

FY26 Title I Non-Competitive Supplemental School Improvement (TI NC SSI)

Application Checklist

REVISED - AUGUST 2025

Intent and Purpose: The following checklist is used to ensure all requirements have been met before the Office of School and District Improvement (OSDI) provides Final Approved to an application. OSDI may request additional information via the History Log (HL) or by email. Some examples of when OSDI will return an application or request additional information are:

1. Misalignment between One Plan and funding application
2. Building-level budget grids not uploaded for LEAs that are utilizing TI NC SSI funds at multiple buildings
3. Job description(s) not uploaded
4. Student and adult measures are measured outside of July 1, 2025 - June 30, 2026
5. Missing ESSA Level of Evidence information
6. Lacking a HL Note explanation when the budget grid revisions exceed 10% difference between Object Codes or 30%+ of the total allocation is budgeted in Supplies/Capital Outlay

SECTION: BUDGET GRID	
<input type="checkbox"/>	Funds are not overallocated.
<input type="checkbox"/>	Funds are budgeted in the appropriate areas and are aligned to the information provided in the budget narrative and application questions.
<input type="checkbox"/>	If there are remaining funds, confirm if these should be budgeted.
<input type="checkbox"/>	If the total amount of supplies and capital outlay exceeds 30% of total allocation, the LEA must submit an HL Note with an explanation and receive approval.
<input type="checkbox"/>	Budget revisions that exceed 10% of the allocation between Object Codes must include an HL Note with explanation.
!	Uploaded individual budget grids for multiple buildings. SEE DOCUMENT UPLOAD SECTION.
!	Building-level budgets align to funds budgeted on School Allocations page.

SECTION: BUDGET DETAILS	
1. Target Area	
<input type="checkbox"/>	Grantee selected at least one (1) Target Area
<input type="checkbox"/>	If multiple, or all, target areas are selected confirm accuracy with LEA
<input type="checkbox"/>	Selected target areas align with the Budget Grid and remainder of information in the grant application
<input type="checkbox"/>	Selected target areas are aligned to the One Plan and reason for identification

<input type="checkbox"/>	If “Family and Community Engagement” is selected, description is provided of how staff will be involved in family training, sustainability of activities, and capacity of staff to engage with parents/families.
2. Evidence-Based Strategy	
<input type="checkbox"/>	Identified level of ESSA evidence (1-3 only) (<i>check all that apply</i>)
<input type="checkbox"/>	Explained how the applicant determined that the intervention selected meets Level 1 (“Strong), Level 2 (“Moderate”), or Level 3 (“Promising”) level of evidence.
<input type="checkbox"/>	Provided an explanation of how the evidence-based strategies included in the application align to the school’s Needs Assessment and project goals. The explanation should at least explain how the selected strategies are appropriate based on grade level, student needs, and content area addressed by the strategy.
3. Alignment with the One Plan and One Needs Assessment	
<input type="checkbox"/>	One Plan – The grantee has submitted an LEA One Plan by June 30, 2025.
<input type="checkbox"/>	Provided One Plan Goal title and Strategy title from the LEA’s or School’s One Plan that this funding is tied to (example: LEA One Plan – Goal #1, Strategy #2)
<input type="checkbox"/>	One Plan goal/strategy aligns to grant-funded programming
4. Anticipated Impact for Students and Adults	
<input type="checkbox"/>	Identified and explained at least TWO anticipated student outcomes for this grant. The structure of the goal should follow the SMART goals format.
<input type="checkbox"/>	Identified and explained at least TWO adult implementation goals or indicators for this grant. The structure of the goal should follow the SMART goals format.
5. Local Educational Agency (LEA) Requirements (ESSA 1003(e) / ESEA 1111(d))	
<input type="checkbox"/>	Described how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner for grant activities.
<input type="checkbox"/>	Described how the LEA will align other Federal, State, and local resources to carry out the activities supported with these funds (supplement, not supplant).
<input type="checkbox"/>	Described how the LEA will modify practices and policies to provide operational flexibility that enables full and effective implementation of the school improvement plans, as appropriate.
<input type="checkbox"/>	Provided a description of how the LEA will monitor the school receiving these funds.
6. FTEs Paid with TI NC SSI Grant Funds (direct and/or contract services)	
<input type="checkbox"/>	FTEs provided, where applicable
<input type="checkbox"/>	FTEs paid with TI NC SSI funds are aligned to Salaries/Benefits (or Purchased Services) in budget grid
<input type="checkbox"/>	Description of title/position provided, where applicable
<input type="checkbox"/>	Building(s) employed provided, where applicable
<input type="checkbox"/>	Uploaded a job description for ANY funded position - SEE DOCUMENT UPLOAD TAB
7. Purchased Services	

<input type="checkbox"/>	Dollar amounts provided for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase, where applicable
<input type="checkbox"/>	Dollar amounts align with budget grid
<input type="checkbox"/>	Dollar amounts align with information provided in the FTE section above, if applicable
!	Upload job description for ANY funded position – SEE DOCUMENT UPLOAD SECTION
8. Support Services	
<input type="checkbox"/>	If “Other” is selected, an explanation has been provided.
<input type="checkbox"/>	Funds for the selected position(s) have been identified in Question 7 where relevant.
<input type="checkbox"/>	Measurement of outcomes for funded <i>Support Services</i> positions are included in Adult Outcomes.
9. High-Quality PD	
<input type="checkbox"/>	If “Other” is selected, an explanation has been provided.
<input type="checkbox"/>	Funds for the selected position(s) have been identified in Questions 7, where relevant.
<input type="checkbox"/>	Measurement of outcomes for funded <i>High-Quality PD</i> are included in Adult Outcomes.
10. Supplies and Capital Outlay	
*Required if funds are budgeted in Supplies (500)/Capital Outlay (600)	
<input type="checkbox"/>	Supplies – Explanation provided aligns with the budget grid
<input type="checkbox"/>	Capital Outlay - Explanation provided that outlines how the funds are being spent for capital outlay, where applicable.
<input type="checkbox"/>	Supplies/capital outlay meet the intent and purpose of the grant
10. Assurances	
<input type="checkbox"/>	Certification has been checked

SECTION: SCHOOL ALLOCATIONS PAGE	
<input type="checkbox"/>	If an LEA has multiple buildings, the allocated amount per building must be completed.
<input type="checkbox"/>	Allocated amounts for schools match uploaded budget grids. <i>*Applies only to LEAs with multiple buildings receiving grant funds</i>
<input type="checkbox"/>	Schools have allocated amounts that total to the total amount
<input type="checkbox"/>	All schools have added the number students served (May not be the total number of students in the building).
<input type="checkbox"/>	Description provided if identified school(s) is/are not funded, where applicable
!	DEW/OSDI must provide written approval when an LEA chooses not to fund an identified building.
<input type="checkbox"/>	The LEA has allocated and provided funding for each school that will receive the grant funds.

SECTION: PROGRAM NARRATIVE	
<input type="checkbox"/>	Must answer for each target area selected in the Budget Narrative.

<input type="checkbox"/>	Must answer for each building receiving grant funds. The building IRNs should be provided in the response (not applicable to Community Schools or districts with only 1 building in the grant).
1. Family and Community Engagement Focus Area Questions	
<input type="checkbox"/>	Information is provided only if <i>Family and Community Engagement</i> was selected as a Focus Area on the budget details page.
<input type="checkbox"/>	Provided an explanation of how family engagement will be measured and evaluated.
<input type="checkbox"/>	Provided an explanation of how family engagement efforts will increase engagement of families from vulnerable populations (i.e. experiencing homelessness, those involved in the justice system, this in foster care and English Learners).
<input type="checkbox"/>	Provides an explanation of how family engagement efforts go beyond the physical building?
2. Tutoring Focus Area Questions	
<input type="checkbox"/>	Information is provided only if <i>Tutoring</i> was selected as a Focus Area on the budget details page
<input type="checkbox"/>	Provided an explanation how often tutoring will be offered. Must be a high-dosage format (3 days/week or 50 hours over 36 weeks).
<input type="checkbox"/>	Provided and explanation of when tutoring will be offered.
<input type="checkbox"/>	Provided an explanation of how tutoring aligns to classroom core instruction and, for literacy, Ohio's Plan to Raise Literacy Achievement and the Science of Reading.
<input type="checkbox"/>	Provided an explanation of how the building is choosing a provider from Ohio's High-Quality Tutoring Provider Vendor Directory or implementing a locally approved tutoring opportunity. Please describe the tutoring program and the criteria used for vendor selection or how the locally approved opportunity aligns to high impact tutoring best practices.
<input type="checkbox"/>	Provided an explanation of planned monitoring and program evaluation efforts for measuring student achievement.
3. Literacy Focus Area Questions	
<input type="checkbox"/>	Information is provided only if <i>Literacy</i> was selected as a Focus Area on the budget details page.
<input type="checkbox"/>	Provided an explanation of how the chosen literacy effort(s) support the district's overall focus on literacy improvement and alignment to implementation of practices aligned with the science of reading.
<input type="checkbox"/>	Provided an explanation of tutoring and/or intervention programming be selected and monitored for adult implementation.
<input type="checkbox"/>	Provided an explanation of how training will be provided to literacy coaches and/or educators providing reading intervention.
<input type="checkbox"/>	Provided an explanation of how the LEA ensures that training aligns with the science of reading and Ohio's policies for literacy instruction.
4. Graduate Success and Career Pathways Focus Area Questions	
<input type="checkbox"/>	Information is provided only if <i>Graduate Success and Career Pathways</i> was selected as a Focus Area on the budget details page.
<input type="checkbox"/>	Provided an explanation of the proposed strategy aligns with or enhances the school's/district's overall approach to offering high-quality career pathways? Is the proposed strategy reflected in the district's board approve career advising policy.
<input type="checkbox"/>	Provided an explanation of how the proposed strategy involves business and community partners, particularly those partners engaged in the local Business Advisory Council.
<input type="checkbox"/>	Provided an explanation of how the proposed strategy prioritize pathways that lead to in-demand occupations.
5. School-Based Wellness Programs Focus Area Questions	

<input type="checkbox"/>	Information is provided only if <i>School-Based Wellness</i> was selected as a Focus Area on the budget details page.
<input type="checkbox"/>	Provided an explanation of the data the school used to identify their mental or physical health needs.
<input type="checkbox"/>	Provided an explanation of the community partners that will be involved in the needs assessment, selection, planning or implementation or program evaluation.
<input type="checkbox"/>	Provided an explanation of what evidence-based practices, programming or supports will the school use, or how will they ensure the selection of evidence-based practices, programming or supports.
<input type="checkbox"/>	Provided an explanation of any professional development that may be provided to educators and school personnel as part of the wellness plan.
<input type="checkbox"/>	Provided an explanation of the referral processes for students who need Tier II or Tier III mental or behavioral health supports.
6. a. High-Quality Instructional Materials (HQIM) Focus Area Questions	
<input type="checkbox"/>	Information is provided only if <i>HQIM</i> was selected as a Focus Area on the budget details page.
<input type="checkbox"/>	Provided an explanation of the materials the building will purchase.
b. Review and Selection of High-Quality Instructional Materials:	
<input type="checkbox"/>	Provided an explanation of the subject and/or grade span are you seeking new materials for.
<input type="checkbox"/>	Provided an explanation of the timeline and events for the review and selection process.
<input type="checkbox"/>	Provided an explanation of the tool that will be used to review the materials for quality. If so, what tool?
<input type="checkbox"/>	Provided an explanation of the goals/expectations for these materials.
<input type="checkbox"/>	Provided an explanation of the building's plan for monitoring implementation.
<input type="checkbox"/>	Provided an explanation of the building's Coaching Plan (i.e., instructional coaches and instructional leaders).
c. Implementation of High-Quality Instructional Materials:	
<input type="checkbox"/>	Provided an explanation of the materials the building will be implementing.
<input type="checkbox"/>	Provided an explanation of the professional learning plan including timeline to provide educators with ongoing job-embedded training and support.
<input type="checkbox"/>	Provided an explanation of the key deadlines and timeline for implementation.
<input type="checkbox"/>	Provided an explanation of the data that will be collected and monitored.

SECTION: UPLOAD/VIEW DOCUMENTS	
<input type="checkbox"/>	Uploaded a job description for ANY funded position (<i>Job description must include the qualifications, licensure information, how the position is evaluated and who they report to</i>).
<input type="checkbox"/>	Building-level budget grids uploaded for any LEA that is funding multiple buildings with grant funds. Format can be either 1) Individual tab for each school with budgeted amount in the appropriate fund code or 2) Group schools with the same budgets on one tab. Building IRNs must be provided.