Ohio | Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

# FY20 Federal Programs Building Focused Review Worksheet

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| **District:** | | **Building:** | |
| **Date:** | | **Building Principal:** | |
| **ODE Consultant:** | | **SST Member:** | |
| **School Status: Priority, Focus, Watch, None** | | **Title I Service: Schoolwide, Targeted Assistance** | |

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

1. **Qualification for Teachers and Instructional 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)**: At the beginning of each school year, the district notified the parents of each student attending any Title I-A school receiving Title I funds that they may request and the district provided the parents on request (and in a timely manner) information regarding the professional qualifications of their student's classroom teachers.
3. **Timely Notice (ESSA, Section 1112(e)(1)(B)(i)(ii)):** A school that receives funds under Title I-A shall provide to each individual parent of a child who is a student in the Title I-Part A school, with respect to the student—
   (i) information on the level of **achievement and academic growth** of the student, if applicable and available, on each of the State academic assessments required under this part; and
   (ii) **timely notice** that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
4. **Testing Transparency (ESSA, Section 1112(e)(2)(B)(C):**
   - At the beginning of each school year, a district that receives Title I-Part A funds notifies the parents of each student attending a Title I-Part A school that the parents may request, and the district provide the parents on request (and in a timely manner), information regarding any State or district policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or district, including a policy, procedure, or parental right to opt the child out of the assessment, where applicable.
   - The district makes widely available through public means (including by posting in a clear and easily accessible manner on the district's website and, where practicable, on the **website** of each school served by district) for each grade served by the district, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the district. In the case of a district that does not operate a website, the district shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

5. **Program overview:**
   a. FTE Positions:
   b. Core Areas:
   c. Grade Levels Served:
   d. Delivery Methods:
   e. Supplemental Instructional Materials & Equipment:
   f. Support Services:
   g. Professional Development:
   h. Use of Technology:
   i. Behavioral Intervention:
   j. Other non-academic Supports:

6. ***Title I-A Targeted Assistance Building (ESSA, Section 1115):**
   a. Eligible lists for children from eligible population:
      1. Rank Order list based on greatest need for service by subject and grade level
      2. Average daily served
   b. Eligibility Criteria for the most at risk of failing state's academic achievement standards:
      1. 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.
   c. Needs Assessment (annual parent/staff/teacher survey feedback):
   d. Teacher Schedules (equitable assignments):
   e. Documentation supports Components of a Targeted Assistance School:

7. ***Title I-A Schoolwide Building (ESSA, Section 1114):**
   a. SW Plan is regularly monitored and revised as necessary:
   b. SW Component updated Section 1114(b):

8. **Parent Involvement (ESSA, Section 1116)-see Parent Focus Guide**
   a. District Written Parent and Engagement Policy (annual evaluation-evidence-based strategies designed for more effective involvement), 1116(a)(2)
   b. Annual Meeting, 1116(c)(1):
   c. One percent (1%) is set-aside for parent involvement if the total allocation is more than $500,000, 1116(a)(3)(A)(B)(C):
   d. Written School Parent Involvement Plan is updated periodically (date of last review), 1116(b)
   e. School-Parent Compact, 1116(d):
   f. Coordination and support for parental involvement, programs and activities, 1116(a)(c)(e)(f):

**B. Title I-Non-competitive, Supplemental School Improvement**
   1. Use of Funds (Warning, Focus and Priority Schools):
   2. School Improvement/Schoolwide Plans up-to-date:

**C. Title II-A-Supporting Effective Instruction (ESSA, Section 2103(b):**
   1. Hiring of properly licensed teachers for class size reduction (grade level/ subject assigned, evidence-based criteria):
   2. Building professional development delivery, including professional development supplies and capital outlay:

**D. Title III – Language Instruction for English Learners and Immigrant Students**
   1. Evidence of standardized English learner identification (Use of Ohio Language Usage Survey & Ohio English Language Proficiency Screener (OELPS))
   2. EL demographics (how number of ELs is increasing/decreasing, common language backgrounds, grade level, proficiency level, etc).

3. Description of program/services for ELs
4. Qualifications of teaching staff (TESOL endorsement, certifiable fluency in language(s) of instruction)
5. Description of EL/Title III professional development (required Title III activity)
6. Description of parent/family engagement activities (required Title III activity)
7. Description of monitoring process of former ELs (must monitor former ELs for a minimum of two years after exit)
8. Description of EL program evaluation and how this informs programmatic decisions
9. Title III Supplement, not Supplant Provision

**E. Title IV-A-Student Support and Academic Achievement (ESSA, Sections 4106, 4108, 4109):**

a. Needs Assessment ($30,000 or more)
b. Activities

**F. Title V-B-Rural and Low-Income (ESSA, Section 5223):**

a. Program Description
**b.** Allowable Activities
c. Description of Supplies and Capital Outlay

**G. Title VII-B McKinney-Vento Homeless Education (ESSA, Title IX, Part A):**

1. Awareness (examples: meeting agendas, posters, notices distributed/posted)
2. Enrollment paperwork/packet evidence of statement to assist in identification
3. Title I supports provided (nutrition services, educational support)
4. Social Worker/Counselor engagement
5. Community resources/services

**H. Fiduciary:**

1. Building Inventory of Equipment (2CFR Part 200.313), (includes Tag ID, location, description)
2. Time Distribution Documentation (OMB Circular A-87)
3. Building level budgets

**I. Supplement, Not Supplant:**

Federal funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for authorized activities under Title I-A (1118(b), Title II-A (2123b), Title IV-A (4110), Title V-B (5232)

*** See Compliance Website Manual and Help Document for Title I-A Targeted Assistance and Schoolwide Program requirements.**