

Instructions

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

**Program Monitoring Self-Assessment (PMSA)**

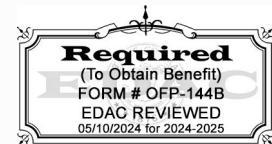
CDE's goal in monitoring is to help build the capacity of school districts so that they are aware of the requirements of the federal funds, have the ability to self-assess against the requirements of the grants, and understand how they can utilize funding under the grants to improve services for children. Monitoring begins during the application review process and provides an opportunity to support, collect and evaluate information provided by Local Education Agencies (LEAs). The self-assessment provides an additional level of oversight for all LEAs receiving federal funds to ensure compliance with program requirements. Additional information regarding monitoring, including the program requirements, can be found [here](#).

CDE will use the results of this self-assessment to identify training, support, or guidance needed by LEAs to improve implementation of ESEA/ESSER programs. CDE will not be able to determine compliance based solely on self-assessment responses.

**Directions:**

In order to complete the self-assessment, LEAs should review the required elements listed in each of the sections and reflect on current practices related to their implementation of the requirements. Each section of the self-assessment will include an implementation rating scale, a narrative response, and the opportunity to identify additional support(s) that might be provided or supported by CDE. The narrative responses are **required** and should provide a summary of how the LEA is implementing the requirements within each section and the rationale for how the LEA determined their implementation rating.

The LEA may find that a team approach is most supportive for being able to respond to all of the requirements included. The self-assessment should only be submitted once it has been fully completed.



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**General Education Provisions Act (GEPA)**

The LEA has a process for annually reviewing and implementing the steps outlined in the GEPA statement to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs. Additional information regarding the General Education Provisions Act can be found [here](#). LEAs may also refer to ID 9.9 in the [Program Requirements document](#) for additional information.

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

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

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

- 4 - We are implementing **all** requirements.
- 3 - We are implementing **most** of the requirements.
- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

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

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

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

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

Documents 

Type	Document Template	Document/Link
ESEA Monitoring: General Education Provisions Act (GEPA)	N/A	

## Providing Equitable Services

### Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0

The LEA does not have any non-public schools within the LEA's boundaries and/or the non-public schools are not eligible to participate. Note: This section is required if the LEA has non-public schools that require consultation but do not participate.

### Providing Equitable Services

Each LEA must have a process it follows for consulting with non-public schools. Through the consultation process, LEAs and non-public schools discuss the amount of funding available and the allowable uses of funds. Additional information regarding Providing Equitable Services can be found [here](#). LEAs may refer to SE 9.11, FR 1.7, FR 9.3, FR 9.4, FR 9.5, and FR 9.6 in the [Program Requirements document](#) for additional information.

All eligible non-public schools are consulted in a timely, meaningful, and ongoing manner with documentation of outreach.

Consultation forms show evidence of an acknowledgement from the non-public school that funds will be obligated within the funding year.

The LEA has a process that it follows for determining and distributing the proportionate share of federal funds to provide equitable services to non-public schools.

The LEA can demonstrate alignment between the consultation forms and the proposed budget submitted through the application for funds. Additional changes to activities may be made during the ongoing consultation process.

All equitable services provided to non-public schools with federal funds are for activities that match those described in the approved budget items from the application for funds and for activities that are secular, neutral, and non-ideological.

The LEA's fiscal plans and procedures demonstrate control of funds and acquired property.

The LEA determines the proportional share of Title I funds available for equitable services for eligible private school children based on the total amount of Title I funds received by the LEA prior to any allowable expenditures or transfers of funds.

Carryover funds are tracked and made available to any non-public school that did not utilize all of its funds in the previous year.

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

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

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

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

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

\* Please provide a narrative summary of how the LEA is implementing the requirements described above for the provision of Equitable Services. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the

requirements in this section.

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

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

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

#### Documents

Type	Document Template	Document/Link
ESEA Monitoring: Providing Equitable Services	N/A	

Stakeholder Engagement

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

**Stakeholder Engagement**

The LEA meaningfully engages parents, families, and community members and communicates information in a timely manner in a language and a format that parents, families, and community members can understand, to the extent practicable. Additional information regarding Stakeholder Engagement can be found [here](#). LEAs may also refer to SE 9.1, SE 9.2, SE 1.1, SE 1.2, SE 1.3, SE 1.4, and SE 1.6 in the [Program Requirements document](#) for additional information.

- The LEA provides the opportunity for stakeholders to provide feedback on the LEA's plan for the use of federal funds, including, but not limited to, Title I, Title II, Title III, and Title IV funds.
- Complete plans, or plan summaries, are posted for public comment.
- The LEA provides clear and concise communications in a format and language that parents and families of all participating students can access and understand.
- The LEA can demonstrate that parents whose primary language is not English are able to participate in engagement opportunities and provide input.
- The LEA completes and publishes an annual report on the district's website OR provides a link to the CDE annual report.
- The LEA has a written policy that establishes expectations and objectives for meaningful parent and family engagement created in collaboration with parents and families.
- The LEA ensures that each Title I school has its own school-level family engagement policy or is using the district-level policy and that the schools conduct an annual meeting to inform families of the school's participation in Title I, provide a description of the school's curriculum and academic assessments used to measure student progress, and inform parents of their rights under Title I.
- Annual Meeting(s) are convened for parents and families of all participating students in a timely, convenient, inclusive and flexible manner.
- The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the parent and family engagement policy and makes revisions to the policy as needed.
- The LEA provides training and support to build the capacity of parents and families to support their students.

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

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

- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

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

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

- Additional training from CDE (Office Hours, Regional Network Meetings)
- Individualized technical assistance from CDE
- Access to webinars, articles and/or other resources
- Collaboration with another LEA
- No support needed at this time
- Other:

Documents		
Type	Document Template	Document/Link
ESEA Monitoring: Stakeholder Engagement	N/A	

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

**Student Performance**

Title I schools are required to inform each parent of a student attending a Title I school information on their student's level of achievement and growth on Colorado's academic assessments. Additional information regarding Student Performance can be found [here](#). LEAs may also refer to SE 9.4, SE 9.6, SE 9.7, ID 9.8, ID 1.1, ID 9.10, and ID 9.11 in the [Program Requirements document](#) for additional information.

Families and parents are notified of their students' performance (achievement and growth) on READ Act Assessments, CMAS, ACCESS for ELs, PSAT and SAT, and any alternative assessments.

The LEA has written plans, procedures, or policies for parents to request assessment information, including opt-out procedures.

The LEA sends clear and concise assessment communication in a format and language that parents and families can access and understand.

The LEA has written plans, procedures, or policies for sharing information on required assessments, including making assessment information widely available through distribution of information to the media, through public agencies, or directly to parents.

When selected, the LEA participates in the National Assessment of Educational Progress.

The LEA regularly uses data to identify and disaggregate trends and needs in order to plan and implement instructional services for students based on identified gaps and individual needs.

The LEA has a policy and process in place to ensure students and families are notified annually of their rights under FERPA.

The LEA has a policy and process in place to ensure that students and families are aware of their rights under PPRA.

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

- 4 - We are implementing **all** requirements.
- 3 - We are implementing **most** of the requirements.
- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

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

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

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

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

### Documents

Type	Document Template	Document/Link
ESEA Monitoring: Student Performance	N/A	

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

**ESEA Use of Funds**

LEAs must use ESEA funds for authorized purposes only. Additional information regarding the Use of ESEA Funds can be found [here](#). LEAs may also refer to ID 9.1 in the [Program Requirements document](#) for additional information.

The LEA has processes in place to ensure that expenditures using ESEA funds match the activities approved by CDE through their Consolidated Application.

Funded and implemented activities comply with federal statutes, regulations, and terms and conditions of the grant program, including those outlined in the application, assurances, and grant award letters.

The LEA ensures that funded and implemented activities are reasonable, necessary, and allocable to the applicable ESEA program:

Title I, Part A - provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps.

Title I, Part D - (1) to improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet; (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Title II, Part A - increase student achievement consistent with the challenging state academic standards; improve quality and effectiveness of teachers, principals, and other school leaders; and 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 III, Part A - (1) help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet; (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

(4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and

youth, to enter all-English instructional settings; and (5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners

Title IV, Part A - (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title V, Part B - to address the unique needs of rural school districts.

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

- 4 - We are implementing **all** requirements.
- 3 - We are implementing **most** of the requirements.
- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

\* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's uses of ESEA funds. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

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

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

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

#### Documents

Type	Document Template	Document/Link
ESEA Monitoring: ESEA Use of Funds	N/A	

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

Please check the box if the LEA does not have any Title I Schoolwide Programs.

**Title I, Part A Programming**

Title I, Part A targets resources to districts and schools in greatest need and is intended to support student achievement and growth at the school level. Title I, Part A funds should be used to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education and close educational achievement gaps. Additional information regarding Title I, Part A Programming can be found [here](#). LEAs may also refer to SE 9.9, ID 1.2, ID 1.12, ID 1.14, ID 1.15, ID 1.16, ID 1.18, ID 1.19, ID 9.4, ID 9.5, ID 9.7, EP 1.1, and EP 1.2 in the [Program Requirements document](#) for additional information.

**For LEAs with Schoolwide Title I Programs**

All schools within the LEA operating Schoolwide Title I programs have schoolwide plans that include a comprehensive needs assessments, are developed with stakeholder input, include instructional strategies that strengthen the academic program of the school, address the needs of students at risk of not meeting Colorado Academic Standards and Colorado English Language Proficiency standards, and are made publicly available.

The LEA has a process for monitoring and evaluating the effectiveness of schoolwide programs and can demonstrate that evaluation results inform revisions to the schoolwide plans.

Activities implemented using ESEA funds have been coordinated with other relevant programs, such as IDEA services for students with disabilities or linguistic services for English learners.

If applicable, consolidated schoolwide plans clearly describe how the school meets the intent and purpose of each federal program that is consolidated.

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

- 4 - We are implementing **all** requirements.
- 3 - We are implementing **most** of the requirements.
- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

\* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title I Schoolwide Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

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

- Additional training from CDE (Office Hours, Regional Network Meetings) 🗨️
- Individualized technical assistance from CDE 🗨️
- Access to webinars, articles and/or other resources 🗨️
- Collaboration with another LEA 🗨️
- No support needed at this time 🗨️
- Other: 🗨️

Documents <span style="float: right;">🗨️</span>		
Type	Document Template	Document/Link
ESEA Monitoring: Title I, Part A Programming	N/A	

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

Please check the box if the LEA does not have any Title I Targeted Assistance Programs.

**Title I, Part A Programming**

Title I, Part A targets resources to districts and schools in greatest need and is intended to support student achievement and growth at the school level. Title I, Part A funds should be used to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education and close educational achievement gaps. Additional information regarding Title I, Part A Programming can be found [here](#). LEAs may also refer to SE 9.9, ID 1.2, ID 1.12, ID 1.14, ID 1.15, ID 1.16, ID 1.18, ID 1.19, ID 9.4, ID 9.5, ID 9.7, EP 1.1, and EP 1.2 in the [Program Requirements document](#) for additional information.

**For LEAs with Targeted Assistance Title I Programs**

Schools have a process for systematically and regularly identifying students to receive targeted assistance support using a body of evidence that demonstrates student progress toward meeting Colorado Academic Standards and Colorado English Language Proficiency standards

The LEA has a process for monitoring and evaluating the effectiveness of targeted assistance programs and can demonstrate that evaluation results inform revisions to the plans for the schools.

Educators who provide services to eligible students are the only ones that participate in and benefit from any professional development opportunities paid for and provided with Title I funds.

The LEA and/or school implements plans, procedures, or practices that minimize the removal of children from the regular classroom during school hours for their participation in the targeted assistance program.

The LEA and/or school has plans, procedures, or policies for progress monitoring and reidentifying students for services.

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

Activities implemented using ESEA funds have been coordinated with other relevant programs, such as IDEA services for students with disabilities or linguistic services for English learners.

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

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

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

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

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

\* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding regarding the LEA's Targeted Assistance Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

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

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

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

#### Documents

Type	Document Template	Document/Link
ESEA Monitoring: Title I, Part A Programming	N/A	

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

**Title I, Part A Programming**

Title I, Part A targets resources to districts and schools in greatest need and is intended to support student achievement and growth at the school level. Title I, Part A funds should be used to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education and close educational achievement gaps. Additional information regarding Title I, Part A Programming can be found [here](#). LEAs may also refer to SE 9.9, ID 1.2, ID 1.12, ID 1.14, ID 1.15, ID 1.16, ID 1.18, ID 1.19, ID 9.4, ID 9.5, ID 9.7, EP 1.1, and EP 1.2 in the [Program Requirements document](#) for additional information.

**Multilingual/English Learners**

Under ESSA, the requirement to identify English learners has moved from Title III, Part A to Title I, Part A. Title I grantees must notify parents if a student has been identified as an EL. This notification must be sent no later than 30 days after the beginning of the school year (CDE defines the date of October 1 for beginning of school year), and must include:

- the process by which the child was identified,
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement,,
- the programs offered by the district designed for English Learners,,
- how the programs will meet the educational strengths and needs of the child,,
- how the programs will specifically help their child learn English and meet age appropriate academic achievement standards,,
- the specific exit requirements of the programs, and,,
- how the program meets the objectives of an individualized education program, if applicable.,

Notifications must be understandable and, to the extent practicable, in a language the parent can understand.

The LEA holds regular meetings with parents and families of multilingual learners (MLs)/English Learners (ELs) to provide information on how parents and families can be involved in the education of their children, including being active participants in assisting their children to attain English proficiency and meet Colorado Academic Standards, and to collect recommendations for Title I and/or Title III programming.

The LEA/consortium follows state guidance and procedures for the identification of MLs/ELs within 30 days of the first day of school or within 15 days after October 1.

The LEA/consortium follows state guidance and procedures for redesignating MLs/ELs.

The LEA ensures parent notification letters include all statutory requirements and are provided in languages and formats based on needs of parents and families.

English proficiency is annually assessed for MLs/ELs.



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

- 4 - We are implementing **all** requirements.
- 3 - We are implementing **most** of the requirements.
- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

\* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding regarding the LEA's multilingual learner/English Learner Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

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

- Additional training from CDE (Office Hours, Regional Network Meetings)
- Individualized technical assistance from CDE
- Access to webinars, articles and/or other resources
- Collaboration with another LEA
- No support needed at this time
- Other:

### Documents

Type	Document Template	Document/Link
ESEA Monitoring: Title I, Part A Programming	N/A	

Serving Special Populations

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

**Serving Special Populations**

Additional information regarding Serving Special Populations can be found [here](#). LEAs may also refer to ID 1.6, ID 8.1, ID 8.2, ID 8.3, ID 8.4, ID 9.3, ID 9.6, ID 1.9, ID 1.11, ID 1.20, ID 1.21, FR 1.8, and FR 1.9 in the [Program Requirements document](#) for additional information.

The LEA implements a process and timeline for reviewing their McKinney-Vento policy and procedures, including a methodology for determining the amount to be budgeted for the Homeless Set-Aside.

The LEA ensures that parents and youth are informed of educational rights under McKinney-Vento and the process by which McKinney students are identified in the LEA.

The LEA has designated a liaison to carry out the duties designated in the McKinney-Vento Education of Homeless Children and Youth Assistance Act section in the Consolidated Application.

The LEA has written plans, procedures, or policies for determining best interest and school of origin feasibility decisions and for providing transportation for children in foster care and homeless children and youths.

The LEA has coordinated early child education programs with Head Start agencies and other early childhood education providers within the LEA.

When remaining in such school is not in the best interest of the child, the LEA/BOCES policies and practices ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records.

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

- 4 - We are implementing **all** requirements.
- 3 - We are implementing **most** of the requirements.
- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

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

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

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

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

### Documents

Type	Document Template	Document/Link
ESEA Monitoring: Serving Special Populations	N/A	

Schools Identified for Improvement (Federal Accountability)

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

Please check the box if the LEA does not have any schools identified for Support and Improvement (CS/TS/ATS).

**Schools Identified for Improvement (Federal Accountability)**

ESSA requires states to develop a statewide accountability system, with long-term and interim progress goals, for all students and specific disaggregated groups, based on five indicators: academic achievement and growth in English language arts (ELA) and mathematics, English language proficiency for English learners, graduation rates, and school quality or student success. ESSA requires that states have identified schools for improvement and support in three categories: **Comprehensive (CS)** and **Targeted (TS) Support and Improvement**, and **Additional Targeted Support and Improvement (ATS)**.

Additional information regarding Schools Identified for Improvement can be found [here](#). LEAs may also refer to ID 1.3, ID 1.4, ID 1.5, and ID 1.10 in the [Program Requirements document](#) for additional information.

Please see the [CDE Identification Dashboard](#) to view the district and school designations for state and federal accountability. Please refer to the [CDE Resource Inequities Planning Page](#) for further guidance on evaluating and addressing resource inequities at the LEA level and for CS and ATS schools.

The LEA has notified schools identified for Comprehensive Support and Improvement (CS), Targeted Support and Improvement (TS), or Additional Targeted Support and Improvement (ATS) of their identification and has supported the school with developing their improvement plan.

The LEA has ensured that CS-identified schools have submitted their Improvement plans for review and approval by CDE.

The LEA has processes in place to review, approve, and monitor the implementation of the improvement plans for any identified CS, TS, and/or ATS schools.

The LEA ensures that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed.

The LEA examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

The LEA ensures that any schools identified for Comprehensive Support and Improvement (CS) or Additional Targeted Support and Improvement (ATS) have identified and documented any resource inequities in their improvement plans.

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

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

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

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

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

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

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

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

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

#### Documents

Type	Document Template	Document/Link
ESEA Monitoring: Schools Identified for Improvement (Federal Accountability)	N/A	

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

**Title I, Part A Fiscal Requirements**

Additional information regarding the Title I, Part A Fiscal Requirements can be found [here](#). LEAs may also refer to FR 1.1, FR 1.2, FR 1.3, FR 1.4, FR 1.5, FR 1.6, and FR 9.2 in the [Program Requirements document](#) for additional information.

- The LEA has an approved Supplement, not Supplant methodology that allocates State and local (non-Federal) funds to each school receiving Title I assistance in a manner that ensures each school is receiving the same amount it would have regardless of whether the school received Title I assistance.
- The method of poverty selected in the Consolidated Application is consistently applied to all schools to determine which schools will be served and all schools with poverty rates above 75% are served.
- Budget reports demonstrate that the LEA is in compliance with allocating funds by rank order (schools with higher poverty rates are served with equal or greater per-pupil allocations than schools with lower poverty rates).
- The LEA has submitted demonstration of compliance with comparability requirements when required.
- The LEA's Annual Final Expenditure report reflects carryover not greater than 15% of the total Title I, Part A allocation unless the LEA has applied for and received a Carryover Waiver.
- If the LEA is serving any schools with poverty rates below 35%, expenditure reports reflect that the LEA distributed at least 125% of the per-pupil allocation to all Title I schools.
- The LEA provides a consistent (no less than 90 percent of the previous year's allocation) level of financial support to each public school within the LEA.


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


- 4 - We are implementing **all** requirements.
- 3 - We are implementing **most** of the requirements.
- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

\* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the Title I Fiscal Requirements. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.


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


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

Individualized technical assistance from CDE 

Access to webinars, articles and/or other resources 

Collaboration with another LEA 

No support needed at this time 

Other: 

**Documents** 

Type	Document Template	Document/Link
ESEA Monitoring: Title I, Part A Fiscal Requirements	N/A	

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**Teacher Qualifications**

ESSA addresses educator qualifications for Title I schools in three ways: (1) **Educator certification requirements:** Teachers and paraprofessionals employed in Title I schools must meet state certification requirements. (2) **Notifying parents of educator qualifications:** LEAs that receive Title I funds are required to notify parents that they can request specific information about a teacher's qualifications. (3) **Equitable Distribution of Teachers (EDT):** ESSA requires LEAs accepting Title I, Part A funds to develop plans to address disparities in low-income and minority students' access to effective, in-field, or experienced teachers compared to their higher-income, non-minority cohorts.

Additional information regarding Teacher Qualifications can be found [here](#). LEAs may also refer to ID 1.7, ID 1.8, SE 9.3, and SE 9.5 in the [Program Requirements document](#) for additional information.

All teachers in Title I schools must meet applicable state certification and licensure requirements. Colorado does not currently have state certification or licensure requirements for instructional paraprofessionals.

The LEA has written plans, procedures, or policies to notify parents of teachers qualifications and for parents to request classroom teacher qualification information.

If the LEA has any identified gaps in the Equitable Distribution of Teachers, the LEA has a plan for addressing the disparities.

If the LEA can demonstrate that there are no gaps in the Equitable Distribution of Teachers using their own analysis, an alternative calculator is on file.

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

- 4 - We are implementing **all** requirements.
- 3 - We are implementing **most** of the requirements.
- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

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

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



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

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

### Documents

Type	Document Template	Document/Link
ESEA Monitoring: Teacher Qualifications	N/A	

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

Please check the box if the LEA's most recent Consolidated Application does not have activities budgeted with Title II funds.

**Title II, Part A Programming**

Title II, Part A is intended to increase student academic achievement by improving teacher and principal quality. This includes increasing the number of high quality teachers in classrooms, improving the skills of principals and assistant principals in schools, and increasing the effectiveness of teachers and principals. Additional information regarding Title II, Part A Programming can be found [here](#). LEAs may also refer to ID 2.1 in the [Program Requirements document](#) for additional information.

The LEA ensures that the uses of Title II funds are directly connected to needs of students that have been identified through a comprehensive needs assessment.

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

- 4 - We are implementing **all** requirements.
- 3 - We are implementing **most** of the requirements.
- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

\* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title II, Part A Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

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

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

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

Documents

Type	Document Template	Document/Link
ESEA Monitoring: Title II, Part A Programming	N/A	

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Please check the box if the LEA does not receive an allocation, declines the allocation, or assigns all Title III funds to another LEA/BOCES.

**Title III, Part A Programming**

Title III is designed to improve and enhance the education of English Learners (ELs) in becoming proficient in English, as well as meeting the Colorado Academic Standards. The Title III Immigrant Set-Aside grant resides within this program and provides opportunities for LEAs to enhance the instructional opportunities for immigrant students and their families.. Additional information regarding Title III, Part A Programming can be found [here](#). LEAs may also refer to SE 9.9, ID 9.4, ID 9.5, ID 9.7, ID 3.1, ID 3.2, ID 3.3, ID 3.4, ID 3.6, FR 3.1, and FR 3.2 in the [Program Requirements document](#) for additional information.

The LEA holds regular meetings with parents and families of English Learners (ELs) to provide information on how parents and families can be involved in the education of their children, including being active participants in assisting their children to attain English proficiency and meet Colorado Academic Standards, and to collect recommendations for Title I and/or Title III programming

The LEA can provide evidence of differentiation of assessment to meet the needs of students dually identified as Special Education and English Learners.

Title III Programs supporting ELs are research-based, evidence-based, and/or demonstrate successful outcomes for ELs and supplemental to core instruction.

Professional development provided with Title III funds is specific to the needs of ELs and teachers that work with ELs and addresses data that represents the needs of ELs and staff that serve ELs.

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

LEA Final Expenditure reports reflect 2% or less of the total Title III, Part A allocation is used for direct administrative costs.

The LEA can demonstrate that state and local funds are used to provide core instruction and that Title III, Part A funds are used in addition to what is provided with the general fund.

If applicable, the LEA has a process to determine needs for immigrant students and families.

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

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

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

- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

\* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title III, Part A Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

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

- Additional training from CDE (Office Hours, Regional Network Meetings)
- Individualized technical assistance from CDE
- Access to webinars, articles and/or other resources
- Collaboration with another LEA
- No support needed at this time
- Other:

Documents		
Type	Document Template	Document/Link
ESEA Monitoring: Title III, Part A Programming	N/A	

**Test District (0000) Test District - FY 2025 - ESEA Program Monitoring Self-Assessment - Rev 0**

Please check the box if the LEA's most recent Consolidated Application does not have activities budgeted with Title IV funds.

**Title IV, Part A Programming**

Title IV, Part A funds are intended to improve students' academic achievement by increasing the capacity of States, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Additional information regarding Title IV, Part A Programming can be found [here](#). LEAs may also refer to SE 4.1, ID 4.1, EP 4.1, FR 4.1, and FR 4.4 in the [Program Requirements document](#) for additional information.

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.

The LEA ensures that all activities using Title IV-A funds align to one of the content areas: Well-Rounded Education, Safe and Healthy Students, or Effective Use of Technology.

The LEA meets federal reporting requirements by annually reporting Title IV-A expenditures by content area using the Annual Financial Report.

For LEAs receiving an allocation of greater than \$30,000, Title IV-A expenditures for each fiscal year allocation meet the content-area distribution requirements of no less than 20% for Well-Rounded Education, no less than 20% for Safe and Healthy Students, and a portion for Effective Use of Technology.

The LEA can describe the process that was used for the distribution of Title IV-A funds to district-level and/or school-level activities.

The LEA evaluates the effectiveness of Title IV-A activities and programs throughout the year based on identified objectives.

The LEA's budget expenditures show no more than 2% of the total allocation is used for direct administrative costs.

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

- 4 - We are implementing **all** requirements.
- 3 - We are implementing **most** of the requirements.
- 2 - We are implementing **some** of the requirements.
- 1 - We are **not** implementing requirements.

\* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title IV, Part A Programming.

This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

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

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

Individualized technical assistance from CDE

Access to webinars, articles and/or other resources

Collaboration with another LEA

No support needed at this time

Other:

#### Documents

Type	Document Template	Document/Link
ESEA Monitoring: Title IV, Part A Programming	N/A	

(OPTIONAL) Implementation Evidence

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**Optional Documents**

Type	Document Template	Document/Link
Additional Documentation	N/A	
ESEA Monitoring: General Education Provisions Act (GEPA)	N/A	
ESEA Monitoring: Providing Equitable Services	N/A	
ESEA Monitoring: Stakeholder Engagement	N/A	
ESEA Monitoring: Student Performance	N/A	
ESEA Monitoring: ESEA Use of Funds	N/A	
ESEA Monitoring: Title I, Part A Programming	N/A	
ESEA Monitoring: Serving Special Populations	N/A	
ESEA Monitoring: Schools Identified for Improvement (Federal Accountability)	N/A	
ESEA Monitoring: Title I, Part A Fiscal Requirements	N/A	
ESEA Monitoring: Teacher Qualifications	N/A	
ESEA Monitoring: Title II, Part A Programming	N/A	
ESEA Monitoring: Title III, Part A Programming	N/A	
ESEA Monitoring: Title IV, Part A Programming	N/A	