Title I-A Programs

Ohio districts and schools, also known as a local education agency, must have a plan for 2017-2018 school year that follows the below requirements for Every Student Succeeds Act. The ESSA Section header links to the specific law. The third column tells you how to respond to the Ohio Department of Education.

	ESSA Section	Requirement	How to respond
1	1112(a)(1)(A)	Create local plans through consultation with stakeholders including: • Teachers • Principals • Paraprofessionals • Specialized instructional support personnel • Charter school leaders • Other school leaders • Administrators • Other appropriate school personnel • Parents	Please respond to Title I-A Supplemental Question #1.
2	1112(a)(1)(B)	Must continue to follow existing federal law, including: • Individuals with Disabilities Education Act • Rehabilitation Act of 1973 • Carl D. Perkins Career and Technical Education Act of 2006 • Workforce Innovation and Opportunity Act • Head Start Act • McKinney-Vento Homeless Assistance Act • Adult Education and Family Literacy Act	Continue to address these within the existing District Plan and/or Assurances.
3	1112(b)(1)(A-D)	Must include in your local plan: • How you will monitor student progress; • Explanation of your *well-rounded program of instruction*; • How you will identify at risk students; • How schools will provide students with additional assistance; and • How you will implement pedagogy and instruction.	Please respond to Title I-A Supplemental Question #2 , #3 and #4.

	ESSA Section	Requirement	How to respond
4	1112(b)(2)	Provide a methodology of how schools will track and address disparities between subgroups, including low-income and minority students, that have ineffective, inexperienced and out-of-field teachers.	Continue to address these within the existing District Plan and/or Assurances.
5	1112(b)(4)	Conduct outreach to secondary schools to inform them about the option to use a poverty measure. After the outreach, report that a majority of schools have approved the use of such measures.	Continue to address these within the existing District Plan and/or Assurances. (i.e. Title I-A Building Eligibility)
6	1112(b)(5)	Explain how schools will provide programs outside of school for neglected and delinquent children, as well as children living in institutions.	Continue to address these within the existing District Plan and/or Assurances.
7	1112(b)(6)	Explain how schools will provide programs for the success of homeless youth.	If more than one per pupil allocation is reserved from Title I-A or a low amount relative to the number of identified homeless students, you must provide a detailed description on the Title I-A Set-Asides page.
8	1112(b)(7)	Must include a parent and community engagement piece in the plan.	Please respond to Title I-A Supplemental Question #1.
9	1112(b)(8)	If applicable, must include strategies for early childhood education and how students can effectively transition from preschool to elementary school.	Continue to address these within the existing District Plan and/or Assurances.
10	1112(b)(9)	Explain how teachers, parents and administrators are involved in student identification for targeted assistance programs.	Please respond to Title I-A Supplemental Question #1.
11	1112(b)(10)	Include in the plan how students will transition from middle school to high school, as well as how students will transition from high school to college or the work force. This section includes College Credit Plus as a strategy.	Please update Schoolwide Component #5.
12	1112(b)(11)	Include strategies for reducing disciplinary measures that remove students from the classroom, must describe collecting data by subgroup.	Please respond to Title I-A Supplemental Question #6 and #9.
13	1112(b)(12)	Include plans for offering career and technical education, including instructional partnerships and work experiences.	Please respond to Title I-A Supplemental Question #4.
14	1112(b)(13)	Include any other uses of funds, such as identifying and serving gifted students, or creating effective library programs.	Please respond to Title I-A Supplemental Question #4.

	ESSA Section	Requirement	How to respond
15	1112(c)(1-4)	Must include the following assurances: • Migratory children will receive services. • Students in local private schools will receive services. • If selected, you will administer NAEP. • Coordination of services will occur for English Learners (EL), students with disabilities (SWD) , migratory children, native American children, and homeless children.	Continue to address these within the existing District Plan and/or Assurances.
16	1112(c)(5)(A)	Must collaborate with a state or local welfare agency to create a foster care point of contact.	Please respond to Title I-A Supplemental Question #9. A validation will be added to The Consolidated Funding application to prevent the Department from approving the application without an identified ESSA Foster Contact in OEDS.
17	1112(c)(5)(B)	Must provide clear procedures on transportation for students in foster care.	Please respond to Title I-A Supplemental Question #9.
18	1112(c)(6)	Must have licensed teachers.	Continue to address these within the existing District Plan and/or Assurances.
19	1112(c)(7)	Must comply with performance standards found in the Head Start Act, if you provide an Early Childhood Education program.	Continue to address these within the existing District Plan and/or Assurances.
20	1112(e)(1)	Respond in a timely manner to requests regarding a teacher's qualifications, including: • state and subject certification and licensure; • if the teacher is working under an emergency license; and • if the teacher is teaching in his/her field of qualifications. Additionally, parents have the right to know the qualifications of the paraprofessional if their student is working with one.	The Department will disseminate information on the updated Highly Qualified Teacher component tool at a later date. Please continue to monitor the CCIP homepage for information on the release of the new HQT component tabs.
21	1112(e)(2)(A)	Must provide to parents any information regarding state or local assessment policies including policies, procedures and a parent's right to opt out of the assessment, if applicable.	Maintain and upload evidence into the compliance system.
22	1112(e)(2)(B)	Must provide information on state assessments, including: • subject matter; • purpose of the assessment; • source of the requirement; • amount of time the assessment will take, as well as a date or schedule; and • time and format for result reporting.	Maintain and upload evidence into the compliance system.

	ESSA Section	Requirement	How to respond
23	1112(e)(2)(C)	Provide how district will disseminate information in your plan, if you do not have a website.	Please respond to Title I-A Supplemental Question #7.
24	1112(e)(3)(A)	Must notify parents of students who are selected to participate in Title III EL programs and include: • reasons for the student's identification; • level of English language proficiency; • methods of instruction to be used in class; • instructional goals; • how the program will meet the child's needs; • specific exit requirements from the program; • how the said program fits into a student's IEP, if applicable; • Parental rights including: 1) Parent's right to remove a student from the program; 2) Parent's right to enroll or not enroll, or choose the course of instruction; and 3) Assistance for parents in selecting a program, if there is more than one choice.	Maintain and upload evidence into the compliance system.
25	1112(e)(3)(B)	If a student was placed in an EL program after the beginning of the school year, the school must notify parents within two weeks.	Maintain and upload evidence into the compliance system.
26	1112(e)(3)(C)(I)	Districts should include strategies for effective means to reach out to parents with students in EL programs, including: • How to get involved; • How to be active participants; • Attain English proficiency; • Achieve the highest possible achievement; and • Meet the state's academic standards.	The Department will disseminate information on the updated Highly Qualified Teacher component tool at a later date. Please continue to monitor the CCIP homepage for information on the release of the new EL component tabs.
27	1112(e)(3)(C)(ii)	School personnel should regularly contact and meet with parents of students in EL program..	
28	1112(e)(3)(D)	Must not exclude students from federally assisted programs based on surname or language status.	
29	1112(e)(4)	All notices and information provided to parents should be clear and understandable, and if possible, in the parent's native language.	

Title II-A Programs

	ESSA Section	Requirement	How to respond
30	2102(b)(2)(A-D)	Description of activities under this section: • Systems of professional development for school staff • Prioritization of funds to implement these programs • How you will use data and ongoing consultation to inform work	All are required to complete the "Description of Title II-A funds." You can view this on the FY17 Title II-A Budget Details page.
31	2102(b)(2)(E,F)	Assurance that you will: • comply with section 8501 (regarding participation by private school children and teachers); and • coordinate professional development with PD activities provided through other federal, state and local programs.	Continue to address these within the existing District Plan and/or Assurances.
32	2102(b)(3)(A-C)	Should create local applications through consultation with stakeholders including: • Teachers; • Principals; • Paraprofessionals; • Specialized instructional support personnel; • Charter school leaders; • Other school leaders; • Administrators; • Other appropriate school personnel; and • Parents.	Continue to address these within the existing District Plan and/or Assurances.

Title III Programs

	ESSA Section	Requirement	How to respond
33	3115(g)(1)	Describe the proposed activities, including language instruction that you will develop and implement.	Continue to address these within the existing District Plan and/or Assurances.
34	3115(g)(2)(A, B)	Describe how you will assure English learners (EL): • will achieve proficiency on the state's assessment; and • meet the state's learning standards.	
35	3115(g)(3)	Describe your strategies for parent and community engagement.	
36	3115(g)(4)(A-D)	Include the following assurances that your district or school is: • in compliance with section 1112 (Local Plans); • not in violation of state or federal law consistent with section 3125 and 3126; • developed the plan in consultation with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and higher education; and • will coordinate with Head Start and other early learning providers.	Continue to address these within the existing District Plan and/or Assurances.

Title IV-A Programs

	ESSA Section	Requirement	How to respond
37	4106(b,c)	Districts and schools may submit a single application if applying as part of a consortium. The plan must be developed through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, local child welfare agencies, public housing agencies, Indian tribes or organizations, charter school teachers, principals and other school leaders, and any others with demonstrated expertise.	Text fields will be added to the Title IV-A Budget Details page, assurances or through validations within the Title IV-A application in CCIP. You will receive this information at a future date.
38	4106(d)(1)	The districts, schools or consortium must conduct a needs assessment to examine the needs of those being served: have access to • Opportunities for a well-rounded education of all students; • School conditions conducive to student learning; and • Personalized learning experiences.	
39	4106(d)(2)	A district or school receiving less than $30,000 is not required to carry out needs assessment.	
40	4106(d)(3)	Must conduct a needs assessment at least once every three years.	
41	4106(e)(1)(A-E)	Should provide the following descriptions in the application: • Any partnerships with organizations of higher ed., business, nonprofit organizations, CBOs, or other private or public entities with a track record of success; • How applicant will use funds for activities related to well-rounded education; • How applicant will use funds to support effective uses of technology; • How applicant will use funds for activities that support safe and healthy students; and • Program objectives and intended outcomes for activities under this part.	

	ESSA Section	Requirement	How to respond
42	4106(e)(12(A-F)	Assurances that the district, school or consortium will: 1) Prioritize the distribution of funds to schools served that are among schools with the greatest need; have the highest percentages of students counted under section 1124(c) (students from families below the poverty level); are identified as CSI or TSI; and are identified as persistently dangerous under ESEA section 8532; 2) Comply with section 8501 (regarding equitable participation by private school children and teachers); 3) Use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107; 4) Use not less than 20 percent of funds for activities authorized under 4108; 5) Use a portion of funds received under this subpart to support activities under 4109(1); and 6) Report annually to the state for inclusion in the report described in section 4104(a)(2) about how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).	Text fields will be added to the Title IV-A Budget Details page, assurances or through validations within the Title IV-A application in CCIP. You will receive this information at a future date.
43	4106(f)	District, school or consortium receiving less than $30,000 is required to provide an assurance (either 3, 4 or 5) and cannot spend more than 15 percent on technology.	