



Print Application

Fund Allocations

ARAC

For each Title program, applicants must indicate whether they will accept, assign, transfer, or decline each allocation in which they have received an award. Once CDE has received preliminary allocations from the U.S. Department of Education, those amounts will be populated into the ARAC table and will be locked for further editing.

Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies (4010)

Allocation:

\$	85,402	.00
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Options:

Accept

Prior Year Carryover:

\$	0	.00
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(Exclude funds that are being carried over from nonpublic schools)

Total Funds Available: **\$85,402**

Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (7010)

Allocation:

\$	0	.00
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Options:

- Select an Option -

Prior Year Carryover:

\$	0	.00
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(Exclude funds that are being carried over from nonpublic schools)

Total Funds Available: **\$0**

Title II, Part A - Supporting Effective Instruction (4367)

Allocation:

\$	11,783	.00
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Options:

Accept

Amount to Transfer to Title I:

\$	0	.00
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Amount to Transfer to Title III:

\$	0	.00
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Amount to Transfer to Title IV:

\$	0	.00
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Prior Year Carryover:

\$	0	.00
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(Exclude funds that are being carried over from nonpublic schools)

Total Funds Available: **\$11,783**

Alternative Uses of Funds Authority (AUFA): The LEA...

- ☐ Will not exercise AUFA
- ☐ Will exercise AUFA for some of these funds
- ☒ Will exercise AUFA for **ALL** of these funds

Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement Act (4365)

Allocation:

\$	1,060	.00
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Options:

Assign To

District/BOCES:

9055 - SAN LUIS VALLEY BOCES

Prior Year Carryover:

\$	0	.00
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(Exclude funds that are being carried over from nonpublic schools)

Total Funds Available: **\$1,060**

Title III, Part A - Immigrant Set-Aside - Agencies Experiencing Substantial Increases in Immigrant Children and Youth (7365)**Allocation:**

\$	0	.00
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Options:

- Select an Option -

Prior Year Carryover:

\$	0	.00
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(Exclude funds that are being carried over from nonpublic schools)

Total Funds Available: **\$0**

Title IV, Part A - Student Support and Academic Enrichment**Allocation:**

\$	10,000	.00
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Options:

Accept

Amount to Transfer to Title I:

\$	0	.00
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Amount to Transfer to Title II:

\$	0	.00
----	---	-----

Amount to Transfer to Title III:

\$	0	.00
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Prior Year Carryover:

\$	0	.00
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(Exclude funds that are being carried over from nonpublic schools)

Total Funds Available: **\$10,000**

Alternative Uses of Funds Authority (AUFA) The LEA...

- ☒ Will not exercise AUFA
- ☐ Will exercise AUFA for some of these funds
- ☐ Will exercise AUFA for **ALL** of these funds

Title V, Part B - Rural Education Initiative

Allocation:

\$	0	.00
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Options:

- Select an Option -

Prior Year Carryover:

\$	0	.00
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(Exclude funds that are being carried over from nonpublic schools)

Total Funds Available: **\$0**

Fund Allocations - General Comments

Optional: Use the space below to provide additional comments.

Contacts

Individual contact information for programs included in this application is requested so CDE consultants may communicate with those most closely associated with the day-to-day operations of these programs.

Each LEA is required to provide contact information for the following:

- Authorized Representative
- Assigned Requestor

- Application Coordinator
- Application Fiscal Manager

- CWEL Liaison (Foster Care)
- Lead Title IX Representative

District Contacts

0110 - Sangre De Cristo RE-22J

David Crews Superintendent Phone: (719) 378-2321 Ext: 103 dcrews@sangreschools.org (mailto:dcrews@sangreschools.org)	8751 Lane 7 North Mosca, CO 81146	<ul style="list-style-type: none"> • Authorized Representative • Application Coordinator • Assigned User
Ava Hoffman Counselor Phone: (719) 378-2321 Ext: 109 ahoffman@sangreschools.org (mailto:ahoffman@sangreschools.org)	8751 Lane 7 North Mosca, CO 81146	<ul style="list-style-type: none"> • Homeless Liaison
Brenda Mixon District Bookkeeper Phone: (719) 378-2321 Ext: 103 bmixon@sangreschools.org (mailto:bmixon@sangreschools.org)	8751 Lane 7 North Mosca, CO 81146	<ul style="list-style-type: none"> • Authorized Representative • Assigned Requestor • Application Coordinator • Application Fiscal Manager • Homeless Liaison • Title I Part A • Title I Part D • Title II Part A • Title III • Title III Part A Immigrant Set Aside • Title IV • Title V
Beverly Selin ELL Coordinator Phone: (719) 378-2321 Ext: 101 bselin@sangreschools.org (mailto:bselin@sangreschools.org)	8751 Lane 7 North Mosca, CO 81146	<ul style="list-style-type: none"> • Title III

John Stephens
Principal
Phone: (719) 378-2321 Ext: 105
jstephens@sangreschools.org
(mailto:jstephens@sangreschools.org)

8751 Lane 7
North
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Mosca, CO
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- Authorized Representative
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- Assigned User
- CWEL Liaison
- Homeless Liaison
- Title I Part A
- Title I Part D
- Title II Part A
- Title III
- Title III Part A Immigrant Set Aside
- Title IV
- Title V
- Title IX Representative
- Lead Title IX Representative

Bonnie White
Interventionist
Phone: (719) 378-2321 Ext: 127
bwhite@sangreschools.org (mailto:bwhite@sangreschools.org)

8751 Lane 7
North
Mosca, CO
81146

- Authorized Representative
- Assigned Requestor
- Application Coordinator
- Application Fiscal Manager
- Assigned User
- Homeless Liaison
- Title I Part A
- Title I Part D
- Title II Part A
- Title III
- Title III Part A Immigrant Set Aside
- Title IV
- Title V

Contacts - General Comments

Optional: Use the space below to provide additional comments.

LEA Profile

Profile Data

Applicable Indirect Cost Rate:

Student Enrollment Data

The U.S. Department of Education has authorized LEAs to use best available National School Lunch Program (NSLP) data from SY 2019-2020, 2020-2021 OR 2021-2022. Please indicate which NSLP data the LEA will use to determine Title I, Part A school eligibility and allocations:

- **2019-2020 Poverty Data**
- **2020-2021 Poverty Data**
- **2021-2022 Poverty Data ←**

*****IMPORTANT:*****

A change in school year NSLP data will reset all content in the application.

0110 - Sangre De Cristo RE-22J

Poverty Measure

Select the one poverty measure that the district will use to identify low-income students at all schools. § 1112(b)(4).

☒ Free and Reduced Price Lunch

☐ Free and Reduced Price Lunch & Community Eligibility Provision (CEP)

☐ Free Lunch

☐ TANF

☐ Medicaid

☐ US Census Data

Assurance

☒ The LEA confirms that either no changes have been made to the poverty data, or if changes have been made to the poverty data, it has edited the data for every school in the district. NOTE: For LEAs using CEP Poverty Measure, only change schools that are using CEP as the poverty measure.

Method for Serving Schools:

The method the district selects in the table below determines which schools are eligible for Title I, Part A funds. Select the method accordingly. Hovering over the "information" icon will provide criteria for the method.

If "Grade Span Grouping + Districtwide Percentage," "Grade Span Grouping + Group-wide Percentage," or "Grade Span Grouping + 35% Rule" are selected, then select which grade span(s) are to be prioritized.

Districtwide Poverty Percentage: 53.65%

☒ Total District Enrollment less than 1,000 ⓘ

☐ One School Per Grade Span ⓘ

☐ Percentages Districtwide ⓘ

☐ 35% Rule Districtwide ⓘ

☐ Grade Span Grouping + Districtwide Percentage ⓘ

☐ Elementary

☐ Middle

☐ High

☐ Grade Span Grouping + Group-wide Percentage ⓘ

- ☐ Elementary
- ☐ Middle
- ☐ High

☐ Grade Span Grouping + 35% Rule ⓘ

- ☐ Elementary
- ☐ Middle
- ☐ High

50% Rule High Schools ⓘ

- ☐ Yes
- ☐ No

LEA Profile - General Comments

Optional: Use the space below to provide additional comments.

School Profiles

The list of schools below was prepopulated based on Student October Count and the current school codes list. If new schools or grade spans are not included, manually add or adjust the schools by selected "Add School" at the bottom of the page. Schools above 75% poverty are listed first and must be served with Title I, Part A funds.

Note: Schoolwide schools with less than 40% poverty must have an approved waiver (DOCX) (<https://www.cde.state.co.us/fedprograms/ed-flexschoolwideeligibilitywaiver>) on file with CDE.

0110 - Sangre De Cristo RE-22J

Above 75% Poverty

School	Student Data	Title I Designation	Additional Information
No schools match this criteria.			

Below 75% Poverty

School	Student Data	Title I Designation	Additional Information
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0110 - 7626 - Sangre de Cristo Elementary School EMH: E Grade Span: K - 05	Student Count: 110 Low Income Count: 62 Poverty Rate: 56.36 %	2022-2023: <input type="checkbox"/> TA <input checked="" type="checkbox"/> SW <input type="checkbox"/> NS 2021-2022: <input type="checkbox"/> TA <input checked="" type="checkbox"/> SW <input type="checkbox"/> NS Consolidated SW: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	SPF Plan Type: Performance Plan
0110 - 7630 - Sangre de Cristo Undivided High School EMH: M Grade Span: 06 - 08	Student Count: 62 Low Income Count: 33 Poverty Rate: 53.23 %	2022-2023: <input type="checkbox"/> TA <input checked="" type="checkbox"/> SW <input type="checkbox"/> NS 2021-2022: <input type="checkbox"/> TA <input checked="" type="checkbox"/> SW <input type="checkbox"/> NS Consolidated SW: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	SPF Plan Type: Performance Plan
0110 - 7630 - Sangre de Cristo Undivided High School EMH: H Grade Span: 09 - 12	Student Count: 61 Low Income Count: 30 Poverty Rate: 49.18 %	2022-2023: <input type="checkbox"/> TA <input checked="" type="checkbox"/> SW <input type="checkbox"/> NS 2021-2022: <input type="checkbox"/> TA <input checked="" type="checkbox"/> SW <input type="checkbox"/> NS Consolidated SW: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	SPF Plan Type: Performance Plan

Districtwide Poverty Rate: 53.65%

School Profiles - General Comments

Optional: Use the space below to provide additional comments.

Non-public Schools

Non-public Schools

Participating Non-public Schools

In order to ensure compliance regarding participation of non-public schools in federal programs, each LEA/BOCES must maintain a record and report to CDE written affirmation, signed by a representative of the LEA/BOCES and each non-public school, that meaningful consultation with the participating non-public school has occurred. The Non-Public Consultation Form (DOCX) (<https://www.cde.state.co.us/fedprograms/2018consultationform>) must be uploaded to the table below by May 31, 2022.

LEAs are responsible for conducting timely and meaningful consultation with all non-public schools in which a student residing in their district attends, regardless of whether the non-public school resides within the district boundaries. Many LEAs accomplish this by creating inter-district Memorandum of Understanding (MOU) detailing in which each LEA outlines its responsibilities for consulting with and providing services to the non-public schools within their district boundaries. If the LEA does not have an inter-district MOU on file, the LEA remains responsible for consulting with and providing services to the non-public schools in which a student residing in their district attends. View more information regarding the LEA's responsibility to consult or provide equitable services to students attending non-public schools (<https://www.cde.state.co.us/fedprograms/equitable-services-colorado>).

All non-public schools that reside within the LEA's boundaries and that have registered with CDE will pre-populate in the list below. If a school is not listed, use the "Add Non-public school" button to enter the name(s) of the non-public school. Indicate the non-public school's level of participation by using the edit function below. Depending on the programs in which the non-public school(s) is participating, additional information may be required.

Method for calculating Equitable Services set-aside:

Number of low income students residing within Title I school boundaries in the district attending a public school: ⓘ

Save

Instructions for non-public schools within district boundary:

For non-public schools participating in Title I, Part A, select the district Title I school in which the student(s) attending the non-public school resides. Enter the number of low-income students who attend the non-public school, but otherwise would have been enrolled in the Title I, Part A district school. Finally, enter the number of low-income students residing in a Title I school boundary and attending a public school under the non-public school table.

For non-public schools participating in Title III, Part A, enter the number of students identified as English learners and participating in Title III, Part A supported programs in the previous academic school year. If the non-public school has not previously participated in Title III, Part A or has not identified students as English learners, enter zero.

§ 1117(b), § 8501(c)(5).

Non-public School	Non-public School Participating?	Date of Consultation	Title I, Part A Participation	Title II, Part A Participation	Title III, Part A Participation	Title III, ISA Participation	Title IV, Part A Participation	Number of English Learners
No Non-public Schools Listed								

Instructions for non-public schools outside of district boundary:

For LEAs that have students residing within their district boundaries (within a Title I school served boundary) and attending a non-public school that is participating in Title I, Part A but operates outside the district's boundaries, select the serving district and enter the combined total of low-income students attending participating non-public schools in the serving district. This option should only be used for those districts that have created inter-district MOUs detailing each LEA's responsibilities for consulting with and providing services to the non-public schools within their district boundaries.

Outside District	Number of Students Attending Non Public Schools Outside District Border
Outside District:	<div>Number of Students Attending Non Public Schools Outside District Border:<input type="text"/></div>

Amount to set-aside to provide Equitable Services to participating non-public schools under Title I, Part A: **\$0**

Non-public Schools Assurances

✓ The LEA is unaware of any non-public schools within its boundaries with which to engage with in timely and meaningful consultation. Upon becoming aware of a non-public school within the LEA's boundaries, the LEA will engage in timely and meaningful consultation with private school officials regarding the provision of equitable services to private school children. §§ 1112(c)(2), 1117(a)(1)(A), 11117(b).

Non-public Schools - General Comments

Optional: Use the space below to provide additional comments.

Assurances

GEPA Statement

Overview

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 to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing and describing the activities that are occurring to meet this requirement. GEPA highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, LEAs should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity.

Describe and Accept

In the table provided below, describe the steps the LEA is taking to identify and overcome barriers that exist within the LEA related to gender, race, national origin, color, disability, or age. Please provide a clear and succinct description of how the LEA plans to address those barriers that are **applicable to the LEA's circumstances**. The description(s) provided should relate to the LEA's proposed program activities within the consolidated application.

Gepa Item(s)

Ref ID 350

Barrier Type: Other:

Step Taken to Identify Barrier: Comprehensive Needs Assessment

Barrier Description:

Potential barriers: inability for persons with physical disabilities to access classrooms and/or media center; race and national origin not being represented in classroom materials; literacy coaches and literacy teams not reflecting diversity in age, race, and gender; print materials not being available in Spanish to meet need of diverse families; inability of students with disabilities to reach materials without appropriate technology. Programs where potential barriers exist are general programs, Title I programs (school wide) and Special Education programs.

How will LEA mitigate barrier?

In compliance with the US Department of Education's requirement for grant awards (P.L. 103-382), Sangre de Cristo RE-22J is providing this statement in reference to requirements for application of federal funds. It is the intent of Sangre de Cristo RE-22J to take steps to ensure equitable access to and participation in consolidated federal programs. The district is mindful of six types of barriers that can impede equitable access or participation: gender, race, national origin, disability, religion, or age. Specifically, the district will take the following steps to ensure equity and participation, where applicable:

- The district will meet ADA requirements for access to classrooms and media centers supported through federal funding.
- The district will take steps to review the core academic materials to make sure they contain stories and illustrations that depict diversity in families, including race and national origin.
- The literacy coaches and literacy teams will reflect diversity in age, race, and gender.
- The literacy coaches and literacy teams will encourage participation by a broad spectrum of the community in literacy activities both in and out of school.
- The district will apply the highest standards of equity to hiring practices related to the grant and encourage application of minority candidates for available positions.
- The district will provide brochures and other print media in Spanish to meet the needs of families.
- The district will provide IDEA-approved or recommended hardware, software, and assistive technology to support literacy among disabled students.
- The district will not use materials or strategies that promote or show disrespect to any religious group.

Funds to support these activities:

Title I Part A, Title II Part A, Title IV Part A, State Local funds

Stakeholder Engagement

It is the LEA's responsibility during the development, review, and revision of the LEA's plan to meaningfully engage with all stakeholders, including the teachers, principals, school leaders, parents, families, institutions, and community organizations that are representative of, but not limited to, the following students served by the LEA:

- Low-income students
- English learners
- Children with disabilities
- Children and youth in foster care
- Migratory children
- Children and youth experiencing homelessness
- Neglected, delinquent, and at-risk students identified under Title I, Part D
- Immigrant children and youth
- American Indian and Alaska Native students

✓ The LEA/BOCES affirms that it has engaged in timely and meaningful consultation and discussion with all stakeholders that are representative of the students served by the LEA, as outlined above.

Neglected Facilities

Verification of Consultation

It is the LEA's/BOCES' responsibility to ensure that timely and meaningful information is shared with neglected facilities so the neglected facility can make an informed decision about whether to apply to participate with the district in Federal Programs. This section ensures that information is disseminated in a timely and meaningful way.

The table below has been pre-populated with all the Neglected Facilities for which the department has record. Use the 'Add Neglected Facility' link to add facilities that are missing.

Facility	# of hours being served per week in an education program	# of students being served per week as reported in October	Facility being served	Transition contact person
No Neglected Facilities Listed				

Delinquent Facilities (Title I-D, Subpart 2)

Participating Delinquent Facilities

The table below has been pre-populated with all the Delinquent Facilities in the district that are participating in the use of Title I, Part D funds as demonstrated by the submission of the Annual Count of Children. Use the 'Add Delinquent Facility' link to add facilities that are missing.

Facility	# of hours being served per week in an education program	# of students being served per week as reported in October	Facility being served
No Delinquent Facilities Listed			

Read the following assurance and check the box to indicate the LEA/BOCES understanding of and intent to comply with all program requirements.

In order for Title I, Part D to operate effectively, the LEA must communicate with the facility to gather required programmatic information and data for reporting and evaluation purposes. Specifically, the facility is required to submit data for the August CSPR collection and the October Annual Neglected and Delinquent Count. It is the responsibility of the LEA to ensure the facility(s) report data and comply with all other programmatic requirements.

✓ By selecting this assurance, the LEA/BOCES acknowledges the requirements associated with Title I, Part D funds or that the LEA is not eligible for the funds.

Homeless Statements

Check each box below to demonstrate LEA's compliance with the requirements for the LEA's Homeless and Migrant population.

✓ The LEA has a process to identify students who may be experiencing homelessness. § 722(g)(6)(A), 115 Stat. at 2000.

✓ The LEA has a plan to provide educational and other services to children and youths experiencing homelessness who do not attend Title I schools. § 1113(c)(3)(A), 115 Stat. at 1471.

✓ The LEA has, or will adopt, policies and practices to ensure that children and youth experiencing homelessness are not stigmatized or segregated on the basis of their status as homeless. 42 U.S.C. 11432 § 722(g)(1)(J)(i).

✓ The LEA will designate an appropriate staff person, able to carry out the duties as described in section 722(g)(6)(A) who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths. 42 U.S.C. 11433 § 722(g)(1)(J)(ii).



The LEA has policies and practices to ensure that transportation is provided, at the request of the parent/guardian or unaccompanied youth, to and from the school of origin, in accordance with the following, as applicable:

(I) If the child or youth continues to live in the area served by the LEA in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the LEA in which the school of origin is located.

(II) If the child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the LEA's are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

42 U.S.C. 11432 § 722(g)(1)(J)(iii).

✓ The LEA has, or will adopt, policies and practices to ensure participation by liaisons in professional development and other technical assistance activities provided pursuant to paragraphs (5) and (6) of subsection (f) under section 722(g), as determined appropriate by the Office of the Coordinator. 42 U.S.C. 11432 § 722(g)(1)(J)(iv).

Foster Care Assurance

✓ The LEA/BOCES has policies and practices to ensure that children in foster care will remain, if possible, in the school in which the child is enrolled at the time placement. When remaining in such school is not in the best interest of the child, the LEA will provide immediate and appropriate enrollment in a new school, with all of the educational records of the child provided to the new school. The LEA has policies and practices to 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. § 1111(g)(1)(E).

Assurances - General Comments

Optional: Use the space below to provide additional comments.

Cross-Program Questions

1. Identifying Needs

Complete the table to describe the process the LEA will use to identify the needs of its schools and students.

1. What process did the LEA use to identify the LEAs needs?

Check all that apply:

- ☒ UIP
- ☐ Strategic Plan
- ☐ 90 Day Plan
- ☐ Other (please describe):

Please specify

2. How are you using the processes identified above to identify the supports that will be provided to schools?

Response Guidance

- Based on the LEA's selection in Cross-Program 1.1, how does the LEA determine the programs and services to address the district and school needs?
- How does the district partner with all schools to determine services and programs to meet identified needs?

Narrative Text for Year 1:

In reviewing root causes to ELA concerns in the UIP as well as reviewing test data, we have identified that continued intervention and additional coaching support is needed at all levels: elementary, middle, and high school. The biggest focus is on elementary to bring students up to

grade-level reading success by 3rd grade, however, continued success is needed beyond 3rd grade.

Narrative Text for Year 2:

No Year 2 narrative found.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

3. How do identified needs inform decisions related to ESEA programs and how frequently is the data reviewed and evaluated?

Response Guidance

- Based on the district's process described in Cross-Program Question 1.3, how does the district consider each school's needs and determine how ESEA funds will be leveraged to address school needs?
- Through the districts needs assessment process identified in Cross-Program Question 1.1, what data is used to determine student, school and district needs such as; student academic achievement and growth (formative and summative), disaggregated student group data, school culture and climate, discipline data, instructional staff needs, operational processes of hiring, onboarding, growth and retention of staff, student and stakeholder prioritized needs.
- Does your district review some data points in greater frequency, while other data are revisited annually? How do these cycles help you decide how to use your ESEA funds?

Narrative Text for Year 1:

Identified needs inform decisions related to ESEA programs from viewing our data historically. We see upward trends, however, we note each year we receive new students who are below grade level in reading levels. We seek to maintain current students' success and growth trends while additionally bringing new students who are deficient up to desired reading levels. School-wide standardized testing data is reviewed three times a year with progress monitoring data reviewed minimally every six weeks.

Narrative Text for Year 2:

Data sources used to identify needs include DIBELS Benchmark for K-5 three times a year and progress monitoring based on progress of students every 2-4 weeks; NWEA MAP for K-12 three times per year; CMAS for 3-8 each year. Data is reviewed after each testing session and interventions are adjusted based on data. If changes in personnel resources are required due to adjustments to interventions or literacy coaching, these needs are examined at the building and district levels and funding is examined to determine best approach.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

2. ESEA Priorities

Complete the table to describe the top priorities for ESEA programs.

1. Based on the needs assessment or LEA major improvement strategies describe notable trends and needs identified by the LEA as top priorities for ESEA programs.

Response Guidance

- Top priorities, as informed by data, may be enumerated and represent separate goals or strands of work supported by ESEA, e.g., (1) strengthened early literacy instruction, (2) vertical alignment of curriculum, (3) equitable discipline

practices. Or, top priorities can represent strategic commitments to blend and braid ESEA funds into larger district and school initiatives, e.g., ensuring there are systemic, overlapping supports for students with greater needs, and/or supporting the growth of staff to improve quality of student instruction and support.

- Describe the priorities that were identified based on:
 - Relevant trends in state or interim assessment data disaggregated by grade-level, student group, regions, etc. as appropriate
 - Relevant trends in stakeholder data, such as attendance to community input groups, survey response rates, staff perspectives, student and family satisfaction ratings, etc.
 - Trends in demographics, such as poverty, students with specialized needs, enrollment figures.

Narrative Text for Year 1:

Based on the needs assessment we see steady to upward trends in ELA scores, however, each year we receive new students who are below grade level in reading levels as demonstrated by testing at beginning of the school year. We seek to maintain current students' success and growth trends while additionally bringing new students who are deficient up to desired reading levels. In order to continue our success, we see focus in this area as top priority for ELA.

Narrative Text for Year 2:

No Year 2 narrative found.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

2. How do ESEA program priorities align with and/or supplement LEA major improvement strategies?

Response Guidance

- Consider whether you braid and blend ESEA funds into larger initiatives, or whether there are specific activities that while aligned, operate separately from state and local funded initiatives. Either are allowable, but represent different approaches to implementing ESEA funds.
- How do ESEA funds enhance the strategies of your schools and classrooms? What are they allowing to be possible, in terms of staff and student development?

Narrative Text for Year 1:

ESEA programs work hand in hand with the major improvement strategies of the LEA in ELA. In addition to the ELG grant in the elementary grades, ESEA programs allow for supplemental interventions and literacy support.

Narrative Text for Year 2:

ESEA programs work hand in hand with the major improvement strategies of the LEA in ELA. ESEA programs allow for supplemental interventions and literacy support.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

3. Stakeholder Involvement

Complete the table to describe how stakeholders are involved in the process of determining needs of the LEA and schools.

1. How are district and building leaders, teachers, parents, and community members engaged in the process of determining the needs of the LEA and schools? What role do school and district accountability committees play in the process?

Response Guidance

- *Identify how each stakeholder group listed was involved in the needs assessment process.*
- *How has the LEA partnered with stakeholders in the identifying the district and school needs as described in Cross-Program Question 1.1 and prioritizing the strategies described in Question 2.1?*
- *How is the District Accountability Committee involved in the process identified in Cross-Program Question 1.1 and prioritizing the strategies described in Question 2.1?*

Narrative Text for Year 1:

Stakeholders, including district and building leaders, teachers, parents, and community members, are invited to engage in the process of determining needs of the LEA and schools via the school's website as well as verbally by district superintendent through staff meetings and parent/community gatherings: open house, parent-teacher conferences, athletic events. Stakeholders are invited to join the district accountability committee and/or comment via writing or verbally through discussions with district superintendent. For ease in making comments, a Needs Assessment survey form is provided. The school/district accountability committee reviews identified needs and proposed improvement plans and discusses in open communication at committee meetings. The School Board represents parents and community as a direct point of contact for school improvement.

Narrative Text for Year 2:

No Year 2 narrative found.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

2. How has the LEA consulted with the stakeholders including school and district leaders, teachers, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and organizations with relevant and demonstrated expertise, as applicable, to create an ESEA Plan?

Response Guidance

- *Identify the LEA's process for involving stakeholder in developing, reviewing, and approving the Consolidated Application.*
- *The strategies implemented by the LEA to solicit input and approval on the proposed uses of funds from Title IA, Title ID, Title II, Title III, Title IV, & Title V from families representative of the following populations, as appropriate:*
 - *Low-income students*
 - *Lowest achieving students*
 - *English learners*
 - *Children with disabilities*
 - *Children and youth in foster care*
 - *Migratory children*
 - *Children and youth experiencing homelessness*
 - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
 - *Immigrant children and youth*
 - *American Indian and Alaska Native students*

Narrative Text for Year 1:

Stakeholders, including school and district leaders, teachers, paraprofessionals, specialized instructional support personnel, parents, community partners, and organization with relevant and demonstrated expertise, are invited to engage in the process of creating an ESEA plan via the school's website as well as verbally through staff meetings and parent/community gatherings. They are invited to join the district accountability committee and/or comment via writing or verbally through discussions with district superintendent. Additionally, all community members, parents,

teachers and school staff are invited to public meetings where budget is reviewed and discussed. Notice of public meetings, including School Board meetings, District Accountability meetings, and Budget Review meetings are posted on the website, in the newspaper, and at local public gathering places; ie, post offices, restaurants, and stores. The school/district accountability committee reviews identified needs and proposed improvement plans and discusses in open communication at committee meetings. The School Board represents parents and community as a direct point of contact for school improvement. Additionally, the ESEA plan is posted on the school's website for review by all stakeholders. Printed copies of the ESEA plan are available upon request.

Narrative Text for Year 2:

No Year 2 narrative found.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

4. Family, School Community Engagement Strategies

Complete the table to describe the strategies used to implement genuine, meaningful, and relevant parent and family partnerships in the LEA.

1. Describe how the LEA implements effective outreach to parents and families of English Learners on their involvement in the academic achievement and being active participants in supporting their student to attain English proficiency, achieve at high levels within a well-rounded education and meet the Colorado Academic Standards.

NOTE:

Parent, family, and community Engagement Activities are a requirement of all Title III, Part A programs. Even though the LEA may provide these activities with state and local funds instead of Title III, Part A funds, the LEA must describe the parent, family, and community engagement activities for parents of ELs that are being provided whether with state and local or federal funds.

Response Guidance

- How the parent and family engagement policy will consider the specific demographics of every family within the LEA and specific strategies that target families and/or communities of ELs.
- How the parent and family engagement policy and/or proposed activities are coordinated and leveraged with other state, local, and federal programs in the LEA, Title III consortium region and/or in member district(s).
- How Title III funds will supplement family and community engagement efforts specifically targeted to families and/or communities of ELs in the LEA, Title III consortium region and/or member district(s). Required for Title III Recipients.
- If using Title III funds to support the community engagement requirement, include these activities in the budget. Required for Title III Recipients.

Narrative Text for Year 1:

Our ELL population is strictly Spanish speaking. To be sure families of English language learners are able to participate in the school improvement process, Rtl meetings as needed, and parent-teacher conferences, multiple staff members are available for verbal translation of information when necessary. Written information is sent home in Spanish, when necessary, so Spanish-speaking families can access the information in their native language. Our school counselor (district-wide) is Hispanic and is able to communicate easily with our Spanish-speaking families in their native language and understands Hispanic culture. This assists in better communication and understanding with this segment of our school population. We also have additional staff members who are able to communicate with our Spanish-speaking families in their native tongue in the absence of the school counselor. The importance of meaningful parent and family partnerships with the school is communicated in the parent and family engagement policy and at ELL family nights.

Narrative Text for Year 2:

No Year 2 narrative found.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

Select the funding source(s) used to support these activities:

- ☐ Title I
- ☐ Title II
- ☐ Title III
- ☐ Title IV
- ☐ Title V
- ☒ State and Local

2. Describe the LEA's strategies to conduct outreach to all parents and family members and implement programs, activities and procedures for effective involvement of families.

Response Guidance

- How are or will all parents and family members be engaged in the annual evaluation and/or modification of the parent and family engagement policy?
- How will the program involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities?
- How will the program involve parents and family members to improve the educational achievement of neglected children and youth?
- Consider the the LEA's expectations and objectives for genuine, meaningful, and relevant parent and family partnerships and the activities implemented to achieve objectives.

Narrative Text for Year 1:

The LEA invites parents to participate in implementing programs, activities and procedures for effective involvement of families through the district accountability committee and via the district's website. Parents are invited and encouraged to attend open house and parent/teacher conferences. Sangre de Cristo School District's parent and family engagement policy invites open dialog in supporting students. High expectations from students, families, and the school are communicated. Being a small school district, personal conversations with parents and family members are common. Our school counselor (district-wide) is Hispanic and is able to communicate easily with our Spanish-speaking families in their native language and understands Hispanic culture. This assists in better communication and understanding with this segment of our school population. We also have additional staff members who are able to communicate with our Spanish-speaking families in their native tongue in the absence of the school counselor. A survey is provided concerning parent and family engagement at parent-teacher conferences in the fall. Input to the parent and family engagement policy is invited through the survey, the school's website, the District Accountability Committee, and ELL family night gatherings. The importance of meaningful parent and family partnerships with the school is communicated in the parent and family engagement policy.

Narrative Text for Year 2:

No Year 2 narrative found.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

Select the funding source(s) used to support these activities:

- ☐ Title I
- ☐ Title II
- ☐ Title III
- ☐ Title IV
- ☐ Title V
- ☒ State and Local

5. Program Evaluation

Complete the table to describe how the LEA will evaluate the programs supported by ESEA funds.

1. Based on the needs assessment, what are the intended goals and outcomes for ESEA programs?

Response Guidance

- *Consider the notable trends and top priorities in your response to Cross Program Question 2.1, and how those top priorities inform desired outcomes for your ESEA activities.*

Narrative Text for Year 1:

Goals are to increase Reading scores across the board by 2%

Narrative Text for Year 2:

No Year 2 narrative found.

- ☒ Select if the LEA/BOCES is providing an update to this question in the plan.

2. Describe how the LEA evaluates the effectiveness of programs supported by ESEA funds including what data the LEA uses to inform decisions to modify, continue, or terminate ESEA-funded programs. Where decisions about these activities are made at the school level, describe how the LEA supports schools in this process.

Response Guidance

- *How do you determine success in ESEA activities? How is success measured?*
- *How do you determine how the program should be implemented in order to be successful? How do you ensure that the program is implemented as designed with the appropriate training, resources (including staffing), and structure in place to ensure successful implementation of the program?*
- *Describe how the LEA will use the most recent evaluation results to plan for and improve the program.*

Narrative Text for Year 1:

Parents, teachers, community members, and administration evaluate effectiveness of supports through quarterly district accountability meetings. Teachers and administrators evaluate student data throughout the year and address specific students through the RtI process. Data is analyzed at least quarterly, monthly for elementary grades under our Early Literacy Grant. Data is used to guide observation and analysis of interventions and time on task within classrooms. Needs are prioritized through monthly/quarterly data analysis of both state data and local progress monitoring data along with the observations the data prompted. Classroom formative assessments, core reading unit mastery assessments, DIBELS progress monitoring and benchmark data including analysis of sub-tests, and NWEA MAP data including analysis of sub-content aligning to Colorado Academic Standards is used by teachers, building leaders and administration to evaluate not only individual students, but also specific demographic groups and class success and growth.

Narrative Text for Year 2:

In addition to narrative previously submitted, please note that data is analyzed and used to inform decisions by literacy team, administration, and teachers. Data is used to guide observation and analysis of interventions and decisions are made by principal and building level leaders based on this data as to where and how much time interventionists and literacy coach need to spend in areas showing most need. In addition, data and information is shared with District Accountability Committee to determine modification, continuance, or termination of ESEA-funded programs.

- ☐ Select if the LEA/BOCES is providing an update to this question in the plan.

Cross-Program Questions - General Comments

Optional: Use the space below to provide additional comments.

Title I, Part A Narrative

Title I, Part A Narrative Question 1

- 1. Describe the LEA's process for identifying and monitoring students not meeting or at risk of not meeting Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) standards, or the guidance and support the LEA provides to schools when that determination is made at the school level.**

Response Guidance

- *The data used to identify students and the frequency with which data is evaluated.*
- *How the process to identify students not meeting or at risk of not meeting CAS and CELP standards considers the strengths and needs of the following subgroups of students, as appropriate:*
 - *Low-income students*
 - *Lowest achieving students*
 - *English learners*
 - *Children with disabilities*
 - *Children and youth in foster care*
 - *Migratory children*
 - *Children and youth experiencing homelessness*
 - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
 - *Immigrant children and youth*
 - *American Indian and Alaska Native students*
- *How the LEA supports collaborative and systematic processes in schools to identify children most in need of receiving services under a Targeted Assistance program.*

Narrative Text for Year 1:

The LEA uses data from student assessments including DIBELS, NWEA MAP, and CMAS as well as district assessments to determine and monitor students at risk of not meeting Colorado Academic Standards. Students are identified as English Learners through WIDA-ACCESS placement assessments as appropriate and are monitored for meeting Colorado English Language Proficiency standards through ACCESS assessments. Classroom teachers monitor students' progress on a regular basis, by unit or weekly. Interventionists collaborate with classroom teachers concerning students with which they are working and analyze data to best meet individual student needs. RtI meetings are held every 6 weeks for individuals on specific RtI plans. Classroom teachers, interventionists, and administration are present at RtI meetings. Building leaders, along with administrators and classroom teachers, analyze not only individual, but global data on a monthly basis.

Narrative Text for Year 2:

No Year 2 narrative found.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

Title I, Part A Narrative Question 2

2. Describe the services being provided to children and youth experiencing homelessness in coordination with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.) to support enrollment, attendance, school stability and academic success, and the guidance and support provided at the school level.

☐ The LEA did not identify children and youth experiencing homelessness during the prior fiscal year. However, the LEA will ensure that there is a plan in place in coordination with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.) to support their enrollment, attendance, school stability and academic success, and the guidance and support provided at the school level. §§ 1112(a)(1)(A), 1112(a)(1)(B), 1112(b)(6).

Response Guidance

- *How relevant stakeholders are engaged in the process of determining appropriate supports and services and how these will lead to increasing progress toward grade-level standards.*
- *The data used to identify and evaluate services, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated.*
- *How proposed supports and services are coordinated with and leverage other state, local, and federal programs, specifically those provided under the McKinney-Vento Homeless Assistance Act.*
- *The method utilized in determining the Title I, Part A Homeless Set-Aside amount and process for obtaining Homeless Education Liaison input.*
- *How children and youth experiencing homelessness are identified in all schools.*
- *How the process to identify progress toward meeting CAS and CELF standards considers the strengths and needs of the following subgroups of students, as appropriate:*
 - *Low-income students*
 - *Lowest achieving students*
 - *English learners*
 - *Children with disabilities*
 - *Migratory children*
 - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
 - *Immigrant children and youth, and*
 - *American Indian and Alaska Native students*

Narrative Text for Year 1:

The LEA has a process to identify students who may be experiencing homelessness. [Title X, Section 722(g) (6)(C). The LEA has a plan to provide educational and other services to homeless children who do not attend Title I schools. [Title I, Section 1112(1)(C), 112(b)(3)(A)]. The LEA has a plan that ensures flexibility and access to preschool, after school and other related services for homeless and highly mobile students. [Title X, Section 722(f)(1). The LEA has trained administrators on the definition of homelessness and their responsibilities under [Title X,Section 722(g)(6)(B)]. The LEA has a plan that ensures that migratory children are identified to receive services on the same basis as other children.[Title I, Section 112(b)(1)(J)]. Children experiencing homelessness are identified through enrollment forms, referrals from teachers, parents, or others, and any other indications reported. School counselor works with homeless children to be sure they have materials and supplies necessary to access equal education.

Narrative Text for Year 2:

No Year 2 narrative found.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

Title I, Part A Narrative Question 3

3. If the LEA is planning to use Title I, Part A funds to support efforts to reduce discipline practices that remove students from the classroom, provide a description below.

✓ If the LEA is not using funds to support efforts to reduce discipline practices, the LEA will provide guidance and support to schools to support efforts to reduce discipline practices that remove students from the classroom. §§ 1112(a)(1)(A), 1112(b)(11).

Response Guidance

- How proposed supports and services will increase progress toward grade-level standards.
- How district and building leaders, teachers, parents and community members are engaged in the process of determining appropriate supports and services.
- How proposed supports and services are coordinated with and leverage other state, local and federal programs, if applicable.
- Describe how proposed supports and services considers the strengths and needs of following subgroups of students, as appropriate.
 - Low-income students
 - Lowest achieving students
 - English learners
 - Children with disabilities
 - Children and youth in foster care
 - Migratory children
 - Children and youth experiencing homelessness
 - Neglected, delinquent, and at-risk students identified under Title I, Part D
 - Immigrant children and youth
 - American Indian and Alaska Native students

Narrative Text for Year 1:

No Year 1 narrative found.

Narrative Text for Year 2:

No Year 2 narrative found.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

Title I, Part A Narrative Question 4

4. If the LEA is planning to use Title I, Part A funds to provide support to schools in effectively transitioning students through school and preparing them for college and career readiness, provide a description below.

✓ If the LEA is not planning to use Title I, Part A funds to provide support to schools in effectively transition students, the LEA will provide guidance and support to schools in effectively transitioning students through school and preparing them for college and career readiness. §§ 1112(a)(1)(A), 1112(b)(8), 1112(b)(10).

Response Guidance

- *Transition services across grade levels, school buildings, facilities, etc.*
- *Transition services for students in Title I, Part A funded ECE programs to local elementary schools, if applicable.*
- *How district and building leaders, teachers, parents, and community members are engaged in the process of determining appropriate supports and services.*
- *How proposed supports and services are coordinated with and leverage other state, local and federal programs, if applicable.*
- *Describe how proposed supports and services will be differentiated for the strengths and needs of the following subgroups of students, as appropriate.*
 - *Low-income students*
 - *Lowest achieving students*
 - *English learners*
 - *Children with disabilities*
 - *Children and youth in foster care*
 - *Migratory children*
 - *Children and youth experiencing homelessness*
 - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
 - *Immigrant children and youth*
 - *American Indian and Alaska Native students*

Narrative Text for Year 1:

No Year 1 narrative found.

Narrative Text for Year 2:

No Year 2 narrative found.

☐ Select if the LEA/BOCES is providing an update to this question in the plan.

Title I, Part A Narrative Question 5

This question is not required for this application.

Title I, Part A Narrative Question 6

This question is not required for this application.

Title I, Part A Narrative - General Comments

Optional: Use the space below to provide additional comments.

Title I, Part A Narrative - Targeted Support and Improvement

i Based on the selections made in Fund Allocations, you are not required to complete this page.

Title I, Part A Funds

Title I, Part A General Information

The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Activities supported with Title I, Part A funds must be planned in consultation with parents, teachers, principals, and other relevant stakeholders. The LEA must also engage in continued consultation with these stakeholders to improve supported activities. Descriptions of funded activities must address program objectives and intended outcomes.

Title I, Part A is intended to support LEAs in:

- Providing high quality academic support to students at risk of not meeting state standards
- Improving teaching by promoting effective instruction for at-risk children and for enriched and accelerated programs;
- Expanding eligibility of schools for schoolwide programs that serve all children;
- Encouraging school-based improvement planning;
- Establishing accountability based on results;
- Promoting meaningful parent and family engagement;
- Coordinating with health and social services agencies;
- Focusing resources on the schools with the highest percentage of students living in poverty.
- Addressing any disparities that result in low-income and minority students being taught a disproportionate rates by ineffective, inexperienced, or out-of-field teachers.

View more detailed Title I, Part A program information (<https://www.cde.state.co.us/fedprograms/ti/a>)

Title I, Part A Set-Asides

LEAs may be required to allocate funds for specific activities based on district or school accreditation plan types and/or allocation amount.

- Parent Involvement Set-Aside **i**
(Required for LEAs receiving more than \$500,000)
- Homeless Set-Aside **i**
(Required)
- Neglected Facilities Set-Aside **i**
(Required for LEAs that have an eligible Neglected Facility)
- Non-public School Participation Set-Aside **i**
(Required for LEAs with participating non-public schools)
- Preschool Set-Aside **i**
(Optional)
- District Managed Activity Set-Aside **i**
(Optional)
- Family Literacy Set-Aside **i**
(Optional)

All neglected facilities served by the LEA should be budgeted under Title I, Part A

Non-Public School Prior Year Carryover

If the LEA is carrying over funds allocated to a non-public school from the previous year, enter the amount here and allocate these funds in the budget below.

Prior Year Carryover:

\$	0	.00
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Title I, Part A Budget Items

Use the table below to budget activities paid with any ESEA funds in support of the Title I program.

ID Ref	Activity Category	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source	Amount	Options
1376	Other activities that meet the intent and purposes of Title I-A [provide description]	Supplies will be purchased for homeless students to assist with accessing education.	0110 - 0110 - District Level - Sangre De Cristo RE-22J	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Title I, Part A Eligible Homeless Children Set Aside - (9202)	\$50.00	
1377	Indicator 2.a. Standards-Based Instruction	Interventionists will provide research-based reading and writing supports using a flooding model, differentiation, and individual and small-group instruction at the elementary level.	0110 - 7626 - Sangre de Cristo Elementary School (E)	Instructional Program (0010-2000)	0100 Salary	222 Reading Interventionist	1.30	Title I, Part A - (4010)	\$49,430.00	
1378	Indicator 2.a. Standards-Based Instruction	Interventionists will provide research-based reading and writing supports using a flooding model, differentiation, and individual and small-group instruction at the elementary level.	0110 - 7626 - Sangre de Cristo Elementary School (E)	Instructional Program (0010-2000)	0200 Benefits	222 Reading Interventionist		Title I, Part A - (4010)	\$9,973.00	
1379	Indicator 2.a. Standards-Based Instruction	Interventionist will provide research-based reading and writing supports using differentiation, and individual and small-group instruction at the middle school level.	0110 - 7630 - Sangre de Cristo Undivided High School (M)	Instructional Program (0010-2000)	0100 Salary	222 Reading Interventionist	0.30	Title I, Part A - (4010)	\$12,750.00	
1380	Indicator 2.a. Standards-Based Instruction	Interventionist will provide research-based reading and writing supports using differentiation, and individual and small-group instruction at the middle school level.	0110 - 7630 - Sangre de Cristo Undivided High School (M)	Instructional Program (0010-2000)	0200 Benefits	222 Reading Interventionist		Title I, Part A - (4010)	\$3,186.00	
1381	Indicator 2.a. Standards-Based Instruction	Interventionist will provide research-based reading and writing supports using differentiation and individual and small-group instruction at high school level.	0110 - 7630 - Sangre de Cristo Undivided High School (H)	Instructional Program (0010-2000)	0100 Salary	222 Reading Interventionist	0.10	Title I, Part A - (4010)	\$4,250.00	

ID Ref	Activity Category	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source	Amount	Options
1382	Indicator 2.a. Standards-Based Instruction	Interventionist will provide research-based reading and writing supports using differentiation and individual and small-group instruction at high school level.	0110 - 7630 - Sangre de Cristo Undivided High School (H)	Instructional Program (0010-2000)	0200 Benefits	222 Reading Interventionist		Title I, Part A - (4010)	\$1,063.00	
Total:									\$80,702.00	

PreSchool Allocations

Title I, Part A Allocations to Preschool(s) from the PS Set-Aside

If the LEA is taking a Preschool Set Aside (PS). The following table **must be completed** to indicate which preschools are receiving funding. For any preschool on this list that is not receiving funding, input zero (0) for the number of students to be served and select 'Not Served' from the drop down.

School Code	School Name	Number of Students to be Served	Type of Title I program
0110 - 7626	Sangre de Cristo Elementary School	0	NS

Title I, Part A Assurances

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements. The LEA must assure to all assurances in Title I, Part A with the understanding that if certain requirements don't apply to the LEA's current context, that the LEA would meet the requirements if the situation were to become applicable.

☒ The early childhood education services supported by Title I, Part A funds must comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). § 1112(c)(7).

☒ The LEA will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. § 1112(c)(6).

☒ The LEA will participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). § 1112(c)(3).

☒ To comply with comparability requirements under section 1118(c), the LEA has established and implemented —

- i. a local educational agency-wide salary schedule;
- ii. a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- iii. a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. § 1118(c)(2)(A).

✓ The LEA plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and parents of children in schools served under Title I. § 1112(a)(1)(A).

✓ As appropriate, the LEA plan is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. § 1112(a)(1)(B).

✓ The LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. § 1112(c)(2).

✓ The LEA will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English 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. § 1112(c)(4).

✓ The LEA will collaborate with the State or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. § 1112(c)(5)(A).

✓ The LEA will collaborate with the State or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. The procedures will:

- i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
- ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if—
 - I. the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
 - II. the LEA agrees to pay for the cost of such transportation; or
 - III. the LEA and the local child welfare agency agree to share the cost of such transportation.

§ 1112(c)(5)(B).

✓ The LEA is complying with the Parents Right to Know provisions under section 1112(e), prior to, and throughout, each school year as of the date of application. § 1112(e)

✓ LEA has developed jointly with, agreed on with, and distributed to, parents and family members of participating children a written parent and family engagement policy. § 1116(a)(2)

The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will—

- A. involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).
- B. provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- D. conduct, with meaningful involvement of parents and family members, annual evaluations of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
 - i. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, or disabled, have limited English proficiency or, have limited literacy, or are of any racial or ethnic minority background);
 - ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - iii. strategies to support successful school and family interactions;
- E. use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- F. involve parents in the activities of schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. § 1116(a)(2).

✓ The LEA affirms that if the LEA plan is not satisfactory to the parents of participating children the LEA will submit any parent comments on the plan to the SEA at the time of the submission of the LEA plan. § 1116(b)(4).
Submit parent comments to consolidatedapplications@cde.state.co.us
(mailto:consolidatedapplications@cde.state.co.us).

✓ The LEA affirms that each school the LEA proposes to serve with school improvement funds will receive all of the State and local funds it would have received in the absence of funds received under this section. § 1003(e)(2)

✓ The LEA has an approved waiver on file with CDE for every school less than 40% poverty that is being served as a schoolwide program, if applicable.

✓ The LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities described in subsection (b). § 1119.

Title I, Part A - Homeless

The McKinney-Vento program (Title X-C) is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, the State must ensure that each homeless student has equal access to the same free, appropriate public education as other children and youth. Homeless students should have access to educational and other services needed to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and LEA's are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

- ✓ An LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to homeless children.

Title I, Part A - Migrant

The Migrant Education Program, Title 1, Part C of the ESEA supports high quality and comprehensive educational programs and services for migratory children, who often face academic and social challenges due to the disruption of frequent mobility. The Migrant Education Program's purpose is to ensure that migratory children receive equitable and appropriate educational and support services that address their individual needs in a coordinated and efficient manner. In order to achieve its purpose, the State oversees, provides training and services, and funds five regional Migrant Education Programs. These regional programs work with school districts and the community to identify and serve migratory students. The coordination of goals, training, collaboration and effort between the state and regions provides the continuity and efficiency that furthers the goal of post-secondary and workforce readiness for migrant students. § 1112(b)(1)(E)(ii).

- ✓ The LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under Title I. § 1112(c)(1).

Title I, Part A - General Comments

Optional: Use the space below to provide additional comments.

Title I, Part D Narrative Questions

i Based on the selections made in Fund Allocations, you are not required to complete this page.

Title I, Part D Funds

i Based on the selections made in Fund Allocations, you are not required to complete this page.

Title II, Part A Narrative

i Based on the selections made in Fund Allocations, you are not required to complete this page.

Title II, Part A Funds

Title II, Part A General Information

Title II, Part A funds can be used for the following activities:

- Providing high quality, evidence based professional development opportunities
- Developing or improving evaluation and support systems for teachers, principals, and other school leaders
- Recruiting and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers
- Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders
- Reducing class size to a level that is evidence based **i**
- Increasing the ability of teachers to effectively teach children with disabilities
- Increasing the ability of principals or other school leaders to support early childhood educators
- Supporting the instructional services provided by effective school library programs
- Developing feedback mechanisms to improve school working conditions
- Carrying out other evidence based activities that meet the purpose of Title II, Part A

View more detailed Title II, Part A program information (<https://www.cde.state.co.us/fedprograms/tii/index>)

Non-Public School Prior Year Carryover

If the LEA is carrying over funds allocated to a non-public school from the previous year, enter the amount here and allocate these funds in the budget below.

Prior Year Carryover:

\$

.00

Title II, Part A Budget Items

Use the table below to budget activities paid with ESEA funds in support of the Title II program.

ID Ref	Activity Category	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source	Amount	Options
1383	Indicator 7.c. Professional Learning	Literacy coach will support classroom teachers and interventionists with best research-based practices in instruction of English Language Arts	0110 - 0110 - District Level - Sangre De Cristo RE-22J	Improvement of Instructional Services (2210)	0100 Salary	218 Teacher Mentor/Instructional Coach	0.20	Title II, Part A - Teacher Quality - (4367)	\$8,810.00	
1384	Indicator 7.c. Professional Learning	Literacy coach will support classroom teachers and interventionists with best research-based practices in instruction of English Language Arts	0110 - 0110 - District Level - Sangre De Cristo RE-22J	Improvement of Instructional Services (2210)	0200 Benefits	218 Teacher Mentor/Instructional Coach		Title II, Part A - Teacher Quality - (4367)	\$2,203.00	
Total:									\$11,013.00	

Title II, Part A Assurances

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements.

✓ The LEA will comply with section 8501, which requires that —Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner. § 2102(b)(2)(E).

✓ The LEA will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. § 2102(b)(2)(F).

✓ The LEA has in place a system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. § 2102(b)(2)(B).

Title II, Part A - General Comments

Optional: Use the space below to provide additional comments.

Title III, Part A Narrative

i Based on the selections made in Fund Allocations, you are not required to complete this page.

Title III, Part A Funds

i Based on the selections made in Fund Allocations, you are not required to complete this page.

Title III, Part A Immigrant Set-Aside Funds

i Based on the selections made in Fund Allocations, you are not required to complete this page.

Title IV, Part A Narrative

Title IV, Part A Narrative Question 1

Complete the table below to describe how the LEA intends to use Title IV, Part A funds for activities in the three content areas, Well Rounded Educational Opportunities, Safe and Healthy Students and Effective Use of Technology.

Response Guidance

- *If the LEA allocation is greater than \$30,000, the LEA has:*
 - *determined proposed activities meet the needs identified in the needs assessment.*
 - *allocated funds to Well-Rounded Educational Opportunities, Safe and Healthy Students, and a portion to the Effective Use of Technology.*
- *Include sufficient detail to ensure alignment with the selected Activity content area.*
- *Include an outcome that is attainable and will yield reasonable results.*
 - *What are reasonable expectations of success at the beginning, middle, and end of an activity or intervention?*
 - *How will success be measured?*
- *Include a timeline for the evaluation and alignment with intended outcome.*

Effective Use of Technology Special Rule: At least 85 percent of funds allocated for the Effective Use of Technology must be used to support professional learning. No more than 15 percent of funding in this content area may be spent on devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases.

Title IV, Part A Activities Item(s)

Ref ID: 45

District/School:

7626 - Sangre de Cristo Elementary School

Content Area:

Well Rounded Education

Proposed Activity:

Computer teacher will educate elementary students on keyboarding and computer use to increase competency.

Intended Outcome:

Computer teacher uses Keyboarding Online program for students starting in 2nd grade which provides pre-tests and post-tests as well as progress monitoring to record growth for individual students. Intended outcome is for proficient keyboarding skills appropriate for age.

How will LEA Evaluate Activity Effectiveness?

Evaluation of effectiveness of program is done through administration's review of student growth, as well as review through District Accountability Committee.

☐ Check here if you plan to use Title V, Part B for any activities listed above. (Please budget activities in the Title V, Part B budget.)

Title IV, Part A Narrative - General Comments

Optional: Use the space below to provide additional comments.

Title IV, Part A Funds

Title IV, Part A General Information

The purpose of Title IV, Part A is to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and 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. § 4101.

Activities supported with Title IV, Part A funds must be planned in consultation with parents, teachers, principals and other relevant stakeholders. The LEA must also engage in continued consultation with these stakeholders to improve supported activities. Descriptions of funded activities must address program objectives and intended outcomes.

LEAs receiving \$30,000 or more in Title IV, Part A funds must:

- conduct a comprehensive needs assessment every 3 years
- use at least 20% of the funds to support activities related to well-rounded educational opportunities
- use at least 20% of the funds to support safe and healthy students
- use a portion of the funds to support the improvement of the use of educational technology and
- prioritize the funds toward high-need schools in the district.

Activities to Support Well-Rounded Educational Opportunities:

- STEM programs
- Music and art programs
- Foreign language offerings
- Opportunity to earn credits from institutions of higher learning
- Reimbursing low-income students to cover the costs of accelerated learning examination fees
- Environmental education
- Promoting volunteerism and community involvement

Activities to Support Safe and Healthy Students:

- School based mental health services
- Drug and violence prevention activities that are evidence-based
- Integrating health and safety practices into school or athletic programs
- Nutritional education and physical education
- Instructional practices for developing relationship-building skills
- Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment
- Establishing or improving school dropout and reentry programs

Activities to Support the Effective Use of Technology:

- Building technological capacity and infrastructure
- Carrying out blended learning opportunities
- Providing professional development on the use of technology to enable teachers to increase student achievement in STEM areas
- Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences
- Providing educators, school leaders, and administrators with the professional learning tools, devices, content and resources to:
 - Personalize learning
 - Discover, adapt, and share relevant high-quality educational resources
 - Use technology effectively in the classroom
 - Implement and support school and districtwide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning

Non-Public School Prior Year Carryover

If the LEA is carrying over funds allocated to a non-public school from the previous year, enter the amount here and allocate these funds in the budget below.

Prior Year Carryover:

\$.00
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Title IV, Part A Budget Items

Use the table below to budget activities paid with Title IV, Part A funds.

ID Ref	Activity Category	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source	Amount	Options
1385	Well-Rounded Education: Science, technology, engineering, and mathematics (STEM), including computer science	Computer teacher will educate elementary students on keyboarding and computer use to increase competency.	0110 - 7626 - Sangre de Cristo Elementary School (E)	Instructional Program (0010-2000)	0100 Salary	201 Teacher	0.10	Title IV, Part A - Well-Rounded Education (4421)	\$6,803.00	
1386	Well-Rounded Education: Science, technology, engineering, and mathematics (STEM), including computer science	Computer teacher will educate elementary students on keyboarding and computer use to increase competency.	0110 - 7626 - Sangre de Cristo Elementary School (E)	Instructional Program (0010-2000)	0200 Benefits	201 Teacher		Title IV, Part A - Well-Rounded Education (4421)	\$2,667.00	
Total:									\$9,470.00	

Title IV, Part A Assurances

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements.

☒ The LEA or consortium will prioritize the distribution of funds to schools served by the LEA, or consortium of LEAs, that are among the schools with the greatest needs, have the highest percentages or numbers of children in poverty, are identified for comprehensive support and improvement, are implementing targeted support and improvement plans, or are identified as a persistently dangerous public elementary school or secondary school under section 8532. § 4106(e)(2)(A).

☒ The LEA or consortium will comply with section 8501 regarding equitable participation by private school children and teachers. § 4106(e)(2)(B).

☒ LEAs that use funds to support the Effective Use of Technology assure to use no more than 15% of the funds to build technology capacity and infrastructure. § 4109(b)

☒ LEAs that receive less than \$30,000 must assure to use funds to support one or more of the following:

- Use no less than 20% of the funds to support activities related to Well-Rounded Educational Opportunities
- Use no less than 20% of the funds to support Safe and Healthy Students, or
- Use a portion of the funds to support the Effective Use of Technology. § 4106(f)

Title IV, Part A - General Comments

Optional: Use the space below to provide additional comments.

Title V, Part B-Rural Low Income Schools (RLIS) Funds

i Based on the selections made in Fund Allocations, you are not required to complete this page.

Budget Summary Page

[Export Budget Items (reports/budget_export?format=excel)]

	4010 - Title I, Part A	7010 - Title I, Part D Delinquent	4367 - Title II, Part A Teacher Quality	4365 - Title III Part A, ELL	7365 - Title III Part A, Immigrant Set-Aside	4424 - Title IV, Part A	6358 - Title V, Part B	Total
Current Year Allocation	\$85,402	\$0	\$11,783	\$1,060	\$0	\$10,000	\$0	\$108,245
Transfer IN (source code 53xx)	\$0		\$0	\$0		\$0		\$0
Transfer Activity OUT (source code 53xx)			\$0			\$0		\$0
AUFA (Alternative Program Use)	\$0		\$0	\$0	\$0	\$0		\$0
AUFA (Original Program)			\$0			\$0		\$0
Prior Year Carryover	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prior Year NPS Carryover	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Signed Over Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Funds Available	\$85,402	\$0	\$11,783	\$0	\$0	\$10,000	\$0	\$107,185
Instructional Program (0010-2000)								
	4010 - Title I, Part A	7010 - Title I, Part D Delinquent	4367 - Title II, Part A Teacher Quality	4365 - Title III Part A, ELL	7365 - Title III Part A, Immigrant Set-Aside	4424 - Title IV, Part A	6358 - Title V, Part B	Total
0100 Salary	\$66,430	\$0	\$0	\$0	\$0	\$6,803	\$0	\$73,233
0200 Benefits	\$14,222	\$0	\$0	\$0	\$0	\$2,667	\$0	\$16,889

0300 Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0350 Employee Training and Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0400 Purchased Property Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0500 Other Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0510 Student Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0580 Travel Training Registration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0591 Services Purchased WITHIN the BOCES (or AU)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0594 Purchased Services from Districts by Charter Schools	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0600 Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0640 Books and Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0650 Electronic Media (Software)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0730 Capitalized Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0735 Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0800 Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0851 Internal Transportation Billing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal Instructional Program	\$80,652	\$0	\$0	\$0	\$0	\$9,470	\$0	\$90,122
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)								
	4010 - Title I, Part A	7010 - Title I, Part D Delinquent	4367 - Title II, Part A Teacher Quality	4365 - Title III Part A, ELL	7365 - Title III Part A, Immigrant Set-Aside	4424 - Title IV, Part A	6358 - Title V, Part B	Total
0100 Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0200 Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0300 Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0350 Employee Training and Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0400 Purchased Property Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0500 Other Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0510 Student Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0580 Travel Training Registration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0591 Services Purchased WITHIN the BOCES (or AU)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

0594 Purchased Services from Districts by Charter Schools	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0600 Supplies	\$50	\$0	\$0	\$0	\$0	\$0	\$0	\$50
0640 Books and Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0650 Electronic Media (Software)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0730 Capitalized Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0735 Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0800 Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0851 Internal Transportation Billing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal Support Program	\$50	\$0	\$0	\$0	\$0	\$0	\$0	\$50
Improvement of Instructional Services (2210)								
	4010 - Title I, Part A	7010 - Title I, Part D Delinquent	4367 - Title II, Part A Teacher Quality	4365 - Title III Part A, ELL	7365 - Title III Part A, Immigrant Set-Aside	4424 - Title IV, Part A	6358 - Title V, Part B	Total
0100 Salary	\$0	\$0	\$8,810	\$0	\$0	\$0	\$0	\$8,810
0200 Benefits	\$0	\$0	\$2,203	\$0	\$0	\$0	\$0	\$2,203
0300 Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0350 Employee Training and Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0400 Purchased Property Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0500 Other Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0510 Student Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0580 Travel Training Registration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0591 Services Purchased WITHIN the BOCES (or AU)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0594 Purchased Services from Districts by Charter Schools	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0600 Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0640 Books and Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0650 Electronic Media (Software)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0730 Capitalized Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0735 Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0800 Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0851 Internal Transportation Billing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Subtotal Improvement of Instructional Services	\$0	\$0	\$11,013	\$0	\$0	\$0	\$0	\$11,013
Administration (2300, 2400, and 2500)								
	4010 - Title I, Part A	7010 - Title I, Part D Delinquent	4367 - Title II, Part A Teacher Quality	4365 - Title III Part A, ELL	7365 - Title III Part A, Immigrant Set-Aside	4424 - Title IV, Part A	6358 - Title V, Part B	Total
0100 Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0200 Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0300 Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0350 Employee Training and Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0400 Purchased Property Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0500 Other Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0510 Student Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0580 Travel Training Registration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0591 Services Purchased WITHIN the BOCES (or AU)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0594 Purchased Services from Districts by Charter Schools	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0600 Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0640 Books and Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0650 Electronic Media (Software)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0730 Capitalized Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0735 Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0800 Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0851 Internal Transportation Billing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	4010 - Title I, Part A	7010 - Title I, Part D Delinquent	4367 - Title II, Part A Teacher Quality	4365 - Title III Part A, ELL	7365 - Title III Part A, Immigrant Set-Aside	4424 - Title IV, Part A	6358 - Title V, Part B	Total
Consolidated Schoolwide Programs	\$0		\$0			\$0	\$0	\$0
Budgeted Prior Year NPS Carryover	\$0 / \$0	\$0 / \$0	\$0 / \$0	\$0 / \$0	\$0 / \$0	\$0 / \$0	\$0 / \$0	\$0 / \$0
Subtotal Program Costs	\$80,702	\$0	\$11,013	\$0	\$0	\$9,470	\$0	\$101,185
(LESS) 0730 Capitalized Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Subtotal Direct Costs	\$80,702	\$0	\$11,013	\$0	\$0	\$9,470	\$0	\$101,185
Applicable Indirect Cost Rate (%)	7.37%	7.37%	7.37%	7.37%	7.37%	7.37%	7.37%	
Indirect Cost Rate Calculation	\$5,947	\$0	\$844	\$0	\$0	\$697	\$0	
Indirect Cost Amount Override	\$4,700	\$0	\$770	\$0	\$0	\$530	\$0	
Total Funds Available	\$85,402	\$0	\$11,783	\$0	\$0	\$10,000	\$0	\$107,185
Total Budget	\$85,402	\$0	\$11,783	\$0	\$0	\$10,000	\$0	\$107,185

Funds Remaining	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Set-Asides and Content Category Calculations

Title I, Part A Set-Aside Summary

Current Year Allocation	Transfer IN	Prior Year Carryover	Signed Over Funds	Total Funds Available
\$85,402	\$0	\$0	\$0	\$85,402

Parental Activities (PA-S/ PA-D) - Required for LEAs with Allocation over \$500,000

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Input Unused Amount from prior year (PA-S)	\$ 0 .00			
Input Unused Amount from prior year (PA-D)	\$ 0 .00			
Requirement for current year (PA-S + PA-D) (1% of Allocation) Allocation + Transfer In	\$854			
Parental Activities Districtwide (PA-D) (Optional: 10% of 1%)	\$85			
Parental Activities School Level (PA-S) (Minimum 90% of 1%)	\$769			
Parental Activities Districtwide (PA-D)	\$0			
Parental Activities School Level (PA-S)	\$0			
Amount to be budgeted (PA)	\$854			
Parental Activities (PA-S + PA-D)	\$0	1%	0.00%	

Eligible Homeless Children - Required for All LEAs

Description	Dollars	Minimum	Actual Budget %	% Maximum
			1	

Eligible Homeless Children	\$50	\$50.00	0.06%	25% \$21,351
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Neglected Institutions (NG) - Required if there are Neglected Facilities

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Neglected Institutions (if applicable) (NG)	\$0	NG Allocation		
Input Unused Amount from prior year (NG)	<div><div>\$</div><div>0</div><div>.00</div></div>			
Total NG	\$0			

Non-Public Schools (NPS) - Required if Serving NPS

Description	Dollars	Minimum	Actual Budget
Non-Public Schools (if applicable) (NPS)	\$0		
NP-Admin	\$0		
NPS Family Engagement	\$0		
NPS Total		\$0	\$0

District Managed Activities (DMA) - Optional

Description	Dollars	% Minimum	Actual Budget % ⓘ	% Maximum
District Managed Activities (if applicable) (DMA)	\$0	0%	0.00%	20%

Preschool (PS) - Optional

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Preschool (if applicable) (PS)	\$0	0%	0.00%	30%

Family Literacy (FL) - Optional

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Family Literacy (if applicable) (FL)	\$0	0%	0.00%	30%

Title IV, Part A Content Category Calculations

Current Year Allocation	Transfer IN	Transfer OUT	Prior Year Carryover	Signed Over Funds	Total Funds Available
\$10,000	\$0	\$0	\$0	\$0	\$10,000

Description	Amount Budgeted	Minimum Allocation
Title IV, Part A - Well Rounded Education (4421)	\$9,470	N/A

Title IV, Part A - Safe and Healthy Students (4422)	\$0	N/A
Title IV, Part A - Effective Use of Technology (4423)	\$0	N/A
Title IV, Part A - (4424)	\$0	

Title IV, Part A Carryover Calculations

Description	Amount Budgeted
Title IV, Part A - Carryover Well Rounded Education (4426)	\$0
Title IV, Part A – Carryover Safe and Healthy Students (4427)	\$0
Title IV, Part A – Carryover Effective Use of Technology (4428)	\$0
Title IV, Part A – Carryover	\$0
Total Amount Budgeted with Title IV, Part A Carryover	\$0

Location Totals

Location	Title I, Part A	Title I, Part D	Title II, Part A	Title III, Part A	Title III Part A, Immigrant Set-Aside	Title IV, Part A	Title V, Part B	FTE	PPA ⓘ	Minimum PPA ⓘ	Total Funding
ⓘ 0110 - 7626 - Sangre de Cristo Elementary School - E	\$59,403.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,470.00	\$0.00	1.40	\$958.11	\$0.00	\$68,873.00
ⓘ 0110 - 7630 - Sangre de Cristo Undivided High School - M	\$15,936.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.30	\$482.91	\$0.00	\$15,936.00
ⓘ 0110 - 7630 - Sangre de Cristo Undivided High School - H	\$5,313.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.10	\$177.10	\$0.00	\$5,313.00
District Level - 0110	\$50.00	\$0.00	\$11,013.00	\$0.00	\$0.00	\$0.00	\$0.00	0.20			\$0.00

Delinquent Facility School Information

Location	Title I, Part A	Title I, Part D	Title II, Part A	Title III, Part A	Title III Part A, Immigrant Set-Aside	Title IV, Part A	Title V, Part B	Total Funding
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Neglected Facility School Information

Location	Title I, Part A	Title I, Part D	Title II, Part A	Title III, Part A	Title III Part A, Immigrant Set-Aside	Title IV, Part A	Title V, Part B	Total Funding
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NonPublic School Information

Location	Title I, Part A	Title II, Part A	Title III, Part A	Title III Part A, Immigrant Set-Aside	Title IV, Part A	Total Funding
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Technical Assistance: Submit questions or requests for technical assistance to consolidatedapplications@cde.state.co.us
(<mailto:consolidatedapplications@cde.state.co.us>)

View additional information about the Consolidated Application (<https://www.cde.state.co.us/fedprograms/consapp/index>)

Submit a help-desk ticket (<https://app.smartsheet.com/b/form/f3d57836e90f4017ac0f802d5c94642c>)