



## FY25 ESEA Consolidated Application Updates

### ESEA Program Assurances

#### Parent and Family Engagement

There is a new, required ESEA assurance under Title I, Part A regarding Parent and Family Engagement. The LEA may select “Yes,” “No,” or “N/A”.

\* C. The LEA agrees that all family engagement requirements in ESEA section 1116(a)(2) are being met, including the requirement for a written Title I parent and family engagement policy and the involvement of parents and family members in the development of this policy.

- For LEAs with Title I funds, please provide the assurance that the LEA is meeting all requirements under section 1116(a)(2) and has parent and family engagement policies that involve parents and family members in their development. Please select “Yes” if this assurance is true.
- For LEAs with no Title I funds, please indicate “N/A.”
- Regional Program Managers will review this assurance for “Yes.” If “No” is indicated, it will delay final approval until the assurance is met.

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#### Head Start Coordination

There is a new, required ESEA assurance under Title I, Part A regarding Head Start coordination. On the ESEA Program Assurances page, this will be listed under “G.” The LEA will describe the coordination efforts made with Pre-K programs or select “N/A” if they do not receive any Title I, Part A funding.



\* G. The LEA agrees that it develops agreements with a Head Start agency(s) to increase coordination between the LEA and the agency and/or similar entities carrying out early childhood education programs, and that the LEA carries out the requirements in ESEA section 1119(b) to increase the coordination between the LEA and the Head Start agency.

Yes

\* If "Yes," please describe how the LEA develops agreements with a Head Start agency(s) or similar entity(s) carrying out early childhood education programs.

Check Spelling

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N/A

- LEAs who take Title I, Part A monies must carry out coordination activities with Head Start agencies and/or other early learning programs that serve children who attend the schools of the LEA. For those LEAs, please use the narrative box to describe coordination efforts, in 300 words or less, related to activities listed below from the [2023 Title I Preschool Early Learning Guidance](#):
  - Developing and implementing a systematic procedure for receiving records of preschool children, with their family's consent
  - Establishing communication between school staff and their early learning program counterparts
  - Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers, or, if appropriate, teachers from other early learning programs to discuss the developmental and other needs of individual children
  - Organizing and participating in joint transition-related training of school staff and Head Start staff, and, where appropriate, other early learning program staff;
  - Linking the educational services provided by the LEA with those provided by Head Start programs. (ESEA section 1119(b))
- For LEAs who do not take Title, I Part A funding, you may select "N/A".
- Regional Program Managers will review the narrative for language related to the above activities to ensure that the LEA is carrying out requirements and statutory obligations according to section 1119(b).

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## District Project: Family Engagement Reservation

For LEAs that receive more than \$500,000 in Title I, Part A funds are required to set aside 1% towards family engagement with its own project page within the application.



On this page, there is a new narrative requirement for LEAs regarding the reduction of barriers for families with disabilities.

\* Please describe how the SAU is reducing barriers and providing opportunities for the participation of all parents and family members in Title I, Part A parent and family engagement activities, including parents and family members with disabilities.

- For LEAs required to have a Family Engagement project, it will be important to indicate the strategies used to reduce barriers and provide opportunities for participation of all parents and families, including parents and family members with disabilities. This may include, but is not limited to, activities outlined in the [Title I, Part A Parental Involvement Non-Regulatory Guidance under A-10](#):
  - Taking necessary steps to ensure communications with parents with disabilities are as effective as communications with other parents
  - Furnishing appropriate auxiliary aids and services when necessary to afford parents with disabilities equal opportunities to participate
  - Providing an opportunity to parents with disabilities the right to request for auxiliary aids and services (such as sign language interpreters and/or large print materials)
- For LEAs who receive less than \$500,000 in Title I, Part A funding, you are not required to have a set-aside family engagement project that requires this additional narrative.
- Regional Program Managers will review this language to ensure that the LEA is employing strategies that will reduce the barrier for participation of families with disabilities.

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## District Project: Teacher Quality

For LEAs that utilize Title IIA funding, project allocations are required by Section 2102 (b)(2)(C) to prioritize the needs of CSI and TSI schools and/or those schools with the greatest poverty percentage. For LEAs that budget Title IIA funding at the district level, the “Teacher Quality” project type should be used, and now includes a prompt for this in the justification box.

\*Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s) and how it is connected to the needs of CSI and TSI schools and/or schools that have the highest poverty percentage, as required by Section 2102 (b)(2)(C).

- Not only will LEAs need to connect these district-level Title IIA projects back to their high needs areas, but now will also need to connect them to their highest



need schools (as defined in statute as those with the highest poverty and/or CSI/TSI designations).

- Regional Program Managers will review this language to ensure that the LEA has made the connection between all Title IIA district projects and their highest-need schools.

## District Project: Title III Consortia

For LEAs that come together to utilize Title IIIA funding, project allocations are required by Section 3115 (c)(1) to be used to support improvement of instruction, professional development, and increase family community engagement. For the LEA that is the fiscal agent, that budget Title IIIA funding at the district level, the “Title III – ESL/Bilingual Programs” project type should be used.

**\*The LEA that is assuming the role of fiscal agent will need to complete the “Certification for Participation in a Title III Consortium” page in the ESEA Consolidated Application:**

**A. CERTIFICATION OF AGENCY DESIGNATED ADMINISTRATIVE AND FISCAL AGENT FOR THIS PROJECT**

\* Legal Name of Agency:

\* Board Meeting Approval Date (this is the date the Board voted to assume fiscal agency of this consortium):

\* Name and Title of Authorized Representative:

\* Authorized Representative Email Address:

**B. CERTIFICATION OF PARTICIPATING AGENCY(S)**

Legal Name of Agency:	Name/Title of Authorized Representative:	Authorized Representative Email Address:	Board Meeting Approval Date (this is the date the board voted to be a participating member of the consortium)
* <input type="text"/>	* <input type="text"/>	* <input type="text"/>	* <input type="text"/>

**C. CERTIFICATION OF PARTICIPATION UPLOAD**

Please upload your Certification for Participation in a Title III Consortium.

Documents		
Type	Document Template	Document/Link
Certification for Participation in a Title III Consortium	N/A	

- For LEAs that do not have any multilingual learners (ML) or that do not wish to participate in a consortium, there is nothing that needs to be done.
- For LEAs who have enough MLs to generate a Title III allocation outside of a consortium can choose if they wish to establish a consortium to help support other LEAs.
- LEAs that are not able to form a consortium on their own and do not have enough MLs to generate a Title III allocation on their own have the option to join the state consortium.