us/fedprograms/tii/a)
 |

## Title II, Part A Budget

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Budget Line Item Considerations | * The funding source matches the activity description.
* The activity category aligns with the activity description and coding.
* Descriptions of activities are allowable, reasonable and necessary.
* The professional development plan describes how the PD will be delivered throughout the year. PD must be sustained, evidence-based, job-embedded and comprehensive.
 | When a training is part of a professional development or school improvement plan, stand-alone, one-day or short-term workshops may be allowable within the context of that structured plan. |
| Professional Development | Include information on: * Content
* Duration
* need that will be addressed
* who and how many staff members will attend.
 | Title II funds should not pay for READ Act trainings or other state required trainings. |
| AUFA and Transfers | * AFUA line items match AFUA choices in Cross Programs section.
* AFUA line items have an allowable description and are coded correctly.
* If not AFUA eligible, funds should otherwise be transferred.
 |  |
| Non-Public Schools | * Ensure professional development is secular.
* All non-public schools that requested Title II, Part A have received the school's equitable share.
 |  |
| Recruitment or Retention  | * Teacher recruitment or retention stipends must be supported by local district policy.
 |  |
| Stipends/Bonuses | * Include how many staff will receive a stipend and/or the amount each staff member will receive
 |  |
| General Budget Guidance | * Please see the “General Budget Guidance” section of this document for more support in creating the budget and for guidance on common uses of funds.
 |  |

# Title III, Part A

## Title III, Part A Narratives

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 1. Select the core English Language Development (ELD) programming methods/models of instruction provided within the LEA. Title III, Part A funds must be used for purposes that are supplemental to core ELD programming. This includes provision of direct instruction services, professional development, and the purchase of materials and supplies.  | * One box is selected per grade level span.
* If there is a different language of instruction for Transitional Bilingual and/or Dual Language/Two-Way Immersion programs, LEA includes that in text box.
* BOCES respond per member district. BOCES responses do not include grade level spans.
 | * All LEAs must provide a core ELD Program whether or not they receive Title III funds or be prepared to provide programming even if LEA currently does not have English Learners/Multilingual Learners (EL/ML) students enrolled (Lau v. Nichols, 1974).
* Federal grants, including Title I and III, must be supplemental to the core ELD Program(s) listed on this page.
* The core ELD Program(s) must be based on evidence-based approaches to developing English language proficiency, reasonably calculated, adequately resourced (i.e., resources, personnel), and regularly evaluated and revised to ensure the language barriers are being overcome.
* LEAs can select more than one core program method/model of instruction.
* LEA can use "Other" box for program that is not listed.
* For more information regarding ELD Programs see the [ELD Program Descriptions for GAINS](https://www.cde.state.co.us/fedprograms/core-eld-program-model-guidance)
* [ELD Program Requirements](https://www.cde.state.co.us/cde_english/eldrequirements)
* [Language Instruction Educational Program Plan](https://www.cde.state.co.us/cde_english/languageinstructioneducationalprogramplan)
* [Definition of an English Learner](https://ncela.ed.gov/title-iii-grants-faq)
 |
| Supplement, not Supplant Assurance | * Supplement, not Supplant checkbox is selected.
 |  |
| 2. Required Title III, Part A Activity: to increase the English language proficiency of multilingual learners by providing effective language instruction educational programs that meet the needs of multilingual learners and demonstrate success in increasing:* English language proficiency and
* Student academic achievement
 | * LEA selects at least one allowable activity and provides a brief overview of the supplemental activities (beyond required ELD Core Program/State and Federal Requirements) to be implemented this school year with Title III, Part A funds.
* BOCES answers for each member district
 | * Multiple checkboxes may be selected.
* Examples of Supplemental Supports:
* additional paraprofessional support supplemental to the core instruction
* tutoring
* professional development
* supplemental supplies such as vocabulary cards, manipulatives, and books
 |
| 3. Required Title III, Part A Activity: to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:* designed to improve the instruction and assessment of multilingual learners;
* designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for multilingual learners;
* effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
* of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate.
 | * LEA has completed the table by indicating the name of the professional development activity and providing information regarding the professional development plan to support ELs/MLs;
* LEA indicates who is attending the professional development, the duration, and how it is specific to supporting EL/ML students.
* BOCES provides answers for each member district
 | * Add multiple rows by selecting "Add Row" and provide descriptions of each professional development activity.
* If LEA is NOT utilizing Title III to pay for professional development, explain that by adding a row (Title III funds will not be utilized for this activity).
* LEA may consider consulting with district stakeholders to discuss needs for ELs/MLs.
 |
| 4. Required Title III, Part A Activity: parent, family, and community engagement in language instruction educational programs using Title III funding.Describe how the LEA uses Title III funds to implement EL/ML-specific parent, family, and community engagement. | * LEA has completed the table by providing how the LEA uses Title III funds to implement EL/ML-specific parent, family, and community engagement.
* BOCES answers for each member district.
 | * LEAs can add multiple rows by selecting "Add Row" and provide descriptions of each professional development activity.
* LEA must provide a response but does not need to use Title III funds.
* If LEA is NOT utilizing Title III to pay for this activity, the LEA provides an explanation by adding a row (Title III funds will not be utilized for this activity) Examples: EL/ML Family Night, family liaison position, family academy, youth/family coordinator, parent ESL classes, etc.
* The LEA should have a formal process to request translation/interpretation; LEAs should use caution in utilizing Title III funds for translation/interpretation; LEAs should use professional interpreters/translators
 |

## Title III, Part A Budget

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| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Budget Line Item Considerations | * Activity category aligns with activity description and coding.
* Descriptions of activities are allowable, reasonable and necessary.
* Expenditures are supplemental to core ELD programming.
* Professional development activity descriptions detail how the PD will be delivered throughout the year.
* Funding source matches descriptions of activity.
* If purchased service, activity description includes who/what/where/when (i.e. length of contract, etc.)/why.
* If Salary position, ensure the activity description includes FTE.
 | Allowable Uses: * Upgrade EL program objectives and effective EL instructional strategies (adult focused).
* Improve ELD programs for ELs by supplementing curricula, instruction materials, and educational software and technology that improve content and language acquisition (student-focused).
* Provide tutoring and intensified instruction for EL students.
* Develop and implement effective preschool, elementary school, or secondary school ELD programs that are coordinated with other relevant programs and services.
* Provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families.
* Improve instruction for EL students, including EL students with a disability or identified as gifted in a specific area.
* Offer early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve in postsecondary education.
 |
| Common Colorado Uses for Title III Funds | * Activity category aligns with activity description and coding.
* Descriptions of activities are allowable, reasonable and necessary.
* Expenditures are supplemental to core ELD programming.
* Professional development activity descriptions detail how the PD will be delivered throughout the year.
* Funding source matches descriptions of activity.
* If purchased service, activity description includes who/what/where/when (i.e. length of contract, etc.)/why.
 | Not Allowable:* Core ELD program resources (slide 8 of Internal Training)
* Curricular resources for ELD or content blocks
* ELD Resources - EL Achieve, Pearson Language Central, NatGeo Edge, Reach, Inside the USA
* READ Act approved programming
* Required FTE for core ELD Program
* Salary for EL Teacher
* FTE for core content programming
* Using TIII to pay for ELs to participate in an activity/purchase supplies paid for with local funds for other students
* Technology costs not directly related to supporting Els
* Migrant Education conference
* Meals
 |
| Translation/Interpretation | * 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.
* Title III cannot be used for parent conferences, parent requests for information, IEP meetings/plans, communications after an incident at school, PTA meetings, etc.
 |  |
| Administrative Maximum | * Maximum 2% of total allocation for administration of grant.
* LEA uses the "Administration" Function Code.
* Any funds reserved for administration costs may be used only for direct administrative costs.
 |  |
| General Budget Guidance | * Please see the “General Budget Guidance” section of this document for more support in creating the budget and for guidance on common uses of funds.
 |  |

# Title III, Part A: Immigrant Set-Aside

## Title III Immigrant Set-Aside Narratives

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 1. Based on a local needs assessment and stakeholder feedback, describe the current needs of the immigrant children, youth, and families served by the LEA.  | * LEA includes current immigrant student population demographics; how information was obtained (needs assessment including family involvement).
* LEA discusses at least one need (beyond language development) and how these funds support families new to the United States
* BOCES respond per member district.
 | * Federal definition of Immigrant Children & Youth: Immigrant children and youth: Are 3 through 21; Were not born in the U.S. or any U.S. Territory, and; Have not attended U.S. schools for more than three full academic years.
* LEA should consider completing a needs assessment; holding a family engagement meeting to discuss how to spend funds; collaborate with family engagement specialist.
* Note, immigrant families may not be in need of English language support.
 |
| 2. An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include the allowable activities listed below. Check box(es) and provide a description of how Title III, Immigrant Set Aside funds will be used to support immigrant children and youth. (List provided in GAINS) | * LEA provides a brief overview of how the LEA will be utilizing Title III, Immigrant Set Aside funds to support the allowable activity.
* BOCES respond per member district.
 | * To open a textbox to type a response, select the checkbox next to the allowable activity.
* Multiple checkboxes may be selected.
* [Title III Immigrant Set Aside Webpage](https://www.cde.state.co.us/fedprograms/titleiiiimmigrantsetaside)
* [Title III Immigrant Set-Aside Fund Small Bite Presentation](https://Thttps://www.cde.state.co.us/fedprograms/titleiiiimmigrantsetasidefundsmallbite)
 |

## Title III Immigrant Set-Aside Budget

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| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Budget Line Item Considerations | * Descriptions of activities are allowable, reasonable, and align with the intent and purpose of Title III, ISA.
* Narrative description explicitly describes how the services are provided for immigrant students and their families (shouldn't include wording about migrant students/families)
* Title III ISA funds expenditures provide enhanced instructional and supplemental support opportunities for immigrant students and their families.
* Funding source matches descriptions of activity.
* If purchased service, activity description includes who/what/where/when (i.e. length of contract) and why.
* Note, not all immigrants are learning English. If language development activities are listed, the LEA describes how these activities are specifically for immigrant students.
 | CDE Title III, Immigrant Set Aside webpage: <https://www.cde.state.co.us/fedprograms/titleiiiimmigrantsetaside> |
| Translation/Interpretation | * 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.
* Title III cannot be used for parent conferences, parent requests for information, IEP meetings/plans, communications after an incident at school, PTA meetings, etc.
 |  |
| General Budget Guidance | * Please see the “General Budget Guidance” section of this document for more support in creating the budget and for guidance on common uses of funds.
 |  |

# Title IV, Part A

## Title IV, Part A Narratives

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 1. Describe the process used by the LEA, including data that was considered and stakeholders that were involved, to prioritize the distribution of Title IV, Part A funds within the LEA to ensure that schools receiving allocations are those with the highest need(s), with the highest percentage of low-income students, identified for Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) plans, or identified as persistently dangerous schools, if applicable. | * **Allocation greater than $30,000:** LEA connects Title IV plans to the comprehensive needs assessment or a Title IV-only needs assessment.
* **Any allocation amount:** LEA describes the process that was used to prioritize the distribution of Title IV-A funds within the LEA, including data and stakeholder input.
* For BOCES, any member district that receives $30,000 or more, or the BOCES acts as a consortium implementing more than $30,000 of activities from the BOCES for multiple member districts (any Title IV funding amount), then a comprehensive needs assessment should be discussed for that member district or the consortium.
* BOCES respond per member district.
 | * For LEAs receiving an allocation of greater than $30,000, a comprehensive needs assessment must be conducted every three years to examine the needs for improvement of well-rounded educational opportunities, school conditions for student learning, and access to personalized learning experiences supported by technology.
* Connect Title IV plans to the comprehensive needs assessment or a Title IV-only needs assessment.
* Comprehensive needs assessments could be documented in the UIP, SCAP or other needs assessments specifically for Title IV.
* Stakeholders who were involved, including district/ school administrators, teachers, students, families, and community partners.
* Data that was considered (i.e., performance frameworks, school ESSA identification for improvement, poverty percentages, etc.)
 |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 2a. What is the overall objective for student achievement? | * All objectives need to be an allowable use of Title IV, Part A funds.
* **Allocation greater than $30,000:** LEA has included one or more objective(s) for **EACH** content category (Well-Rounded, Safe and Healthy Activities and Effective Use of Technology Activities) and aligns to the budget. This also applies to Consolidated Schoolwide (CSW) programs.
* **Allocation less than $30,000:** LEA has included one or more objectives in **ANY** content category (Well-Rounded, Safe and Healthy Activities and Effective Use of Technology Activities) and aligns to the budget. This also applies to Consolidated Schoolwide (CSW) programs.
* BOCES respond per member district.
 | * Consider what are reasonable expectations of success at the beginning, middle, and end of an activity or intervention.
* Allowable uses of funds: [CDE Title IV Planning Document](https://www.cde.state.co.us/fedprograms/title_iv_planning_resource_32724)
* Resources for planning Safe and Healthy objectives:
* CDE [Office of Health and Wellness](https://www.cde.state.co.us/healthandwellness)[National Center on Safe Supportive Learning Environments](https://safesupportivelearning.ed.gov/)[Colorado School Safety Resource Center](https://oss.colorado.gov/resources/oss-tools-and-templates) Federal [School Safety Clearinghouse](https://www.schoolsafety.gov/) Resources for planning Use of Technology objectives:[The International Society for Technology in Education (ISTE)](https://iste.org/standards)[National Educational Technology Plan](https://tech.ed.gov/netp/)

Activities to Support Well-Rounded Educational Opportunities: * STEM programs
* Music and art programs
* Language offerings
* Opportunity to earn credits from institutions of higher learning
* Reimbursing low-income students to cover the costs of accelerated learning examination fees
* Environmental education
* Promoting volunteerism and community involvement

Activities to Support Safe and Healthy Students:* School based mental health servicesDrug and violence prevention activities that are evidence-based
* Integrating health and safety practices into school or athletic programs
* Nutritional education and physical education
* Instructional practices for developing relationship-building skills
* Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment
* Establishing or improving school dropout and reentry programs

Activities to Support the Effective Use of Technology:* Building technological capacity and infrastructure
* Carrying out blended learning opportunities
* Providing professional development on the use of technology to enable teachers to increase student achievement in STEM areas
* Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences
* Providing educators, school leaders, and administrators with professional learning tools, devices, content and resources to:
* Personalize learning
* Discover, adapt, and share relevant high-quality educational resources
* Use technology effectively in the classroom
* Implement and support school and districtwide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
 |
| 2b. Please provide a measurable, quantifiable outcome for the objective. | * LEA includes **measurable**, **quantifiable** student outcomes that align with the objective.
* All intended outcomes are an allowable use of Title IV, Part A funds.
* This also applies to Consolidated Schoolwide (CSW) programs.
* BOCES respond per member district.
 | * State a student outcome that is measurable, quantifiable, and attainable and will yield reasonable results. Consider what are reasonable expectations of success at the beginning, middle, and end of an activity or intervention.
* These metrics will be how the LEA rates the effectiveness of Title IV activities in the following year.
 |
| 2c. How will the LEA evaluate the effectiveness of the objective? | * LEA describes the process for how it will evaluate the effectiveness of the activities and programs throughout the year based on identified objectives.
* This also applies to Consolidated Schoolwide (CSW) programs.
* BOCES respond per member district.
 | * LEA provides an evaluation timeline
* CDE [Program Evaluation](https://www.cde.state.co.us/fedprograms/progevaltrainings) Training
 |

## Title IV, Part A Evaluation and Effectiveness

|  |  |  |
| --- | --- | --- |
| Question | Minimum Required for Approval | Response Guidance & Helpful Resources |
| 3a. What were the previous year's objectives? | * Includes previous year's objectives in the appropriate content category (Well-Rounded, Safe and Healthy Activities and Effective Use of Technology Activities).
* BOCES respond per member district.
 | * This response cannot prepopulate. Please copy and paste the previous year's objectives. The objectives are located in question 2a in the Title IV Narratives section in the previous year's Consolidated application.
* This also applies to Consolidated Schoolwide (CSW) programs.
 |
| 3b. What was the previous year’s measurable outcome?  | * Includes previous year’s measurable outcome in the appropriate content category.
* BOCES respond per member district.
 | * This response cannot prepopulate. Please copy and paste the previous year's outcomes. The outcome is located in question 2b in the Title IV Narratives section in the previous year's Consolidation Application.
* This also applies to Consolidated Schoolwide (CSW) programs.
 |
| 3c. What was the progress toward meeting the objective and outcome? Select one of the following:- Exceeded expectations- Met expectations- Progressing toward expectations- Did not meet expectations- Objective funds diverted to other objectives | * The LEA selects the applicable progress for each objective.
* BOCES respond per member district.
 | * This also applies to Consolidated Schoolwide (CSW) programs.
 |

## Title IV, Part A Budget

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Budget Line Item Considerations | * The funding source matches the tags and activity description. For example, an activity with a Well-Rounded Education funding source must have Well-Rounded Education tags and a description aligned with allowable uses of funds for Well-Rounded Education.
* The activity category aligns with activity description and coding.
* Descriptions of activities are allowable, reasonable and necessary.
 | Prohibited Activities:* Construction (major building construction, structural alterations to buildings, building maintenance, and repairs)
* Non-educational games, devices, and field trips
* Social/entertainment events
* Costs associated with purchase of firearms, storage and training
* Food (may be permissible if reasonable/necessary to meet intent/purpose of program)
* Gift cards, incentives/prizes of monetary value (PBIS incentives should be nominal in value and educational in nature)
 |
| AFUA | * AFUA line items match AFUA choices in Cross Programs section. AFUA line items have an allowable description and are coded correctly. If not AFUA eligible, funds should otherwise be transferred.
 | [AFUA Training Guidance](https://docs.google.com/presentation/d/1JtVt7s4fPehMZdqG51KSog9bvEfX5_P5nbuXrHrXUuo/edit#slide=id.g27258c69506_0_239)  |
| Apportionment Requirement | * For LEAs receiving $30,000 or greater: The LEA must budget 20% of the total Title IV allocation for Well-Rounded Education, 20% of the total Title IV allocation for Safe and Healthy Students, and an amount greater than $0 for Effective Use of Technology.
* The Title IV Apportionment Waiver has been submitted if the LEA plans to forego the apportionment requirement (20% WRE, 20% SHS, and a portion in EUT).
* For LEAs receiving less than $30,000: An amount must be budgeted in at least one content category. The apportionment requirement does not apply.
 | [Waivers for the Consolidated Application](https://www.cde.state.co.us/fedprograms/consappwaivers) |
| Effective Use of Technology (EUT) Infrastructure Maximum | * The LEA budgeted no more than 15% of the Effective Use of Technology allocation on devices, equipment, software applications, platforms, digital instructional resourcesand/or other one-time IT purchases
* The Title IV Technology Infrastructure Maximum Waiver has been submitted if the LEA plans to exceed the infrastructure maximum.
 | [15% Rule Training Guidance](https://docs.google.com/presentation/d/1JtVt7s4fPehMZdqG51KSog9bvEfX5_P5nbuXrHrXUuo/edit#slide=id.g27258c69506_0_223)[Waivers for the Consolidated Application](https://docs.google.com/presentation/d/1JtVt7s4fPehMZdqG51KSog9bvEfX5_P5nbuXrHrXUuo/edit#slide=id.g27258c69506_0_223https://www.cde.state.co.us/fedprograms/consappwaivers) |
| Administrative Maximum | * Administrative costs are less than 2% of the Title IV, Part A allocation.
 |  |
| Carryover | * All carryover is coded to one of the content category carryover function codes for district, public/ charter school, and non-public school locations.
* Ensure that the total amount coded as carryover equals the total amount of carryover in the Allocation section.
 | [Carryover Training Guidance](https://docs.google.com/presentation/d/1JtVt7s4fPehMZdqG51KSog9bvEfX5_P5nbuXrHrXUuo/edit#slide=id.g27258c69506_0_206)  |
| Non-Public Schools | * Ensure all non-publics that requested to participate (information collected on Consultation Form) in Title IV have budget lines that equal the school's equitable share. The amount budgeted must exactly match the Title IV equitable share in the NPS section for the current year allocation and carryover.
 |  |
| Consolidated Schoolwide | For Consolidated Schoolwide only:* For LEAs receiving $30,000 or greater: The Apportionment requirement is tracked locally, but the Consolidated Application requires LEAs to budget 20% of the total Title IV allocation for Well-Rounded Education, 20% of the total Title IV allocation for Safe and Healthy Students, and an amount greater than $0 for Effective Use of Technology. The LEA may choose which CSW locations are budgeted to each content category.
* For LEAs receiving less than $30,000: An amount must be budgeted in at least one content category. The apportionment requirement does not apply.
 |  |
| General Budget Guidance | Please see the “General Budget Guidance” section of this document for more support in creating the budget and for guidance on common uses of funds. |  |

# Title V, Part B

## Title V, Part B Budget

|  |  |  |
| --- | --- | --- |
| Section | Minimum Required for Approval | Response Guidance & Helpful Resources |
| Budget Line Item Considerations | * The funding source matches the activity description.
* The activity category aligns with the activity description and coding.
* Descriptions of activities are allowable, reasonable and necessary.
 | * Note that in Title V, Part B there are 2 formula grant programs: SRSA and RLIF. Only RLIF funds are managed by CDE and are included in the Consolidated Application. SRSA is managed by the Department of Education at the federal level and, specifically, is managed by the REAP Team (reap@ed.gov).
 |
| Function Code | * Select the funding source that will be supporting the expenditures including the program under which the activity is allowable. For example, if Title V is supporting an activity allowable under Title I, Part A, use the function code "TVB (TIA) - Title V, Part B - Title I, Part A Activity".
 | * Visit the different program tabs in this planning resource for additional guidance on allowable activities.
* [Title V, Part B Webpage](https://www.cde.state.co.us/fedprograms/ov/tvb)
 |