

# Use of Funds Plan Guidance



**COLORADO**  
Department of Education

## Checklist to meet statutory requirements

Area	Checklist
<b>Content</b>	<p>At minimum, the Use of Funds plan should answer the following questions. Answers to the questions should be reflected in the budget submitted to CDE:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will the LEA use funds to address the impacts of lost instructional time using evidence-based interventions (at least 20% of allocation must be directed toward this)?</li> <li><input type="checkbox"/> How will the LEA use all other remaining funds?</li> <li><input type="checkbox"/> If the LEA is using funds in support of the Safe In-Person strategies, how are funds being used to implement COVID-19 prevention and mitigation strategies, in line with the most recent CDC guidance?</li> <li><input type="checkbox"/> How did the LEA determine the academic, social, emotional, and mental health needs of all students, particularly historically underserved students disproportionately impacted by the COVID-19 pandemic? (The identified needs should be reflected in the activities that funds are being used for.)</li> <li><input type="checkbox"/> How will the LEA measure the impact of the interventions funded through ESSER III?</li> </ul>
<b>Process</b>	<p>In creating this plan, LEAs must do the following and should be prepared to submit evidence of each action during monitoring:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaningful consultation with students, families, school and district administrators (including special education), teachers, principals, school leaders, school staff and their unions, and members of the public.</li> <li><input type="checkbox"/> Consultation with other stakeholders as served by the LEA (tribes, civil rights organizations, stakeholders representing the interests of children considered underserved).</li> <li><input type="checkbox"/> The public has the opportunity to provide input on the plan.</li> <li><input type="checkbox"/> The 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.</li> <li><input type="checkbox"/> The LEA has responded to any requests for translations for making materials available in an accessible manner (e.g., oral for visually impaired individuals).</li> </ul>

## Suggested Method for Posting Plan to Website

To meet minimum requirements for content, post the following to your LEA website. You can use the language and content from your approved ESSER III application narrative question. Content should be in a language and format that the public can understand.

- Explain how you identified the student needs that you are addressing using ESSER III funds.
  - Examples: assessment data, survey, community meetings, UIP or other district plans, etc.
- List the type or category of activities being funded with ESSER III funds.
  - Required Category: Learning Loss/Addressing Lost Instructional Time (at least 20% of allocation)
  - Examples of other optional categories: Technology, Facilities, Mental Health, Mitigation of COVID-19, Staffing, etc. (at most 80% of allocation)
- Explain how you will know if the interventions have been successful.
  - Examples of measurements: assessment growth, participation rates in tutoring programs, summer school programs, reduction in discipline referrals, survey data, etc.