

Colorado Department of Education

January 24-27, 2005

Scope of Review: A team from the U.S. Department of Education's (ED) Student Achievement and School Accountability Programs office reviewed the Colorado Department of Education (CDE) the week of January 24-27, 2005. This was a comprehensive review of CDE's administration of the following programs authorized by the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act (NCLB): Title I, Part A; Title I, Part B, Subpart 3; and Title I, Part D. Also reviewed was Title X, Part C, Subtitle B, of the NCLB (also known as the McKinney-Vento Homeless Education Assistance Improvements Act of 2001).

In conducting this comprehensive review, the ED team carried out a number of major activities. In its review of the Title I, Part A program, the ED team analyzed evidence of implementation of the State accountability system, reviewed the effectiveness of the instructional improvement and instructional support measures established by the State to benefit local educational agencies (LEAs) and schools, and reviewed compliance with fiscal and administrative oversight activities required of the State educational agency (SEA). During the onsite review, the ED team visited two LEAs – the Denver Public School District and the Jefferson County School District. In each of the school districts, the ED team interviewed administrative staff from schools that were identified for improvement. Administrators from private schools were interviewed in Denver and Jefferson County. A charter school administrator was interviewed in Denver. The ED team also conducted a meeting with parents in both of the school districts. Upon its return to Washington, DC, the ED team conducted conference calls with two additional LEAs (Aurora and Colorado Springs) to gather additional information on issues identified during the onsite review.

In its review of the Title I, Part B, Subpart 3 Even Start program, the ED team examined the State's request for proposals, State Even Start guidance, State indicators of program quality, and the most recent applications and local evaluations for two local projects located in Colorado Springs and Denver. During the onsite review, the ED team visited two projects in these districts and interviewed administrative and instructional staff. The ED team also interviewed the CDE Even Start State Coordinator to confirm information obtained at the local sites and to discuss State administration issues.

In its review of the Title I, Part D program, the ED team examined the State's application for funding, procedures and guidance for State agency (SA) applications under Subpart 1 and LEA applications under Subpart 2, technical assistance provided to SAs and LEAs, the State's oversight and monitoring plan and activities, SA and LEA subgrant plans and local evaluations, as well as programs run by the Colorado (CO) Department of Youth Corrections and the CO Department of Adult Corrections. The ED team visited these sites and interviewed administrative and program staff. The ED team also interviewed

the CDE's Title I, Part D coordinator to confirm information obtained at the local sites and to discuss administration of the program.

In its review of the Education for Homeless Children and Youth program (Title X, Part C, Subtitle B), the ED team examined the State's procedures and guidance for the identification, enrollment and retention of homeless students, technical assistance provided to LEAs with and without subgrants, the State's McKinney-Vento application, and LEA applications for subgrants and local evaluations for projects. The ED team visited the Homeless Education program sites in Denver and Jefferson County and interviewed administrative and program staff. The ED team also interviewed the Colorado McKinney-Vento State coordinator to confirm information obtained at the local sites and discuss administration of the program.

Previous Audit Findings: None.

Previous Monitoring Findings: ED last reviewed Title I, Part A programs in Colorado in November 1999 as part of a Federal integrated review initiative. There was one finding related to allocations to Title I schools, which the CDE has corrected. ED has not previously conducted a comprehensive review of the Even Start, Neglected/Delinquent Youth, or Education for Homeless Children and Youth programs in Colorado.

Summary of Title I, Part A Monitoring Indicators

Monitoring Area 1, Title I, Part A: Accountability			
Indicator Number	Critical element	Status	Page
Indicator 1.1	The SEA has approved academic content standards for all required subjects or an approved timeline for developing them.	Met requirements	N/A
Indicator 1.2	The SEA has approved academic achievement standards and alternate academic achievement standards in required subject areas and grades or an approved timeline to create them.	Met requirements	N/A
Indicator 1.3	The SEA has approved assessments and alternate assessments in required subject areas and grades or an approved timeline to create them.	Recommendations	6
Indicator 1.4	Assessments should be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards	Met requirements	N/A
Indicator 1.5	The SEA has implemented all required components as identified in its accountability workbook.	Finding	6
Indicator 1.6	The SEA has published an annual report card as required and an Annual Report to the Secretary.	Met requirements	N/A
Indicator 1.7	The SEA has ensured that LEAs have published annual report cards as required	Finding	7
Indicator 1.8	The SEA indicates how funds received under Grants for State Assessments and related activities (§6111) will be or have been used to meet the 2005-06 and 2007-08 assessment requirements of NCLB.	Recommendation	8
Indicator 1.9	The SEA ensures that LEAs meet all requirements for identifying and assessing the academic achievement of limited English proficient students.	Finding	8

Monitoring Area 2, Title I, Part A: Instructional Support

Element Number	Description	Status	Page
Indicator 2.1	The SEA designs and implements procedures that ensure the hiring and retention of qualified paraprofessionals and ensure that parents are informed of educator credentials as required.	Finding	9
Indicator 2.2	The SEA establishes a Committee of Practitioners and involves the committee in decision making as required.	Met requirements	N/A
Indicator 2.3	The SEA ensures that the LEAs and schools meet parental involvement requirements.	Finding Recommendation	10
Indicator 2.4	The SEA ensures that schools and LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.	Finding Recommendation	11
Indicator 2.5	The SEA ensures that requirements for public school choice are met.	Finding	12
Indicator 2.6	The SEA ensures that requirements of the provision of supplemental educational services (SES) are met.	Finding	13
Indicator 2.7	The SEA ensures that LEAs and schools develop schoolwide programs that use the flexibility provided to them by law to improve the academic achievement of all students in the school.	Finding	14
Indicator 2.8	The SEA ensures that LEAs and schools develop and maintain targeted assistance programs that meet all required components.	Met requirements	N/A

Monitoring Area 3, Title I, Part A: Fiduciary responsibilities

Indicator Number	Critical element	Status	Page
Indicator 3.1	The SEA ensures that its component LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.	Met requirements	N/A
Indicator 3.2	The SEA complies with the allocation, reallocation, and carryover provisions of Title I.	Finding Recommendation	15
Indicator 3.3	The SEA complies with the maintenance of effort provisions of Title I.	Met requirements	N/A
Indicator 3.4	The SEA ensures that LEAs comply with the comparability provisions of Title I.	Finding Recommendation	15
Indicator 3.5	The SEA ensures that LEAs provide Title I services to eligible children attending private schools.	Met requirements	N/A
Indicator 3.6	The SEA has a system for ensuring and maximizing the quality, objectivity, utility, and integrity of information disseminated by the agency.	Met requirements	N/A
Indicator 3.7	The SEA has an accounting system for administrative funds that includes (1) State administration, (2) reallocation, and (3) reservation of funds for school improvement.	Finding	16
Indicator 3.8	The SEA has a system for ensuring fair and prompt resolution of complaints.	Finding	17
Indicator 3.9	The SEA ensures that the LEA complies with the rank order procedures for the eligible school attendance area.	Met requirements	N/A
Indicator 3.10	The SEA conducts monitoring of its subgrantees sufficient to ensure compliance with Title I program requirements.	Finding	18
Indicator 3.11	The SEA ensures that its LEAs comply with the provision for submitting an annual plan to the SEA.	Met requirements	N/A
Indicator 3.12	The SEA and LEA comply with requirements regarding the reservation of administrative funds.	Met requirements	N/A
Indicator 3.13	The SEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.	Met requirements	N/A

Title I, Part A
Monitoring Area: Accountability

Indicator 1.3 - The SEA has approved assessments and alternate assessments in required subject areas and grades or an approved timeline to create them.

Recommendation: The student demographic information area of the Colorado Student Assessment Program (CSAP) test booklets is designed to allow only one of several accommodations that a student taking the State assessment might receive to be recorded. This item on the test booklet should be redesigned so that all testing accommodations received by a student can be properly recorded and reported as needed for various Federal and State reports.

Indicator 1.5 - The SEA has implemented all required components as identified in its accountability workbook.

Finding (1): English Language Learners (ELLs) who have been coded on their test booklets as “deferred due to language” are counted as participating in the State assessments for NCLB accountability purposes even though they may not have attempted to take the State academic assessments. The CSAP answer sheet permits teachers to code demographic specific information for students. One of the categories is “deferred due to language.” The practice of counting students as participants in assessment by providing a test booklet for them is not permitted under the NCLB Act of 2001 and has not been approved by ED for implementation via CDE’s accountability workbook.

Finding (2): The performance of many ELLs has not been incorporated into the NCLB adequate yearly progress (AYP) decisions for Colorado (CO) districts and schools. Based on CO law, data for English language learners can be excluded from State school and district accountability determinations. This law has been used in practice to exclude the assessment performance results of many ELLs from inclusion in NCLB AYP determinations for up to three years. This practice has been in place for several years.

Citation: Section 1111(b)(2)(A)(i) of the ESEA requires all local educational agencies (LEAs), public elementary schools and public secondary schools to make (AYP)... based on the same academic assessments adopted under paragraphs (1) and (3) and other academic indicators consistent with subparagraph (C)(vi) and (vii), and shall take into account the achievement of all public elementary school and secondary school students.

Sections 1111(b)(2)(C)(v)(I) and (II)(dd) of the ESEA require that AYP be defined by the State in a manner that includes separate measurable annual objectives for continuous and substantial improvement for each of the following: The achievement of all public elementary school and secondary school students... (and) the achievement of students with limited English proficiency.

Further action required: The CDE must amend its policy and practice of excluding ELLs student assessment results from NCLB school, district and State accountability determinations. In addition, CDE must discontinue its practice of counting students as participating in its standards based assessment system for NCLB accountability purposes if a student has not actually attempted to take one of the CSAP assessments. A student may not be counted as participating on CSAP assessments for NCLB accountability purposes simply because an answer sheet exists for the student, even if a teacher or another person has marked the student’s answer sheet “deferred due to language.”

Since these inappropriate practices appear to have been implemented for several years by CDE irrespective of guidance provided by ED, additional action may be warranted regarding this finding.

Finding (3): The CDE did not make AYP decisions prior to the beginning of the school year as approved in its NCLB Accountability Workbook approved by ED. Members of the monitoring team learned during interviews in Jefferson County that though the CSAP results are available in July of each school year and CDE indicated that AYP decisions would be made during the month of August, many of those decisions were not made during August and thus did not allow sufficient time for notification to parents of school choice and supplemental service options.

Citation: Section 1116(b)(1)(B) of the ESEA requires the identification of schools in improvement to take place before the beginning of the school year following such failure to make adequate yearly progress.

Further action required: CDE must provide a plan and a monitoring strategy to ensure that AYP decisions are made and parents informed of those decisions prior to the beginning of the next school year.

Indicator 1.7 - The SEA has ensured that LEAs have published annual report cards as required.

Finding: In reporting assessment results at the school level, data are not disaggregated by all of the required areas and the performance comparisons between the school, district and State are not included on the school level report cards.

Citation: Section 1111(h)(2)(B) of the ESEA requires the annual LEA report cards to include the information described in paragraph (1)(C) as applied to the LEA and each school served by the LEA.

Further action required: CO must either provide aggregate and disaggregated comparative information on student achievement by subgroup at the school level compared with the district and State on school report cards or provide guidance and technical assistance to districts to enable them to generate and report this information at school level.

Indicator 1.8 - The SEA indicates how funds received under Grants for State Assessments and related activities (Section 6111) will be or have been used to meet the 2005-06 and 2007-08 assessment requirements of NCLB.

Recommendation: Appropriate assessment for ELL is an area of challenge for the CDE. Yet section 6111 funds, according to data provided by the CDE, are not being directed towards the development of appropriate assessments and/or linguistically appropriate accommodations to address the needs of ELL. The State appears to be substituting State funds for assessment staff with section 6111 funds. Assessment personnel funded with section 6111 funds appear to be supporting the administration of the existing assessment program, which should be funded by State funds. A greater emphasis on use of section 6111 funds to support assessment development in priority areas such as appropriate CSAP accommodations for ELLs and to validate the consortium ELL assessment is recommended.

Indicator 1.9 - The SEA ensures that LEAs meet all requirements for identifying and assessing the academic achievement of limited English proficient students.

Finding: Students identified by the home language survey as ELL in some school districts and schools have been excused from taking English language proficiency assessments until such time as they become proficient in English if a parent refuses to allow the child to receive Title III program services.

Citation: Section 1111(b)(7) of the ESEA requires each State to demonstrate that LEAs in the State will provide for an annual assessment of English language proficiency of all students with limited English proficiency in the schools served by the State education agency.

Further action required: CDE must provide guidance and technical assistance to districts to enforce the requirement that ELLs be administered an annual assessment of English language proficiency until such time as a student achieves a score of proficiency on the test, irrespective of whether the English learner child is receiving Title III program services. In addition, CDE must monitor district compliance with this requirement annually.

Title I, Part A
Monitoring Area: Instructional support

Indicator 2.1 – The SEA designs and implements procedures that ensure the hiring and retention of qualified paraprofessionals and ensure that parents are informed of educator credentials as required.

Finding (1): CDE is not currently aware of its progress in ensuring that all Title I instructional paraprofessionals in the State will meet the NCLB requirements by January 8, 2006, due to the lack of quality data on the qualifications of paraprofessionals from LEAs. ED notes that CDE has improved its processes for monitoring the status of paraprofessionals and will be able to provide much improved data this spring. With eleven months to go before the deadline for having all paraprofessionals, supported by Title I funds, meet the requirements, it is critical for CDE and all LEAs to know the status of paraprofessionals in the State.

Citation: Section 1119(d) states that each LEA receiving Title I funds shall ensure that all paraprofessionals hired before the date of enactment of NCLB, and working in a program supported with Title I funds, shall, not later than four years after the date of enactment, satisfy the requirements for being qualified as defined in subsection (c).

Further action required: ED requests an update on the status of the qualifications of Title I paraprofessionals in the State.

Finding (2): CDE has not ensured that LEAs receiving Title I funds have only hired qualified paraprofessionals for Title I positions since January 8, 2002. In Jefferson County Public Schools (JCPS), the district has not had in place a means to ensure that Title I instructional paraprofessionals hired since January 8, 2002, meet statutory requirements. Staff at JCPS believe that principals have hired paraprofessionals who are not qualified. As a result, the district does not know how many Title I paraprofessionals, hired since that date, meet the qualifications defined in NCLB. Staff at JCPS has collected and are currently reviewing staffing data provided by the principals to ascertain the status of qualified paraprofessionals in the district. Staff in the district report that as of 2005 they have a plan to ensure that principals will not be able to hire any instructional Title I paraprofessional who does not meet the qualifications defined in NCLB.

Citation: Section 1119(c) states that each LEA receiving Title I funds shall ensure that all paraprofessionals hired after the date of enactment of NCLB and working in a program supported with funds under this part shall have—completed at least 2 years of study at an institution of higher education; obtained an associate’s (or higher) degree; or met a rigorous standard of quality and can demonstrate knowledge of and the ability to assist in instruction.

Further action required: CDE must provide ED with documentation of the status of paraprofessionals in JCPS as well as a description of the system that the district has in

place to ensure that principals are not able to hire paraprofessionals who are not qualified for Title I funded positions.

Finding (3): CDE did not ensure that all districts, as evidenced in JCPS, have required that Title I schools distribute to parents the notification that they may request and the LEA will provide information regarding the qualifications of their child’s classroom teachers and, if applicable, the services provided by their paraprofessionals as well as the paraprofessionals’ qualifications.

Citation: Section 1111(h)(6)(A), the “Parents Right-to-Know” provision, states that at the start of each school year an LEA that receives Title I, Part A funds must notify parents of each student attending a Title I school that they may request and the LEA will provide, in a timely manner, information regarding the professional qualifications of their child’s classroom teachers and, if applicable, the services provided by their paraprofessionals as well as the paraprofessionals’ qualifications.

Further action required: CDE must ensure that JCPS, and all LEAs, understand and comply with the requirement to notify parents of students in Title I schools, at the beginning of the school year, that they have the right to request information about the qualifications of their child’s teachers and paraprofessionals as required. CDE must provide ED with evidence that JCPS has complied with this provision for the 2004-2005 school year.

Finding (4): CDE did not issue correct guidance on the requirement that LEAs must inform parents if their child is assigned to or being taught by a teacher in a core academic subject who is not highly qualified for four or more consecutive weeks. Staff at CDE has been operating under the belief that this provision would not take effect until 2006. As a result, LEAs have not complied with this provision.

Citation: Section 1111(h)(6)(B)(ii) states that in addition to the information that parents may request about teachers, a school that receives Title I, Part A funds shall provide to each parent timely notice if the parent’s child has been assigned, or has been taught, for four or more consecutive weeks by a teacher who is not highly qualified.

Further action required: Staffs at CDE are aware of their misunderstanding and will issue correct guidance to LEAs immediately. CDE must provide documentation to ED that LEAs have received updated and corrected guidance. Further, CDE must provide evidence from one district, where applicable, that such a letter was sent to parents.

Indicator 2.3 – The SEA ensures that the LEAs and schools meet parental involvement requirements.

Finding: CDE has not ensured that Title I schools, through the direction of their LEAs, develop and distribute to parents parental involvement policies and school-parent compacts. In JCPS, the LEA has supported schools in this effort by distributing the

district parental involvement policy and a sample for school-parent compacts. However, the district has not ensured that schools have reviewed and revised, as appropriate, the sample or template policies and compacts to reflect the needs and goals of the individual school community and distributed them to parents as required. In the Denver Public School District (DPS), schools do not distribute a parental involvement policy to parents, but instead distribute to parents the activities involving parents by way of a calendar throughout the school year.

Citation: Section 1118(b) requires that each school served under Title I, Part A jointly develop with and distribute to parents of participating children a written parental involvement policy agreed on by the parents that describes the means for carrying out subsections (c) through (f). The policy shall be updated periodically to meet the changing needs of parents and the school. As a component of section (b), section (d) of Section 1118 requires each school served under this part to jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Further action required: CDE must submit to ED a copy of the updated parental involvement policy and school-parent compact from Molholm, O'Connell, and Wheatridge schools in JCPS along with an assurance from each school that the policies and compacts have been distributed to parents. Also, CDE must provide ED with a copy of the updated parental involvement policies from Fairmont, Harrington, Kepner, and Skinner schools in DPS along with an assurance from each school that the policies have been distributed to parents.

Recommendation: Based on the parent meetings conducted by ED, parents are not clear about the meaning of AYP, the options for public school choice, or supplemental educational services (SES). ED recommends that CDE annually communicate to LEAs that schools receiving Title I funds should conduct an annual meeting for parents that includes information about the Title I program in each school, even if the school is a charter school or operates a schoolwide program. ED also recommends that the CDE provide technical assistance to LEAs and schools in evaluating the effectiveness of parental involvement activities. The technical assistance should also include information on how to create parental involvement activities that will help parents better understand the educational system, the choices they have, and how to take advantage of the opportunities available to them.

Indicator 2.4 – The SEA ensures that schools and LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.

Finding: CDE has not ensured that all LEAs, as evidenced by JCPS, require schools in improvement to develop a school improvement plan that includes the required components and reflects the needs of each school based on each school's academic

achievement. Additionally, the development of the plans needs to be an inclusive process that reflects goals and actions agreed upon by the entire school community. CDE has issued a school improvement plan template; however, it is not being used universally. DPS and JCPS also have created school improvement plan templates; however, JCPS's template and school improvement plans do not include all of the required information, such as a description of the responsibilities of the school, LEA, and SEA serving the school; the specification of how professional development funds will be used to remove the school from school improvement status; a teacher mentoring program; and activities outside of the regular school day. When discussing their process for developing school improvement plans, some principals interviewed from JCPS did not describe a process that included parents, teachers, and representatives of the school community.

Citation: Section 1116(b)(3) requires each school identified for school improvement to develop or revise a school plan. The school plan must include at least the ten components described in this section. The school plan must also be developed or revised in consultation with parents, school staff, the local educational agency serving the school, and outside experts for approval by the LEA.

Further action required: ED requests that CDE remind LEAs that the school improvement plans must include the components outlined in the NCLB legislation and send ED evidence of that guidance. In addition, ED requests a copy of the revised school improvement plan from JCPS along with an assurance that the plan was developed in consultation with the larger school community per Section 1116(b)(3).

Recommendation: CDE needs to consider how to ensure that LEAs meet their statutory obligations pursuant to their schools' identification for improvement in a timely manner. Staff in the Aurora, Colorado Springs and Jefferson County Public School Districts do not believe they have adequate data to notify parents of their options for public school choice before the beginning of the school year. Staff in these districts expressed concern about the quality of the data they have received before the beginning of the school year citing past examples of data errors from CDE that resulted in incorrectly identifying schools. As a result, they have waited for final determinations from CDE in October before sending notification letters to parents of their options for public school choice.

Indicator 2.5 – The SEA ensures that requirements for public school choice are met.

Finding (1): CDE has not ensured that all LEAs notify parents of their options for public school choice before the beginning of the school year. Some LEAs have been able to comply with this requirement while others did not send letters to parents until November 2004. In addition, ED has no evidence to believe that the three schools in improvement in JCPS provided any notifications to parents. This conclusion resulted from conversations with parents in JCPS and a lack of documentation provided by the schools and district.

Citation: Section 1116(b)(1)(E) requires LEAs to provide all students in schools identified for improvement with the opportunity to transfer to another public school not later than the first day of the school year following the identification.

Further action required: CDE must submit to ED evidence that parents of students eligible for public school choice in JCPS have been notified of their school choice options. ED requests a copy of each of the three letters sent to parents with children attending those schools.

Finding (2): CDE has issued explicit guidance to LEAs on the required components of notifications for public school choice. However, the letters issued to parents by schools do not consistently include all of these components. The letters from schools in both DPS and JCPS do not clearly explain why the school was identified for improvement. In addition, the letters issued by schools in JCPS do not always include information on how the school in improvement compares to other schools served by the district and State. Additionally, while the State Accreditation Report (SAR) ratings may provide a means of comparison for parents, their inclusion as a means of comparison might be confusing to parents, particularly when the schools identified as options for public school choice are rated as “low” on the SAR.

Citation: Section 1116(b)(6) requires LEAs to promptly provide to parents an explanation of the identification of their child’s school that includes how each school compares to other schools in the LEA and the State academically; why the school has been identified; how the school is addressing the problem and what the LEA and SEA are doing to help the school; how parents can be involved in addressing the problem; and parents’ options to transfer their child to another school and, if applicable, obtain supplemental educational services.

Further action required: CDE must provide LEAs with additional guidance on the requirements of the notices to parents of children attending schools identified for improvement. CDE must provide a copy of that guidance to ED. In addition, CDE must ensure that the letters sent to parents from the three schools offering public school choice in JCPS include the required components. Copies of the letters sent to parents by each school must be provided to ED.

Indicator 2.6 – The SEA ensures that requirements of the provision of supplemental educational services (SES) are met.

Finding: CDE has not finished developing a method for monitoring the quality and effectiveness of the services offered by SES providers or the process for withdrawing approval from providers that fail to contribute, for 2 consecutive years, to increasing the academic proficiency of students. In order to support districts in their goal of providing effective programs to students who need them, CDE must develop an evaluation process and monitor the programs and services provided by the SES providers.

Citation: Section 1116(e)(4)(D) requires States to develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers and for withdrawing approval from providers that fail, for 2 consecutive years, to contribute to increasing the academic proficiency of students served through SES.

Further action required: CDE must develop an evaluation process and monitoring plan for use in evaluating the effectiveness of SES delivery for improving the academic achievement of students receiving those services. CDE must provide to ED a plan and timeline for addressing these concerns and provide documentation that the monitoring system is in place.

Indicator 2.7 – The SEA ensures that LEAs and schools develop schoolwide programs that use the flexibility provided to them by law to improve the academic achievement of all students in the school.

Finding: CDE has not ensured that schools, through LEAs, annually review and revise, with representatives of the school community, their schoolwide program plans and that those plans include the required statutory components.

Citation: Section 1114(B)(1) requires that a school wishing to implement a schoolwide program develop a plan that contains the ten required components.

Further action required: CDE must provide to ED a plan outlining the steps it will take to ensure that all schoolwide programs have plans that address each of the ten required components, either as a separate plan or as part of an integrated plan which may incorporate additional requirements of the district, CDE, and school improvement plans as applicable. In addition, CDE must submit to ED revised plans that address the ten required components from one school in DPS and one school in JCPS.

Title I, Part A
Area: Fiduciary

Indicator 3.2 - The SEA complies with the allocation, reallocation, and carryover provisions of Title I.

Finding: The CDE has no State reallocation policy in place for Title I funds.

Citation: Section 1126(c) of the ESEA requires that if a State educational agency determines that the amount of a grant a local educational agency would receive under sections 1124, 1124A, 1125, and 1125A is more than such local educational agency will use, the State educational agency shall make the excess amount available to other local educational agencies in the State that need additional funds in accordance with criteria established by the State educational agency.

Further action required: The CDE must provide to ED a copy of the final reallocation policy on which the State's Title I reallocations were based. (Note that Title I allocations that would have been distributed to LEAs that choose to opt out of Title I programs must also be included in the Title I reallocation policy.)

Recommendation. The CDE should reduce the amount of time it takes between when a district submits its initial consolidated LEA application and the time a district receives its Title I allocation. Many LEAs in the State do not receive their Title I funds until six to seven months after they receive their preliminary allocation notification. Section 9305(a) of the ESEA authorizes LEAs to receive funding from CDE under more than one covered program through consolidated local plans or applications. Section 9305(c) and (d) requires the SEA, in consultation with the Governor, to collaborate with LEAs in establishing procedures for submission of these plans or applications, and to require "only descriptions, information, assurances, and other material that are absolutely necessary for the consideration of the LEA plan or application." As CDE reviews its process the State may want to consider the information required of LEAs, the time frame for sign-offs by all program and budget officials at the State level, and payment procedures.

Indicator 3.4 - The SEA ensures that the LEA complies with the comparability provisions of Title I.

Finding: The CDE does not conduct reviews of LEA comparability reports or documentation. Although CDE policy requires districts to complete comparability calculations annually and document compliance with the comparability requirement every two years, no actual review of comparability documentation is conducted by CDE. Instead, LEAs submit an "Assurance Document of Comparability of Services, Title I, Part A" to CDE every two years. The most recent assurance form submitted to CDE was dated December 1, 2003, for Denver Public Schools and December 19, 2003, for the Jefferson County Public Schools.

Citation: Section 1120A(c) of the ESEA states that an LEA may receive Title I, Part A funds only if State and local funds are used in participating Title I schools to provide services that, taken as a whole, are at least comparable to services in non-Title I schools. As a requirement for receiving Title I, Part A funds, States must ensure that district Title I and non-Title I schools are comparable each year.

Further action required: The CDE must provide to ED a plan that shows how it will ensure that all of its LEAs comply with the comparability requirements at least once every two years. The CDE must develop procedures for ensuring that its LEAs perform the necessary annual calculations to determine that services provided with State and local funds in Title I schools are comparable to non-Title I schools. The CDE must also ensure that actual LEA comparability reports are monitored on a regular basis (at least every two years) to determine whether comparability requirements are met.

Indicator 3.7 - The LEA complies with requirements regarding the reservation of funds.

Finding: LEAs visited by the ED team did not reserve funds for correct categories and amounts from its Part A allocation before distributing funds to school attendance areas. These categories include: administration, choice related transportation and supplemental educational services, homeless, professional development for LEAs needing improvement, parent involvement, proportionate reservations for equitable services to private schools, and financial incentives and rewards to teachers who serve students in Title I schools identified for school improvement, corrective action, and restructuring.

Citation: Under section 200.77 of the Title I regulations an LEA must reserve funds as are reasonable and necessary before allocating funds to its schools to—

- Provide services comparable to those provided to children in participating school attendance areas and schools to serve children in local institutions for neglected children; and eligible homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where homeless children may live.
- Meet the requirements for choice-related transportation and supplemental educational services in sections 1116(b)(10) and 1116(e)(6) of the Title I statute and §200.48 of the Title I regulations unless the LEA meets these requirements with non-Title I funds. The statute and regulations require that, unless a lesser amount is needed, an LEA spend an amount equal to 20 percent of its Title I, Part A allocation for this purpose. Of this amount, 5 percent must support choice-related transportation, 5 percent must support providing supplemental educational services, and the remaining 10 percent may support the costs of providing either choice-related transportation or supplemental educational services.

- Meet the professional development requirements of—
 - Section 1116(c)(7)(A)(iii) of the Title I statute and section 200.52(a)(3)(iii) of the Title I regulations if the LEA has been identified for improvement. An LEA must reserve at least 10 percent of its Title I, Part A allocation for this purpose; and
 - Section 1119(l) of the Title I statute and section 200.60 of the Title I regulations to meet the needs of teachers who are not highly qualified. An LEA must reserve an amount for this purpose that ranges from at least 5 to no more than 10 percent of its Title I, Part A allocation for school years 2002-03 and 2003-04 and at least 5 percent in subsequent years.
- Meet the requirements for parent involvement. An LEA that receives more than \$500,000 under Title I, Part A, Subpart 2 must reserve at least 1 percent of its allocation for parental involvement activities. The LEA must distribute not less than 95 percent of the amount reserved for parent involvement to schools receiving Title I services.
- Administer Part A programs for public and private school children, conduct other authorized activities, such as preschool programs, summer school and intersession programs, additional professional development, school improvement, and coordinated services.
- Provide, if appropriate, services to--
 - Children in local institutions for delinquent children.
 - Neglected and delinquent children in community day school programs.
- Provide, where appropriate under section 1113(c)(4) of the Title I statute, not more than 5 percent of its Part A allocation for financial incentives and rewards to teachers who serve students in Title I schools identified for school improvement, corrective action, and restructuring, for the purpose of attracting and retaining qualified and effective teachers.

Further action required: The CDE must ensure through its monitoring procedures that LEAs correctly reserve the amounts required by the Title I statute and regulations before allocating funds to their school attendance areas and schools.

Indicator 3.8 - The SEA has a system for ensuring fair and prompt resolution of complaints.

Finding: The CDE does not have a complaint policy or procedures in place for Title I issues.

Citation: Section 9304(a)(3)(C) of the ESEA requires States to adopt written procedures for the receipt and resolution of complaints alleging violations of law in the administration of programs. This provision is required under the general applicability of State educational agency assurances, whereby a State educational agency, in consultation with the Governor of the State, that submits a consolidated State plan or consolidated State application, shall have on file with the Secretary a single set of assurances, applicable to each program for which the plan or application is submitted

Further action required: The CDE must develop and have approved through its regular approval and adoption process a set of written procedures for the receipt and resolution of complaints, and provide ED with these procedures.

Indicator 3.10 - The SEA conducts monitoring of its subgrantees sufficient to ensure compliance with Title I program requirements.

Finding: Although CDE reviews local plans, there is no procedure or established process for a systematic monitoring of all Title I requirements at the LEA level. The CDE does not directly monitor its LEAs for compliance and does not make annual determinations as to whether an LEA has complied with basic Title I fiscal requirements, such as comparability, allocating Title I funds to schools, reserving funds for required Title I activities, and providing equitable services to private school students, their teachers, and their families. Without complete data on the schools that receive Title I funds, the CDE cannot ensure that programmatic requirements are being carried out as required.

Citation: Section 9304 (a) of the ESEA requires that the SEA must ensure that (1) programs authorized under ESEA are administered in accordance with all applicable statutes, regulations, program plans, and applications; and (2) the State will use fiscal control and funds accounting procedures that will ensure the proper disbursement of and accounting for Federal funds. Section 80.40 of the Education Department General Regulations further requires that the State, as the grantee, is responsible for monitoring grant and subgrant supported activities to assure compliance with applicable Federal requirements.

Further action required: The CDE must provide a plan to ED that indicates how it will (1) implement a monitoring process that determines whether LEAs are complying with basic Title I fiscal requirements on an annual basis prior to the time it awards Title I funds and (2) carry out comprehensive monitoring to ensure that all school districts implement programmatic requirements, as required. The plan should address how the SEA will utilize data from the single audit process in its monitoring process and follow up on corrective actions for findings identified in the single audit process.

**Summary of Title I, Part B, Subpart 3 (Even Start)
Monitoring Indicators**

Monitoring Area 1, Title I, Part B, Subpart 3: Accountability			
Indicator Number	Critical Element	Status	Page
Indicator 1.1	The SEA complies with the subgrant award requirements.	Finding	23
Indicator 1.2	The SEA requires applicants to submit applications for subgrants with the necessary documentation.	Finding	23
Indicator 1.3	In making non-competitive continuation awards, the SEA reviews the progress of each subgrantee in meeting the objectives of the program and evaluates the program based on the Indicators of Program Quality.	Finding	24
Indicator 1.4	The SEA refuses to award subgrant funds to an eligible entity if the agency finds that the entity has not sufficiently improved the performance of the program, as evaluated based on the Indicators of Program Quality.	Met requirements	N/A
Indicator 1.5	The SEA develops, based on the best available research and evaluation data, Indicators of Program Quality for Even Start programs.	Met requirements	N/A
Indicator 1.6	The SEA uses the Indicators of Program Quality to monitor, evaluate, and improve local programs within the State.	Met requirements	N/A
Indicator 1.7	The SEA conducts monitoring of its subgrantees sufficient to ensure compliance with Even Start program requirements.	Met requirements	N/A
Indicator 1.8	The SEA ensures that projects provide for an independent local evaluation of the program that is used for program improvement.	Met requirements	N/A

Monitoring Area 2, Title I, Part B, Subpart 3: Instructional Support			
Indicator Number	Critical Element	Status	Page
Indicator 2.1	The SEA uses funds to provide technical assistance to local programs to improve the quality of Even Start family literacy services.	Met Requirements	N/A
Indicator 2.2	Each program assisted shall include the identification and recruitment of families most in need, and serve those families.	Finding	25
Indicator 2.3	Each program shall include screening and preparation of parents and enable those parents and children to participate fully in the activities and services provided.	Met requirements	N/A
Indicator 2.4	Families are participating in all four core instructional services.	Met requirements	N/A
Indicator 2.5	Each program shall be designed to accommodate the participants' work schedule and other responsibilities, including the provision of support services, when those services are unavailable from other sources.	Finding	25
Indicator 2.6	Each program shall include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, and in preparation of children for success in regular school programs.	Finding	26
Indicator 2.7	All instructional staff of the program hired after enactment of the LIFT Act (December 21, 2000), whose salaries are paid in whole or in part with Even Start funds, meet the Even Start staff qualification requirements.	Met requirements	N/A
Indicator 2.8	By December 21, 2004, a majority of the individuals providing academic instruction shall have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education.	Met requirements	N/A
Indicator 2.9	By December 21, 2004, if applicable, a majority of the individuals providing academic instruction shall meet the qualifications established by the <u>State</u> for early childhood education, elementary or secondary education, or adult education provided as part of an Even Start program or another family literacy program.	Met requirements	N/A
Indicator 2.10	By December 21, 2004, the person responsible for administration of family literacy services has received training in the operation of a family literacy program.	Met requirements	N/A

Monitoring Area 2, Title I, Part B, Subpart 3: Instructional Support			
Indicator Number	Critical Element	Status	Page
Indicator 2.11	By December 21, 2004, paraprofessionals who provide support for academic instruction have a secondary school diploma or its recognized equivalent.	Met requirements	N/A
Indicator 2.12	The local programs shall include special training of staff, including child-care workers, to develop the necessary skills to work with parents and young children.	Met requirements	N/A
Indicator 2.13	The local programs shall provide and monitor integrated instructional services to participating parents and children through home-based programs.	Met requirements	N/A
Indicator 2.14	The local programs shall operate on a year-round basis, including the provisions of some program services, including instructional and enrichment services, during the summer months.	Finding	26
Indicator 2.15	The local program shall be coordinated with other relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Act, and Title I of the Workforce Investment Act of 1988, and the Head Start program, volunteer literacy programs, and other relevant programs.	Met requirements	N/A
Indicator 2.16	The local programs shall use instructional programs based on scientifically based reading research for children and adults.	Finding	27
Indicator 2.17	The local program shall encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals.	Met requirements	N/A
Indicator 2.18	The local programs shall use reading-readiness activities for preschool children based on scientifically based reading research.	Finding	27
Indicator 2.19	The local program shall, if applicable, promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes.	Met requirements	N/A

Monitoring Area 3, Title I Part B, Subpart 3: SEA Fiduciary responsibilities			
Indicator Number	Critical Element	Status	Page
Indicator 3.1	The SEA complies with the allocation requirements for State administration and technical assistance and award of subgrants.	Met requirements	N/A
Indicator 3.2	The SEA ensures that subgrantees comply with statutory and regulatory requirements on uses of funds and matching.	Met requirements	N/A
Indicator 3.3	The SEA complies with the cross-cutting maintenance of effort provisions.	Met requirements	N/A
Indicator 3.4	The SEA ensures timely and meaningful consultation with private school officials on how to provide Even Start services and benefits to eligible elementary and secondary school students attending non-public schools and their teachers or other instructional personnel, and local programs provide an appropriate amount of those services and benefits through an eligible provider.	Finding	29
Indicator 3.5	The SEA has a system for ensuring fair and prompt resolution of complaints and appropriate hearing procedures.	Met requirements	N/A

Title I, Part B, Subpart 3 (Even Start)
Area 1: Accountability

Indicator 1.1 - The SEA complies with the subgrant award requirements.

Finding: The State established a separate committee of practitioners for Even Start that was not part of the Title I, Part A committee.

Citation: Section 1903(b) generally requires SEAs to use one overall committee of practitioners to advise the State in carrying out its responsibilities under Title I, including its responsibilities for administration of the Even Start program (Title I, Part B, Subpart 3). SEAs may choose to use a subgroup of its members who are familiar with the particular subject matter of a program, such as family literacy, to review rules and regulations or policies related to that program and advise the overall committee of practitioners in that area.

Further action required: The SEA must use the Title I, Part A committee of practitioners or a subgroup of that committee for the purposes of the Even Start program. Additional members may be added to the committee of practitioners subgroup for the purposes of the Even Start program to ensure that the committee has the needed expertise, but at least some members of the committee used for Even Start purposes must be members of the Title I, Part A committee.

Indicator 1.2 – The SEA requires applicants to submit applications for subgrants with the necessary documentation.

Finding: The program application and guide do not include all of the provisions required in the legislation; therefore, the SEA does not require the applicants to submit request for proposals (RFP) with the necessary documentation. Specifically, the application lacks information required by the Even Start statute; namely:

- A description of how the SEA will incorporate the required program elements in section 1235,
- A statement of methods that will be used to ensure that the project will serve families most in need, and
- A statement of the methods that will be used to encourage participants to remain in the program for a time sufficient to meet the program’s purpose.

Citation: Section 1237(c)(1) states that an application submitted to the SEA in request of an Even Start subgrant includes a plan of operation and continuous improvement for the program that includes (among others) the items listed above under “Finding.”

Further action required: These omitted requirements must be integrated into the SEA’s application and guidance.

Indicator 1.3– In making non-competitive continuation awards, the SEA reviews the progress of each subgrantee in meeting the objectives of the program and evaluates the program based on the Indicators of Program Quality.

Finding: The SEA has established Indicators of Program Quality and is using these indicators to monitor projects and inform technical assistance. Local projects are also using the Indicators to guide local evaluations; however, while the SEA is working on a clear definition of adequate progress for the purposes of implementing its State performance indicators, it does not yet have a clear definition in place; hence, the SEA has not refused to award subgrant funds to grantees that have not sufficiently improved the performance of the program.

Citation: Section 1238 (b)(3) states that in awarding subgrant funds to continue a program under this subpart after the first year, the SEA shall review the progress of each eligible entity in meeting the objectives of the program referred to in section 1237(c)(1)(A) and will evaluate the program based on the indicators of program quality developed by the State under section 1240. Section 1238(b)(4) states that the SEA may refuse to award subgrant funds to continue a program if the SEA finds that the eligible entity has not sufficiently improved the performance of the program as evaluated based on the State’s Indicators of Program Quality.

Further action required: The SEA must establish a clear definition of adequate progress for the purposes of implementing its state performance indicators and share these guidelines with local projects. Furthermore, the SEA should use the updated Indicators of Program Quality during monitoring in order to evaluate the progress of each project for the purposes of making continuation funding decisions, and discontinue local projects that fail to make sufficient progress as evaluated on those Indicators of Program Quality.

Title I, Part B, Subpart 3 (Even Start)
Area 2: Instructional support

Indicator 2.2 - Funded programs shall include the identification and recruitment of eligible families most in need and serve those families.

Finding: Although local project staff members were able to describe the criteria and the process used to identify and recruit eligible families, they did not document eligibility nor specify how families “most in need” are determined; therefore, the review team was not able to confirm that:

- The families being served were eligible, or if
- The families were among those “most in need.”

Citation: Section 1235(1) states that each project must identify and recruit families most in need of Even Start services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators. It is important to note the distinction between the larger subset of families that are “eligible” for participation in Even Start services (as defined in section 1236) and those that a project is required to recruit and serve. Even Start projects serve a small subset of the “eligible” population. Specifically, section 1235(14) requires each project to serve only those families most in need of Even Start activities and services.

Further action required: Each local project must maintain documentation demonstrating that the families served by Even Start are eligible for the program. Although projects do not have to maintain original source documentation such as birth certificates for the children, they must document the ages of the children and educational level of the parent at the time the family entered the program. They must also document what criteria were used to determine that the family was low-income. In addition, local projects must establish criteria to determine which eligible families are among those “most in need” and be able to demonstrate that these are the families served by the program.

Indicator 2.5 – Local programs provide a flexible schedule and support services for participants.

Finding: All projects visited operated on a similar schedule and did not provide flexible scheduling to accommodate participants’ work schedules and other responsibilities; consequently, projects often lose families when parents gain employment. Schedules do not provide instructional services for children when their parents are not present. Project staff at one site indicated that families would stay longer in the program and participate more if support services were offered and if some additional instructional services were offered during the afternoon or evening.

Citation: Section 1235(3) requires that each Even Start project be designed to accommodate the participants’ work schedule and other responsibilities, including the

provision of support services, when those services are unavailable from other sources necessary for participation in program activities.

Further action required: The SEA must offer services designed to accommodate participants' work schedules or refer participants to such services offered by other providers in the community. The SEA must also ensure that, if possible, projects offer support services such as transportation or childcare, if needed, to enable families to participate fully in Even Start services, when those services are unavailable from other sources.

Indicator 2.6 - Each program shall include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, and in preparation of children for success in regular school programs.

Finding: Instructional services are not sufficiently intensive. The Even Start projects only provide instructional services to Even Start families when both the child and parent(s) are present, thus limiting the intensity of various programs, which in some cases is only twice a week or four days a week for only 2.25 hours a day. Although all components of Even Start lack intensity, this is especially apparent in the early childhood education component.

Citation: Section 1235(4) states that each project must provide high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood services, and preparation of children for success in regular school programs. Each of the four core components is considered an instructional program.

Further action required: The CDE must develop, implement and monitor an action plan to increase intensity to meet section 1235(4). The CDE should work with projects to develop plans to provide the minimum contact hour recommendations of the Even Start program. (The program office recommends that projects offer at least 60 hours of adult education, 20 hours of parenting education and interactive literacy activities, combined, 65 hours of early childhood education for three to five year olds and 60 hours of early childhood education for infants and toddlers.) Because Colorado Even Start centers are fully licensed, this plan should include the possibility of adding instructional time for early childhood education when parents are unable to be present.

Indicator 2.14 - The local programs shall operate on a year-round basis, including the provisions of some program services, including instructional and enrichment services, during the summer months.

Finding: While all projects indicated that they cooperated on a year-round basis, some projects were closed down for the last week in June, all of July, and the first two weeks in August.

Citation: Section 1235(8) requires that programs operate on a year-round basis, including the provision of some program services, including instructional and enrichment services, during the summer months.

Further action required: The SEA must provide technical assistance and monitoring to ensure that local projects are aware of and follow the requirements that projects operate on a year-round basis. CDE must submit to ED an action plan for how it will ensure that Even Start projects are not closed for more than four consecutive weeks during the summer months.

Indicators 2.16 and 2.18 – The local programs shall use instructional programs and reading-readiness activities based on scientifically based research for children and adults.

Finding: The instructional program for the early childhood component was weak in both projects visited. Teachers stated that they use elements from a number of curricula, but the curricula the teachers said they were using were not clearly evident in the classroom. In some cases, the environment of the preschool classrooms were not literacy and print rich (e.g., the letters of the alphabet were displayed at the teachers' eye level rather than the children's, some classrooms did not display children's work, and some classrooms did not have a comfortable area for children to read); and some teachers and one project coordinator expressed a need for help in identifying activities and materials based on scientific research. Although it is clear that the SEA has provided numerous trainings that local coordinators have attended, this information is not always being put into intentional practice and more guidance and support are needed.

Citation: Section 1235 (10) requires each project to use instructional programs based on scientifically based reading research (as defined in section 1208) for children and adults, to the extent such research is available. The underlying premise of basing instructional programs on scientifically based reading research is that using strategies and techniques that are demonstrated to be effective through the application of scientific research methods will give states, districts, and schools a higher probability that children enter school prepared to learn to read and adults significantly improve their literacy and help their children succeed in school. In addition, section 1235(12) requires each project to base its reading readiness activities for preschool children on scientifically based reading research (as defined in section 1208), to the extent available, to ensure children enter elementary school with the language, cognitive, and early reading skills necessary for reading success. Research shows that the most effective ways to reach this goal include: 1) creating classroom environments rich in age-appropriate print (from sources such as books, labeling, and posting the alphabet and children's pre-writing work); 2) teachers who deliver intentional, contextualized, and explicit instruction that supports children's

age-appropriate development of oral language, phonological awareness, print awareness, and alphabet knowledge; 3) progress monitoring to determine which skills children are learning; and 4) intensive and ongoing professional development that includes mentoring and coaching in the classroom.

Further action required: The CDE must provide technical assistance to the LEAs and monitor to ensure that instructional programs and practices are based on scientific research, including practices that promote language development and early reading skills in the early childhood education component. ED recommends that additional site visits and professional development be conducted to ensure that early childhood environments are print-rich.

Title I, Part B, Subpart 3 (Even Start)
Area 3: SEA Fiduciary responsibilities

Indicator 3.4 – The SEA ensures timely and meaningful consultation and provision of equitable services to private school children.

Finding: The SEA does not ensure timely and meaningful consultation with private school officials on how to provide Even Start services and benefits to eligible elementary and secondary school students attending non-public schools. Some local project staff members are not fully aware of the requirement to provide equitable Even Start services to eligible families of children attending non-public schools.

Citation: Section 9501 requires recipients of Federal funds to provide eligible school-age children who are enrolled in private elementary and secondary schools and their teachers or other educational personnel, educational services and benefits under those programs on an equitable basis. Eligible entities must provide the equitable services after timely and meaningful consultation with appropriate private school officials.

Further action required: Even Start projects must consult with private school officials in order to provide Even Start services and benefits to eligible private school students and their teachers or other educational personnel on an equitable basis. The CDE should refer to the Even Start non-regulatory guidance for assistance.

**Summary of Title I, Part D (Neglected/Delinquent Youth)
Monitoring Indicators**

Monitoring Area 1, Title I, Part D: Accountability			
Indicator Number	Critical Element	Status	Page
Indicator 1.1	The SEA has implemented all required components as identified in its Title I, Part D (N/D) plan.	Met Requirements	N/A
Indicator 1.2	The SEA ensures that State agency (SA) plans for services to eligible N/D students meet all requirements.	Finding	31
Indicator 1.3	The SEA ensures that local educational agency (LEA) plans for services to eligible N/D students meet all requirements.	Recommendation	31
Monitoring Area 2, Title I, Part D: Instructional Support			
Indicator Number	Critical Element	Status	Page
Indicator 2.1	The SEA ensures that institutionwide programs developed by the SA under Subpart 1 use the flexibility provided to them by law to improve the academic achievement of all students in the school.	Met Requirements	N/A
Monitoring Area 3, Title I, Part D: Fiduciary			
Indicator 3.1	The SEA ensures each State agency has reserved not less than 15 percent and not more than 30 percent of the amount it receives under Subpart 1 for transition services.	Met Requirements	N/A
Indicator 3.2	The SEA conducts monitoring of its subgrantees sufficient to ensure compliance with Title I, Part D program requirements.	Finding Recommendation	32

Title I, Part D (Neglected/Delinquent Youth)
Monitoring Area 1: Accountability

Indicator 1.2 - The SEA ensures that State agency (SA) plans for services to eligible N/D students meet all requirements.

Finding: ED staff found that CDE includes on the State agency (SA) application forms for Title I, Part D grants the SEA's program goals and objectives. SEA Title I, Part D applications are required to describe the program goals, objectives, and performance measures established by the State that will be used to assess the effectiveness of the program in improving the academic, vocational, and technical skills of children in the program. SA applications are required to describe how the program will meet the goals and objectives of the State plan. The current application process does not demonstrate what the SA's own program goals and objectives are or the criteria for aligning such goals and objectives with the SEA plan.

Citation: Section 1414 requires States to describe in their State plans the program goals, objectives, and performance measures established by the State that will be used to assess the effectiveness of the program in improving the academic, vocational, and technical skills of children in the program. Additionally, section 1414 requires State agencies that desire to receive Title I, Part D funds to submit an application to the SEA that describes how the program will meet the goals and objectives of the State plan.

Further action required: ED requires that the CDE inform State agencies that they must amend their application to the SEA for Part D funds in order to submit program goals and objectives and a description of how such goals and objectives align with the State plan. ED requires CDE to submit a report on how it will remedy this compliance issue within 30-days of receipt of this report.

Indicator 1.3 - The SEA ensures that local educational agency (LEA) plans for services to eligible N/D students meet all requirements.

Recommendation: ED staff found that LEA staff interviewed were either unaware of their responsibilities or were not aware of activities to coordinate Part D programs with other services, such as social and health services and federal programs, such as vocational and technical programs as required by section 1423. ED recommends that CDE provide guidance and technical support to LEAs with Part D subgrants on coordination and collaboration of programs with other local and Federal services and programs.

Title I, Part D (Neglected/Delinquent Youth)
Monitoring Area 3: Fiduciary

Indicator 3.2 - The SEA conducts monitoring of its subgrantees sufficient to ensure compliance with Title I, Part D program requirements.

Finding: ED Staff found that CDE uses the application process for program monitoring. However, this does not constitute a regular process of review and oversight. CDE does not have a regular system, including a schedule and protocols, for desk or onsite monitoring. They have developed a draft guide, however the document was not available at the time of the monitoring visit nor has it been put into effect.

Citation: Section 1414 of the SEA plan contains assurances that programs assisted under Title I, Part D will be carried out in accordance with the State plan. Additionally, the CDE is required to ensure that the State agencies and local educational agencies receiving Part D subgrants comply with all applicable statutory and regulatory requirements. Additionally, section 1426 requires the SEA to hold LEAs accountable for demonstrating student progress in identified areas.

Further action required: ED requires that the CDE develop a process and schedule to conduct compliance monitoring of SAs and LEAs with Title I, Part D subgrants and to submit such plan to ED. CDE must also report to ED on its monitoring activities for the Title I, Part D program within 120 days of receipt of this report.

Recommendation: ED staff found that SA and LEA programs were not required to submit annual reports to the SEA that would allow the SEA to review Title I, Part D program progress and determine the program's impact on student outcomes. ED recommends that the CDE require annual progress reports from Title I, Part D grantees in order to assess program performance in improving the academic, vocational, and technical skills of students.

**Summary of Title X, Part C, Subtitle B (McKinney-Vento Homeless Education)
Monitoring Indicators**

Monitoring Area 2, Title X, Part C, Subtitle B: Instructional Support			
Indicator Number	Critical Element	Status	Page
Indicator 2.1	The SEA and implements procedures to address the identification, enrollment and retention of homeless students.	Met Requirements	N/A
Indicator 2.2	SEA provides, or provides for, technical assistance for LEAs to insure appropriate implementation of the statute.	Met Requirements	N/A

Monitoring Area 3, Title X, Part C, Subtitle B: Fiduciary			
Indicator 3.1	The SEA ensures that LEA subgrant plans for services to eligible homeless students meet all requirements.	Met Requirements	N/A
Indicator 3.2	The SEA ensures that the LEA complies with providing comparable Title I, Part A services to homeless students attending non-Title I schools.	Met Requirements	N/A
Indicator 3.3	The SEA has a system for ensuring the prompt resolution of disputes.	Met Requirements	N/A
Indicator 3.4	The SEA conducts monitoring of LEAs with and without subgrants, sufficient to ensure compliance with McKinney-Vento program requirements.	Met Requirements	N/A