



Consolidated District Plan – Title Grants Guidelines

The Consolidated District Plan (CDP) addresses the planning portion of the grant application process. All districts that intend to apply for one of the 12 federal grants included in the CDP must have an approved CDP before grant application approval.

Except for grant-specific and identified questions, the CDP questions should be answered holistically. The table provides Title grants program-specified guidance. However, be mindful that information may be required of other CDP-reviewed program areas.

Tab in CDP	Title Grants Department-Specific Guidance
Contact Information	General Education Provisions Act (GEPA) Statement: Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs. The response must include the six types of barriers (gender, race, national origin, color, disability, or age) and how barriers would be removed/mitigated.
Amendments	Provide a summary of the amended plan changes.
Needs Assessment and Programs	<p>Select funding sources the district will apply. Ensure applicable Title I, II, IV, and V are selected, as applicable to the LEA.</p> <p>Summarize each program’s needs assessment results. Be sure to include needs assessment results from any nonpublic schools, if applicable.</p> <p>Questions 3 and 4: <u>Braiding and Blending Federal Funds</u></p> <p>Braid of Funds: Refers to the weaving together of federal, state, and local funding streams — and the development of funding strategies — to support high-quality programs.</p> <p>Indicate the funds that will be braided and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.</p> <p>Hybrid-Blend of Title II and Title IV Funding: Involves combining funds, also known as "transfer of funds." Once funds are transferred, they take on the identity of the source transferred into. Title II may be transferred to Title I or IV. Title IV may be transferred to Title I or II. A district may transfer all funds or partial funds.</p> <p>If transferring funds and the district anticipates carryover funding, complete relevant sections noting carryover fund activities.</p>
Plan Specifics	
Needs Assessment Impact	Select needs assessment instruments. Provide program-specific responses describing program goals and activities planned as a result of the needs assessment(s). If applicable, nonpublic services should be included.
Stakeholders	<p>Select all stakeholders who were involved in the planning process. Provide responses regarding stakeholder consultation and how the district will implement feedback provided by stakeholders.</p> <p>Note: ESEA requires an annual stakeholder meeting.</p> <p>Consultation with the following personnel/groups is required for Title I, Part A: parents/families, teachers, principals, specialized instructional support personnel, homeless liaison, other school leaders (such as Title directors), and other relevant stakeholders who are instrumental in the development of the plan.</p>
Parent and Family Engagement	ESEA Section 1116 requires all LEAs receiving Title I funds to develop a written parent and family engagement policy jointly with parents and family members of participating children and then distribute this policy to these parties. The policy shall be incorporated into the LEA’s

	<p>Consolidated District Plan, establish the LEA’s expectations and objectives for meaningful parent and family involvement, and describe how the LEA will:</p> <ul style="list-style-type: none"> A. Involve parents and family members in jointly developing the LEA Consolidated District Plan and in the development of support and improvement plans. B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA 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, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. C. Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs. D. Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children, and strategies to support successful school and family interactions. E. Use the findings of the evaluation (D) to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policies. F. Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board composed of a sufficient number and representative group of parents or family members served by the LEA 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. <p>Please upload the district Parent and Family Engagement Policy that meets all requirements listed and select the check box to confirm the district understands and complies with all requirements.</p>
<p><u>Private School Participation</u></p>	<p>The completed Title I, II, and IV Nonpublic School Consultation Form is uploaded to the CDP to capture timely and meaningful consultation with nonpublic entities. Ensure public and nonpublic officials sign the form, or upload documentation indicating no response from the nonpublic entity. Provide comments to include additional details.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Title I requires consultation with private schools where LEA-residing students attend. Schools may be located within or outside of district boundaries. • Title II/IV requires consultation with private schools located within the LEA boundary. LEA must also consult with private schools of any Title II or Title IV transfer as this impacts Equitable Share. <p>** Be sure needs assessment, needs assessment impact, and Professional development pages are inclusive of Non-Public services. **</p>
<p>Preschool Coordination</p>	<p>Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.</p> <p>If the district does not offer early childhood education programs, enter “No preschool programs.”</p>
<p>Student Achievement</p>	<p>Please respond to each question fully and include at-risk groups in your response (low income, delinquent, homeless, EL, and special education, as indicated). ESEA requires the district to set</p>

	multiple objective criteria and to develop and implement instructional and supplemental programs to support students' needs.
College and Career	<p>Select goals, describe transition services, and explain how the district will support college and career opportunities.</p> <p>If the district does not offer college and career opportunities or training, indicate if K-* only or provide reason.</p>
Professional Development	<p>Revise and respond to each grant program's professional development (PD) plans, which will align with the grant's purpose and the ESEA program application. Response should be inclusive of any Non-Public services.</p> <p>If professional development is not provided utilizing these funds, enter "Not providing."</p>
Safe Learning Environment	<p>Describe the method for reducing bullying and harassment incidents, overuse of discipline practices, and aversive behavioral interventions.</p> <p>Describe the services the district will provide homeless children and youth, including services provided with Title I reserved funds. The district must consult with a homeless liaison prior to determining services.</p>
Title I-Specific Pages	<p>Title I, Part One</p> <p>Select the attendance center program type (Schoolwide, Targeted, Not Served, Closed) the district will operate. A board-approved schoolwide plan date is required if the attendance center is schoolwide. Districts are required to review the schoolwide plan annually and revise as appropriate.</p> <p>Use the comments box to describe anticipated reorganizations.</p> <p>Title I, Part Two</p> <p>Question 2: Identify if the district serves eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution. (Y/N)</p> <p>Question 3: Select poverty criteria the district will use to rank school attendance centers. A district shall use the same poverty criteria, which measures the number of children age 5-17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA. Note these measures must match ESEA grant application.</p> <p>Question 4: Describe the Title I <u>targeted assistance</u> (Section 1115) and/or <u>schoolwide programs</u> (Section 1114) the district will operate, as well as the program's goal. If needed, explain services to children living in local institutions or community day programs for neglected or delinquent children.</p> <p>Question 5: Describe the multiple objective criteria the district has established to identify the targeted assistance program target populations, as well as how teachers and school leaders will include stakeholders in the identification of eligible students. Note: If the district only operates schoolwide programs, enter "Schoolwide only."</p>
Assurance Pages	Annual local board approval is required.