FY 2025 Consolidated ESEA Self Survey

## Instructions:

Group Name | **Self-Survey**

Question 1

**Reference: Purpose:**

All districts that do not have an on-site or desk review are required to complete the self-survey. Districts that are participating in follow-up desk reviews are also required to complete a self survey. **Self-surveys are due by June 30th**. Districts that fail to complete the self-survey by the annual deadline receive risk factor points for consideration of the next year's tiered monitoring analysis.

Question 2

**Reference: Completion of Survey**

The self-survey is simply that, a tool for districts to use to assure that all required documentation for their Consolidated ESEA grants are maintained annually. To complete the self-survey, districts should upon the opening of the self-survey, review the required items in each section and begin the process of organizing the districts required evidence for each of the items that pertain to the district. It is recommended that each district determine which method they prefer to use to maintain their records for each item. However, it is the responsibility of the district to gather and maintain these records for a minimum of 7 years. Records can be maintained either digitally or physically in files or a combination of both. However, they must be kept in a way so that they are readily available for any future inquiries or audits of the programs contained within this survey.

Question 3

To complete the self-survey, review each item in the survey and check off those items listed once you have gathered them for your records. There is no expectation, nor should the district, upload any of the records within this system during a self-survey. Also, it is not required that any comments be added to this system. The required items of evidence for the self-survey must be solely maintained by the district. The Ohio Department of Education will only maintain the records showing completion of the self-survey within our system for future inquiries and audits.

Question 4

Required

**Reference: Assurances: 34 C.F.R. Sections 75-77, 79, and 81-84**

The district has reviewed each item and has on-hand the required documentations specified for each item in this survey for any future requests of documentation that may arise.

The district assures that all required documents have been secured for any future requests.

## Title I-A Improving Basic Program

Group Name | **Local Education Plan**

Question 1

Required

**Reference: Stakeholder Involvement in Development of Plan Section 1112(a)(1)**

Section 1112 (a)(1)(A) – The local educational agency involved stakeholders in the development of the plan consisting of meaningful, consultation with teachers, principals, other school leaders, paraprofessionals, school support personnel, parents, community members, and others pertinent to programs associated with the programs included in this plan.

The response to Questions 1 and 2 in One Needs Assessment in Section Shared Leadership, demonstrates stakeholder involvement in the development of the plan including all stakeholder groups, including parents.

There is evidence of stakeholder involvement in development of plan such as sign-in sheets, list of committee members, notes, surveys, etc. from stakeholder involvement opportunities.

Question 2

Required

**Reference: Public Comment Period Section 8306(a)(7)**

The local educational agency afforded a reasonable opportunity for public comment on the plan and application and considered such comment prior to submission of the application.

There is evidence that a public comment period was provided, such as, during a public board meeting or posting on district webpage with public comment options. The evidence demonstrates that the public was informed of the opportunity to provide comments and provided time respond.

Group Name | **Parents Right to Know ESEA Section 1112(e)**

Question 3

Required

**Reference: Teachers' Professional Qualifications ESEA Section 1112(e)(1)(A)**

At the beginning of each school year, evidence of annual notice to parents that they may request information regarding professional qualifications of their students' teachers and paraprofessionals. **Sample Parents Right to Know**

Parents Right to Know Notice provided to parents (letter, notice in handbook, webpage notice)

Question 4

Required

**Reference: Section: 1112(e)(1)(B)(ii) Non-Licensed Teacher**

Evidence of timely notification to each individual parent of a student in a Title I school taught by a teacher for 4 or more consecutive weeks who does not meet state certification requirements. Sample **Timely Notice**

Timely Notice for any Non-Properly Licensed Teacher that has taught for more than 4 weeks.

N/A District assures that all professional staff have the proper credentials

Question 5

Required

**Reference: Section: 1112(e)(2)(A)(B) (C) Student Participation in State Assessments**

Evidence of timely notification to parents in a Title I school that the parent may request policies regarding student participation in state mandated assessments as well as disseminating through public means information on each assessment required by the state.

Timely Notice of District Policy on Student Participation in State Assessments. District policy on student participation in state assessments.

Evidence of public dissemination of District Assessment Information.

Be able to describe how the district disseminates this information in textbox if not obvious by evidence provided.

Question 6

Required

**Reference: Section: 1112(e(3)(A)(B)(C)(D)(4) Parent Notification of Child Participation in Language Instruction Program**

Evidence of notifications regarding service and parental participation, in a timely manner (30 days after the beginning of the school year, or within two weeks of the child being placed in the language instruction program) and in an understandable and uniform format, to parents of an identified Limited English Proficient student eligible for Title I participation. **Parent Notification Resource**

Parent notifications letter.

Evidence that letters were sent within 30 days of beginning of school such as date of letter.

Description of district process to assure this occurs within 30 days.

Letter available in a language other than English

Group Name | **Building Eligibility/Allocations ESEA Section 1113(a)**

Question 7

**Reference: Section 1113(a) Building Low-Income and Enrollment/Direct Cert. Data**

Evidence that the local educational agency used the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data, the number of children eligible for a free or reduced price lunch, the number of children in families receiving assistance under the State program funded under the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency— ‘‘(i) to identify eligible school attendance areas; ‘‘(ii) to determine the ranking of each area; and ‘‘(iii) to determine allocations under subsection .

Building Low-Income Data - Report used for low-income data if building eligibility page was modified in CCIP.

Building Enrollment Data - Report used for enrollment data if building eligibility page was modified in CCIP.

CEP Letter with approved percentage for Identified Student Counts

Building Eligibility Page in CCIP

Question 8

**Reference: Section: 1113(c)(1) Building Allocations and Expenditures**

LEA allocation and expenditures to Title I served schools is represented by the Title I school allocations in the CCIP Consolidated Application and according to ESEA Section 1113(c)(1).

Title I-A Building Budget/s Fiscal Document and School Expenditure Reports/BUDSUM sorted by OPUs, Object, and Function

Question 9

**Reference: Section 1113 (c) District-wide Initiatives with Title I Funds**

District-managed initiatives are used only to support Title I schools, to improve the educational opportunities and achievement of Title I students, and are reasonable and necessary for the program activities funded through district set aside amounts.

District Managed Initiative Request Form along with the Supporting Documents for activities provided through set asides.

Activities provided through district set aside funds align with approved District Managed Initiative Request Form.

Activities provided only in Title I buildings as evidenced by supporting documents.

Question 10

**Reference: District Preschool**

The district is providing a districtwide Title I preschool program utilizing district set aside funds.

Evidence of a preschool enrollment process that ensures priority enrollment of Title I-A categorically eligible children and those children identified by the school as failing, or most at-risk of failing, to meet the State's student academic standards based on multi-criteria selection process.

Group Name | **Schoolwide Programs ESEA Section 1114**

Question 11

**Reference: Section: 1114 34 CFR 200.26(c) Annual Evaluation of Schoolwide Program**

Schoolwide programs are annually evaluated using data from state annual assessments and other indicators of academic achievement in determining the effectiveness of the program and revised, as necessary, based on the results of the evaluation for continuous improvement

Evidence of Annual Evaluation of SW Plan with stakeholder involvement such as through agendas, minutes/notes and list of planning team members.

New Title I SW Buildings: Evidence of year-long planning with meeting agendas, minutes/notes, list of planning team members, and information is made available to the public.

There is evidence that Title I programs in buildings/district meet the purpose of Title I Part A, and are implemented, and aligned with building needs assessment and SW plan.

Question 12

**Reference: Properly Licensed Staff section 1112 C(6)**

All staff in SW buildings meet state certification requirements.

All staff in a Title I Schoolwide buildings are properly licensed/certified for their positions. District SW building staff lists/personnel records upon request.

All Instructional Paraprofessionals meet ESEA requirements and are under the direct supervision of a licensed/certified teacher. District ESEA Qualifications upon request for selected staff.

Question 13

**Reference: Title I Preschool Program**

The district has indicated it is providing preschool with Title I funds, the district complies with the performance standards found in section 641A(a) of the Head Start Act.

Documentation of evidence-based and developmentally appropriate early childhood education programs such as curriculum, daily schedule, and evidence of evaluation for effectiveness.

Group Name | **Schoolwide Program Consolidation of Federal Funds: Schoolwide Pooling**

Question 14

**Reference: Section 1114 (a) (3) (c) Schoolwide Pooling**

Schoolwide Pooling Use of Funds: Demonstrated evidence that the SW program addresses the intent and purposes of each Federal program whose funds are being pooled. [Section 1114(a)(3)©

Be able to describe how the intent and purpose of each fund included in the schoolwide pool was provided.

Evidence of activities that meet the intent and purpose for each of the programs included in the schoolwide program.

Question 15

Schools participating in the Schoolwide pooling, receive the amount generated in the schoolwide pool application and funds are expended according to SW pooling building budgets

Building budget/expenditure reports sorted by OPU, Object, Function. (Budsum for each building)

Question 16

Funds used in Schoolwide Pooling were used to address the educational needs of the schools identified and address the individual schools comprehensive needs assessment and activities outlined in the consolidated plan.

Fiscal records and evidence demonstrate that funds expended under schoolwide pool were utilized towards meeting the educational needs of the buildings and supported in the building's comprehensive needs assessment and improvement plans.

Group Name | **Targeted Assistance Program ESEA Section 1115**

Question 17

**Reference: Section: 1115(b)(1)(c)(1) Targeted Assistance Program**

Eligible students in a Title I targeted assistance school are students identified by the school as failing, or most at-risk of failing, to meet the State's academic standards on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school. Children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria established by the district and supplemented by the school.

Eligibility criteria (Multi-criteria selection form and eligibility list) for Identified students including Head Start served, Migrant, Neglected, Delinquent and/or Homeless, if applicable)

Form or additional documents show the rank order student list of identified, eligible students having the greatest need for service.

There is evidence that Title I targeted assistance programs in buildings/district meet the purpose of Title I Part A.

Group Name | **Parent and Family Engagement ESEA Section 1116**

Question 18

Required

**Reference: Section 1116(a)(2) Parent Engagement Policy**

The district jointly develops and annually reviews a written parent and family engagement policy that is distributed to parents and establishes the district's expectations for parental involvement.

District Parent Engagement Policy with most recent review date.

Evidence of Annual Review of District Parent Involvement Policy such as agenda, sign-in sheets, meeting notes, etc.

Question 19

**Reference: Section 1116(a)(3)(A)(B)(C) Title I Parent Engagement Set Aside**

For those districts required to reserve 1% of its total Title I allocation to carry out parent and family engagement activities, 90% of the set aside amount goes towards building-level parent involvement budget and activities.

Title I Parent Engagement district and building budgets.

Question 20

Required

**Reference: Section 1116(b)(1) Building Parent Involvement Policy/Plan**

Each Title I school jointly develops with, and distributes to, parents and family members of participating children a written and family engagement policy (school plan) that is made available to the local community and updated periodically.

Individual Title I School/s parent engagement plan/s with the most recent reviewed date. (For TA buildings supplemental parent engagement activities for targeted assistance students and their parents.)

There is evidence of parent involvement in the development of building parent engagement plan/s such as agendas, meeting notes, sign-in sheets, parent surveys, etc.

There is evidence of distribution of parent engagement plan/s to parents through district website, student handbook, newsletters, etc.

Question 21

Required

**Reference: Section 1116(C)(1) Title I Annual Meeting**

Each Title I school convenes an annual Title I meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain Title I requirements and the rights of parents to be involved.

Title I Annual Meeting was provided. Evidence may include meeting agenda, sign-in sheets, and copy of materials presented.

There is evidence of parent notice for Title I Annual Meeting such as newsletters, flyer, brochure, website announcement, etc.

Question 22

Required

**Reference: Section 1116(C)(3)(4) Parent Involvement in Planning**

Each Title I-served school involves parents in an organized, ongoing and timely way in the planning, review, and improvement of Title I programs, including the school's parent and family engagement policy (plan) and the schoolwide program plan (if applicable).

There is evidence of parent involvement in the planning for the Title I program and/or SW Plan

Each Title I Served School provides parents of participating children timely notification about programs under Title I, a description and explanation of curriculum at each school, the forms of assessments and achievement levels of the academic standards and opportunities for regular meetings to discuss and participate in decisions related to their child's educational program. Examples of parent notices and parent meetings such as student handbooks, school website, conference schedules, etc.

Question 23

Required

**Reference: Section 1116(d) Parent Compacts**

Each Title I-served school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and how the school and parents will build a partnership to achieve this end.

School parent compacts are distributed annually to parents and include the following: 1.) Be able to describes the schools responsibility to provide high-quality curriculum and a supportive and effective learning environment for their child. 2) Be able to describes how the building provides parent communications about their child's progress, 3.) Provides annual conferences with review of compact to parents. 4.) Explains how parents may have access to staff and volunteering opportunities, and their child's classroom, and 5) Be able to describes how parents may receive regular communications in a language parents can easily understand.

Question 24

Required

**Reference: Section 1116(E) Parent Activities**

Each Title I school has evidence of the involvement, training and assistance for parents to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement.

Examples of programs and activities, trainings, agendas, materials, sign-in sheets, and/or communications that provide information on how parents can understand and help their child with the state's learning standards, work with their child at home, and how to educate teachers on how to reach out and work with parents, etc.

Group Name | **Nonpublic School Service ESEA Section 1117**

Question 25

**Reference: Section: 1117(a)(1), 1117(c) Equitable Services**

The district shall provide eligible children, on an equitable basis, educational services that address their needs; and ensure that teachers and families of the children participate. Provide evidence of all of the following:

Payroll records (only if the district budgeted funds in the Salary cell of the budget)

School-Parent compacts for Title I served students

Evidence of parent involvement activities, trainings, materials, 1% parent engagement set aside (if required)

Inter-district agreements or third-party contracts

Fiscal records showing service amounts for each nonpublic school with any prior year carryover funds (if applicable)

Eligibility criteria (multi-criteria selection form)

Rank order student list of identified, eligible students having the greatest need for service

Question 26

**Reference: Section: 1117(b)(1) Consultation**

Timely and meaningful consultation between district and nonpublic officials shall occur during the design and development of the district's programs under this part with the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children.

Evidence of Consultation (meeting agendas, sign-in sheets, emails)

Be able to describe the process for verification of  student low income status used during consultation with the nonpublic school.

Question 27

**Reference: Section: 1117c(d)**

The district controls and administers all Title I funds, materials, equipment and property purchased with these funds. Provide at least one of the following:

Payroll records

Purchase orders

Inventory of any supplies or equipment purchased with federal funds that have a high likelihood of being lost or stolen. Inventory should include fund purchased with, location of item, serial number, model number, tag number, and date of purchase. Items inventoried should be tagged and identified with fund purchased from.

Question 28

Demonstrate how the LEA ensured equitable services were delivered to eligible nonpublic schools that have not for profit status.

Evidence of nonpublic status (501(c)3 documentation, Nonprofit Organization Type with the Secretary of State, etc.)

Group Name | **Coordination Requirements ESEA Section 1119**

Question 29

**Reference: Section 1119 (a-c) Coordination Requirements**

Demonstrate how the LEA's activities coordinate between the LEA and a Head Start agency and if feasible, other early childhood agencies.

Copies of agreement with local headstart and early childhood agencies

Evidence of procedures for receiving student records, stakeholder input, meetings with agencies, teachers and parents, agendas, minutes, sign-in sheets and joint professional development.

Group Name | **Uniform Guidance (2CFR Part 200)**

Question 30

**Reference: Section: 1118(c)(3)(B) Comparability**

The district, if applicable, annually reports and meets comparability of services requirement.

District written Comparability Procedures

Completed Comparability Report

Source Documentation for comparability - EMIS Staff Detail Report with any changes made/notes

If district self-reported, the source documentation used for determining comparability.

## Title I-D Neglected, Delinquent or At-Risk Program

Group Name | **LEA Application and Use of Funds ESEA SUBPART 2 Section 1425**

Question 1

Required

**Reference: Section: 1425 (1-13)**

Each neglected or delinquent facility and LEA outlines services provided through a formal agreement as outlined under section 1425 (1-13)

Formal agreement between the LEA and neglected and delinquent facility outlining responsibilities for providing services mentioned in the 13 application elements

Group Name | **Uniform Guidance (2CFR Part 200)**

Question 2

Required

**Reference: Section: 1431(a)(1-5)**

The LEA evaluates the program not less than once every 3 years to determine its impact on educational achievement and high school graduation, school credit accrual, transition back to school, employment, and/or participation in postsecondary education and job training programs, 1431(a)(1-5)

Provide the program-specific evaluation reports that include mention of the Title I-D program or

Be able to describe the program-specific evaluation reports that include mention of the Title I-D program

Provide samples of progress monitoring reports of students (redact any student identifying information)

Question 3

Required

**Reference: Fiscal and regulatory requirements**

The LEA complies with statutory and regulatory fiscal requirements, including supplement not supplant

List of all personnel paid with Title I-D funds and the proportion of their salaries, benefits and duties that are funded by Title I-D on federally funded spreadsheet.

Fiscal records document expenditures

Inventory of equipment purchased with Title I-D funds (EDGAR 80.32), if applicable

Provide copies of Title I-D funded staff's schedules

Provide copies of education schedule and Title I-D supplemental programs/services schedule

## Title II-A Supporting Effective Instruction

Group Name | **Local Uses of Funds ESEA Section 2103(b)**

Question 1

**Reference: Class Size Reduction: Required Teacher/Student Ratio ESEA Section 2103(b)(D)**

Section 2103(b)(5) - Provide evidence to support that the LEA meets the State Operating Standard 3301-35-05 (A)(3): required teacher/student ratios for class size (at least one full-time equivalent teacher to 25 students for both grades K-4 and K-12 district-wide) before supplementing with federal funds. Note: The district must also maintain the same level of effort with state and local funds before being able to supplement with federal funds, even if the district ratio is less than 25:1 **Class Size Reduction Spreadsheet**

Calculation for student to teacher ratio prior to implementing class size reduction. See Class Size Reduction Sample Spreadsheet

Question 2

**Reference: Class Size Reduction Teacher Effectiveness Determination**

Section 2103(b)(3)(D)- LEA’s may use its Title II, Part A funds to reduce class size by recruiting and hiring effective teachers. Provide evidence of the criteria the district used to determine that the staff member hired for class size reduction is an effective teacher and describe steps the district takes to assure that the class size reduction teacher remains effective in the position.

Evidence district used to determine effectiveness of class size reduction teacher/s prior to assignment.

Description of how the district is monitoring the class-size reduction teacher(s) to assure that the teacher(s) remains effective.

Question 3

**Reference: Coaching**

Provide evidence of developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions

Examples of coaching activities

Provide Professional Development Coach Schedule

Group Name | **Professional Development Plan ESEA Section 2104(b)**

Question 4

Required

**Reference: Professional Development Plan**

Provide supporting evidence of professional development district plan on supporting the needs of teachers and principals to address achievement gaps; provide student data, teacher survey input; effective teacher data and any other data to meet equity requirements as indicated in district One Plan.

District Professional Development Plan report from One Plan.

Evidence of professional development activites are aligned with the districts plan and funding

application.

Group Name | **Allowable Activities ESEA Section 2103(b)**

Question 5

**Reference: Job Embedded Professional Development: Improving Instruction**

Providing high-quality, personalized, sustained and job embedded professional development that is evidence-based for teachers, instructional leadership teams, principals, or other school leaders focused on improving instruction. ESEA Section 2103(b)(3)(E)(F)(G)(H)(M)

Evidence of activity under this part

N/A (Item selected in application, but activity not implemented)

Question 6

**Reference: Job-Embedded Professional Development: Whole Child Supports**

Developing and implementing whole child programs and activities to meet the non-academic needs of all students. Professional Development for Well Rounded Programs, Supporting Trauma / Mental Health, Training on Sexual Abuse, Family and Community Engagement Please refer to budget details page for descriptions of allowable activities. ESEA Section 2104(b)(3)(I)((J)(K)(L)(O)

Evidence of activity under this part

N/A (Item selected in application, but activity not implemented)

Question 7

**Reference: Professional Development Activities to Promote Educator and School Leader Growth, Recruitment, Retention and Support**

Initiatives to recruit, hire, retain, support and evaluate teachers, principals and other school leaders. Please refer to answer choices for specific activities. ESEA Section(b)(3) (A)(B)(C)(N)

Evidence of activity under this part

N/A (Item selected in application, but activity not implemented)

Group Name | **Fiscal Records**

Question 8

Required

**Reference: Purpose and Intent and Fund ESEA Section 2101**

The programs and activities carried out through this fund are in accordance with the purpose of this title and address the learning needs of students, including Students with Disabilities, English learners, and gifted and talented students.

The activities provided for this fund meet the intent and purpose of Title II-A.

## Title III Language Instruction for English Learners

Group Name | **Language Instruction for English Learners ESEA Section 3101**

Question 1

**Reference: Consortium Members**

LEAs in Title III consortia comply with the same requirements as other Title III grantees. Therefore, consortium members and fiscal agent must have on hand the required documentation for the below indicated sections of Title III compliance.

Meeting notes, minutes, agreements/contracts, etc., demonstrating participation in the consortium

Question 2

Required

**Reference: Section: ESEA §3111(b)(2)(A) Assessments**

The LEA adheres to Ohio's standardized procedures for identifying English learners (Language Usage Survey and the Ohio English Language Proficiency Screener (OELPS)).

Provide Copies of completed Language Usage Surveys for the current school year

Provide OELPS Results for the current school year, if available

Question 3

Required

**Reference: Section: 1991 OCR Memorandum; Title VI of the Civil Rights Act; EEOA Student Access to Programs**

No student is denied access to any course of activity because of his/her language or cultural background. ELs and immigrant youth have access to grade-level curricula and have equal opportunities to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

Provide examples of other communications to ELs and their parents/guardians that is in an understandable format and explains the available programs and activities in the district/school.

Examples or list of EL-specific learning materials used, such as supplementary textbook materials and educational software, that support ELs' access to age-appropriate grade-level content

Provide evidence of professional development provided for content area teachers on effective instruction strategies for ELs

Question 4

Required

**Reference: Section: Title VI of the Civil Rights Act; EEOA Monitoring of Exited Students**

LEAs have a process for monitoring the academic progress of former ELs for at least two years after exiting to ensure that 1) students have not been prematurely exited; 2) any academic deficits they incurred resulting from the EL program have been remedied; and 3) they are meaningfully participating in the educational programs comparable to their peers who were never EL students.

Monitoring forms or provide a description of monitoring process.

Provide a description of LEA's protocol for re-identifying a student as an EL once exited from the program.

Question 5

Required

**Reference: Section: ESEA §3115(c)(1-3) Three Required Activities for Title III**

LEAs receiving Title III funds shall use the funds across the three required Title III activities as planned in the Title III budget details: 1) to increase the English language proficiency of English learners by

providing a more effective programs and services; 2) to provide effective professional development that improves the education of ELs and enhances the ability of school staff to understand and implement curricula; and 3) to promote engagement with the parents, family and community of English learners in their education. NOTE: LEAs who do not use Title III funds in all three categories should be able to show how other funds are used to complete the required activities, however, districts are not required to upload documents into the system for this.

Records indicating use of Title III funds for improving EL instruction to assist EL students with meeting state academic standards and becoming proficient in English.

Records indicating use of Title III funds for EL staff and teacher's of EL students professional development on EL instruction to assist students with meeting state standards and becoming proficient in English.

Records indicating use of Title III funds for the promotion of Family and Parent Engagement in the education of English Learners.

Question 6

Required

**Reference: Section: ESEA §1112(e)(3)(A-B) Parents Right to Know - Assessment Notification Within 30 Calendar Days**

Parents are notified of student status and progress on Ohio's English Language Proficiency Assessment (OELPA). Parents are notified if student who asserts proficiency on the OELPA is exited from EL program. AND Within 30 calendar days of the start of the school year (or within two weeks of placement in the EL program if not identified prior to the beginning of school year), the LEA notifies parents of their child’s identification as an English and eligibility for participation in the language instruction educational program. Parents are notified in a language they understandstand and in a uniform format.

Provide evidence demonstrating how parents are notified of OELPA results and continued services for EL program. or exited from program.

Provide a copy of 30 day notification AND parent OELPA results in a language(s) other than English sent by the LEA to parents.

Provide an explanation of how the LEA ensured the information for student idenfication in EL program, OELPA results, and student exit from program was understood by limited English proficiency parents.

Question 7

Required

**Reference: Evaluation Section: ESEA §3121(a)**

Each LEA at the conclusion of every second fiscal year (odd fiscal years) during which the Title III funds are received, completes a program evaluation reporting on the activities conducted and children served by the EL program, which will include the seven required criteria of §3121(a) and is used by the LEA to inform program improvement. Such report is available upon request by SEA and maintained in LEA records.

Complete EL Program Evaluation

Alignment of past EL program evaluation with use of Title III funds

Provide evidence demonstrating increase in student’s English proficiency and academic achievement (No student identifiable information may be included please.)

Question 8

Required

**Reference: Purpose and Intent of Fund ESEA Section 3102**

The programs and activities carried out through this fund are in accordance with the purpose of this title

and to improve the English acquisition and academic achievement of English Learners.

Evidence provided for fund.

## Title III Immigrant

Group Name | **Immigrant Children and Youth ESEA Section 3115**

Question 1

Required

**Reference: Section: ESSA §3115e Immigrant Program**

LEAs receiving a Title III Immigrant award use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth

Provide evidence and records indicating use of Title III Immigrant funds

## Title IV-A Student Supports and Academic Enrichment

Group Name | **Student Supports and Academic Enrichments ESEA Section 4101 Subpart 1**

Question 1

Required

**Reference: Consultation and Needs Assessment: ESEA Section 4106(a)(2), (c)(1)(2) and (d)(1)**

The LEA demonstrates meaningful and continued consultation with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A.

Evidence of stakeholder groups/agencies involved in determining needs and developing programs. This includes the process used to gather input from outside stakeholders and engage in ongoing consultation with these groups. Evidence may include meeting agendas, notes, invitations or e-mail correspondence.

Group Name | **Well-Rounded Education**

Question 2

**Reference: Well-Rounded Education ESEA 4107**

Evidence of compliance with ESEA Section 4107 for well-rounded education activities approved on the LEA’s application.

Evidence of activities provided with these funds for well-rounded education such as; course syllabus, trainings, staff schedules, program announcement, or parent information.

Evidence of ongoing monitoring to evaluate the effectiveness of these programs. Tools may include the One Needs Assessment, Root Cause Analysis, District Assessment Data, District Attendance and Behavioral Data, School Climate Surveys, and Planning Tool Student/Adult Implementation Measures.

If applicable, evidence of coordination with other schools and community-based services and programs.

If applicable, evidence of partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing well-rounded activities.

Group Name | **Safe and Healthy Students**

Question 3

**Reference: Safe and Healthy Students ESEA 4108**

Evidence of compliance with ESEA Section 4108 for activities related to supporting safe and healthy students as approved on the LEA’s application.

Evidence of activities provided with these funds for Safe and Healthy Students such as; course syllabus, trainings, staff schedules, program announcement, or parent information.

Evidence of ongoing monitoring to evaluate the effectiveness of these programs. Tools may include the One Needs Assessment, Root Cause Analysis, District Assessment Data, District Attendance and Behavioral Data, School Climate Surveys, and Planning Tool Student/Adult Implementation Measures.

If applicable, evidence of the involvement of parents in the activity or program (parent surveys, newsletters, website, parent activities).

If applicable, evidence of coordination with other schools and community-based services and programs.

Group Name | **Effective Use of Technology**

Question 4

**Reference: Effective Use of Technology ESEA 4109**

Evidence of compliance with ESEA 4109 for activities related to the effective use of technology as approved on the LEA’s application.

Evidence of activities for the effective use of technology such as; course syllabus, trainings, staff schedules, program announcement, or parent information.

Evidence of ongoing monitoring to evaluate the effectiveness of these programs. Tools used to evaluate effectiveness of these programs may include the One Needs Assessment, Root Cause Analysis, District Assessment Data, Surveys, and Planning Tool Student/Adult Implementation Measures.

Group Name | **General Provisions**

Question 5

Required

**Reference: ESEA 4101 Purpose and Intent of Fund**

The programs and activities carried out through this fund are in accordance with the purpose of this Title to improve the academic achievement of students. Funds for districts receiving more than $30,000.00 are budgeted and expended according to 20/20/portion requirement and tracked in fiscal records with a unique identifier for each content area.

Evidence provided for fund

## Title V-B Rural and Low Income

Group Name | **Rural Education Initiative ESEA Part B Subpart 2 Section 5222(a)**

Question 1

Required

**Reference: Uses of Funds**

Fund awarded to LEAs under this subpart shall be used to for any of the following activities authorized

under Title I-A, II-A, III, IV-A, Parental Involvement Activities

Evidence or description of activities supported by these funds.

Question 2

Required

**Reference: Application**

Program objectives and outcomes for activities under this subpart shall be used to help all students meet the challenging State academic standards;

Be able to describe how program/s implemented with these funds have or will help students meet the challenging state academic standards

The district has progress monitoring reports to demonstrate monitoring for efffectiveness of program either by using progress monitoring tool in One Plan or uploading documents demonstrating progress monitoring is occurring.

Required

## Federally Funded Properly Licensed/Credentialed Staff

Group Name | **Certified Licensed Teachers, ESEA Qualified Instructional Paraprofessionals**

Question 1

Required

**Reference: Certified/Licensed Teachers, Qualified Instructional Paraprofessionals Section: 1112(c)(6), Section 2101(B), Section 3111(B), Section 4101, Section 5211(a)**

The district ensures that all teachers and paraprofessionals working in a program supported with Federal funds are State of Ohio Properly Permitted/Licensed **Federally Funded Spreadsheet**

Completed Federally Funded Personnel Excel file for each fund with all staff members paid with federal funds

Personnel Records, if requested (permit/certification/license, transcripts, qualifications, job description)

Teachers and paraprofessionals schedule of assignment

Nonpublic Properly Licensed staff are included on federally funded spreadsheet or here.

Required

## Evidence-Based Intervention and Improvement Strategies

Group Name | **Evidence-Based Strategies Section 8101(21)(A)(B)**

Question 1

Required

Funds under this part are used to implement evidence-based activities, strategies, and interventions to strengthen interventions to improve outcomes for students. **Evidence-Based Spreadsheet**

The district had identified evidence-based strategies for intervention and improvement strategies in the One Plan. Strategies identified are levels 1-4 with at least one strategy between levels 1-3.

The district has an evidence-based strategies in their One Plan for Title I-A required SW and/or TA school improvement and/or intervention and parent/family engagement strategy. ESEA Sections 1114(d),

1115(h), 1116(a)(2)€

The district has an evidence-based strategy in their One Plan for Title II-A on high quality professional development activity/ies and class size reduction if using federal funds to implement a class size reduction improvement strategy with Title II-A funds. ESEA Section 2103(b), 2103(3)(D-E), (8101(42)(vi)(1)

If district is implementing a program or strategy with Title IV-A funds for Drug and Violence Prevention, Trauma Informed Practices and/or to reduce exclusionary Discipline Practices there is an evidence-based strategy in the One Plan. ESEA Section 4108(5)(A), 4108(5)(B)(ii)(aa), 4108(F)(ii)

The district is using progress measures in the One Plan for evidence-based strategies to monitor effectiveness of plan and performance objectives. For level 4 evidence-based strategies the LEA has developed a logic model for determining the effectiveness for strategies, interventions, and activities. Provide logic model and progress measures for items identified as a level 4 activity to determine effectiveness or One Plan Effectiveness Reports in One Plan system are available for review.

## Uniform Provisions Subpart 1 Section 8501

Group Name | **Participation by Private School Children and Teachers ESEA Section 8501 General Provisions**

Question 1

**Reference: Non-Public Equitable Participation Section: 8501(a)(4)(A)**

Expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children, Title I-C, Title II-A, Title III, Title IV-A.

Fiscal Records for nonpublic equitable services for each grant with equitable service amounts.

Question 2

Required

**Reference: Obligation of Funds Section: 8501(a)(4)(B)**

Funds allocated to a school district for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency,

Fiscal records

Question 3

**Reference: Consultation Section: 8501(c)(1-5)**

The district ensures timely and meaningful, ongoing consultation with appropriate nonpublic school officials. Both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children

Provide evidence of consultation

Question 4

Required

**Reference: Public control of funds Section: 8501(d)**

Public Control of Funds: a public district administers funds, materials, equipment, and property. Employment or contracts for provision of services are under the control and supervision of public agency. Funds used to provide services shall not be commingled with non-Federal funds. Provide at least one of the following:

Purchase orders

Inventory of any supplies or equipment purchased with federal funds that have a high likelihood of being lost or stolen. Inventory should include fund purchased with, location of item, serial number, model number, tag number, and date of purchase. Items inventoried should be tagged and identified with fund purchased from.

Payroll Records

Question 5

Required

**Reference: Section: 8101(19)(45) Nonprofit Status**

Demonstrate how the LEA ensured equitable services were delivered to eligible nonpublic schools that have not for profit status.

Evidence of nonpublic status (501(c)3 documentation, Nonprofit Organization Type with the Secretary of State, etc.)

Required

## Fiscal and Uniform Guidance (2CFR Part 200)

Group Name | **Uniform Guidance (2CFR Part 200)**

Question 1

Required

**Reference: Internal Controls**

Fiscal Year records, including Account History (ACTRPT) or payroll records and Budget Account Information (BUDLED) or transaction level financial report, are accurately maintained by the district for all federal funds received under the Consolidated Application fund.

Payroll Records: Account History (ACTRPT) or payroll report for current fiscal year - Sort the records by Fund then Staff names for each fund received under the ESEA Consolidated Application. Exclude IDEA reports for this review. (Title I-A, I D and N, II-A, III, IV-A, V-B)

Expenditure Reports: Detailed Budget Account Information (BUDLED) or transaction level financial report for current fiscal year for each fund received under the ESEA Consolidated Application . - Sort report by Fund first, then Function code and next Object code. (report only needs to include objects 400, 500, 600 and 800) (Title I-A, I D and N, II-A, III, IV-A, V-B)**Exclude IDEA reports for this review.

Question 2

Required

LEA maintains direct oversight of use of all federal subgrants.

Copy of LEA board or governing authority board meeting minutes with resolution and approval of Consolidated Funding Application and Five-Year Forecast or spending plan.

Question 3

Required

LEA policies and procedures prohibit related party transactions for employees, contractors, and service providers.

Copy of board adopted conflict-of-interest policy(ies)

Copy of statement of compliance signed by each board or governing authority member, treasurer, and

superintendent

Group Name | **Inventory and Procurement**

Question 4

Required

**Reference: Inventory Section 2 CFR Part D 200.313(d)(1)**

An inventory, if applicable, is completed at least once every two years along with a control system to ensure adequate safeguards for preventing lost, damage, or theft, including date(s) performed. **Equipment and Inventory Guidance**

Inventory of any supplies or equipment purchased with federal funds that have a high likelihood of being lost or stolen. Inventory should include fund purchased with, location of item, serial number, model number, tag number, and date of purchase. Items inventoried should be tagged and identified with fund purchased from.

Question 5

Required

**Reference: Procurement Disposition CFR Part D 200.318; 200.319; 200.320.**

The district has documented procurement procedures for the acquisition of property or services. Procurement procedures conform to the procurement standards identified in CFR 200.317 through 200.327.

District Procurement Policy with most recent review date

Procurement policy includes prohibition of awarding contract to any party that is debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.

Procurement policy is up to date and includes prohibition against any employee, officer, or agent of SUBGRANTEE from participating in the selection, award, or administration of the contract if a real or apparent conflict of interest exists.

Procurement procedures comply with the rules of EDGAR and Code of Federal Regulations.

The district has a definition of equipment or follows the federal definition

Question 6

Required

**Reference: Disposition CFR Part D 200.318; 200.319; 200.320.**

The district has documented disposition procedures for the disposal of property or services. Disposition procedures conform to the procurement and disposition standards identified in CFR 200.317 through 200.327.

District maintains a Disposition Report for lost, obsolete or unusable equipment, if applicable

Group Name | **Time and Effort**

Question 7

Required

**Reference: Time and Effort Section 2 CFR Part 200.430(i)(1)(viii)(A-C); (2); (3)**

The district has created a system for establishing the work time and payment estimates for reasonable

approximations of the activity actually performed, including a system of internal controls to ensure that the final amount charged to the Federal award is accurate, allowable, and properly allocated. Documentation includes work schedules to reconcile with expenditures reported and the total number of hours worked each day.

Semi-Annual Certification for employees working on a single cost objective

Time and effort logs for employees working on multiple cost objectives

Provide Teacher and Paraprofessional Schedules, when requested

Provide job descriptions, when requested

Group Name | **Maintenance of Effort ESEA Subpart 2 Section 8521**

Question 8

**Reference: Maintenance of Effort Section 8521(a)**

The district has maintained spending of state and local funds annually either by per student or aggregate expenditure from the proceeding fiscal year by at least 90%.

Fiscal Records for preceding year

Fiscal Records for current year

Group Name | **Supplement, Not Supplant in Federal Funds.**

Question 9

Required

**Reference: Supplement, Not Supplant**

Title I-A: Provide district written methodology for the Supplement, Not Supplant selected in the CCIP Title I Supplement, Not Supplant page. Methodology should show the calculations used for the distribution of funds and building budgets resulting from the selected methodology.

Provide district written methodology for the Supplement, Not Supplant selected in the CCIP Title I Supplement, Not Supplant page. Methodology should show the calculations used for the distribution of funds and building budgets resulting from the selected methodology.

Question 10

Required

**Reference: Supplement, Not Supplant**

Title II-A, Title IV-A: Funds made available under this part shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under these titles. ESEA Section 2301 and 4110.

Fiscal Records and assurance

Question 11

Required

**Reference: Supplement, Not Supplant**

Title III and Title IV-B: Funds made available under this part shall be used to supplement, and not supplant, Federal and non-Federal funds that would otherwise be used for activities authorized under these titles. ESEA Sections 3115(g) and 5232

Fiscal Records and assurance

## McKinney-Vento Homeless Assistance Act

Group Name | **McKinney Vento Homeless Assistance Act Section 722**

Question 1

Required

**Reference: Board Policy Section: 722(g)(7)(A)(B), 722(g)(3)(E)(I,ii,iii,iv)**

District has an up-to-date homeless board policy for enrollment and dispute procedures.

Provide District Homeless Board Policy with most recent review date.

Enrollment forms. and description of procedures in place to facilitate immediate enrollment

Description of procedures in place to facilitate immediate enrollment for students identified as homeless.

Provide evidence of or Be able to describe the procedures in place for removing barriers for fees, fines, and absences.

Meeting agendas supporting review of district policy/procedures to remove barriers.

Provide a copy of the Dispute Procedure the district uses (state provided, customized to district)

Provide a copy of the Dispute Template (to be used in case of dispute)

Provide a list of disputes addressed by the LEA

Question 2

Required

**Reference: Professional Development Section: 722(g)(1)(D)**

The district provides awareness training/information to school personnel, annually.

Evidence of Trainings for Staff through Certificates of Completion and/or Meeting Agendas with supporting documents

Evidence of any specialized training provided to staff specific to needs of homeless youth such as FAFSA, HUD, Credit accrual, College Readiness, and or Trauma Informed Care.

Question 3

Required

**Reference: Notice of Rights of Homeless Children and Youth Section: 722(g)(6)(A)(v)**

Public notice of education rights of homeless children and youth is disseminated to schools and community facilities and locations where services are provided

Evidence of NCHE posters in all district buildings and in the community.

Question 4

Required

**Reference: Transportation Section: 722(g)(1)(J)(iii)(I,III)**

District assures that transportation is provided at the request of the parent or guardian or in the case of an unaccompanied youth, the liaison, to and from the school of origin

Evidence of Coordinated Transportation provided to homeless youth, such as forms, written agreements, transportation request forms, transportation logs. Should include type of transportation service provided, any arrangements or agreements with neighboring districts start and end dates, etc.

Description of transportation provided for homeless students

Question 5

Required

**Reference: Referrals to Services Section: 722(g)(6)(A)(iii), 722(g)(2)(5)(A)(B)**

District provides referrals as needed to health care services and coordinates services with community and service agencies

Documentation/referral forms/provider lists to show evidence that homeless students are referred to medical, dental, mental and addiction health services and other services in the community as necessary. Evidence may include logs with referral dates and names of providers, sample referral forms, etc. (if no referrals have been made to date, indicate the process the district would use to refer homeless students to these services, how providers would be contacted, etc.)

## Foster Care

Group Name | **Foster Care Transportation ESEA Section 1112**

Question 1

**Reference: Transportation Plan and Agreement Section: 1112(c )(5)(A-B)**

Each district supports the stability of students in foster care by maintaining a transportation plan or agreement developed in collaboration with their local public children services agency and clear written procedures for educational best interest determinations.

District transportation plan.

Group Name | **Foster Care Enrollment and Best Interest Determination**

Question 2

**Reference: Policies and Procedures**

Each district supports the stability of students in foster care by having a best interest determination and immediate enrollment and records transfer policies and procedures in place for foster care children.

The district has clear written procedures that include a focus on best interest determinations for the student and ensures immediate enrollment and records transfer.