

Program Monitoring Self-Assessment (ESEA/ESSER)

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, can 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. CDE recommends printing and/or downloading a copy of the form before submitting final responses.

1. LEA Number
2. LEA Name
3. Primary Contact Name and Information

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.

General Education Provisions Act (GEPA)

- 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.

General Education Provisions Act (GEPA): Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.

1 2 3 4 5

We are fully implementing these requirements and do not need additional support.

General Education Provisions Act (GEPA): 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.

General Education Provisions Act (GEPA): 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:

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 also 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.

Providing Equitable Services

- 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.

Providing Equitable Services: Please rate how well your LEA has implemented the requirements as described above.

No non-public schools in LEA (skip remaining questions in this section).

We are not implementing these requirements and would benefit from support.

1 2 3 4 5

We are fully implementing these requirements and do not need additional support.

Providing Equitable Services: 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.

Providing Equitable Services: 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:

ARP ESSER III Planning Requirements: Safe Return to In-Person Instruction Plan

Each LEA that accepts funds under ARP ESSER III must develop, and make publicly available, a Safe Return to In-Person Instruction Plan that summarizes the strategies that the LEA is implementing to ensure the safety and health of students and staff. The plan must describe how the LEA is implementing prevention and mitigation strategies to minimize the spread of COVID-19, in line with CDC guidance, in order to continuously and safely operate schools for in-person learning.

Additional information regarding the ARP ESSER III Safe Return to In-Person Instruction Plan can be found [here](#). LEAs may also refer to SE 7.1 in the [Program Requirements document](#) for additional information.

ARP ESSER III Planning Requirements: Safe Return to In-Person Instruction Plan

- The LEA has a Safe Return to In-Person Instruction Plan that meets the requirements as outlined in the statutory requirement.
- The LEA's Safe Return to In-Person Instruction Plan describes how it will maintain the health and safety of students, educators, and other school and LEA staff.
- The Safe Return to In-Person Instruction Plan has been reviewed at least every six months, and updated if needed.
- The LEA's Safe Return to In-Person Instruction Plan was developed in consultation with key stakeholders, including the public, who had an opportunity to provide meaningful input.
- The Safe Return to In-Person Instruction Plan, and any updates or revisions to it, is available in a language that parents can understand and meets Americans with Disabilities Act (ADA) accessibility requirements, or the LEA has responded to any requests for translations or making materials available in an accessible manner (e.g., oral for visually impaired individuals).
- The LEA ensures that it complies with statutory requirements to publicly post plans. For example, the Safe Return to In-Person Instruction Plan is posted on the LEA's website and on CDE's website. (Check for your LEA's plan [here](#).)

ARP ESSER III Safe Return to In-Person Instruction Plan: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.

1 2 3 4 5

We are fully implementing these requirements and do not need additional support.

ARP ESSER III Safe Return to In-Person Instruction Plan: Please provide a narrative summary of how the LEA is implementing the requirements described above for the Safe Return to In-Person Instruction Plan. This may include self-identified strengths and areas for improvement, a description of the LEA's current processes and procedures, and/or links to documentation that supports the requirements in this section.

ARP ESSER III Safe Return to In-Person Instruction Plan: 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:

ARP ESSER III Planning Requirements: LEA Use of Funds Plan

Each LEA that accepts funds under ARP ESSER III must develop, and make publicly available, a Use of Funds Plan. The plan needs to include the LEA's process for identifying the academic, social, emotional, and mental health needs of all students, especially student groups that have been disproportionately impacted by the pandemic (students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), addressing those needs through ESSER-funded interventions; and measuring the impact of those interventions to ensure that identified needs have been addressed.

Additional information regarding the ARP ESSER III LEA Use of Funds Plan can be found [here](#). LEAs may also refer to SE 7.2 in the [Program Requirements document](#) for additional information.

ARP ESSER III Use of Funds Plan

- The LEA has an ARP ESSER III LEA Use of Funds Plan that meets the requirements outlined in the [Interim Final Rule](#).
- The LEA's ARP ESSER III Use of Funds Plan was developed in consultation with key stakeholders, including the public, who had an opportunity to provide meaningful input.

- The Use of Funds Plan, and any updates or revisions to it, is available in a language that parents can understand and meets Americans with Disabilities Act (ADA) accessibility requirements, or the LEA has responded to any requests for translations or making materials available in an accessible manner (e.g., oral for visually impaired individuals).
- The Use of Funds Plan is posted on the LEA's website and on CDE's website. (Check for your LEA's plan [here](#).)

ARP ESSER III Use of Funds Plan: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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ARP ESSER III Use of Funds Plan: Please provide a narrative summary of how the LEA is implementing the requirements described above for the LEA's ARP ESSER III Use of Funds Plan. 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.

ARP ESSER III Use of Funds Plan: 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:

ARP ESSER III Planning Requirements: Learning Loss Set-Aside

In Colorado, this requirement is also referred to as "Addressing Lost Instructional Time."

ARP ESSER III requires each LEA to set aside and use a minimum of 20% of allocated funds for interventions to address the academic impact of lost instructional time. These interventions must be evidence-based and designed to respond to students' social, emotional and academic needs with a specific focus on students who have been disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care and migratory students.

Additional information regarding the ARP ESSER III Learning Loss Set-Aside can be found [here](#). LEAs may also refer to ID 7.1 in the [Program Requirements document](#) for additional information.

ARP ESSER III Learning Loss Set-Aside

- The LEA is using at least 20% of their ARP ESSER III funds to respond to the academic, social, emotional, and mental health needs of students.
- The LEA has a process for disaggregating data for students, including those from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care and migratory students, who are enrolled in the LEA.
- The LEA is measuring student progress and is making adjustments to interventions and strategies being implemented to address lost instructional time as needed.
- Activities implemented by the LEA to address learning loss meet the criteria for being evidence-based interventions based on ESEA Section 8101(21)(A) and USDE guidance.

ARP ESSER III Learning Loss Set-Aside: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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ARP ESSER III Learning Loss Set-Aside: Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the ARP ESSER III Learning Loss Set-Aside. 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.

ARP ESSER III Learning Loss Set-Aside: 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:

ESSER Use of Funds

LEAs must use ESSER funds for activities that were necessary in order for the LEA to respond to, prepare for, or prevent the spread of COVID-19.

Additional information regarding the Use of ESSER Funds can be found [here](#). LEAs may also refer to ID 9.1 in the [Program Requirements document](#) for additional information.

ESSER Use of Funds

- The LEA has processes in place to ensure that expenditures using ESSER funds match the activities approved by CDE through their ESSER application(s).
- 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.
- ESSER-funded activities were obligated within the performance period (on or after March 13, 2020) and prior to September 30, 2022 for ESSER I, prior to September 30, 2023 for ESSER II, and prior to September 30, 2024 for ARP ESSER III.
- The LEA ensures that funded and implemented activities are reasonable, necessary, and allocable, meaning that funded activities or items were made necessary as a result of the COVID-19 pandemic and were necessary in order for the LEA to respond to, prepare for, or prevent the spread of COVID-19.

ESSER Use of Funds: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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ESSER Use of Funds: Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's uses of ESSER 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.

ESSER Use of Funds: 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:

ESSER State Reserve Funds

The ESSER state set-aside competitive grants provide additional emergency relief funds to programs that address issues related to COVID-19, including addressing immediate needs and recovery of learning loss.

The LEA has received additional funds through the following ESSER State Reserve program(s):
(select all that apply).

- The LEA has not received any ESSER State Reserve Funds. (skip remaining questions in this section)
- Colorado Nita M. Lowey 21st Century Community Learning Centers (CCLC) (Award Codes: 5625, 4413)
- ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Programming Grant (Award Codes: 4445, 4431)
- ESSER Connecting Colorado Student Grant (Broadband Connectivity Grant) (Award Code: 5525)
- Education Workforce Program Grant (Award Code: 4430)
- Empowering Action for School Improvement (EASI) (Award Codes: 4437, 4434)
- Expanded Learning Opportunities (ELO) Grant Program (Award Codes: 4438, 4449)
- ESSER Transportation Assistance Grant (ETAG) Program (Award Codes: 4439, 4440)
- High-Impact Tutoring Program (Award Code: 4442)
- ESSER Learning and Transparency Technical Assistance Program (Award Code: 4435)
- Mentor Program Grant (Award Code: 4436)
- Online Learning Support Grant (Award Codes: 5725, 4446, 4447)
- Rapid Request Grant Program- (Award Code 4448)
- Rural Coaction Grant (Award Code: 4429)
- Rural Program Development Grant (Award Code: 4432)
- Supplemental Online and Blended Learning Program Expansion (Award Code: 4450, 4451)

ESSER State Reserve Funds

- When required in the application process, the LEA has ensured that the program(s) implemented with ESSER state set-aside competitive grants meet the requirements for evidence-based intervention(s).
- The LEA is in compliance with meeting the required use of funding for after-school/ summer-learning activities, as applicable to the program.
- The LEA has processes in place to support fiscal and program reporting requirements as described in the application and any future requests by the US Department of Education.
- The LEA has used the ESSER state set-aside competitive grants to implement the program(s) as described in the application.

ESSER State Reserve Funds: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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ESSER State Reserve Funds: Please provide the following additional information: (1) self-identified strengths and areas for improvement, (2) a description of processes and procedures, and/or (3) links to documentation that supports the requirements in this section. [REQUIRED]

ESSER State Reserve Funds: 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:

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.

Stakeholder Engagement

- 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.

Stakeholder Engagement: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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Stakeholder Engagement: 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.

Stakeholder Engagement: 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:

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.

Student Performance

- 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.

Student Performance: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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Student Performance: 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.

Student Performance: 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:

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.

ESEA Use of Funds

- 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.

ESEA Use of Funds: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.

1 2 3 4 5

We are fully implementing these requirements and do not need additional support.

ESEA Use of Funds: 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.

ESEA Use of Funds: 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:

Title I, Part A Programming

Title I, Part A targets resources to districts and schools in greatest need and are 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.

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.

English Learners

- 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/consortium follows state guidance and procedures for the identification of 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 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 ELs.

Title I Programming: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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Title I Programming: Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title I 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.

Title I Programming: 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:

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.

Serving Special Populations

- 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.

Serving Special Populations: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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Serving Special Populations: 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.

Serving Special Populations: 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:

Schools Identified for Support and 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 two categories: **Comprehensive (CS)** and **Targeted (TS) Support and Improvement**.

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.

Schools Identified for Improvement (Federal Accountability)

- 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.

Schools Identified for Improvement (Federal Accountability): Please rate how well your LEA has implemented the requirements as described above.

The LEA does not have any schools identified for Support and Improvement. (skip remaining questions in this section)

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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Schools Identified for Improvement (Federal Accountability): 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.

Schools Identified for Improvement (Federal Accountability): 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:

Title I, Part A Fiscal Requirements

Additional information regarding 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.

Title I, Part A Fiscal Requirements

- 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.

Title I, Part A Fiscal Requirements: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.

1 2 3 4 5

We are fully implementing these requirements and do not need additional support.

Title I, Part A Fiscal 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.

Title I, Part A Fiscal Requirements: 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:

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.

Teacher Qualifications

- 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.

Teacher Qualifications: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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Teacher Qualifications: 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.

Teacher Qualifications: 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:

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.

Title II, Part A Programming

- 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.

Title II, Part A Programming: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.

1 2 3 4 5

We are fully implementing these requirements and do not need additional support.

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

Title II, Part A Programming: 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:

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.

Title III, Part A Programming

- 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/consortium follows state guidance and procedures for the identification of 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 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 ELs.
- 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.

Title III, Part A Programming: Please rate how well your LEA has implemented the requirements as described above.

The LEA does not accept Title III funds. (skip remaining questions in this section)

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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Title III, Part A Programming: Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title III 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.

Title III, Part A Programming: 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:

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.

Title IV, Part A Programming

- 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.
- 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.

Title IV, Part A Programming: Please rate how well your LEA has implemented the requirements as described above.

We are not implementing these requirements and would benefit from support.	1 2 3 4 5	We are fully implementing these requirements and do not need additional support.
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Title IV, Part A Programming: Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title IV 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.

Title IV, Part A Programming: 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:

Certification

- I hereby certify that, to the best of my knowledge, the provided information is true and accurate.
- Any supporting documentation the LEA would like to share with CDE has been submitted.

Authorized Representative Name and Title

Date