



2020-2021 Poudre School District Consolidated Application Summary

The purpose of Federal funds is to provide supplemental assistance and enhancement to schools and school districts so that programs can be developed and implemented that promote academic achievement. The Consolidated Application is an annual approval process to accept federal dollars that serve students and families that need additional support. Within the application, school districts are required to provide assurances that are compliance based to receive their funding allocations.

The Consolidated Application includes Title IA (includes Migrant and Homeless), Title ID, Title IIA, Title III, and Title IV.

Within the Consolidated Application, school districts are required to ensure “Assurances” that are in compliance with Federal law. The following items are cross-program questions, assurances, and narratives that are required in the Consolidated Application.

Assurances Required for Each Federal Program

Homeless Assurances in the Every Student Succeeds Act

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 homeless children and youths 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 assigned to the liaison for homeless children and youth as described in section 722(g)(6)(A) described in paragraph (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, or will adopt, policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin (as determined under paragraph (3)), 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. (iv) The State and the LEA's in the State will adopt policies and practices to ensure participation by liaisons described in clause (ii) in professional development and other technical assistance activities provided pursuant to paragraphs (5) and (6) of subsection (f), as determined appropriate by the Office of the Coordinator. 42 U.S.C. 11432 § 722(g)(1)(J)(iii).

The LEA 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), as determined appropriate by the Office of the Coordinator 42 U.S.C. 11432 § 722(g)(1)(J)(ii).

1. What is the process for conducting a comprehensive needs assessment at the LEA level, and what support and guidance is provided to schools to conduct school-level comprehensive needs assessments?

The LEA is using the UIP as the comprehensive needs assessment, and the needs are identified in the LEA's, or BOCES member districts', Unified Improvement Plan(s) (UIP). The LEA may use the space below to provide additional trends and needs that are applicable for use of ESEA funds but were not included in the UIP.

Poudre School District takes steps to ensure equity and participation in federally funded programs through the following actions. District staff analyzes information from a variety of sources to determine district needs and inform both our district priorities and major improvement strategies. These sources include, but are not limited to, the District Performance Framework, survey information (connections survey, healthy kids survey, TELL survey), attendance, grades, behavior, local and state assessment data, and the district monitoring report.

The following groups and individuals participated in the data inquiry process in order to identify priority needs, goal focus areas, and root causes: The Learning Services team, consisting of district administrators from Curriculum, Instruction, and Assessment, Integrated Services, Federal Programs, English Language Acquisition, Student Services, Assessment and Research, Professional Development, Educational Technology, and Post-secondary and Workforce Readiness. The District Accountability Committee and the Superintendent's Cabinet reviewed, commented, and provided feedback on current district data and on draft versions of the District UIP. Each Title I school has a School Accountability Committee which engages in school data and develops program priorities in the school. Each school meets regularly and utilizes multiple data sources provided from the district and school data based on formative assessments conducted regularly.

In addition to district sponsored committees and groups, Poudre School District engages students and families from federal programs by offering monthly and quarterly events in the district to inform and engage families from diverse backgrounds. This includes families with disabilities, linguistically diverse families, and families from under-represented subgroups. Poudre School District offers engagement opportunities at Parent Academies, monthly engagement activities at school sites, monthly engagement activities through Integrated Services, and district sponsored events with the Board of Education. Participants are surveyed and qualitative and quantitative data is provided to the Superintendent to guide equitable access in programming and resource allocation.

2. Describe the notable trends and needs identified in the LEA's comprehensive needs assessments.

The LEA is using the UIP as the comprehensive needs assessment, and the notable trends and needs are identified in the LEA's, or BOCES member districts', Unified Improvement Plan(s) (UIP). The LEA may use the space below to provide additional trends and needs that are applicable for use of ESEA funds but were not included in the UIP.

Poudre School District uses a multifaceted approach to including stakeholders in determining the needs and priorities of schools. District administrators are utilized for their area of expertise to establish best-practices and relevance to current practice in Poudre School District. This identifies areas of growth for the school/district. Schools engage students, parents, and community members to inform them of current data, trends, and challenges that exist in their education program. Title I Principals work with the Director of Language, Culture, and Equity, and the Assistant Superintendents of both Elementary and Secondary schools, to hear feedback, review data, and establish what supports are necessary to improve practices that impact student achievement, social-emotional growth, and overall school climate. Support is developed for individual schools and district-wide for the Title I program in order to differentiate the needs of schools and collectively address the challenges of Title I schools in Poudre School District as a whole. Parents and community members are engaged in conversations at the school-site through the school accountability committee and at the district level through the district accountability committee, parent forums, parent engagement activities, and school-board sponsored activities.

Trends that are reviewed pertain to students in poverty, experiencing homelessness, linguistically diverse, students with disabilities, migrant, immigrant, and gifted and talented. Stakeholders review graduation rates, drop-out rates, course completion, participation in AP/IB courses, concurrent enrollment, connections data, and extra-curricular participation.

3. 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, determine how best to improve activities that aim to increase student achievement

consistent with the Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) standards, improve the quality and effectiveness of educators, and provide low-income and minority students greater access to effective educators?

Poudre School District consults and engages multiple stakeholders including but not limited to school and district leaders, teachers, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners and organizations relevant to serving families and students within the Every Student Succeeds Act. This is facilitated through multiple outlets including at schools (school accountability committee), district events (district accountability committee), Board of Education sponsored events, and parent engagement events.

Teachers are surveyed and also work with school leadership to determine what they see are the greatest needs in the school. This is conducted through committees within the school and at faculty meetings. Those needs are communicated to district leadership. District leadership works with principals to establish trends in their needs analysis to prioritize funding support that can collectively and systemically impact the highest needs in the district. Federal dollars are allocated based on a collective body of evidence in order to ensure that fiscal priorities are established and relevant to all stakeholders.

4. Describe how the LEA evaluates the implementation and effectiveness of supports and services provided through ESEA programs and determines when to modify, continue or terminate such services, or the guidance and support the LEA provides to schools when that determination is made at the school level.

Poudre School District meets regularly with Title I principals and non-Title I principals to review major improvement strategies identified in their school improvement plans to determine effectiveness of supports and services provided through ESEA programs. The Assistant Superintendents of Elementary and Secondary Schools with the Director of Language, Culture, and Equity meet individually with school principals to discuss programming, progress, support, and modification to the programs practice. Principals meet monthly with parents and community members to review major improvement strategies in their school improvement plans, provide updates, review data, determine next steps and, program modifications.

Principals meet with teachers, parents, and community members to discuss progress and what modifications are necessary for student support, family engagement and evaluation/modifications deemed necessary. Data is provided by both the district and school to review student success and challenges. Data is provided at staff meetings and in regular grade level meetings in schools.

Decisions for program priority are based on student needs and what summative and formative data articulates. This provides a comprehensive lens to school needs, performance measures and

where resources are needed to be aligned with a comprehensive needs assessment. Measurable implementation benchmarks are researched based and founded on individual successes or trend data provided by the district and/or the state.

5. What strategies is the LEA utilizing, or what guidance and support does the LEA provide to schools, to implement genuine, meaningful, and relevant parent and family partnerships?

Poudre School District incorporates multiple measures to implement genuine, meaningful, and relevant parent and family partnerships. Each Title I school has a Family Liaison that is bilingual in the language that is used by the majority of their linguistically diverse population. All schools in Poudre School District have access to a family liaison to ensure that linguistically diverse stakeholders can authentically engage in their school and learning environment. Families are engaged in evaluation through ongoing efforts and services provided by both the school and district. Families are often surveyed in their native language to identify their needs, understand what is working, what isn't working, and what services need to be developed to help them engage and support their children in their education. Schools offer monthly or quarterly parent-engagement events to help families understand what is happening in their students' education and for the school to receive feedback about how to improve practices. Each school with a family liaison develops a year long Family Engagement Plan. It outlines the different engagement activities that need to occur and how multiple stakeholders in a school are responsible for the implementation. This ensures a team approach so that the responsibility of family engagement isn't with one person.

Based on feedback from parents both linguistically diverse and native English speaking parents, programs and services are developed and provided including transition events, mental health supports, trauma informed practices, English classes for immersing bilingual families, computer literacy resources, and GED classes.

Title I, Part A Assurances

LEAs that choose to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance assure that such services 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).
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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.

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)

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 I, 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 ID General Information

The purpose of Title I, Part D is to improve educational services for children and youth in local, tribal, and State institutions for neglected and delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children are expected to meet; provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment, 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. § 1401(a).

Title IIA General Information

The purpose of Title II, Part A is to provide grants to State educational agencies and sub-grants to local educational agencies (LEA) to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving academic achievement in schools; and provide low-

income and minority students greater access to effective teachers, principals, and other school leaders. § 2001.

All activities supported with Title II, Part A funds shall be in accordance with the purpose of this title and address the learning needs of all students including children with disabilities, English learners, and gifted and talented students.

If any low-income and/or minority children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, § 1111(g)(1)(B), the LEA must prioritize Title II, Part A funds to improve the equitable access to effective, qualified, and experienced teachers for these students. Where applicable, note in responses to the questions below what activities are being leveraged to improve the LEA's compliance with section 1111(g)(1)(B) of Title I, Part A.

Title IIA 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
- 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

Title III General Information

The purpose of Title III, Part A is to help ensure that English learners (ELs), including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; assist ELs to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet; assist teachers (including preschool), principals and other school leaders, SEAs, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs)/English language development (ELD) programs designed to assist in teaching ELs; assist teachers (including preschool), principals and other school leaders, and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs to

enter all-English instructional settings; and, promote parental, family, and community participation in LIEPs/ELD programs for parents, families, and communities of ELs. § 3102.

Title III – Part A

Activities funded under Title III must include activities in support of high quality LIEP/ELD programs and parent, family and community engagement, as well as provision of high quality professional development. Activities may include:

- Upgrading ELD program objectives
- Improving ELD programs
- Providing community participation programs, family literacy services, and parent outreach and training activities
- Providing tutoring and intensified instruction
- Improving instruction for EL students by providing educational technology or instructional materials

Poudre School District utilizes Title II resources to strategically serve schools with the highest percentages of low-income students and students that are immersing bilinguals. Poudre School District utilizes rank order, poverty percentages, achievements data, growth data, data from sub-groups including but not limited to English Learners, students with disabilities, and data from under-represented populations. School principals meet with their School Accountability Committee to review budget priorities and identify needs based on formative assessment data and qualitative/quantitative measures. Based on data and input from leadership, parents, and community stakeholders, Title II dollars are designed to support Multi-Tiered Systems of Support and English Language Development facilitators/program specialists, and math and literacy coaches. These resources are designated and coordinated with Title I and Title III dollars to support learners in different sub-groups.

Title II dollars are allocated to Lincoln Middle School that has the largest number of immersing bilinguals and highest percent of students on free/reduced lunch in Poudre School District. Instructional coaches in math and literacy are provided to ensure that teachers receive the support necessary to differentiate their instruction and develop language scaffolds for a wide range of learners in their classrooms. This is coordinated with English Language Development teachers and Family Liaisons in order to ensure that all stakeholders are included and informed. This also ensures coordination with other state, local, and federal programs. These resources are strategically aligned to serve our highest need schools, schools that have disproportionate discipline referrals, and coordinated with other state, local, and federal programs.

Title IV 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.

The LEA or consortium will annually report to the State how funds are being used to meet the requirements that LEAs receiving at least \$30,000 must:

- conduct a comprehensive needs assessment every 3 years
- use at least 20% of the funds to support activities related to well-rounded educational opportunities
- use at least 20% of the funds to support safe and healthy students
- use a portion of the funds to support the improvement of the use of educational technology, and
- prioritize the funds toward high-need schools in the district. § 4106(a)(2), § 4106(e)(2)(C)-(F).

Poudre School District is allocating Title IV dollars to support the following programs:

Well-Rounded Education:

- College and Career guidance counseling programs
- Reimbursing low-income students to cover the cost of accelerated learning examination fees

Improved School Conditions and Safe and Healthy Students

- Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment through
- Establishing or improving school dropout and re-entry programs

Effective Use of Technology in Schools

- Personalize Learning
- Use technology effectively in the classroom

Fees for Accelerated Learning Examination

- Cover part or all of the fees for accelerated learning examinations taken by low-income students during the 2017-2018 school year

The Colorado Department of Education has allocated the following dollars to Poudre School District to serve students during the 2018-2019 school year.

Title I Part A (\$2,650,231):

Title I, Part A (Title I) of the Elementary and Secondary Education Act, provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Title I, Part A dollar's support Poudre District Schools that serve the highest number of students impacted by poverty. This includes Bauder Elementary, Harris Bilingual Elementary, Irish Elementary, Laurel Elementary, Linton Elementary, and Putnam Elementary. Title I dollars are used to support math/literacy interventionists, English language development teachers, family liaisons, parent support programs, after-school programs, social/emotional support and instructional materials and supplies. Title I Part A dollars are also used to support homeless students and families in Fort Collins.

Migrant families are supported through the Centennial BOCES consortium Migrant Education Program which is applied for collectively and approved by the Poudre School District Board of Education in May 2018.

Title I Part D (\$31,951):

The purpose of Title I, Part D is to improve educational services for children and youth in local, tribal, and State institutions for neglected and delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children are expected to meet; provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment, 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.

Poudre School District uses Title I Part D resource to support programs for Neglected and Delinquent school sites. We partner with our identified Title ID program, Turning Point. Title ID dollars are used to partially pay for a teacher and instructional materials and supplies.

Title II Part A (\$546,627):

The purpose of Title II, Part A is to provide grants to State educational agencies and sub-grants to local educational agencies (LEA) to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title II Part A supports programs in Poudre School District by providing school-based support at Lincoln Middle School (Math Instructional Coach), Leshar Middle School (English Language Development Instructional Coach), and English Language Development Instructional Coach (Poudre High School). Title II also supports an Elementary English Language Development Program Specialists that provides coaching support to both teachers and principals at the elementary level district-wide. For the 2020-2021 school year, Title II dollars will support a Equitable Instruction Program Specialist that focuses on systemic barriers that impact equitable outcomes for students in Poudre School District. This position provides professional development, curriculum consultation, and integrates the lens of equity into our systems and practices.

Title II Part A will support professional development through Launch Learning 2020 and Summer Institute 2021.

Title III Part A (\$145,131):

The purpose of Title III, Part A is to help ensure that English learners (ELs), including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; assist ELs to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet; assist teachers (including preschool), principals and other school leaders, SEAs, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs)/English language development (ELD) programs designed to assist in teaching ELs; assist teachers (including preschool), principals and other school leaders, and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings; and, promote parental, family, and community participation in LIEPs/ELD programs for parents, families, and communities of ELs.

Poudre School District utilizes Title III to support programs for linguistically diverse parents through Parent Academies, monthly workshops and district sponsored quarterly family engagement opportunities. Provides support for English as a Second Language parent classes. Provides support for family liaisons in Poudre School District.

Title IV Part A (\$188,116):

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.

Title IV supports programs in Poudre School District in the following areas:

Trauma Training for school sites, Advanced Placement and International Baccalaureate reimbursement of low-income students to cover the cost of examination fees, Integrated Services Summer Academic support, support for Early Childhood assessments for early identification, Blended Learning professional development, Teen Parent Program drop-out prevention resources, materials to support Long-term English Learners and the Futures Lab programming.

Summary

We are asking the Poudre School District Board of Education to approve the acceptance of federal dollars from the Colorado Department of Education for the 2020-2021 school year. This includes Title I Part A, Title I Part D, Title II, Title III, and Title IV. Funds accepted will be used to provide services for students and families to ensure equitable services and access to rigorous academic standards.

If you have any questions or concerns, please submit them to jmckay@psdschools.org in preparation for the Poudre School District Board of Education meeting on Tuesday June 9, 2020.