



Federal Programs Nonpublic Building Focused Review Worksheet

District:		Nonpublic Building	
Date:		Building Principal:	
ODE Consultant:			

A. Title I-A Improving the Academic Achievement of the Disadvantaged:

- 1. Qualification for Teachers and Paraprofessionals: All teachers (tutors) and paraprofessionals** working in a Title I-A program supported with Title I-A funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, **ESSA 1112(c)(6)**.
- 2. Parent Right-to-Know (ESSA, Section 1112(e)(1)(A):** Title I teacher notified parents of Title I served students that they may request information regarding the professional qualifications of the student’s Title I teacher.
- 3. Program overview:**
 - a. Core Areas:
 - b. Grade Levels Served:
 - c. Instructional Delivery Methods:
 - d. Supplemental Instructional Materials & Equipment:
 - e. Professional Development:
 - f. Use of Technology:
 - g. Behavioral Intervention:
 - h. Other non-academic Supports:
 - i. Description of Supplies and Capital Outlay:
- 4. Title I-A Targeted Assistance Building (ESSA, Section 1115):**
 - a. Eligible lists for children from eligible population:
 - a. Rank Order list based on greatest need for service by subject and grade level.
 - b. Eligibility Criteria for the most at risk of failing state’s academic achievement standards:
 - a. Selected on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.
 - b. Students’ Low Income Verification
 - c. Needs Assessment (annual parent/staff/teacher survey feedback/Academic Progress Reports):
 - d. Teacher Schedules (equitable assignments):

5. Parent Involvement, ESSA, Section 1116):

- a. Annual Meeting, 1116(c)(1):
- b. Parent involvement set-aside if applicable, 1116(a)(3)(A)(B)(C):
- c. School Parent Involvement Plan is updated periodically (date of last review), 1116(b)
- d. School-Parent Compact, 1116(d):
- e. Coordination and support for parental involvement, programs and activities, 1116(a)(c)(e)(f):

B. Title IIA Supporting Effective Instruction (ESSA, Section 2103):

- a. Building professional development delivery, including professional development supplies and capital outlay:
- b. Parent Input (Survey of how/what parents believe the teachers should academically improve upon)

C. Title III Language Instruction for English Learners and Immigrant (ESSA, Section 3101, 3301)

- a. Evidence of identification process
- b. Activities

D. Title IVA-Student Support and Academic Achievement (ESSA, Sections 4106, 4108, 4109)

- a. Evidence of Needs Assessment
- b. Activities

F. Nonpublic School Service Consultation

- a. LEA and nonpublic schools engaged in timely and meaningful consultation, 8501(c)
- b. Evidence of nonpublic consultation (Consultation Interactions documented in NPDS Comments Log)
- c. Completion of the Nonpublic Data System (Enrollment and Participation Forms)
- d. Secular, Neutral, and non-ideological Services or Benefits

G. Public Control of Funds, ESSA, Section 8501(d)

- a. LEA maintains control of funds
 - a. Administered by public agency
 - b. Services provided by employees of a public agency or through contract by the public agency with an individual, association, agency, organization, or other entity
 - c. Independent of the private school and of any religious organization
 - d. Comingling of funds prohibited

H. Fiduciary:

- a. Building Inventory of Equipment (EDGAR 80.32), (includes Tag ID, location, description)

Reference:

Targeted Assistance Program, ESSA, Section 1115(b):

(1) determine which students will be served; (2) serve participating students identified as eligible children under subsection (c), including by - (A) using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education; (B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include - (i) expanded learning time, before- and afterschool programs, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); (C) coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs; (D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program; (E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; and (F) if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and (G) provide to the local educational agency assurances that the school will - (i) help provide an accelerated, high-quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

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