

Program Monitoring Self-Assessment (PMSA)

CDE's goal in monitoring is to help build the capacity of school districts so that they are aware of the requirements of the federal funds, have the ability to self-assess against the requirements of the grants, and understand how they can utilize funding under the grants to improve services for children. Monitoring begins during the application review process and provides an opportunity to support, collect and evaluate information provided by Local Education Agencies (LEAs). The self-assessment provides an additional level of oversight for all LEAs receiving federal funds to ensure compliance with program requirements. Additional information regarding monitoring, including the program requirements, can be found [here](#).

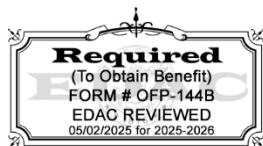
CDE will use the results of this self-assessment to identify training, support, or guidance needed by LEAs to improve implementation of ESEA/ESSER programs. CDE will not be able to determine compliance based solely on self-assessment responses.

Instructions:

In order to complete the self-assessment, LEAs should review the required elements listed in each of the sections and reflect on current practices related to their implementation of the requirements. LEAs may use the provided reference to the corresponding program requirement within the [Program Requirements document](#) for additional information.

Each section of the self-assessment will include an implementation rating scale, a narrative response, and the opportunity to identify additional support(s) that might be provided or supported by CDE. The narrative responses are **required** and should provide a summary of how the LEA is implementing the requirements within each section and the rationale for how the LEA determined their implementation rating.

The LEA may find that a team approach is most supportive for being able to respond to all of the requirements included. The self-assessment should only be submitted once it has been fully completed.



General Education Provisions Act (GEPA)

Section 427 of the United States Department of Education's General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take in order to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries. Local education agencies (LEAs) or other eligible applicants that apply for Federal funding through the ESEA Consolidated Application must provide this description in their application. Additional information regarding the General Education Provisions Act can be found [here](#).

- ☐ The LEA has a process in place that is used to ensure equitable access to, or equitable participation in, activities funded with federal funds for students, teachers, and other program beneficiaries. (ID 9.9)
- ☐ The LEA can demonstrate that it is implementing the steps outlined in their GEPA statement(s) to overcome any identified barriers and that each program has been administered in accordance with applicable statutes and regulations. (ID 9.9)

* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the General Education Provisions Act (GEPA). This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

ESEA Use of Funds

LEAs are responsible for ensuring that funded and implemented activities are reasonable, necessary, and allocable to the applicable program(s) and that all activities comply with federal statutes, regulations, and terms and conditions of each grant program, including those outlined in the application, assurances, and grant award letters. LEAs should be able to demonstrate that the program intent has been met and/or program goals have been achieved as a result of the implemented activities. Additional information regarding each of the programs monitored by the Federal Programs and Supports Unit can be found [here](#).

- The LEA has processes in place to ensure that expenditures using ESEA funds match the activities approved by CDE through their application(s) for funds. (ID 9.1)
- Funded and implemented activities comply with federal statutes, regulations, and terms and conditions of the grant program, including those outlined in the application, assurances, and grant award letters. (ID 9.1)
- The LEA ensures that funded and implemented activities are reasonable, necessary, and allocable to the applicable program(s) and can demonstrate that the program intent has been met and/or program goals have been achieved. (ID 9.1)
 - Title I, Part A - provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps.
 - Title I, Part D - (1) improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet; (2) provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.
 - Title II, Part A - increase student achievement consistent with the challenging state academic standards; improve quality and effectiveness of teachers, principals, and other school leaders; and increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement, in schools, and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
 - Title III, Part A - (1) help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; (2) assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet; (3) assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth; (4) assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and (5) promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

- ☐ Title IV, Part A - (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.
- ☐ Stronger Connections Grant - pursue safer communities and healthier outcomes for students through activities that are allowable under Section 4108 (Title IV, Part A) of the Elementary and Secondary Education Act (ESEA).
- ☐ Title V, Part B - address the unique needs of rural school districts.
- ☐ Empowering Action for School Improvement (EASI) - provide funds for district and school improvement activities for schools identified under ESSA as Comprehensive Support (CS), Targeted Support (TS) or Additional Targeted Support (A-TS).

* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's uses of ESEA funds. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

- ☐ The LEA does not have any non-public schools within the LEA's boundaries or the non-public schools within the LEA's boundaries are not eligible to participate. Note: This section is required if the LEA has non-public schools that require consultation but do not participate.

Providing Equitable Services

Under the Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), a local education agency (LEA) must provide services to eligible non-public school students, families, and teachers that are equitable to those provided in eligible public schools. LEAs and non-public school officials are required to complete and submit the results of consultation to the Equitable Services Ombudsman prior to the LEA's application for ESEA funds. This includes the equitable services provisions under Titles I and VIII. Additional information regarding Providing Equitable Services can be found [here](#).

- ☐ Each LEA must have a process that it follows for consulting with its non-public schools. The LEA must submit evidence to demonstrate what that consultation process looks like and that the process has occurred in a timely and meaningful way for all eligible non-public schools. (SE 9.11)
- ☐ Evidence demonstrates that the LEA has continued consultation throughout the provision, implementation, and assessment of equitable services. (SE 9.11)
- ☐ Non-Public School Consultation Forms are submitted as a part of the LEA's application(s) for funds. (SE 9.11)
- ☐ The LEA has a process that it follows for determining and distributing the proportionate share (Title I) and equitable allocations (Title VIII) of federal funds to provide equitable services to non-public schools. (FR 1.7)
- ☐ The LEA's fiscal plans and procedures demonstrate control of funds and acquired property. (FR 9.3)
- ☐ All equitable services provided with federal funds are for activities that are secular, neutral, and non-ideological. (FR 9.4)
- ☐ The LEA can demonstrate alignment between the consultation forms and the proposed budget submitted through the application(s) for funds. Additional changes to activities may be made during the ongoing consultation process. (FR 9.4)
- ☐ Implemented activities match those described in the approved budget items from the application(s) for funds. (FR 9.4)
- ☐ Consultation forms show evidence of an acknowledgement from the non-public school that funds will be obligated within the funding year. (FR 9.6)
- ☐ Carryover funds are tracked separately and made available to the non-public school that did not utilize all of its funds in the previous year. (FR 9.6)

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2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above for the provision of Equitable Services. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

Stakeholder Engagement: LEA Plans

Family and community engagement is an integral part of the Every Student Succeeds Act (ESSA). Schools and LEAs must actively engage parents, families and community members in the development of state and local education plans for the use of ESEA funds including Title I, Part A, Title I, Part C, Title II, Title III, Title IV and Title V. Additional information regarding Stakeholder Engagement can be found [here](#).

- ☐ The LEA provides opportunities for stakeholders to provide feedback on the LEA's plan for the use(s) of federal funds, including, but not limited to, Title I, Title II, Title III, and Title IV funds. (SE 9.1)
 - ☐ Stakeholders include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, parents and families, and other school personnel, as appropriate.
- ☐ The LEA posts complete plans, or plan summaries, for public comment. (SE 9.2)
- ☐ The LEA can demonstrate how public comments were considered and, when applicable, revisions based on comments are communicated with stakeholders. (SE 9.2)
- ☐ The LEA publishes an annual report card that includes all required information on the district's website OR provides a link to the annual report card developed by CDE. (SE 1.2)
- ☐ The LEA communicates the availability of the annual report card to stakeholders in a format and language that parents and families of all participating students can access and understand. (SE 1.2)

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Stakeholder Engagement: Parent and Family Engagement Policies

Each LEA receiving Title I, Part A funds and each Title I school shall maintain a written parent and family engagement policy that is jointly developed, agreed upon, and distributed to parents and family members of students participating in Title I programs or services. The parent and family involvement strategies outlined in the district's and school's written policies must be evaluated to demonstrate effectiveness in supporting academic achievement for students. Additional information regarding Stakeholder Engagement can be found [here](#).

- Each LEA that receives Title I funds must have a written policy that establishes expectations and objectives for meaningful parent and family engagement and that is created in collaboration with and distributed to parents and families. (SE 1.3)
- The LEA's parent and family engagement policy must include how the LEA will:
 - involve parents and family members in jointly developing the LEA's plan and the development of LEA's support and improvement plans;
 - provide coordination, technical assistance, and other support necessary to build the capacity of all participating schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance;
 - coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
 - conduct, with the meaningful involvement of parent and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying:
 - barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background),
 - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - strategies to support successful school and family interactions.
 - use the findings of the annual evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies; and
 - involve parents in the activities of the schools served with Title I funds, which may include establishing a parent advisory board for the purposes of developing, revising, and reviewing the parent and family engagement policy. (SE 1.3)
- The LEA ensures that each Title I school has a written parent and family engagement policy that is developed with and distributed to parents and family members of participating students. Note: If the LEA has a policy that applies to all parents and family members in all Title I schools, the district-level policy may be revised and distributed to meet the school-level requirements. (SE 1.4)
- The LEA ensures that each Title I school jointly develops a school-parent compact that outlines how parents, staff, and students share responsibility for improved student academic achievement and the means by which the school and families will develop this partnership. This compact shall:

- ☐ describe the school's responsibility to provide high-quality curriculum and instruction, and the ways families will be responsible for supporting their student's learning.
- ☐ address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - ☐ parent-teacher conferences,
 - ☐ frequent reports to parents,
 - ☐ reasonable access to staff, and
 - ☐ ensuring regular two-way meaningful communication. (SE 1.4)
- ☐ The LEA and each Title I school provide, to the extent practicable, opportunities for parents and family members to participate in a language and format they can understand. (SE 1.4)

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Stakeholder Engagement: Annual Meetings

Schools receiving Title I, Part A funds must convene an annual meeting at a convenient time to inform parents of their school's participation in Title I, Part A services, programs or activities. The school must offer multiple meetings and involvement opportunities, such as morning or evening events. Schools must also, if requested by parents, offer opportunities to provide suggestions and to participate in decisions regarding the education of their students. Additional information regarding Stakeholder Engagement can be found [here](#).

- ☐ The LEA ensures that each Title I school hosts an annual meeting for parents and families of all participating Title I students to inform parents of the school's participation and to explain the requirements under Title I, Part A. (SE 1.1)
- ☐ The LEA must ensure that schools offer a flexible number of meetings. (SE 1.1)
- ☐ The LEA and Title I schools provide parents with timely, ongoing, and organized opportunities to be involved in the planning, review, and improvement of the school parent and family engagement policy and the schoolwide program plan, if applicable. (SE 1.1)
- ☐ Information provided during the annual meeting includes a description and explanation of the curriculum in use at the school and the forms of academic assessment used to measure student progress. (SE 1.1)
- ☐ The LEA and each Title I school must provide training and support to build the capacity of parents and families in the following ways:
 - ☐ providing assistance to families in understanding topics (e.g., state standards, local assessments) and how to monitor a child's progress and work with educators to improve student achievement;
 - ☐ providing materials and training to help families work with their children;
 - ☐ educating teachers in the value of the contributions of families, and how to work with families as equal partners, implement and coordinate parent programs, and build ties with parents and the school;
 - ☐ coordinating and integrating, to the extent feasible, family involvement programs and activities with other Federal, State, and local programs;
 - ☐ ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and, to the extent practicable, in a language the families can understand; and
 - ☐ providing other reasonable supports for family involvement activities, as parents may request. (SE 1.6)

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Student Performance

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), requires every State and district to publish a report card. The report cards provide parents and the public with important information on State, district, and school performance and progress. In addition, Title I schools are required to inform each parent of a student attending a Title I school information on their student's level of achievement and growth on Colorado's academic assessments. Additional information regarding Student Performance reporting requirements can be found [here](#).

- ☐ Families and parents are notified of their students' performance (achievement and growth) on assessments including, but not limited to:
 - ☐ READ Act Assessments,
 - ☐ Colorado Measures of Academic Success (CMAS),
 - ☐ ACCESS for English/Multilingual Learners,
 - ☐ PSAT and SAT, and
 - ☐ any alternative assessments. (SE 9.4)
- ☐ The LEA has written plans, procedures, or policies for parents to request assessment information, including opt-out procedures. (SE 9.6)
- ☐ The LEA has written plans, procedures, or policies for sharing information about required assessments, including subject matters assessed, the purpose of each assessment, the amount of time students will spend taking the assessment, and the time and format for sharing results. Note: If a website is not operated by the LEA, information about assessments should be made available through the distribution of information to the media, through public agencies, or directly to parents. (SE 9.7)
- ☐ The LEA sends clear and concise assessment communication in a format and language that parents and families can access and understand. (SE 9.4, SE 9.6, SE 9.7)
- ☐ *When selected, the LEA participates in the National Assessment of Educational Progress. *The LEA does not need to submit any documentation. CDE records regarding NAEP participation will be reviewed. (ID 9.8)
- ☐ The LEA has data review processes and/or protocols that are used regularly to monitor student progress, provide additional assistance to students in need of support, and to identify needs and implement instruction that supports all students in meeting challenging academic standards. (ID 1.1)
- ☐ The LEA has a FERPA policy and a process to ensure students and families are notified annually of their rights under FERPA. (ID 9.10)
- ☐ The LEA has a PPRA policy and a process in place to ensure that students and families are aware of their rights under PPRA, including a process for parents to request to view third-party surveys or supplemental materials used for research. (ID 9.11)
- ☐ The LEA provides a process for parents to request to view third-party surveys or supplemental materials used for research. (ID 9.11)

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1 - We are not implementing requirements.

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Title I, Part A Requirements: English/Multilingual Learners

Under ESSA, the requirement to identify English/Multilingual Learners (ELs/MLs) is under Title I, Part A. LEAs receiving Title I, Part A allocations must notify parents if a student has been identified as an EL/ML. This notification must be sent no later than 30 days after the beginning of the school year. Additional information regarding English/Multilingual Learners can be found [here](#).

- ❑ The LEA provides outreach to parents and families of English/Multilingual Learners to share information on how to be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the Colorado Academic Standards and Colorado English Language Proficiency standards expected of all students. (SE 9.9)
- ❑ The LEA holds regular meetings with parents and families of English/Multilingual learners to collect recommendations for Title I and/or Title III programming and can demonstrate that recommendations have been considered to inform revisions. (SE 9.9)
- ❑ The LEA sends clear and concise communication in a format and language that parents and families can access and understand. (SE 9.9)
- ❑ The LEA/consortium has procedures in place for the identification of English/Multilingual learners within 30 days of the first day of school or during the first 2 weeks of the child being placed in a language instruction educational program. (ID 9.4)
- ❑ Parent notification letters include all statutory requirements:
 - ❑ The reasons for the identification of their child as an EL/ML;
 - ❑ The child's level of English proficiency, how the level was assessed, and the status of the child's academic achievement;
 - ❑ The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - ❑ How the program will meet the education strengths and needs of their child and help their child achieve English language proficiency and meet age-appropriate academic achievement standards;
 - ❑ The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for EL/MLs, and the expected rate of graduation from high school;
 - ❑ In the case of a child with a disability, how the program meets the annual goals in the child's individualized education program (IEP); and
 - ❑ Information regarding parents' right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available. (ID 9.4)
- ❑ The LEA/consortium follows state guidance, timelines, and procedures for redesignating/exiting English/Multilingual learners. (ID 9.5)
- ❑ English proficiency is annually assessed for English/Multilingual Learners in districts receiving Title I, Part A funds and/or Title III, Part A funds. (ID 9.7)
- ❑ The LEA maintains evidence of differentiation of assessment to meet the needs of students dually identified as Special Education and English Learners. (ID 9.7)

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4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's multilingual learner/English Learner Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

- ☐ Please check the box if the LEA does not have any Title I Schoolwide Programs.

Title I, Part A Requirements: Schoolwide

Title I, Part A targets resources to districts and schools in greatest need and is intended to support student achievement and growth at the school level. Title I, Part A funds should be used to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education and close educational achievement gaps. A Title I, Part A Schoolwide Program is a comprehensive reform strategy designed to support the entire educational program in a Title I school with a poverty percentage of 40% or more (and schools with approved waivers). A school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan. Additional information regarding Title I, Part A Schoolwide Programming can be found [here](#).

- ☐ The LEA ensures that all schools within the LEA operating Schoolwide Title I programs have schoolwide plans that include comprehensive needs assessments and evidence-based strategies to address the needs of students at risk of not meeting Colorado Academic Standards and Colorado English Language Proficiency standards. (ID 1.12)
- ☐ The LEA ensures that all schoolwide plans are developed with meaningful consultations with stakeholders. Stakeholders should include building leaders, teachers, staff, parents, students, and community members. (ID 1.12)
- ☐ The LEA ensures that schoolwide plans for all Title I schools are made publicly available. (ID 1.12)
- ☐ The LEA ensures that each school operating a Title I schoolwide program monitors and evaluates the effectiveness of the programming and uses evaluation results to inform revisions to the schoolwide plan. (EP 1.1)
- ☐ Schools operating a consolidated schoolwide program must identify in their schoolwide plan which funds will be consolidated. (ID 1.14)
- ☐ Schools operating a consolidated schoolwide program must maintain records of how the activities implemented with consolidated schoolwide funds have met the intent and purposes of those programs. For example, schools that consolidate Title I funds must be able to demonstrate that sufficient resources and activities were provided to address the needs identified in the comprehensive needs assessment. (ID 1.14)

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2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title I Schoolwide Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

- ☐ Please check the box if the LEA does not have any Title I Targeted Assistance Programs.

Title I, Part A Requirements: Targeted Assistance

Title I, Part A targets resources to districts and schools in greatest need and is intended to support student achievement and growth at the school level. Title I, Part A funds should be used to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education and close educational achievement gaps. A Title I, Part A Targeted Assistance program is designed to provide extra educational assistance beyond the regular classroom to at-risk students, identified as having the greatest need for special assistance. The program must provide an accelerated, high-quality curriculum and minimize the removal of children from the regular classroom during regular school hours for instruction. In addition, the progress of eligible children must be reviewed on an ongoing basis and the program should be adjusted, as necessary. Additional information regarding Title I, Part A Targeted Assistance programming can be found [here](#).

- ☐ Schools have a process for systematically and regularly identifying students to receive targeted assistance support using a body of evidence that demonstrates student progress toward meeting Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) standards. (ID 1.15)
 - ☐ The LEA and school must identify eligible students as failing, or most at risk of failing, to meet the CAS and CELP standards on the basis of multiple, educationally related, objective criteria established by the local education agency and supplemented by the school.
 - ☐ In addition, the following students are automatically eligible: children who participated in Head Start or Even Start program within two years, migrant, neglected, delinquent, or students experiencing homelessness.
- ☐ Title I schools that operate a Title I targeted assistance program provide services and instructional strategies that are individualized to meet the needs of eligible students. (ID 1.16)
- ☐ Educators who provide services to eligible students are the only ones that participate in and benefit from any professional development opportunities paid for and provided with Title I funds. (ID 1.16)
- ☐ Activities implemented using ESEA funds have been coordinated with other relevant Federal, State, and local programs, such as IDEA services for students with disabilities or linguistic services for Multilingual/English learners. (ID 1.16)
- ☐ The LEA and/or school implements plans, procedures, or practices that minimize the removal of children from the regular classroom during school hours for their participation in the targeted assistance program. (ID 1.18)
- ☐ The school ensures that personnel paid with Title I, Part A funds assume duties that are proportional to those assigned to others in similar positions that are not paid with Title I, Part A funds. (ID 1.19)
- ☐ The LEA has a process for monitoring and evaluating the effectiveness of targeted assistance programs and can demonstrate that evaluation results inform revisions to the plans for the school(s). (EP 1.2)
- ☐ The LEA and/or school has plans, procedures, or policies for progress monitoring and reidentifying students for services. (EP 1.2)

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1 - We are not implementing requirements.

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Serving Special Populations

Although the amount of Title I, Part A funds a school and district may receive is based on poverty rates, the children that benefit from the program(s) are not, necessarily, students in poverty. Rather, Colorado's Title I, Part A programs work to address the needs of a school's lowest performing students and those students most at risk for not meeting the Colorado English Language Proficiency (CELP) and Colorado Academic Standards (CAS). The Every Student Succeeds Act (ESSA) of 2015, Section 1113(c) has required district level set-asides as well as set-asides that are at the discretion of the local educational agencies (LEAs). Additional information regarding Serving Special Populations can be found [here](#).

- The LEA has processes in place to coordinate and integrate services provided with ESEA funds with other relevant programs, such as services for English/Multilingual Learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. (ID 1.2)
- McKinney-Vento
 - The LEA uses an established methodology for determining the amount to be reserved for the homeless set-aside. (ID 1.6)
 - The LEA reserves an adequate amount of funds to provide comparable services to homeless children and youth who do not attend a Title I school, including non-public schools. (ID 1.6)
 - The LEA ensures that parents and youth are informed of educational rights under McKinney-Vento and the process by which McKinney students are identified in the LEA.
 - The LEA's process includes children attending public preschool, Head Start programs, and unaccompanied homeless youth. (ID 8.1)
 - The LEA has designated a liaison to carry out the duties designated in the McKinney-Vento Education of Homeless Children and Youth Assistance Act section in the Consolidated Application.
 - The contact person is easily identifiable via the LEA's website and relevant duties are included in the liaison's job description. (ID 8.1)
 - The LEA has an established process and timeline for reviewing their McKinney-Vento policy and procedures. (ID 8.2)
 - The LEA has written plans, procedures, or policies for determining best interest and school of origin feasibility decisions.
 - The LEA utilizes student-centered factors in the decision-making process and provides a written explanation of the reasons for its determination.
 - The written explanation and information on the right to appeal are provided to parents and guardians in a manner and format that is accessible and understandable.
 - The school selected immediately enrolls the student. (ID 8.3)
 - The LEA has written plans, procedures, or policies for providing transportation for homeless children and youths. (ID 8.4)
- Preschool

- ☐ The LEA has coordinated early child education programs with Head Start agencies and other early childhood education providers within the LEA. (ID 9.6)
 - ☐ Activities are implemented that increase the coordination of early childhood programs and the programs provided by the LEA, including but not limited to, data sharing, increase communication, involving parents in meetings with Head Start and other early childhood education providers, and developing and delivering joint-trainings on transition of students for LEA and Head Start and other early childhood education providers. (ID 9.6)
 - ☐ If ESEA funds are used to provide early childhood education services to students below the compulsory school attendance age, the early childhood education services adhere to Head Start early outcomes framework, early learning development guidelines, and/or the Colorado preschool standards. In such cases, the services must meet the following requirements:
 - ☐ Curriculum used must be evidence-based and used with fidelity.
 - ☐ Assessments used must be linked to standards. (ID 9.6)
 - ☐ Consultations are conducted with Head Start, Early Childhood Education institutions including non-public schools and Institutes of Higher Education. (ID 9.6)
 - ☐ Title III activities and relevant data under the Consolidated Application are shared with and activities are coordinated with local Head Start and Early Head Start Programs. (ID 9.6)
- ☐ Foster Care
- ☐ The LEA has written plans, procedures, or policies for arranging, providing, and funding transportation for the duration of time a child is in foster care, in collaboration with the county child welfare agency. (ID 1.9)
 - ☐ The LEA/BOCES policies and practices regarding the school enrollment of children in foster care ensure that the child can remain in the school of origin, if possible. (ID 1.11)
 - ☐ When remaining in a school is not in the best interest of the child, the LEA/BOCES policies and practices ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records. (ID 1.11)
- ☐ Neglected and Delinquent (Subpart 2)
- ☐ The LEA ensures that the required amount of funds is budgeted using the Neglected Set-Aside in the Consolidated Application, and the activities are reviewed and approved. (ID 9.3)
 - ☐ The LEA provides comparable services to neglected and/or delinquent children and youth who do not attend a Title I school, including non-public schools. (ID 9.3)
 - ☐ For LEAs that receive a Title I, Part D allocation, a formal agreement is in place between the LEA and the facility. The formal agreement should include the following elements:
 - ☐ Ensures coordination between the facility and the homeschool
 - ☐ Notification of special education services when needed
 - ☐ Provides transition services to help the child stay in school
 - ☐ Assurance that the facility has staff who are qualified to work with children with disabilities

- ☐ Assurance that the education provided meets the challenging state academic standards
- ☐ Describes the involvement of parents in an effort to improve the educational achievement of their children
- ☐ An assurance that funds will be coordinated with state, local, or other federal funds available
- ☐ Provides a description of how the LEA and the facility consult to determine the best way to minimize disruption to the child's achievement (ID 1.21)
- ☐ An LEA receiving a Title I, Part D allocation collects data regarding where students are enrolled after returning from a school operated by a correctional facility, specifically how many students return to a school operated by the LEA. (ID 1.22)
- ☐ The LEA operates a program of support if more than 70% of a facility school's students return to schools operated by the LEA. (ID 1.22)

* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding Serving Special Populations.

This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

- ☐ Please check the box if the LEA does not have any schools identified for Support and Improvement (CS/TS/ATS).

Schools Identified for Improvement (Federal Accountability)

ESSA requires states to develop a statewide accountability system, with long-term and interim progress goals, for all students and specific disaggregated groups, based on five indicators: academic achievement and growth in English language arts (ELA) and mathematics, English language proficiency for English learners, graduation rates, and school quality or student success. ESSA requires that states have identified schools for improvement and support in three categories: Comprehensive (CS) and Targeted (TS) Support and Improvement, and Additional Targeted Support and Improvement (ATS). Please see the [CDE Identification Dashboard](#) to view the district and school designations for state and federal accountability. Please refer to the [CDE Resource Inequities Planning Page](#) for further guidance on evaluating and addressing resource inequities at the LEA level and for CS and ATS schools.

- ☐ The LEA notifies schools identified for Comprehensive Support and Improvement (CS), Targeted Support and Improvement (TS), or Additional Targeted Support and Improvement (ATS) of their identification. (ID 1.3)
- ☐ The LEA partners with stakeholders at CS-identified schools to develop the school improvement plan and submit to CDE for further review and approval. If the plan is not approved by CDE, the LEA supports the identified school to respond to the provided feedback to meet approval standards. (ID 1.3)
- ☐ The LEA reviews and approves the Comprehensive Support and Improvement plan [In Colorado, the Unified Improvement Plan (UIP)] for each identified school to ensure that the plan:
 - ☐ is informed by student performance against state-determined long-term goals,
 - ☐ includes evidence based interventions,
 - ☐ includes school-level needs assessment,
 - ☐ addresses resource inequities, and
 - ☐ assures that stakeholders were meaningfully involved in the ongoing development of the plan. (ID 1.3)
- ☐ The LEA has processes in place to develop, approve, and monitor the implementation of the improvement plans for any identified TS and/or ATS schools based on the following requirements.
 - ☐ The plan is informed by disaggregated group performance on all ESSA indicators, for each student group for which the school was identified, and includes evidence-based interventions that are aligned to the reasons for identification.
 - ☐ Stakeholders were involved in the development of the plan.
 - ☐ Schools identified for Additional Targeted Support (ATS): The plan addresses any resource inequities.
 - ☐ The LEA has identified additional action to be taken if a school unsuccessfully implements the TS plan after a number of years (as determined by the LEA). (ID 1.4)
- ☐ The LEA has ensured that any schools identified for Comprehensive Support and Improvement (CS) or Additional Targeted Support and Improvement (ATS) have identified and documented any resource inequities in their improvement plans. (ID 1.10)

- ☐ The LEA examines the allocation and use of district resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning for ESSA-identified schools. (ID 1.10)

* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding Schools Identified for Improvement (Federal Accountability). This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

ESEA Fiscal Requirements

ESEA funds enable schools to provide opportunities for children to acquire the knowledge and skills required to increase their academic achievement. In addition to requirements that are specific to the implementation of each program, LEAs must also meet applicable fiscal requirements. Additional information regarding the fiscal requirements can be found throughout the [Federal Programs website](#).

- Title I Non-Public School Set-Aside (FR 9.5)
 - The LEA ensures that its expenditures for equitable services are equal to the proportion of funds generated by children from low-income families who reside in participating Title I public school attendance areas and attend private schools; and
 - The LEA determines the proportional share of Title I funds available for equitable services for eligible private school children based on the total amount of Title I funds received by the LEA prior to any allowable expenditures or transfers of funds.
- Title VIII Non-Public School Set-Aside(s) (FR 9.5)
 - The LEA ensures that its expenditures for equitable services are determined using a per-pupil allocation based on enrollment, unless the LEA has determined additional funding will be provided based on the needs of the non-public school.
- The LEA meets Maintenance of Effort requirements by providing a consistent (no less than 90 percent of the previous year's allocation) level of financial support to each public school within the LEA. (FR 9.2)
- The LEA has processes in place to calculate and monitor Maintenance of Effort requirements during the fiscal year. (FR 9.2)
- Title I, Part A
 - The LEA has an approved Title I, Part A Supplement, not Supplant methodology that allocates State and local (non-Federal) funds to each school receiving Title I assistance in a manner that ensures each school is receiving the same amount it would have regardless of whether the school received Title I assistance. (FR 1.1)
 - If the LEA has carryover that is greater than 15% of the total Title I, Part A allocation, the LEA has applied for and received a Carryover Waiver. Note: The percentage limitation for Title I, Part A carryover is not applicable to LEAs with a total allocation less than \$50,000. (FR 1.2)
 - The LEA has not received a Title I, Part A carryover waiver more than once every three years. (FR 1.2)
 - The method of poverty selected in the Consolidated Application is consistently applied to all schools to determine which schools will be served. (FR 1.3)
 - The LEA ensures that all schools with poverty rates above 75% are served. High schools with poverty rates at or above 50% may be served. (FR 1.4)
 - The LEA serves only schools with poverty rates above 35% or with poverty rates above the district average; or for each grade span, the LEA serves only schools with poverty rates above the grade span average. (FR 1.4)
 - The LEA serves schools with higher poverty rates with equal or greater per-pupil allocations than schools with lower poverty rates, and the LEA can demonstrate that the rank order methodology approved in the Consolidated Application is the methodology that was implemented. (FR 1.4)
 - If the LEA is serving any schools with poverty rates below 35%, the LEA has allocated at least 125% of the per-pupil allocation to all Title I schools being served. (FR 1.5)

- ☐ The LEA provides State- and locally-funded services in schools receiving support under Title I, Part A that, taken as a whole, are at least comparable to services provided in schools that do not receive support under Title I, Part A.
 - ☐ LEAs that cannot demonstrate Comparability based on CDE's calculations may submit an alternative calculator.
 - ☐ LEAs that cannot demonstrate Comparability through CDE's calculation or an alternative calculator must submit a Comparability Action Plan. (FR 1.6)
- ☐ The LEA ensures that funds reserved for district-managed activities are used for activities that meet the intent of the set-aside and are within the allowable percentages.

Note: Rank order requirements and the 125% rule do not apply to school districts with enrollment of less than 1,000 students (§1113(a)(6)).

* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the Title I Fiscal Requirements. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

Educator Qualifications

ESSA addresses educator qualifications for Title I schools in four ways: (1) Educator certification requirements: Teachers employed in Title I schools must meet state certification requirements. (2) Notifying parents of educator qualifications: LEAs that receive Title I funds are required to notify parents that they can request specific information about a teacher's qualifications. (3) Equitable Distribution of Teachers (EDT): ESSA requires LEAs accepting Title I, Part A funds to develop plans to address disparities in low-income and minority students' access to effective, in-field, or experienced teachers compared to their higher-income, non-minority cohorts. (4) NEW FOR 2025-2026 Paraprofessional requirements: Instructional paraprofessionals in Title I schools must meet ESSA qualification requirements. Additional information regarding Educator Qualifications for teachers and paraprofessionals can be found [here](#).

Title I Schoolwide Schools:

- The LEA has a process to ensure that all teachers in Title I Schoolwide programs meet applicable state certification and licensure requirements (ID 1.7).
- The LEA has a process to ensure that all instructional paraprofessionals in Title I Schoolwide programs meet the ESSA qualification requirements (ID 1.5) *(Optional for 2025-2026. Monitoring will begin 2026-2027)*

Title I Targeted Assistance Schools:

- The LEA has a process to ensure that teachers in Title I Targeted Assistance programs who are supported with Title I funds meet applicable state certification and licensure requirements. (ID 1.7)
- The LEA has a process to ensure that all instructional paraprofessionals in Title I Targeted Assistance programs who are supported with Title I funds meet the ESSA qualification requirements. (ID 1.5) *(Optional for 2025-2026. Monitoring will begin 2026-2027)*

All Title I Schools:

- The LEA has written plans, procedures, or policies to notify parents of teachers qualifications and for parents to request classroom teacher qualification information. (SE 9.3)
- At the beginning of each school year, the LEA provides notification to parents of their right to request classroom teacher qualification information, including at a minimum, whether the student's teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and is teaching in the field of discipline of the certification of the teacher. (SE 9.3)
- At the beginning of each school year, the LEA provides notification to parents of their right to request classroom paraprofessional information, including at a minimum, whether the child is provided services by paraprofessionals and, if so, their qualifications. (SE 9.3)
- The LEA has written plans, procedures, processes, and/or policies to provide timely notice when a student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. (SE 9.5)
- The LEA sends clear and concise communication in a format and language that parents and families can access and understand. (SE 9.3, SE 9.5)

- ☐ The LEA has developed and implemented a plan for addressing any identified gaps (small, medium, or large) in the Equitable Distribution of Teachers or the LEA can demonstrate that there are no gaps using an alternative calculator. (ID 1.8)

* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding Teacher Qualifications. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

- ☐ Please check the box if the LEA does not receive an allocation or declines the allocation. If the LEA assigns the allocation to another LEA/BOCES or exercises Alternative Fund Use Authority (AFUA), the LEA should not check the box. A response should be provided based on the needs that were considered and how the funds are being used.

Title II, Part A Requirements

Title II, Part A of the Every Student Succeeds Act (ESSA) of 2015 is intended to increase student academic achievement consistent with challenging State academic standards, improve the quality and effectiveness of educators, increase the number of educators who are effective in improving student academic achievement in schools, and provide low-income and minority students greater access to effective educators. Additional information regarding Title II, Part A Programs can be found [here](#).

- ☐ Plans for use of Title II funds are directly connected to needs of all students that have been identified through a comprehensive needs assessment with consideration to content areas, grade levels, and student populations inclusive of students with disabilities, English learners, and gifted and talented students. (ID 2.1)
- ☐ The LEA annually evaluates the effectiveness of Title II, Part A activities to ensure that student and educator needs are being addressed. (EP 2.1)
- ☐ Professional learning activities funded by Title II, Part A meet the statutory definition of professional learning, which requires that professional learning be sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused. (ID 2.2)
- ☐ The LEA ensures that Title II, Part A funds are prioritized for schools identified for Comprehensive, Targeted, or Additional Targeted Support and Improvement and have the high percentage of students in poverty. (ID 2.3)

* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title II, Part A Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

- ☐ Please check the box if the LEA does not receive an allocation or declines the allocation. If the LEA assigns the allocation to another LEA/BOCES or exercises Alternative Fund Use Authority (AFUA), the LEA should not check the box. A response should be provided based on the needs that were considered and how the funds are being used.

Title III, Part A Program

Title III is designed to improve and enhance the education of English Learners (ELs) in becoming proficient in English, as well as meeting the Colorado Academic Standards. The Title III Immigrant Set-Aside grant resides within this program and provides opportunities for LEAs to enhance the instructional opportunities for immigrant students and their families. Additional information regarding Title III, Part A Programming can be found [here](#).

- ☐ The LEA has a process in place for identifying, prioritizing, and providing specific outreach and engagement activities for parents, families, and communities of English/Multilingual Learners. (ID 3.1)
- ☐ The LEA uses Title III, Part A funds to provide effective language instruction educational programs that meet the needs of English/Multilingual Learners to increase English language proficiency and student academic achievement. (ID 3.2)
- ☐ Professional learning activities funded by Title III, Part A are specific to the needs of English/Multilingual Learners, relate to the needs of instructional staff to provide quality instruction, and are of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom. (ID 3.3)
- ☐ All teachers in any language instruction educational program (LIEP) for English/Multilingual Learners that is, or will be, funded under Title III, Part A are fluent in English and any other language used for instruction. (ID 3.4)
- ☐ LEA Final Expenditure reports reflect 2% or less of the total Title III, Part A allocation is used for direct administrative costs. (FR 3.1)
- ☐ The LEA can demonstrate that Title III, Part A funds are used for services, staff, programs and/or materials that are supplemental to what is provided to English/Multilingual Learners with the general fund. (FR 3.2)
- ☐ Immigrant Set-Aside (if applicable)
 - ☐ The LEA has a process to determine needs for immigrant students and families. (ID 3.6)
 - ☐ Title III Immigrant Set-Aside funds and activities are provided specifically for immigrant students and their families. (ID 3.6)

* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title III, Part A Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

- ☐ Please check the box if the LEA does not receive an allocation or declines the allocation. If the LEA assigns the allocation to another LEA/BOCES or exercises Alternative Fund Use Authority (AFUA), the LEA should not check the box. A response should be provided based on the needs that were considered and how the funds are being used.

Title IV, Part A Requirements

Title IV, Part A funds are intended to improve students' academic achievement by increasing the capacity of States, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Additional information regarding Title IV, Part A Programming can be found [here](#).

- ☐ For LEAs receiving an allocation of greater than \$30,000, a comprehensive needs assessment must be conducted every three years to examine the needs for improvement of well-rounded educational opportunities, school conditions for student learning, and access to personalized learning experiences supported by technology. (SE 4.1)
- ☐ The LEA can describe the process that was used for the distribution of Title IV, Part A funds to district-level and/or school-level activities. (ID 4.1)
- ☐ The LEA completes a periodic review of data to evaluate the effectiveness of Title IV, Part A activities and programs throughout the year based on identified objectives and to inform future program planning. (EP 4.1)
- ☐ Title IV, Part A budget expenditures show no more than 2% of the total allocation reserved for direct administrative costs. (FR 4.1)
- ☐ The LEA ensures that all activities using Title IV, Part A funds align to one of the content areas: Well-Rounded Education, Safe and Healthy Students, or Effective Use of Technology. (FR 4.4)
- ☐ For LEAs receiving an allocation of greater than \$30,000, Title IV, Part A expenditures for each fiscal year allocation meet the content-area distribution requirements of no less than 20% for Well-Rounded Education, no less than 20% for Safe and Healthy Students, and a portion for Effective Use of Technology or the LEA has submitted and received approval for a Title IV-A apportionment waiver. (FR 4.4)
- ☐ The LEA budgets no more than 15% of funds in the Effective Use of Technology content area for purchasing technology infrastructure or has submitted and received approval for a Title IV, Part A Effective Use of Technology Infrastructure Maximum Waiver. (FR 4.4)
- ☐ The LEA meets federal reporting requirements by annually reporting Title IV, Part A expenditures by content area using the Final Expenditure Report. (FR 4.4)

* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title IV, Part A Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.

- ☐ Please check the box if the LEA was not a recipient of Stronger Connection Grant funds.

Stronger Connections Grant

The Bipartisan Safer Communities Act (BSCA), passed on June 25, 2022, has appropriated funds for state education agencies (SEAs) to competitively award subgrants to high-need local education agencies (LEAs) to establish safer and healthier learning environments. Designated as the Stronger Connections Grant (SCG) program, the BSCA funds can be used for activities allowable under section 4108 of the Elementary and Secondary Education Act (ESEA), also known as Title IV, Part A Student Support and Academic Enrichment Grants. While Title IV, Part A includes three categories of activities, Safe and Healthy Students, Well-Rounded Education, and Effective Use of Technology, activities funded with SCG funds must support Safe and Healthy Students as defined in section 4108 of the ESEA. Additional information can be found [here](#).

- ☐ The LEA must be able to describe the process that was used to prioritize the distribution of Stronger Connections Grant funds within the LEA. (ID 4.2)
- ☐ The LEA has established processes and procedures to ensure activities are allowable under section 4108 of the ESEA. (ID 4.3)
- ☐ The LEA has processes in place to ensure that expenditures using Stronger Connections Grant funds match the activities approved by CDE through the application(s) for funds. (ID 4.3)
- ☐ Funded and implemented activities comply with federal statutes, regulations, and terms and conditions of the grant program, including those outlined in the application, assurances, and grant award letters. (ID 4.3)
- ☐ The LEA ensures that funded and implemented activities are reasonable, necessary, and allocable to the applicable program(s) and can demonstrate that the program intent has been met and/or program goals have been achieved. (ID 4.3)
- ☐ The LEA evaluates the effectiveness of Stronger Connections Grant activities and programs throughout the year based on identified objectives. (EP 4.2)
- ☐ The LEA meets federal reporting requirements by annually reporting Stronger Connections Grant expenditures using the Annual Financial Report. (FR 4.5)

* Please rate how well your LEA has implemented the requirements as described above.

4 - We are implementing all requirements.

3 - We are implementing most of the requirements.

2 - We are implementing some of the requirements.

1 - We are not implementing requirements.

* Please provide a narrative summary of how the LEA is implementing the requirements described above regarding the LEA's Title IV, Part A Programming. This may include self-identified strengths and areas for improvement, a description of processes and procedures, and/or links to documentation that supports the requirements in this section.