Instructions

Division of Youth Services (8104) SOPD - FY 2027 - DYS ESEA Program Monitoring Self-Assessment - Rev 0

Program Monitoring Self-Assessment (PMSA)

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

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

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

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

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

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General Education Provisions Act (GEPA)

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

☐ The State Agency has a process in place that is used to ensure equitable access to, or equitable participation in, activities funded with federal funds for students, teachers, and other program beneficiaries. (ID 9.9)

☐ The State Agency can demonstrate that it is implementing the steps outlined in their GEPA statement(s) to overcome any identified barriers and that each program has been administered in accordance with applicable statutes and regulations. (ID 9.9)

* Please rate how well the State Agency has implemented the requirements as described above.
- ○ 4 - We are implementing **all** requirements.
- ○ 3 - We are implementing **most** of the requirements.
- ○ 2 - We are implementing **some** of the requirements.
- ○ 1 - We are **not** implementing requirements.

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

The State Agency would benefit from the following support(s) to improve our implementation of the requirements in this section: (select all that apply).

- ☐ Additional training from CDE (Office Hours, Regional Network Meetings)
- ☐ Individualized technical assistance from CDE
- ☐ Access to webinars, articles and/or other resources
- ☐ Collaboration with another LEA
- ☐ No support needed at this time

☐ Other:

Documents		
Type	**Document Template**	**Document/Link**
ESEA Monitoring: General Education Provisions Act (GEPA)	N/A	

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ESEA Use of Funds

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

☐ The State Agency has developed, and the SEA has approved, a comprehensive plan for that institution or program that contains all the required components. (ID 1.20)

☐ The State Agency has a process to ensure that Title I, Part D Subpart 1 expenditures match the activities approved by CDE through their application(s) for funds. (ID 1.23)

☐ Funded and implemented activities comply with federal statutes, regulations, and terms and conditions of the grant program, including those outlined in the application, assurances, and grant award letters. (ID 1.23)

The State Agency ensures that funded and implemented activities are reasonable, necessary, and allocable to the applicable program(s) and can demonstrate that the program intent has been met and/or program goals have been achieved (ID 1.23):

☐ Title I, Part D - (1) improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet; (2) provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

☐ The LEA annually evaluates the effectiveness of Title I, Part D activities and uses the evaluation data to inform future funding decisions. (EP 1.3)

* Please rate how well the State Agency has implemented the requirements as described above.

○ 4 - We are implementing **all** requirements.
○ 3 - We are implementing **most** of the requirements.
○ 2 - We are implementing **some** of the requirements.
○ 1 - We are **not** implementing requirements.

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

The State Agency would benefit from the following support(s) to improve our implementation of the requirements in this section: (select all that apply).

- ☐ Additional training from CDE (Office Hours, Regional Network Meetings)
- ☐ Individualized technical assistance from CDE
- ☐ Access to webinars, articles and/or other resources
- ☐ Collaboration with another LEA
- ☐ No support needed at this time
- ☐ Other:

Documents		
Type	**Document Template**	**Document/Link**
ESEA Monitoring: ESEA Use of Funds	N/A	

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Student Performance

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

- ☐ Families and parents are notified of their students' performance (achievement and growth) on assessments including, but not limited to (SE 9.4):
- ☐ READ Act Assessments,
- ☐ Colorado Measures of Academic Success (CMAS),
- ☐ ACCESS for English/Multilingual Learners,
- ☐ PSAT and SAT, and
- ☐ any alternative assessments.

☐ The LEA has written plans, procedures, or policies for parents to request assessment information, including opt-out procedures. (SE 9.6)

☐ The LEA has written plans, procedures, or policies for sharing information about required assessments, including subject matters assessed, the purpose of each assessment, the amount of time students will spend taking the assessment, and the time and format for sharing results. Note: If a website is not operated by the LEA, information about assessments should be made available through the distribution of information to the media, through public agencies, or directly to parents. (SE 9.7)

☐ The LEA sends clear and concise assessment communication in a format and language that parents and families can access and understand. (SE 9.4, SE 9.6, SE 9.7)

☐ The State Agency has data review processes and/or protocols that are used regularly to monitor student progress, provide additional assistance to students in need of support, and to identify needs and implement instruction that supports all students in meeting challenging academic standards. (ID 1.1)

☐ The State Agency has processes in place to coordinate and integrate services provided with ESEA funds with other relevant programs, such as services for English/Multilingual Learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. (ID 1.2)

☐ The LEA has a FERPA policy and a process to ensure students and families are notified annually of their rights under FERPA. (ID 9.10)

☐ The LEA has a PPRA policy and a process in place to ensure that students and families are aware of their rights under PPRA, including a process for parents to request to view third-party surveys or supplemental materials used for research. (ID 9.11)

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

○ 4 - We are implementing **all** requirements.
○ 3 - We are implementing **most** of the requirements.
○ 2 - We are implementing **some** of the requirements.
○ 1 - We are **not** implementing requirements.

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

Our State Agency would benefit from the following support(s) to improve our implementation of the requirements in this section: (select all that apply).

☐ Additional training from CDE (Office Hours, Regional Network Meetings)
☐ Individualized technical assistance from CDE
☐ Access to webinars, articles and/or other resources
☐ Collaboration with another LEA
☐ No support needed at this time
☐ Other:

Documents		
Type	**Document Template**	**Document/Link**
ESEA Monitoring: Student Performance	N/A	

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ESEA Fiscal Requirements

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

Maintenance of Effort (FR 9.2)

- ☐ The State Agency meets Maintenance of Effort requirements by providing a consistent (no less than 90 percent of the previous year's allocation) level of financial support to each public school within the LEA.
- ☐ The State Agency has processes in place to calculate and monitor Maintenance of Effort requirements during the fiscal year.

Supplement, Not Supplant (FR 1.8)

- ☐ The State Agency demonstrates that students are enrolled in an educational program of:
  - ☐ Greater than 20 hours per week in an educational program in institutions for neglected and delinquent children and youth or community day programs; or
  - ☐ Greater than 15 hours per week in an adult correctional institution with Title I, Part D funds.

Transition Services (FR 1.9)

- ☐ The State Agency reserves 15-30% of the current year allocation for transition services.
- ☐ Funds expended and activities implemented match the application for funds as approved by CDE.

* Please rate how well the State Agency has implemented the requirements as described above.
- ○ 4 - We are implementing **all** requirements.
- ○ 3 - We are implementing **most** of the requirements.
- ○ 2 - We are implementing **some** of the requirements.
- ○ 1 - We are **not** implementing requirements.

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

requirements in this section.

The State Agency would benefit from the following support(s) to improve our implementation of the requirements in this section: (select all that apply).

- ☐ Additional training from CDE (Office Hours, Regional Network Meetings)
- ☐ Individualized technical assistance from CDE
- ☐ Access to webinars, articles and/or other resources
- ☐ Collaboration with another LEA
- ☐ No support needed at this time
- ☐ Other:

Documents

Type	Document Template	Document/Link
ESEA Monitoring: ESEA Fiscal Requirements	N/A	

(OPTIONAL) Implementation Evidence

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Optional Documents		
Type	**Document Template**	**Document/Link**
Additional Documentation	N/A	
ESEA Monitoring: General Education Provisions Act (GEPA)	N/A	
ESEA Monitoring: ESEA Use of Funds	N/A	
ESEA Monitoring: Student Performance	N/A	
ESEA Monitoring: ESEA Fiscal Requirements	N/A	