



COLORADO
Department of Education

**Federal Programs Consolidated
Application Training
Spring 2017**

Agenda

- 10:00 Introductions and overview of the day
- 10:10 Consolidated Application Details
- 10:30 New opportunities in ESSA
- 11:15 LEA plan questions and assurances
- 12:00 Working lunch (working on plan questions)
- 12:30 Budget functions
- 1:00 Walkthrough of the online platform
- 1:45 Questions
- 2:00 Work session with CDE support

ESEA Consolidated Application

High Level Allocation Summary

- Omnibus bill on May 5, 2017
 - Title I, Part A - 1% increase nationally
 - Title II, Part A - 13% decrease nationally
 - Title III, Part A - Level funded
 - Title IV, Part A - New program
- USDE estimates end of May allocations to states
- CDE needs approximately 2 weeks to calculate LEA allocations
- [Consolidated Application FAQ](#)

Application and LEA Plan

- CDE consolidates Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; and Title V, Part B under one LEA application.
- The Consolidated Application serves as the required LEA plan that must be submitted to receive ESEA funds.
 - Note: [Title VI - Indian and Alaska Native Education](#) and the [Small Rural School Achievement \(SRSA\) Program](#) are direct grants from USDE. Please visit the websites or contact grants coordinators for more information.
- The Consolidated Application is customized based on the ESEA funds that each LEA accepts.

Consolidated Application Due Dates

- The Consolidated Application must be submitted no later than June 30, 2017, including the LEA plan narrative responses.
 - Submission includes:
 - application (including the budget and assurances),
 - completed signature forms,
 - BOCES Member District ARAC (if applicable),
 - Native American Education consultation forms, and
 - responses to narrative questions or check boxes requesting more time to complete responses.

Note: In the Consolidated Application, LEAs have the option to request more time to complete the narrative responses. If selected, the LEA will have until September 30, 2017 to fully respond to the question.

Substantial Approval

- Substantial approval allows applicants to obligate funds for activities outlined in the application budget.
 - Granted upon receipt of all requirements included in the table below

Minimum Submission Requirements for Substantial Approval	
• Complete School Profile	• BOCES Member District ARAC
• Signature Form	• Budget
• <u>Assurances in the Consolidated Application and ESEA General Assurances Form</u>	• Responses to narrative questions <i>OR</i> checked boxes to request more time to submit by September 30, 2017

Consolidated Application Extension

- If the LEA is unable to submit all of the requirements for substantial approval by June 30, 2017, the LEA must submit a [completed extension request](#).
- The LEA will not receive substantial approval until all requirements are submitted.
 - *The LEA may not encumber funds during this time.*
- Upon submitting the extension request, the LEA has until July 30, 2017 to submit all requirements.

Final Approval

- Final approval allows applicants to [submit a request for funds](#) to pay for activities outlined in the approved application budget.
 - Granted through the online platform upon receipt of all requirements in the table below

Submission Requirements for Final Approval	
<ul style="list-style-type: none">• Complete School Profile	<ul style="list-style-type: none">• BOCES Member District ARAC
<ul style="list-style-type: none">• Assurances in the Consolidated Application and ESEA General Assurances Form	<ul style="list-style-type: none">• Budget
<ul style="list-style-type: none">• Signature Form	<ul style="list-style-type: none">• Complete responses to narrative questions
<ul style="list-style-type: none">• Native American Education Tribal Consultation (Yearly Affirmation) Form*	<ul style="list-style-type: none">• Nonpublic Schools Consultation Form

Consolidated Application Review

- Applications will be reviewed on a rolling basis through October 30, 2017 as complete applications are submitted to CDE.
 - Only finished applications with complete narrative questions and budgets will be reviewed.
- The LEA will be assigned one point of contact from the ESEA Programs team. That team member will be in contact regarding the timeline for review of the application for final approval and any required modifications.

- The purpose of the Acceptance, Relinquishment, Assignment and Certification (ARAC) form is to allow the LEAs to accept/relinquish or assign and certify the LEA's use of ESEA Title program allocation(s).
- BOCES/Consortium leads must collect the ARAC from member/partner district(s) and submit the form to CDE. The form should be emailed to: consolidatedapplications@cde.state.co.us
- Once the Consolidated Application has been submitted, applicants will submit copies of the signed ARAC forms collected, as well as all Approval and Transmittal forms.

General ESEA Assurances

- The purpose of the form is to collect the requisite general assurances for the administration of ESEA Title programs in a single location.
- The ESEA General Assurances form includes the general assurances outline in the Every Student Succeeds Act (ESSA), as well as the assurances required of all recipients of Federal funds.
- Every LEA and BOCES must submit an executed ESEA General Assurances form before the grant recipient will be granted substantial approval. LEAs/BOCES must submit the executed form no later than June 30, 2017.
- The form should be submitted to:
consolidatedapplications@cde.state.co.us

Assurances

- Please read through the program assurances in the Consolidated Application carefully, as there have been some changes in ESSA. For example:
 - Requirement for reasonable period for public comment of LEA plan
 - Requirement to submit dissenting comments to SEA through [Consolidated Application email](#)
- Note: Assurances reflect areas that are not reviewed in the Consolidated Application but are subject to program monitoring.

Overview and New Opportunities in ESSA

Overview of Major Changes

- ESEA Program Information
- Flexible Use of Funds
- Supplement, Not Supplant in Title I, Part A
- Serving High Schools at 50% without violating rank-order requirements
- Changes to Set-Asides
- School Improvement Set-Aside (7%)
- Title IV, Part A
- Equitable Services to Non-Public Schools

ESEA Program Information Website Resources

- [Title I, Part A - Achievement of At-Risk Students](#)
- [Title I, Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk](#)
- [Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders](#)
- [Title III, Part A - Language Instruction for English Learners and Immigrant Students](#)
- [Title IV, Part A - Student Support and Academic Achievement](#)
- [Title V, Part B - Rural Education Initiative](#)
- [Title VI - Indian and Alaska Native Education](#)
- [Comprehensive Needs Assessment](#)

Flexible Use of Funds

- How is the Flexible use of funds supported under ESSA?
 - Well-rounded Education
 - ESSA emphasizes the need for all students to have access to a well-rounded education that includes the arts, humanities, sciences, social sciences, English and Mathematics.
 - Other considerations: Career Tech Ed., Early Childhood, Gifted and Talented
 - Comprehensive Needs Assessment
 - A well-developed comprehensive needs assessment is the foundation for identifying activities that may be allowable
 - Supplement, Not Supplant
 - Can the LEA demonstrate that the funds are supplemental?
 - Testing individual line items for Supplement, Not Supplant will no longer apply

Title I, Part A - Supplement, Not Supplant Update

- Title I, Part A NCLB tests for Supplement, Not Supplant are no longer in effect.
- The ESSA test for Title I, Part A Supplement, Not Supplant only requires the LEA to demonstrate that the funds - not activities - are supplemental.
- ESSA requires LEAs to demonstrate that their methodologies for allocating State/local funds ensure that each Title I school receives all the State/local funds it would have if it was not receiving Title I, Part A funds.
- CDE will work with USDE and other stakeholders to develop guidance by early fall of 2017
- LEAs must meet this requirement no later than December 10, 2017.

Rank Order: Serving High Schools

LEAs determine which schools to serve by ranking schools by poverty.

- Any school that exceeds 75% poverty must be served;
- May serve high schools with 50% or above poverty;
- For schools at or below 75% poverty:
 - May rank by grade span
 - Serve strictly in order of rank
 - May serve schools that have at least 35% of students from low-income families

Example of School Ranking When Including a High School Above 50% Poverty

No Child Left Behind

School	Poverty Rate	# Poverty Students
Albemarle ES	92%	82
Lincoln Middle	87%	90
Roosevelt ES	79%	40
Scott ES	74%	56
Washington High	70%	160
Toshiba Charter ES	59%	119
Key Middle	58%	47
Brennan High	52%	92
Smith High	49%	15

Every Student Succeeds Act High School Option

School	Poverty Rate	# Poverty Students
Albemarle ES	92%	82
Lincoln Middle	87%	90
Roosevelt ES	79%	40
Washington High	70%	160
Brennan High	52%	92
Scott ES	74%	56
Toshiba Charter ES	59%	119
Key Middle	58%	47
Smith High	49%	15

Changes to Set-Asides Based on ESSA

- Equitable Services for Eligible Students in Non-Public Schools
 - LEAs are required to determine the proportionate share based on the total Title I, Part A allocation
- SES and Choice Removed
 - No longer required under ESSA
 - Remain optional activities under Title I, Part A
 - SES activities would be part of the Title I program at the individual school level.
 - Choice activities would be District Managed Activities (DMA).
- Priority Performance Challenge (PPC)
 - PPC set-aside has been removed from the budget.
 - Under ESSA, accountability requirements are based on school-level identification and improvement, rather than district-level identification and improvement
- Highly Qualified Set-Aside
 - No longer required under ESSA
 - Highly qualified teacher and paraprofessional requirements and now defers these qualifications to State law.

School Improvement State Level Set-Aside (7%)

- CDE must reserve 7% of the state Title I allocation to support schools identified for Comprehensive (CSI) and Targeted Support and Improvement (TSI)
 - Under NCLB, CDE was required to reserve only 4%
- Eligibility for access to set-aside based on CSI/TSI Identification
 - Lowest 5% of Title I schools in the state - CSI
 - High Schools with a graduation rate less than 67% - CSI
 - Schools with chronically low-performing subgroups - TSI

Identification of Schools Identified for Comprehensive and Targeted Support and Improvement

- Focus and Priority school designations replaced by schools identified for Comprehensive (CSI) and Targeted (TSI) Support and Improvement.
- Beginning in 2017-2018, schools will be identified as CSI or TSI each fall based on data from the three years preceding identification
- LEAs will be notified in the fall
 - Schools identified
 - Planning Requirements
 - Opportunities for support
- More Information
 - Virtual Academy Work Session on May 26th at 10:00 am
 - [Register here!](#)
 - [ESSA State Plan](#)

Title IV, Part A: Purpose and Allowable Activities

- Title IV, Part A is intended to increase the capacity of LEAs, schools, and local communities to:
 - provide all students with access to a well-rounded education;
 - improve school conditions for student learning; and
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students
- Allowable activities under Title IV, Part A fall into three categories:
 - well rounded educational opportunities
 - improving school conditions and safe and healthy students
 - improving the use of educational technology in order to improve the academic achievement and digital literacy of all students

Title IV, Part A : Funding

- Allocated based on same formula as Title I, Part A
- Ratable reduction
 - No Title IV, Part A allocation to LEA may be less than \$10,000
- LEAs may REAP Title IV, Part A funds for use in Title IA, IIA, IIIA, IIISAI
- Activities must supplement, and not supplant, non-federal funds that would otherwise be available for activities authorized under Title IV, Part A.
 - LEAs may form consortia with other surrounding LEAs and combine the funds to jointly carry out the local activities

Title IV, Part A : Program Requirements

- Activities must be planned in consultation with parents, teachers, principals, and other relevant stakeholders.
 - Must also engage in continued consultation to improve the activities.
- LEAs receiving at least \$30,000 must
 - conduct a comprehensive needs assessment every 3 years
 - use at least 20% of the funds to support activities related to well-rounded educational opportunities
 - use at least 20% of the funds to support safe and healthy students
 - use a portion of the funds to support the improvement of the use of educational technology
 - prioritize the funds toward high-need schools in the district
- LEAs may use a portion of the funds for activities conducted in partnership with an IHE, business, nonprofit organization, or community-based organization.

Title IV, Part A: Planning 2017-18

- CDE understands the budget submitted June 30, 2017 may be preliminary
 - LEAs can adjust budget in post-award revision window based on more specific comprehensive needs assessment and thorough stakeholder engagement.
- For LEAs receiving more than \$30,000, use the comprehensive needs assessment (UIP) that has already been conducted to see if identified needs can be served with Title IV, Part A.

Equitable Services to Non-Public Schools

- The ESSA requires LEAs to determine the proportionate share of funds used to provide equitable services under Title I, Part A based on the entire Title I, Part A allocation, prior to taking any other set-aside off the top.
- LEAs must obligate the funds set-aside to provide equitable services in the first fiscal year available. If extenuating circumstances arise, LEAs may categorically carry over the funds.
- LEAs must [submit the results](#) of the timely and meaningful consultation with participating non-public schools to the [non-public school ombudsman](#).
 - Note: LEAs should retain documentation of their invitation to participate and/or the non-public school's decline to participate. However, these documents do not need to be submitted to the ombudsman.

Equitable Services: Calculating the Proportionate Share

Example of Determining the Amount of Title I funds for Equitable Services to Non-Public Schools			
<u>Public Schools Being Served by the LEA with Title I Funds</u>	Number of Low-Income Students who are: <ul style="list-style-type: none"> Residing within the Title I School Boundary, and Attending Public School 	Number of Low-Income Students who are: <ul style="list-style-type: none"> Residing within the Title I School Boundary, and Attending a Non-Public School 	Total
Title I School A	300	20	320
Title I School B	150	5	155
Title I School C	500	25	525
Total	950	50	= 950+ 50 = <u>1000</u>
Percentage of Students	= $950 / (950 + 50) = 95\%$	= $50 / (950 + 50) = 5\%$	
Proportionate Share of \$1M Title I Allocation	= $.95 * \$1M = \$950,000$	= $.05 * \$1M = \$50,000$	

Must reflect the students that reside in the Title I school's boundaries. LEAs may use GIS mapping information (typically accessed for transportation purposes), the Title I School's residing and attending home enrollment, or other information available to the LEA to determine this number. The number of students residing in the Title I school boundary is not the same as the number of students attending the Title I school.

Must be obtained through consultation with participating non-public schools.

The amount of funds that must be reserved to provide equitable services to participating non-public schools. This must be determined **prior** to taking any set-asides off the top of the LEA's Title I allocation. This amount is inclusive of the funds used to provide parents and family engagement activities to non-public schools, as well as the administration reservation.



Equitable Services: Calculating the Proportionate Share

- How should the LEA determine the number of low-income children residing in the Title I school boundary?
 - This process may vary depending on the information available in the LEA. It may include reviewing:
 - Geographic Information System (GIS) mapping data, often used for transportation
 - Title I School enrollment and mapping students back to home school of residency to account for choice/charter options

Equitable Services: Calculating the Proportionate Share

- How should the LEA determine the number of low-income children residing in the Title I school boundary and attending the private school?
 - Consultation
 - The LEA has the final authority to determine the calculation method; the private school must use information that leads to comparable identification of students (see section 1118(c)(1)).
 - The data obtained through consultation will be used by the LEA to enter the necessary data in the consolidated application; the proportionate share will be generated from the data the LEA provides.
 - LEAs should be cognizant of local data privacy policies when exchanging student-level information with the non-public school. The LEA may consider developing a data sharing agreement with the non-public school on the advice of counsel.

Equitable Services: Calculating the Proportionate Share

- Results of consultation must be submitted to the ombudsman no later than 30 days prior to the LEA's final consolidated application submission.
- Virtual Academy Work Session on May 23rd at 2:00 pm
 - [Register here!](#)
- Additional questions and concerns regarding equitable services to non-public schools should be directed to the non-public schools ombudsman:
 - [Colleen Brooks](#)
 - 303-966-3897

LEA Plan Questions in the Consolidated Application

LEA Narrative Questions in the Consolidated Application

- Cross-program questions and several program-specific questions for Titles I, II, III, and IV.
- Essential Components of the LEA Narrative Questions
 - Comprehensive Needs Assessment
 - Meaningful stakeholder engagement
 - Identification of students for support
 - Delivery of supports and services for students and staff
 - Method to evaluate impact
- Responses to the questions may serve as a 3-year plan and should be updated annually, as appropriate.
- Some questions address new district processes
 - LEAs may include their best plan for a response at this time

Guidance Document & Available Resource Materials

- Application Guidance/Manual
- Consolidated Application Questions and Assurances
- Consolidated Application FAQ
- [To access all of these resources, please visit the Consolidated Application Training Materials Page.](#)

Format and Purpose: Questions, Response Guidance, Additional Considerations, Guidance, & Resources

- Questions
 - CDE has developed Cross-Program Questions that must be answered by all LEAs that accept ESEA funds.
- Response Guidance
 - Responses to each question should be based on the LEA's unique demographics and context.
 - Applicants must provide a response, whether in reference to another application question or the UIP, to the questions and additional requirements in Title III.
- Additional Considerations, Guidance, and Resources
 - Additional considerations, guidance, and resources and links to other programs are optional supports for the development of a comprehensive response.

Response Options – Check Box Options

Check Box Option	Instructions
The LEA is using the UIP as the comprehensive needs assessment, and the needs are identified in the LEA's, or BOCES member districts', Unified Improvement Plan(s) (UIP). The LEA may use the space below to provide additional trends and needs that are applicable for use of ESEA funds but were not included in the UIP.	If checked, the LEA is NOT required to add additional narrative description unless additional trends and needs are to be included in the response.
The LEA is not using the UIP as the comprehensive needs assessment. Provide a response to the question in the space below.	If checked, the LEA IS required to provide a narrative description of the comprehensive needs assessment. LEAs are encouraged to use existing responses developed to complete this question.
Check here if you are requesting more time to complete this response and will update for the second submission window by September 30, 2017.	If checked, the LEA will have until September 30, 2017 to fully respond to the question.
Check here if you would like CDE to support you in developing this response.	If checked, the LEA will be contacted by CDE to set up a support session to assist with the development of a response to the question.

Response Options – Budget Description Only

- Select how the LEA is planning to use the funds.
- Provide detailed description in the line items of the budget.
 - Title I, Part A - Question 2
 - Title I, Part D - Question 1
 - Title II Part A - Question 2
 - Title IV, Part A - Question 1
- Note: Although these questions provide a checkbox list of allowable activities, these lists are not exhaustive. An “other” category has been provided for LEAs to write in answers.

Response Options – Funding Based

- Some questions require a response if the LEA is using funds for the activities listed.
 - Title I, Part A Question 4 (Reducing student removal)
 - Title I, Part A Question 6 (Effectively transitioning students)

Response Options – Criteria Based

- Some questions are only applicable to LEAs that meets the specified criteria:
 - Title I, Part A Question 5 (Equitable access to teachers)
 - Pre-populated beginning with the 2017-18 Consolidated Application
 - Title I, Part A Question 7 (TSI Plans) and Title II, Part A Question 1 (Prioritization for CSI/TSI)
 - Only districts with identified TSI schools will respond to these questions
 - For initial submission of the 2017-18 Consolidated Application, write “NA”
 - Districts with identified TSI schools will respond during post-award revisions

Response Options – Title III Narrative Responses

- Additional narrative responses are required in Title III, Part A Questions #1-3 to ensure that the Title III funds are supplementing a core ELD program and that LEAs are addressing the needs of English Learners (ELs).
- Title III, Part A Question #1 (Allowable use of funds)
 - Select all activities being provided with Title III, Part A
 - Must select professional development and parent engagement activities (Requirements of Title III program)
 - May indicate that the requirements are being met through state and local funds
 - Describe how funds are being used and how LEA is meeting PD and parent engagement activity requirements.
 - Provide detailed description of Title III funded activities in the line items of the budget.

WORKING LUNCH

- How can CDE support you and your district in preparing to respond to these questions or planning your responses?
- How can CDE support planning for the LEA questions for which your district does not have processes in place yet?
- What can we add to the considerations section to capture the work you do in your districts and best support quality responses?
- General comments, questions, concerns, clarifications

High Level Allocation Summary

- Omnibus bill on May 5, 2017
 - Title I, Part A - 1% increase nationally
 - Title II, Part A - 13% decrease nationally
 - Title III, Part A - Level funded
 - Title IV, Part A - New program
- USDE estimates end of May allocations to states
- CDE needs approximately 2 weeks to calculate LEA allocations
- [Consolidated Application FAQ](#)

Budget Functions and Summary

Budget Columns

Column Name	Data Type
Strategy	Dropdown and Text
Description of Activity	Text
Location	Dropdown
Program Code	Dropdown
Object Code	Dropdown
Salary Position (if applicable)	Dropdown
FTE (if applicable)	Numeric
Funding Source	Dropdown
Amount	Numeric

Strategies and Activities

Each budget line must have an associated Strategy and Activity

- Strategy
 - An overall district approach for improving student achievement that may also include major initiatives
 - Describes how the practices, or changes in practices, in district/schools will result in improved outcomes for students
- Activity
 - Activities are specific steps that school or district personnel will take to implement the strategy

Strategies

- All budget strategies from 2016-17 Application will be carried over into the 2017-18 Application.
- Strategies provide a connection between the LEA Plan narrative and budget line items.
 - An overall district approach for improving student achievement that may also include major initiatives

Activities

- Activities should include:
 - specific steps that school or district personnel will take to implement the strategy;
 - language that is reflective of actual costs attributable to budgeted funds;
 - the 5 W's: who, what, where, when, why

Activities

- Example of incorporating the five W's in an activity description:
 - **Who is participating in the activity** - How participants were selected to participate: Second grade math teachers
 - **Who is managing/administering the activity:** district professional development coordinator
 - **What is the activity:** Professional learning delivered by district math coaches on number sense
 - **Where will the activity occur:** district wide
 - **When will the activity occur** - How often (dosage): Saturday mornings in September and October
 - **Why:** The activity should relate to the identified strategy: teachers need additional training in teaching mathematical concepts as articulated in the Colorado Academic Standards to improve student math scores

Location

- Activities must be assigned to a location
- Locations are pre-populated for each LEA:
 - District: District Level XXXX D
 - School: School Name XXXX E/M/H
 - Nonpublic Schools within the LEA boundaries: School Name XXXX P
 - Neglected and Delinquent Facilities: School Name F
 - School list was created based on most recent information submitted to CDE (School Master List)
 - If school is not in the dropdown add the school in the School Profile or make sure the school is being served and describe in the activity section
 - Note: Title IA -schools that will be served in the 2017-2018 funding year will appear in the Location drop down.

Program Code and Object Code

- Coding from the Chart of Accounts
- Program Code - The program dimension allows a school district to charge costs, instructional and support, directly to the benefiting program
 - Consolidated Application includes additional Support categories; Improvement of Instructional Services and Administration
- Object Code - The object dimension is used to describe the service or commodity obtained as the result of a specific expenditure
 - Not all object codes are included in the Consolidated Application

Object Codes

- **0100 Salaries** - Amounts paid for personal services to both permanent and temporary school district employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district.
- **0200 Employee Benefits** - Amounts paid by the school district on behalf of employees; generally, these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, never-the-less, are part of the cost of personal services.
- **0300 Purchased Professional and Technical Services** - Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, brokers, etc.
- **0500 Other Purchased Services** - Amounts paid for services rendered by organizations or personnel not on the payroll of the school district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

Object Codes (cont.)

- **0580 Travel, Registration, and Entrance** - Expenditures for transportation, meals, lodging, and other expenses associated with travel for the school district. Payments for per diem in lieu of reimbursements for subsistence (room and board) are also charged here.
- **0600 Supplies** - Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
- **0640 Books and Periodicals** - Expenditures for books, textbooks, and periodicals prescribed and available for general use, including library and reference books. This category includes the cost of workbooks, textbook binding or repairs, as well as textbooks which are purchased to be resold or rented.
- **0730 Equipment** - Expenditures for the initial and replacement items of equipment, such as machinery, furniture, fixtures, and vehicles. Machinery, furniture, and fixtures (including teacher desks, chairs, and file cabinets), technology equipment, and other equipment that are used for instructional purposes should be charged to appropriate instructional programs.
- **0735 Non-Capital Equipment** - Expenditures for items classified as equipment, but costing less than the district policy for capital assets inventory.
- **0800 Other Objects** - Amounts paid for goods and services not otherwise classified above.

Salary Positions and FTE

- Prepopulated dropdown menu
- Applicable only if Object Code is 0100 Salary
 - Cross referenced to the Job Class Codes in the Chart of Accounts
 - Common titles/descriptions:
 - Eliminates ambiguity - reviewers know the proposed position
 - Function, not Certification
 - Facilitates statewide evaluation
 - Identify best practices
 - Compare/contrast like situated LEAs
- FTE can be rolled up for same positions at same location
 - 2 interventionists positions at an elementary school can be listed on one row as 2.0 FTE
- Not all salary positions are included in the Consolidated Application

Funding Source

- Dropdown menu contains following options:
 - Title programs
 - Title I, Part A Set-Asides cross referenced grant codes in Chart of Accounts
 - Grant code (92XX)
 - REAP -Title II-A and IV-A funds “REAP (flex) for use in” other Title programs
 - Consolidated Schoolwide
- The online budget feature will only allow you to select the funding sources that match the application part in which you are working. This ensures totaling feature functions properly.
 - Districts less than 1,000 or One School Per Grade Span may budget activities at the District Level

Examples: Coding Expenditures

Strategy	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source
Strategy 1	Provide reading intervention to identified students at risk for not meeting proficiency as well as monitoring progress and adjust intervention as necessary. Serve as the literacy expert on effective teaching practices in literacy for the school.	0000 - 1234 - ELEMENTARY SCHOOL	Instructional Program (0010-2000)	0100 Salary	206 Interventionist, English Language Arts	2.00	Title I, Part A - (4010)
Strategy 1	Provide reading intervention to identified students at risk for not meeting proficiency as well as monitoring progress and adjust intervention as necessary. Serve as the literacy expert on effective teaching practices in literacy for the school.	0000 - 1234 - ELEMENTARY SCHOOL	Instructional Program (0010-2000)	0200 Benefits	206 Interventionist, English Language Arts		Title I, Part A - (4010)

Examples: Coding Expenditures

Strategy	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source
Strategy 3	Contractual services to provide on going adult ESL, parenting, and skills based classes at 5 or more Title I school sites in support of newly arrived immigrant students and families.	0000 - 0000 - District Level	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Services			Title III – SAI Immigrant Set-Aside - (7365)
Strategy 3	Supplies for adult ESL, parenting, and skills based classes	0000 - 0000 - District Level	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Title III, Part A - ELL - (4365)

Examples: Coding Expenditures

Strategy	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source
Strategy 2	Instructional Leadership Academy that implements systems to impact student engagement. Training for staff members to implement systemic measures to successfully implement strategies in the classroom for school improvement. (12 staff members, 10 day training)	0000 - 0000 - District Level	Improvement of Instructional Services (2210)	0500 Other Purchased Services			Title II, Part A - Teacher Quality - (4367)
Strategy 2	Supplies for Instructional Leadership Academy	0000 - 0000 - District Level	Improvement of Instructional Services (2210)	0600 Supplies			Title II, Part A - Teacher Quality - (4367)

Examples: Coding Expenditures

Strategy	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source
Strategy 7	Manage NCLB databases and customizes and configure database as needed. Creates prepares, and verifies NCLB reports used for billing, and distribute copies to the appropriate departments. Salary	0000 - 0000 - District Level	Administration (2300, 2400, and 2500)	0100 Salary	506 General Office	0.50	Title I, Part A - (4010)
Strategy 7	Manage NCLB databases and customizes and configure database as needed. Creates prepares, and verifies NCLB reports used for billing, and distribute copies to the appropriate departments. Salary	0000 - 0000 - District Level	Administration (2300, 2400, and 2500)	0200 Benefits	506 General Office		Title I, Part A - (4010)

Coding Expenditures

- For more information on coding expenditures, please refer to the Chart of Accounts, or contact Grants Fiscal.
- <http://www.cde.state.co.us/cdefinance/sfcoa>

Title I Set-Asides

Set-Asides are specific funding source options in the Funding Source column.

- Title I set-asides reduce the total funds available prior to school-level allocations
 - Non-Public Schools Set-Aside
 - Parent Involvement Set-Aside
 - District Managed Activities
 - Neglected Set-Aside
 - Preschool Set-Aside
 - Family Literacy Set-Aside

Non-Public Schools Set-Aside

- Non-Public Schools (NPS) Set-Aside must be reserved prior to other set-asides
- (NEW) Set-Asides for FY17-18
 - Non-Public School Administration (9213/9113)
 - Non-Public School Family Engagement (9214/9114)

Parental Involvement Set-Aside

- Parental Involvement Set-Aside (PA-D and PA-S) (9211)
 - For LEAs with an allocation greater than \$500,000, budget sets aside 1%
 - 95% of this set-aside must go to Title I schools
 - Parents must be involved in the schools' decision on how to use these funds
 - District may retain the remaining 5% of the set-aside for district-level parental activities
 - District Managed Activities can be used to reserve additional funds for district level parental activities

Parental Involvement Set-Aside, continued

- Title I Parent & Family Engagement funds should be used to carry out activities and strategies including, but not limited to, at least 1 of the following (new):
 - Supporting schools and nonprofit organizations in providing professional development for district and school personnel regarding parent and family engagement strategies
 - Supporting programs that reach parents and family members at home, in the community, and at school.
 - Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
 - Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

District Managed Activities in Title I Schools

- A district may set aside a portion of Title I, Part A funds to support Title I schools under the following circumstances:
 - Additional services and supports for Title I schools, with special attention to schools identified for comprehensive or targeted support and improvement or Title I schools assigned a Priority Improvement or Turnaround plan type
 - Summer school, if the program consolidates the activity to specific sites
 - Pay differential for Title I schools with any plan type assignment
 - Additional parent activities
- If the district managed activity is occurring at a specific school, incorporate the school name into the activity description. Select District Level in the location column; REMEMBER: These funds stay at the district level and never flow to the school.

Children and Youth Experiencing Homelessness Set-Aside

- The Consolidated Application will prepopulate the required \$50 minimum set-aside; however, LEAs should use one of the methods below (suggested by the National Center for Homeless Education) to determine an appropriate amount.
 - Determining a percentage of Title I, Part A funds for the homeless set-aside
 - Multiplying the number of identified homeless students by the Title I, Part A per pupil allocation.
 - Matching the amount of McKinney-Vento subgrant dollars received by the LEA, if applicable
 - Adjusting previous set-aside amounts based on past set-aside expenditures and trend data such as the number of homeless students identified, academic outcomes, and educationally related needs identified.
- Can support excess transportation costs
 - Must align with identified need/strategies

Neglected, Preschool, and Family Literacy Set-Asides

- Neglected Set-Aside (NG)
 - Input allocations for districts with a neglected facility
 - [Required Set-Aside amounts are published on the Grants Fiscal webpage](#)
- Preschool Set-Aside (PS)
 - Provide support for preschool activities
 - Direct intervention with students
 - Transition to kindergarten support
 - Professional learning for preschool teachers
- Family Literacy Set-Aside (FL)
 - Literacy program for families in Title I schools
 - Adult GED, ESL and/or Parenting classes
 - Parent and child activities
 - Student activities involving literacy

Title I, Part A Waivers

- Title I, Part A Schoolwide Eligibility Waiver
 - This waiver is required when the poverty rate of a Title I school that wishes to move to or run a schoolwide program falls below 40 percent.
- 15% Carryover Waiver for Title I, Part A
 - LEAs are not permitted to carryover more than 15% of their total allocation. Complete and submit this form by October 31, 2017, to request a waiver of the 15% carryover limitation for Title I, Part A for FY 2017.

Funding Flexibility: REAP-flex vs. Transfers

- Districts are eligible for either REAP-flex or Transfer
 - A list of REAP-flex eligible LEA's is published at the same time as preliminary allocations.
 - LEA's not eligible for REAP-flex will be eligible for Transfer.
 - [The list of REAP Eligible LEAs is posted on the Grants Fiscal webpage](#)
- Rural Education Achievement Program (REAP Flex): Allows eligible small rural school districts the opportunity to use funding from certain federal sources for other federal program purposes.
 - Funds do not 'move.'
- Transferability: A broad provision that allows states and districts to transfer a portion of funds among a set of eligible federal programs.
 - Funds do 'move' by increasing one grant and reducing another.
 - This can impact required Set-Asides.

REAP Flexibility

- LEAs may REAP (flex) Title IIA funds for use Title IA, III, IIISAI, and IVA (new)
- LEAs may REAP (flex) Title IVA (new) funds for use in Title IA, IIA, IIIA, IIISAI
- Funding Source Column -select the appropriate “REAP for use in” Title option
- REAP (flex) budgeted amounts will flow to the Budget Summary
- “REAP for use in” will total under the original funding source, which does not increase the allocations
- When drawing down funds from Grants Fiscal, funds will be requested from the original program

Transferring Funds

- LEAs may Transfer Title IIA funds into Title IA
- Will reduce Title IIA allocation while increasing Title IA allocation within the budget - this will impact required Set-Asides
 - Parental Activities Set-Aside
 - Non-Public Schools Set-Aside
- When drawing down funds from Grants Fiscal, funds will be requested from the original program

Transferring Funds

NCLB Interfund Budget - FY 2016-17

	4010 - Title I Part A	7010 - Title I Part D Delinquent	4367 - Title II Part A Teacher Quality	4318 - Title II Part D Technology	4365 - Title III Part A ELL
Current Year Allocation	\$1,917,674	\$0	\$26,050		\$211,775
Transfer IN (source code 53xx)	\$26,050				
Transfer Activity OUT (source code 53xx)			\$26,050		
REAP (Alternative Program Use)	\$0			\$0	\$0
REAP (Original Program)			\$0		

Consortium

- Title III, Part A grant recipients may only keep a grant award of \$10,000 or more. If the LEA receives an award of less than \$10,000, the LEA must sign-over or their award to a BOCES or Consortium lead, or may decline the funds.
- Under Title IV, Part A, grant recipients will receive an award of at least \$10,000 due to the ratable reduction provision. LEAs may choose to sign-over their award to a BOCES or Consortium lead; however, unlike Title III, Part A, LEAs are not required to do so.

Consolidated Schoolwide Programs

- Budget these schools' allocations in each of the Title funds sections
- "Consolidated Schoolwide" is listed as a funding source in the drop-down menu for each program
- The strategy for this line item will automatically populate as Consolidated Schoolwide

Indirect Costs

- Indirect vs. Direct Costs

- Indirect costs are those elements of cost necessary in the provision of a service which are of such nature that they cannot be readily or accurately identified with the specific service.
- Direct costs are those elements of cost which can be easily, obviously, and conveniently identified with specific activities or programs.
- Note: Under the ESSA, the Title III direct rate is 2%, however LEAs *may also* take the additional indirect cost rate.

Indirect Costs (cont.)

- The LEA's Approved Restricted Indirect Cost Rate is pre-populated in Module A, as part of the LEA Profile
- In the budget sections, indirect costs are calculated as a percentage of direct costs, less Capitalized Equipment
- Indirect costs can be over-ridden to a lesser amount in the Budget Summary

Example: Indirect costs

Subtotal Program Costs	\$5,382,724	\$0	\$766,461		\$465,740	\$308,537
(LESS) 0730 Capitalized Equipment	\$0	\$0	\$0		\$0	\$0
Subtotal Direct Costs	\$5,382,724	\$0	\$766,461		\$465,740	\$308,537
Applicable Indirect Cost Rate (%)	3.24%	3.24%	3.24%		3.24%	3.24%
Indirect Cost Rate Calculation	\$174,400	\$0	\$24,833		\$15,090	\$9,997
Indirect Cost Amount Override	-	-	-		\$7,122	\$6,233
Total Budget	\$5,557,124	\$0	\$791,294		\$472,862	\$314,770

Example: Indirect Costs

Subtotal Program Costs	\$5,382,724	\$0	\$766,461		\$465,740	\$308,537
(LESS) 0730 Capitalized Equipment	\$0	\$0	\$0		\$0	\$0
Subtotal Direct Costs	\$5,382,724	\$0	\$766,461		\$465,740	\$308,537
Applicable Indirect Cost Rate (%)	3.24%	3.24%	3.24%		3.24%	3.24%
Indirect Cost Rate Calculation	\$174,400	\$0	\$24,833		\$15,090	\$9,997
Indirect Cost Amount Override	-	-	-		\$7,122	\$6,233
Total Budget	\$5,557,124	\$0	\$791,294		\$472,862	\$314,770

Indirect Cost over-ride

Totaling Features

- Budget line items completed in previous modules for each Title will then be populated in a budget summary module, with a separate set-aside summary, for all activities that were budgeted for all Title funds
- (NEW) In addition to the items included last year, this year's budget summary will also include a per-pupil calculation for each school being served with Title I, Part A funds

Accessing Grant Funds

- CDE-approved application
 - Approved budget in district/BOCES accounting system
- Grant funds paid on reimbursement basis
 - Grants Fiscal processes payments monthly
 - Formula Grants Request for Funds (RFFs) due by 1st of month
 - Cash on hand (deferred revenue) not allowed
- [Request for Funds \(RFF\) Excel Template](#)
- [Grant Distribution Reports](#)

Upcoming Professional Learning Opportunities

Consolidated Application Virtual Academy Work Session

- Upcoming Virtual Academy Work Sessions
 - June 9th at 1:00 pm
 - June 23rd at 10:00 am
 - [Register here!](#)

Equity and Excellence Conference

- The Exceptional Student Services and Federal Programs Units will be hosting the third annual Equity & Excellence Conference on November 2-3 at the Hilton Denver Inverness Hotel.
- The theme of this year's conference is "Expand Your Equity Toolkit". CDE's goal for this conference is for attendees from diverse professional backgrounds to collaborate and come away from the conference with tools and resources for putting equity into action in their schools.
- [Proposals](#) are requested to address policy, leadership, and instructional information and strategies in the following content areas:
 - Culturally responsive instructional practices
 - Whole child supports
 - Recruitment and retention of excellent teachers
 - Meeting individual learning needs
 - Supporting early learning (birth to 3rd grade)
 - Effective parent and family engagement

Consolidated Application Online Platform Tour

Tour of the Online Platform

<https://www.cde.state.co.us/apps/consapp2017/>

Questions?



Work Session

- We are here to provide any support you need during the work session.
 - Narrative responses
 - Online platform functionality

Contact Information

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