

Title I, Part A

Improving Basic Programs Operated by Local Educational Agencies



COLORADO
Department of Education

Title I, Part A is the largest federal program supporting elementary and secondary education. Allocations are based on student poverty rates in schools and districts to help ensure that all children meet challenging state academic standards.

Program Requirements

Title I, Part A provides resources to help ensure that all children have the opportunity to receive a quality education and attain high academic standards. Title I targets resources to districts and schools in greatest need.

Although the amount of Title I 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, Title I programs work to address the needs of a school's lowest performing students and those students most at risk for not meeting state academic standards.

Allocations

Title I, Part A includes four grant programs or components: A formula child, (counted for funding purposes), is between the ages of 5 and 17 and living below the federal poverty threshold.

Basic Grant

- LEA must have at least 10 formula children and the number of formula children must exceed two percent of the LEA's total age five through 17 population.

Concentration Grant

- LEA formula children must exceed 6,500 or 15 percent of the total age five through 17 population.

Targeted Grant

- LEA formula children must be 10 and at least five percent of the LEA's total age five through 17 population.

Education Finance Incentive Grant (EFIG)

- Funds distributed based on two factors:
 - Effort measures of a State's effort to provide financial support for education compared to its relative wealth, measured by its per capita income; and
 - Equity measure of the degree to which education expenditures vary among LEAs within a State.
- LEA formula children must be 10 and at least five percent of the LEA's age 5 through 17 population.

Serving School Attendance Areas

- An LEA shall use funds under this part only to serve schools in which at least 35 percent of the students are from low-income families or the percentage of students from low-income families is at least as high as the percentage of low-income students served by the LEA as a whole.
- Rank Order: Schools with higher rates of poverty must be served with larger per-pupil allocations of Title I, Part A funds.
- All schools with poverty rates above 75 percent must be served before any schools with lower rates. Once all such schools are served, an LEA may rank remaining schools district wide, or within grade span groupings, for the purpose of allocating remaining funds.

Tools and Resources

Title IA

www.cde.state.co.us/fedprograms/ti/a

Title IA Regulations and Guidance

www.cde.state.co.us/fedprograms/ti/a_regsandguidance

Resources and Technical Assistance

www.cde.state.co.us/fedprograms/resourcesandtechnicalassistance

ESEA Program Toolkit

www.cde.state.co.us/fedprograms/technical-assistance

Targeted Assistance Programs

www.cde.state.co.us/fedprograms/ti/a_ta

Schoolwide Programs

www.cde.state.co.us/FedPrograms/ti/a_sw



Use of Funds

The purpose of Title I, Part A funds is to enable schools to provide opportunities for children to acquire the knowledge and skills required to meet the challenging State content and performance standards. The law provides many flexibilities and opportunities for LEAs and schools to meet the purpose of Part A. In schoolwide programs, Part A funds may be used for any activities that are part of the schoolwide plan. In targeted assistance schools, however, Part A funds may only be used to meet the needs of participating children.

Fiscal Requirements

Maintenance of Effort

- An LEA may only receive Title I, Part A funds if it maintains educational expenditures from State and local funds from on year to the next. An LEA cannot reduce its own spending and replace those funds with Federal funds.

Comparability

- An LEA may receive Title I, Part A funds only if State and local funds will be used in Title I schools that are at least comparable to those in non-Title I schools. An LEA may meet this requirement on a grade-span or school-by-school basis.

Supplement not Supplant

- An LEA must ensure that services to students participating in Title I, Part A are additional to the regular services an LEA would otherwise provide with State and local funds. Title I resources cannot replace or supplant services that an LEA would ordinarily provide to all its students.

Reasonable and Necessary

- All expenditures must be reasonable and necessary.

Program Reviews

Program reviews of Title I programs are conducted in order to ensure that: (1) every child has a fair, equal, and significant opportunity to obtain a high-quality education, (2) programs are compliant with federal requirements that are most closely related to positive outcomes for students; and (3) taxpayer dollars are administered and used in accordance with how Congress and the United States Department of Education (USDE) intended.

Guiding Questions

- How will the Title I program provide opportunities for every student, including those from historically underserved populations, to meet State academic standards?
- How will Title I program support Title I schools that:
 - Are Focus or Priority Schools?
 - Have Priority Improvement or Turnaround Plan assignments?
- What is the intended outcome of the proposed activities and does it align with the purpose of Title I?

Use of Title I, Part D Funds

Neglected, Delinquent, or At-Risk Youth



COLORADO
Department of Education

Overview

This program provides funding to support the education of youth in state-operated institutions and provides assistance to school districts that work with local facilities that serve adjudicated youth. State agency and school district Title I, Part D programs must meet the educational needs of neglected, delinquent, and at-risk youth and assist in their transition from correctional facilities to local programs.

Program Requirements and Eligibility

Title I Part D, Subpart 1: state-operated juvenile and adult correctional institutions must have state-funded education programs in which students are enrolled 15 hours a week to be eligible to receive funding for Title I, Part D, supplementary programs

Title I Part D, Subpart 2: state-licensed residential childcare institutions, located within school district boundaries, must have locally funded regular education programs in which the students are enrolled 20 hours a week to be eligible to receive funding for Title I, Part D, supplementary programs.

Use of Funds

A comprehensive need assessment should be the basis for all purchases and activities conducted with Title I Part D funds.

Title I Part D, Subpart 1:

- A. In general - A State agency shall use funds received under this subpart only for programs and projects that—
1. are consistent with the State plan under section 1414(a); and
 2. concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, vocational or technical training, further education, or employment.
- B. PROGRAMS AND PROJECTS—Such programs and projects—
1. may include the acquisition of equipment;
 2. shall be designed to support educational services that—
 - i. except for institution-wide projects under section 1416, are provided to children and youth identified by the State agency as failing, or most at-risk of failing, to meet the State's challenging academic content standards and student academic achievement standards;
 - ii. supplement and improve the quality of the educational services provided to such children and youth by the State agency; and
 - iii. afford such children and youth an opportunity to meet challenging State academic achievement standards;
- C. shall be carried out in a manner consistent with section 1120A and part I (as applied to programs and projects under this part); and
- D. may include the costs of meeting the evaluation requirements of section 9601.
- E. SUPPLEMENT, NOT SUPPLANT— A program under this subpart that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant

Guiding Questions

- How can Title funds support the academic program that is already in place for the eligible students?
- How can the program be enhanced using Title funds?
- Have the activities supported using Title funds in the past shown an impact on student success?
- Does the facility have a transition plan in place?

Fiscal Considerations

Supplement, Not Supplant

- How are the activities supplementary to basic program requirements and programs required by mandate or law?

Reasonable and Necessary

- Is this a reasonable and necessary expense?



requirement of section 1120A (as applied to this part) without regard to the subject areas in which instruction is given during those hours.

Subpart 1: Institution-Wide Projects

A State agency that provides free public education for children and youth in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or attending a community-day program for such children and youth may use funds received under this subpart to serve all children in, and upgrade the entire educational effort of, that institution or program if the State agency has developed, and the State educational agency has approved, a comprehensive plan for that institution or program that —

1. provides for a comprehensive assessment of the educational needs of all children and youth in the institution or program serving juveniles;
2. provides for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period;
3. describes the steps the State agency has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet challenging State academic content standards and student academic achievement standards in order to improve the likelihood that the children and youth will complete secondary school, attain a secondary diploma or its recognized equivalent, or find employment after leaving the institution;
4. describes the instructional program, pupil services, and procedures that will be used to meet the needs described in paragraph (1), including, to the extent feasible, the provision of mentors for the children and youth described in paragraph (1);
5. specifically describes how such funds will be used;
6. describes the measures and procedures that will be used to assess student progress;
7. describes how the agency has planned, and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community-day programs for neglected or delinquent children and youth, and with personnel from the State educational agency; and
8. includes an assurance that the State agency has provided for appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.

Title I Part D, Subpart 2:

1. Funds provided to local educational agencies under this subpart may be used, as appropriate, for—
2. programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
3. dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
4. the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
5. special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
6. programs providing mentoring and peer mediation.



Monitoring and Evaluation

Annual Count of Eligible Student:

Both Subpart 1 & Subpart 2 programs must complete an annual count of eligible students. The annual counts submitted fund programs in the following year.

Consolidated State Performance Report (CSPR):

The CSPR collection aid in the on-going evaluations of all Title I, Part D programs statewide. The data collected is then analyzed and reported back to USDE and the programs so that they are able to make decisions about programming based on data.

Tools/Resources

Subhead

USDE link to Statute and Regulations:

<http://www2.ed.gov/programs/titleipartd/index.html>

Link to The National Evaluation and Technical Assistance Center for the Education of Children and You who are Neglected, Delinquent or At-Risk (NDTAC):

<http://www.neglected-delinquent.org/what-title-i-part-d>

USDE Non-regulatory Guidance, Title I, Part D:

http://www.neglected-delinquent.org/sites/default/files/docs/nonregulatoryguidance_FINAL.pdf

Where can I learn more?

- Bulleted list of additional resources
- Bulleted list of additional resources
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs

Title II, Part A

Preparing, Training, and Recruiting High Quality Principals and Teachers



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Department of Education

Title II, Part A of the No Child Left Behind (NCLB) Act of 2001 is intended to increase student academic achievement by improving teacher and principal quality.

Program Requirements

Each LEA accepting Title II, Part A funds shall:

- Assess local needs for professional development and hiring (with teacher involvement).
- Clearly connect identified needs and Title II, Part A activities, which must be:
 - Aligned with state academic content standards and student academic achievement standards.
 - Scientifically based.
 - Designed to have substantial, measurable, and positive impact on student achievement and used as part of a broader strategy to eliminate the achievement gap.
- Target funds to schools that have at least one of the following:
 - Lowest proportion of highly qualified teachers.
 - Largest average class size.
 - Priority Improvement or Turnaround Plan type assignments.
- Design a professional development plan that addresses the needs of teachers and principals.
- Ensure that teachers, paraprofessionals, principals, other relevant school (including charters) personnel, and parents collaborate in planning Title II, Part A activities.
- Use Title II, Part A funds to get core content teachers and Title I paraprofessionals highly qualified, if necessary.
- Ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.
- Ensure that professional learning activities are high quality, sustained, intensive, and classroom-focused.

Use of Funds

Supplement, Not Supplant

Funds received under this subpart shall be used to supplement, but not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

Allowable Expenditures of Title II, Part A Funds

- Develop and implement strategies to recruit, hire, and retain high quality teachers and principals
- Provide professional learning opportunities that improve the knowledge and skills of teachers, principals, and paraprofessionals
- Administer rigorous State tests required of new and current teachers
- Hire highly qualified teachers to reduce class size
- Provide additional professional learning opportunities to schools with Priority Improvement or Turnaround plan type assignments
- Teacher advancement initiatives that emphasize multiple career paths and pay differentiation

Tools and Resources

Needs Assessment Resources

- *Self-Assessment for Healthy Human Capital Systems*
- *Guidelines for Conducting a Needs assessment*

Both of the above are located at

www.cde.state.co.us/fedprograms/tii/a

Equitable Distribution of Teachers (EDT)

- Directions for accessing EDT data displays on SchoolView.org:
www.cde.state.co.us/fedprograms/teacher-data-on-schoolview
- How to analyze EDT data:
www.cde.state.co.us/sites/default/files/documents/fedprograms/dl/tii_a_howtoanalyzesv.pdf

Professional Learning

- Learning Forward Standards for Professional Learning:
http://learningforward.org/standards-for-professional-learning#.VhQkn_lVhBc

Note that the Learning Forward Standards are not officially adopted or endorsed by CDE nor the State of Colorado.



Monitoring and Evaluation

Monitoring of federal programs is conducted to ensure that: (1) every child has a fair, equal, and significant opportunity to obtain a high-quality education; (2) programs are compliant with federal requirements that are most closely related to positive outcomes for students; and (3) taxpayer dollars are administered and used in accordance with how Congress and the United States Department of Education (USDE) intended.

CDE's evaluation of trends in Title II, Part A funded activities across the state is available at www.cde.state.co.us/sites/default/files/documents/fedprograms/dl/tii_a_iadissemiationreport.pdf.

Guiding Questions

- What are the findings of the needs assessment?
- Were teachers sufficiently involved in conducting the needs assessment?
- Do proposed activities address the greatest areas of need?
- How will Title II, Part A funds provide additional support to schools with Priority Improvement or Turnaround plan types?
- What are the intended outcomes of the proposed activities and do they align with the purpose of Title II, Part A?

Where can I learn more?

- Title II Overview: www.cde.state.co.us/fedprograms/tii/a
- Highly Qualified Teachers: www.cde.state.co.us/fedprograms/tii/a_hqt
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs

Title III

Supplemental Supports for English Learners



COLORADO
Department of Education

Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting challenging state academic content and student academic achievement 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.

Program Requirements and Eligibility

Colorado's Title III allocation is based on the number of ELs reported through the American Community Survey and U.S. Census data. CDE must reserve a percentage (no more than 15%) of its Title III allocation for the Immigrant Set-Aside grant (see corresponding guidance). Annual LEA (District or Consortia) allocations are based on the number of English learners reported through the annual Student October Count. The previous Student October count informs the subsequent school year Title III allocation. An LEA or consortium allocation must meet or exceed \$10,000 in order to apply for a Title III grant.

Title III grantees must submit a plan* to CDE that describes:

- Proposed activities and programs that will enhance, improve, and supplemental core ELD and academic programs,
- how the grantee will promote parent and community engagement, and
- how Title III English language development (ELD) programs ensure that English learners will progress toward developing English proficiency.

Title III plans* must include assurances that the:

- Grantee consulted with school, district, and community stakeholders in creating the plan,
- teachers in ELD programs are fluent in English and any other language used for instruction,
- parent notification requirements are met,
- grantee will annually assess the English proficiency of all ELs participating in programs supported with Title III funds,
- grantee has based its proposed plan on scientifically based research,
- grantee will ensure that programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic standards,
- grantee is not in violation of any State law, including State constitutional law, regarding the education of ELs,
- activities proposed are supplemental to core programming for ELs, and
- grantees will conduct annual evaluations to determine program effectiveness.

Annual Measurable Achievement Objectives (AMAOs)

As a result of the reauthorization of the Elementary and Secondary Education Act (ESEA) on December 10, 2015 as the Every Student Succeeds Act (ESSA), States are no longer required to make new AMAO accountability determinations for the 2014-2015 or 2015-2016 school years. While the 2014-2015 and 2015-2016 AMAOs will not be calculated, districts and consortia currently implementing a Title III Improvement plan (based on 2013-2014 AMAO determinations) must continue to implement improvement activities through the 2016-2017 school year.

* To ensure an orderly transition to ESSA and satisfy plan requirements, CDE will extend plans submitted for the 2015-2016 school year for one additional year.

Tools and Resources

The following are available from CDE at www.cde.state.co.us/cde_english/elau_pubsresources:

- Guidebook on Designing, Delivering and Evaluating Services for English Learners
- ELD Program Rubrics
- EL Data Dig How to Tool
- Colorado English Language Proficiency (CELP) Standards
- OELA Toolkit for ELs
- Title III Year at a Glance
- ESEA Virtual Academy: Title III, Part A Basics
- Joint Guidance Letter www.cde.state.co.us/cde_english
- ESSA: Dear Colleague letters <http://www.cde.state.co.us/fedprograms/titleiii-resources>



Parent Notification and Involvement

Title III grantees must notify parents if a student has been identified as an EL. This notification must be sent no later than 30 days after the beginning of the school year (CDE defines the date of October 1 for beginning of school year), and must include:

- the process by which the child was identified,
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement,
- the programs offered by the district designed for English Learners,
- how the programs will meet the educational strengths and needs of the child,
- how the programs will specifically help their child learn English and meet age appropriate academic achievement standards,
- the specific exit requirements of the programs, and,
- how the program meets the objectives of an individualized education program, if applicable.

Notifications must be understandable and, to the extent practicable, in a language the parent can understand.

For detailed notification requirements, visit www.cde.state.co.us/sites/default/files/ELsG-book.pdf.

Title III grantees must implement an effective means of outreach to parents of English learner students to inform them of how they can be:

- involved in the education of their children, and
- active participants in helping their children learn English, achieve at high academic levels, and meet the same challenging State academic and achievement standards all children are expected to meet.

Use of Funds

Administration

Grantees may not use more than two percent of annual allocations for administration of the Title III grant. This includes both indirect and direct costs related to administration of the grant.

Supplement, Not Supplant

Title III funds must only be used to provide additional services, staff, programs, or materials that are not provided with State or local resources absent federal funds; federal funds cannot pay for resources that would otherwise be purchased with State and/or local funds.

Required Activities

- Support of high quality ELD programs that are based on scientifically based research demonstrating the effectiveness of the program in developing English and providing access to grade level content.
- Provision of high quality professional development for classroom teachers, principals, administrators, and other school or community-based organizational personnel that relates directly to the instruction of ELs that support their linguistic, academic, and social-emotional challenges and opportunities of ELs.

Allowable Activities

- Upgrading ELD program objectives.
- Improving ELD programs for ELs by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- Providing community participation programs, family literacy services, and parent outreach and training activities to EL students and their families.
- Providing tutoring and intensified instruction for EL students.
- Improving instruction for EL students by providing educational technology or instructional materials.



Monitoring

Monitoring of federal programs is conducted to ensure that: (1) every child has a fair, equal, and significant opportunity to obtain a high-quality education; (2) programs comply with federal requirements that are most closely related to positive outcomes for students; and (3) taxpayer dollars are administered and used in accordance with how Congress and the United States Department of Education intended.

Guiding Questions

How will Title III funds be:

- Coordinated with other ESEA programs to enhance or improve content and ELD programming for English learners?
- Spent to ensure English learners achieve at the same academic level as their English speaking peers?
- Used to develop innovative programming for English learners, including core content and ELD services?

Guiding questions for supplement, not supplant:

- How are instructional programs/services provided and/or funded for all English learners?
- What programs/services does the LEA offer to meet *Lau* requirements? *Lau v. Nichols*, 414 U.S. 563 (1974).
- What services is the LEA required by other Federal, State, and local laws or regulations, including guidance from the Office for Civil Rights, to provide?
- Were the programs/services previously provided with State, local and/or Federal funds?

Where can I learn more?

- Title III Overview: www.cde.state.co.us/fedprograms/tiii/index
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfags

Title III Immigrant Set-Aside

Additional Supports for Immigrant Students



COLORADO
Department of Education

The Title III Immigrant Set-Aside grant is designed to support school districts that have experienced a significant increase in immigrant students over the past two years. This program provides enhanced instructional and supplemental support opportunities for immigrant students and their families.

Program Requirements and Eligibility

Colorado's Title III allocation is based on the number of English learners (ELs) reported through the American Community Survey and U. S. Census data. Before determining local allocations, CDE must reserve a percentage (no more than 15%) of its Title III allocation for the Title III Immigrant Set-Aside (ISA) grant. CDE determines local allocations based on the number and average number of immigrant students reported through the annual Student October Count in three school years prior to the current school year.

Immigrant children and youth:

- Are age 3 through 21,
- Were not born in the U.S., and
- Have not attended U.S. schools for more than three full academic years.

Title III – ISA Plan*

School districts that receive Title III – ISA funds are required to submit a narrative describing how they propose to serve immigrant children and youth for the school year in which they receive an allocation. The narrative must align to a budget that is also submitted annually.

Use of Funds

Allowable Activities Focused on Immigrant Children and Youth

- Family literacy, parent outreach, and training activities to help parents to participate actively in their children's education.
- Support for personnel, including teacher aides, specifically trained to serve immigrant children.
- Tutoring, mentoring, and academic or career counseling.
- Identification and acquisition of supplemental curricular materials, and educational software and technologies.
- Basic instruction services directly attributable to their enrollment; classroom supplies, costs of transportation, etc.
- Other instruction services to assist immigrant students: civics education, introduction to educational system, etc.
- Activities coordinated with community-based organizations, institutes of higher education, and private sector entities to assist parents by offering comprehensive services.

Supplement, Not Supplant

Title III funds must only be used to provide additional services, staff, programs, or materials that are not provided with State or local resources absent federal funds; federal funds cannot pay for resources that would otherwise be purchased with State and/or local funds.

Tools and Resources

The following tools and resources are available from CDE at www.cde.state.co.us/cde_english/ela_u_pubsresources:

- Guidebook on Designing, Delivering and Evaluating Services for English Learners
- ELD Program Rubrics
- EL Data Dig How to Tool
- Colorado English Language Proficiency (CELP) Standards
- OELA Toolkit for ELs
- Title III Year at a Glance
- ESEA Virtual Academy: Title III, Part A Basics
- Joint Guidance Letter www.cde.state.co.us/cde_english
- ESSA: Dear Colleague letters <http://www.cde.state.co.us/fedprograms/titleiii-resources>

**To ensure an orderly transition to ESSA and satisfy plan requirements, CDE will extend plans submitted for the 2015-2016 school year for one additional year.*



Monitoring and Evaluation

Monitoring of federal programs is conducted to ensure that: (1) every child has a fair, equal, and significant opportunity to obtain a high-quality education; (2) programs comply with federal requirements that are most closely related to positive outcomes for students; and (3) taxpayer dollars are administered and used in accordance with how Congress and the United States Department of Education intended.

Guiding Questions

How will funds:

- Be coordinated with other ESEA programs to enhance or improve content and ELD programming for immigrant students?
- Be used to develop innovative programming for immigrant students?
- Be used to serve immigrant students and their families, including parent outreach and training activities designed to assist parents to become active participants in the education of their children, as well as activities designed to assist parents of immigrant children and youth through comprehensive community services?

How will the LEA identify immigrant students in order to ensure that Title III Set-Aside funds are only used to serve this population of students and their families?

Where can I learn more?

- Title III Overview: www.cde.state.co.us/fedprograms/tiii/index
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfags

Title VI, Part B

Rural Education Achievement Program (REAP)



COLORADO
Department of Education

The Rural Education Achievement Program (REAP) is designed to help rural districts use Federal resources more effectively to improve instruction and academic achievement. REAP consists of two programs: Small, Rural School Achievement (SRSA) and Rural and Low-Income Schools (RLIS).

Program Requirements and Eligibility

Rural Low Income School (RLIS) eligibility requires that:

- 20 percent or more of children aged 5 to 17 served by the LEA are from families below the poverty line; and
- All schools in the LEA have a locale code of 6, 7, or 8 (assigned by the U.S. Department of Education's National Center for Education Statistics [NCES]); and
- The LEA is NOT eligible to participate in the SRSA program.

Small Rural School Achievement (SRSA) eligibility requires that the LEA qualify as both "small" and "rural."

- To qualify as small, an LEA must:
 - Have an average daily attendance (ADA) fewer than 600 students, or
 - Serve only counties with a population density of fewer than 10 persons per square mile.
- To qualify as rural, an LEA must:
 - Serve only schools with an NCES school locale code of 7 or 8, or
 - Be located in an area defined *rural* by a government agency of the state.

Use of Funds

Title VI, Part B funds for both RLIS and SRSA can be used flexibly and in various ways to support any activities authorized under ESEA, including:

- Recruitment and retention of teachers, including use for signing bonuses and other incentives.
- Professional development for teachers, including programs that train teachers to utilize technology to improve instruction or work with students with special needs.
- Educational technology, including software and hardware (Title II, Part D).
- Parental involvement activities.
- Activities authorized under:
 - Safe and Drug-Free Schools Programs (Title IV, Part A).
 - Title I, Part A:
 - Improving basic programs operated by local educational agencies.
 - Activities for schools identified as priority or focus.
 - Title III Language Instruction for limited English proficient and immigrant youth.

Supplement, Not Supplant

- How are activities supplemental to basic program requirements and programs required by mandate or law?

Reasonable and Necessary

- Is this a reasonable and necessary expense?

Tools and Resources

US Department of Education
SRSA Eligibility Spreadsheets
www2.ed.gov/programs/reapsrsa/eligibility.html

RLIS Eligibility Spreadsheets
www2.ed.gov/programs/reaprlisp/eligible14/index.html

National Center for Education
Statistics (NCES)
<http://nces.ed.gov/ccd/>

Navigating Resources for Rural
Schools
<http://nces.ed.gov/surveys/ruraled/>



Monitoring and Evaluation

CDE does not monitor the use of Title VI, Part B, SRSA funds. SRSA funds are direct grants from the USDE to qualifying LEAs. RLIS funds are allocated through CDE and, as with other federal formula programs administered by CDE, are monitored to ensure that: (1) every child has a fair, equal, and significant opportunity to obtain a high-quality education; (2) programs comply with federal requirements that are most closely related to positive outcomes for students; and (3) taxpayer dollars are administered and used in accordance with how Congress and the United States Department of Education (USDE) intended.

Guiding Questions

- Are funds supporting activities related to the LEA's major improvement strategies?
- How will Title VI, Part B funds provide additional support to Title I schools that:
 - Are Focus or Priority?
 - Have Priority Improvement or Turnaround plan assignments?
- What are the intended outcomes of the proposed activities and do they align with title program purposes?

Where can I learn more?

- CDE Unit of Federal Programs – Title VI, Part B Overview: www.cde.state.co.us/fedprograms/ov/tvib
- USDE – Rural Education Achievement Program: <http://www2.ed.gov/nclb/freedom/local/reap.html>
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs



FACT SHEET

Foster Care Education Program

Improving Educational Outcomes for Children and Youth

State statistics show that on average there are 6,600 Colorado students in foster care each year. The Foster Care Education Program at the Colorado Department of Education (CDE) was launched in 2012.

Purpose

The Foster Care Education Program is dedicated to helping students in foster care excel academically, complete courses, advance to the next grade and continue on a path to postsecondary success.

Action

It takes commitment, leadership and a coordinated effort for students in foster care to have school stability and excel in school. Colorado's Foster Care Education Program is designed to work with K-12 public schools and districts to focus on these elements:

- Increase learning supports
- Implement effective strategies
- Strengthen partnerships with child welfare and community agencies
- Coordinate educational transition services
- Collaborate with the courts, state agencies and child advocacy groups

3-Year Data Trend Data

A major step in this work is establishing a baseline of how students in foster care are faring. This action is occurring at the state level because students in foster care are not typically identified in district or school level datasets. The Colorado Department of Education (CDE) began reporting on dropout, graduation, and completion rates for students in foster care in 2014.

Dropout Rates of Foster Care Students from 2012 to 2015

School Year	Total Students In 7th to 12th Grade	Number of Dropouts	Dropout Rate	Comparison to State Rate – Percentage Point Difference
2014-15	3,533	239	6.8	4.3 higher
2013-14	3,436	185	5.4	3.0 higher
2012-13	3,560	160	4.5	2.0 higher

Colorado Facts

- The graduation rate for foster care youth included in the Class of 2015 is 29.3%. This rate is much lower than the state graduation rate of 77.3% percent.
- Students in foster care have a mobility rate of 54% percent. The state mobility rate for 2014-15 was 16.5%.

Statistics are provided through a data-sharing agreement between the Colorado Department of Education and Colorado Department of Human Services.



4-Year Graduation and Completion Rates of Students in Foster Care in 2012 and 2015

Anticipated Year of Graduation	Total number of students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
2015	1,269	372	29.3%	455	35.9%
2014	1,242	372	30.0%	519	41.8%
2013	1,179	324	27.5%	487	41.3%

For more information on the data visit http://www.cde.state.co.us/dropoutprevention/rad_coloradolegislaturereports

Framework for Success

- **Laws and Legislation**
 - Implement state laws requiring child welfare liaisons (CWELs)
 - Provide guidance on federal and state legislation that defines the rights of students in foster care
- **Dedicated Resources**
 - Train and provide ongoing professional development for child welfare education liaisons, county caseworkers, guardians appointed by the court to represent the best interests of a child, court personnel and judges.
- **Coordinated Response**
 - Create targeted outreach and public awareness of foster care education issues
 - Implement school district pilots to increase supports and coordination of services with county child welfare agencies
 - Share and track data on student achievement and educational outcomes of students in foster care
- **Partner with Schools and Communities to Tackle Education Barriers**
 - Increase transportation to school and academic enrichment activities
 - Improve transitions due to foster care placements and school changes
 - Ensure transfer of transcripts and student records with each move

Where can I learn more?

- Contact the Foster Care Education Program Office at 303-866-6007.

Child Welfare Education Liaisons

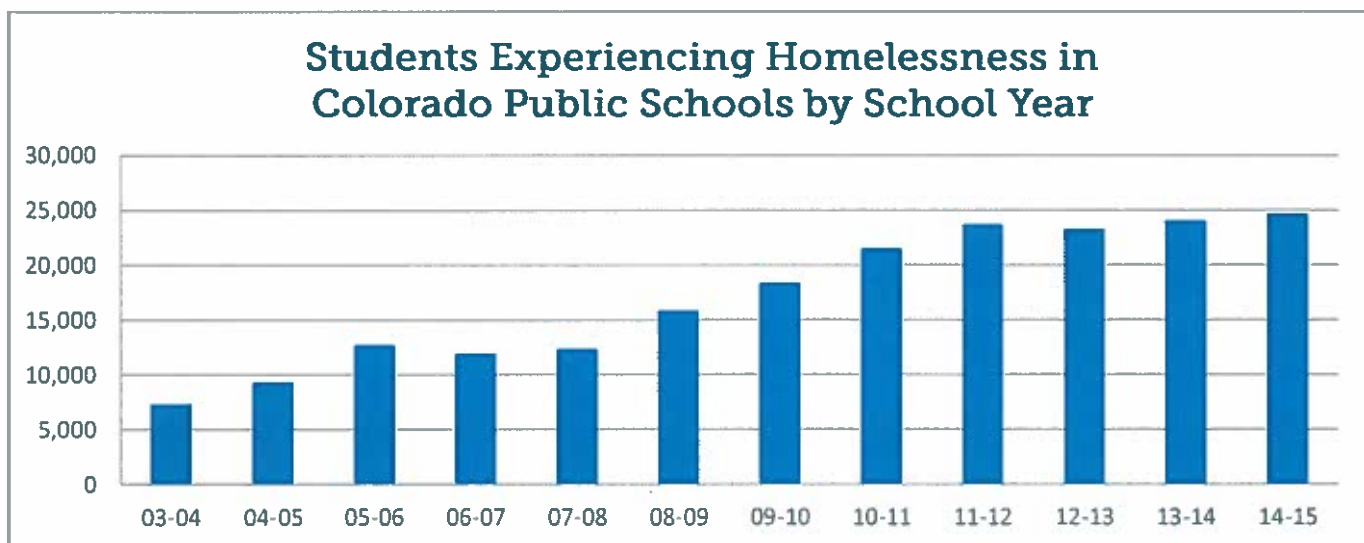
- Visit the CDE Website (www.cde.state.co.us) for a map of the child welfare education liaisons for each Colorado school district.
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs

McKinney-Vento Education of Homeless Children & Youth Program

Students Experiencing Homelessness in Colorado

During the 2014-15 school year, Colorado public schools identified and served 24,685 students experiencing homelessness in grades PK-12.

Since the 2003-04 school year the number of public school students experiencing homelessness in Colorado has tripled.



*Based on Federal US ED End of Year Collections

Who Qualifies?

Children and youth under 21 that lack a fixed, regular and adequate primary nighttime residence

Including students who:

- Live with friends or relatives due to financial hardship
- Live in motels, hotels, inadequate housing, or campgrounds
- Live in emergency shelters or transitional housing
- Live in cars, parks, public spaces, abandoned buildings, substandard housing or similar settings
- Youth not in the physical custody of a parent (unaccompanied youth) who are living in the above circumstances

It is important to note, children and youth in **doubled-up situations** are considered homeless under the education definition only if they are sharing the housing of others **due to loss of housing, economic hardship or a similar reasons.**

People who are sharing housing in permanent, adequate and voluntary arrangements do not meet the education definition of homelessness. Children and youth who are doubled-up and living in motels are extremely vulnerable and



are living in precarious, unstable and sometimes unsafe conditions. They may suffer the life-long impacts of toxic stress if their living situations are not stabilized.

Many homeless families with children and unaccompanied youth are forced into motels or other temporary situations because there is no family or youth shelter available in the community, shelters are full, some shelters have policies that separate the family or shelters prohibit unaccompanied minors.

Educational Rights of McKinney-Vento Eligible Children and Youth

- A McKinney-Vento Homeless Education Liaison in every school district
- Immediate enrollment
- Choice between the neighborhood school or the school of origin (school last enrolled in or attended)
- Transportation to the school of origin
- Immediate access to free school meals and other school resources
- Automatic eligibility for Title IA of the Every Student Succeeds Act of 2015

Unaccompanied Homeless Youth

In addition to providing a definition of homeless, the McKinney-Vento Act defines unaccompanied youth as youth who fit the definition of homeless and are "not in the physical custody of a parent or guardian" [42 U.S.C. § 11434a(6)].

- The number of unaccompanied homeless youth identified and served in Colorado public schools increased 55 percent in a five-year time frame – from 1,325 in the 2009-10 school year to 2,052 in the 2014-15 school year.
- These youth are perhaps the most vulnerable because they are likely dealing with the crises of homelessness without a safe, supportive parent or guardian.

Where can I learn more?

- To learn more about McKinney-Vento Education of Homeless Children & Youth Program visit: http://www.cde.state.co.us/dropoutprevention/homeless_index or contact Dana Scott at Scott_d@cde.state.co.us or 303-866-6930
- For information on McKinney-Vento implementation at the district level please contact the local district liaison, a complete list of liaisons can be found at: http://www.cde.state.co.us/dropoutprevention/homeless_liaisons
- Additional data on Colorado's Education of Homeless Children and Youth Program can be found at: http://www.cde.state.co.us/dropoutprevention/homeless_data
- McKinney-Vento Homeless Assistance Act, Subtitle VII-B was reauthorized December 10, 2015 by Title IX, Part A of the Every Student Succeeds Act (ESSA). A summary of the major amendments on homelessness in ESSA can be found on the National Association for the Education of Homeless Children and Youth website: <http://www.naehcy.org/sites/default/files/dl/legis/ESEAFINALSUMMARY12-19.pdf>

21st Century Community Learning Centers Programs

The 21st Century Community Learning Centers Program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Services focus on helping children succeed academically by:

- (1) Providing opportunities for academic enrichment, including tutoring services to help students meet state and local student performance standards in subjects such as reading, writing and math;
- (2) Offering students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music and recreation programs, technology education programs and character education programs, that are designed to reinforce and complement the regular academic program of participating students and;
- (3) Offering families of students served by community learning centers opportunities for literacy and related educational development.

Out of School/Parent Programming, Expanded Learning Time and Summer Programs

Programs must serve students that attend high poverty, low performing schools and their families. Eligible entities may now (since 2015) use program funds to support expanded learning time (ELT) during the school day in addition to activities during non-school hours or periods when school is not in session. Applicants can apply for funding in one of three categories: Traditional, ELT/Traditional and ELT/Summer.

ELT is the time that a local educational agency or school “extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the state-mandated requirements for the minimum hours in a school day, days in a school week, or days or weeks in a school year.”

Attendance in 2014-2015

Regular attendees are student who attend a given center for 30 days or more during a reporting period. Attendance figures from 2014-15 show:

- Total number of student attendees: 21,918
- Total number of regular student attendees: 6,202

Grantees and allocations

Federal Allocations:

- 2014-2015
\$11,325,268
- 2015-2016
\$11,925,141

Current 21st Century Community Learning Centers Awards:

- Cohort VI
Funding years: 2012-2017
33 grantees serving 60 centers
2015-2016 funding
\$6,150,860
- Cohort VII
Funding years: 2015-2020
22 grantees, serving 43 centers
2015-2016 funding
\$5,982,448



- Average number of students served by Centers during grant period: 194
- Average number of regular student attendees: 55
- Percentage of student attendees meeting the definition of regular student attendee: 28 percent
- Total number of adult participants: 4,111

Teacher Surveys Indicate Positive Impact on Student Participants (2012-2013)

Improvements in academic behaviors were assessed by teachers who completed a survey developed by the 21st Century Community Learning Centers initiative. The teacher survey response rate was 80 percent. The percentages below are based on information from the 7,404 completed teacher surveys.

- 76 percent had better academic performance
- 74 percent had improved participation in class
- 68 percent improved in completing homework to teachers' satisfaction
- 65 percent improved in turning homework in on time
- 68 percent were more attentive in class
- 69 percent were more motivated to learn when they came to class
- 66 percent got along better with other students
- 64 percent behaved better in class
- 54 percent showed improvement in volunteering for extra credit or more responsibilities
- 55 percent improved in regular class attendance

Previous research indicated a link between student engagement in afterschool programs, such as the 21st Century Learning Centers and positive academic outcomes like those we see displayed in the results of the teacher survey. Students who engage in these extracurricular programs have shown better academic performance and behavior (Heckman and Sanger 2013). Students who participate in the program have statistically significantly higher test scores, bonding to school and self-perception and significantly lower problem behaviors when compared to students not in the programs (Durlak, Weissberg, and Pachan 2010).

Where can I learn more?

The following resources provide additional information on afterschool programs and the impact on students:

- CDE's 21st Century Community Learning Centers Program: www.cde.state.co.us/21stCCLC
- U.S. Department of Education: <http://www2.ed.gov/programs/21stcclc/index.html>
- Afterschool Alliance: www.afterschoolalliance.org
- Expanding Minds and Opportunities: www.expandinglearning.org
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs

Title I, Part C of the Elementary and Secondary Education Act (ESEA) is intended to provide high-quality support to migrant children to reduce educational disruptions and other disadvantages due to the migrant lifestyle.

History and Purpose

The Migrant Education Program (MEP) was created in 1966 under President Lyndon B. Johnson's Great Society Initiative to meet the specific needs of migrant children and families. The MEP provides supplemental support to eligible migrant children and youth. The purpose of the program is to ensure that migratory children are not penalized in any manner by disparities among curriculum, graduation requirements, academic content and student academic achievement standards and ensure that migratory children are provided with appropriate educational services and opportunities so they can succeed in school and graduate from high school being postsecondary education or employment ready.

Identification and Recruitment

Identifying and recruiting eligible migrant children is a cornerstone of the MEP in order to attain the goal of assisting migrant children to achieve academic standards and graduate from high school. Each regional Migrant Program is responsible for the identification and recruitment of all eligible migrant children in the state in a timely manner and help deliver services at an appropriate level of quality and intensity to meet the needs of the children being served.

The Migrant Education Program may serve children from birth to the age of 22 who are eligible for a free public education under State Law. In order to qualify for services, children must have moved within the past three years, across state or school district lines with or to join a migrant parent or guardian who is seeking to obtain qualifying temporary or seasonal employment in agriculture, fishing, or the cow industry.

State Allocations

The U.S. Department of Education allocates funds to states based on the state's migrant population and other factors. The Colorado MEP allocates funds to its five regions who identify migrant families and deliver services throughout the state.

Tools and Resources

CDE Office of Migrant Education
<http://www.cde.state.co.us/migrant>

U.S Department of Education,
Title I, Part C
<http://www2.ed.gov/policy/elsec/leg/esea02/pg8.html>

U.S Office of Migrant Education
<http://www2.ed.gov/about/offices/list/oese/ome/index.html>

Interstate Migrant Education
Council (IMEC)
<http://imec-migrated.org/>

National Association of State
Directors of Migrant
Education (NASDME)
<http://nasdme.org/>

Graduation and Outcomes for
Success for Out-of-School
Youth (GOSY)
<http://www.osymigrant.org/>

