

Program Monitoring Self-Assessment (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.
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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.
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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.
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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.

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:

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