FY 2026 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.

LEA has read and understands expectations of review.

Question 3

Reference: Completion of Survey

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.

LEA has read and understands expectations of review.

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

Question 1

Required

Reference: 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, including at a minimum, the following:

(i) Whether the student's teacher— (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Sample Parents Right to Know

Evidence of annual notice in parent handbook, newsletter, website, etc.

Question 2

Required

Reference: Section: 1112(e)(1)(B)(ii)

Proof 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**

Example of timely notification communication that has been shared or that will be used if needed.

Question 3

Required

Reference: ESEA Section: 1112(e)(2)(A)(B) (C)

Testing Transparency: At the beginning of each school year, the LEA must notify the parents of each student attending any school receiving Title I-A funds that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy for student participation in mandated assessments. The notification should include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

The LEA must also make information on assessments available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State to comply with Title I-A, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the LEA. The information should include —

(i) the subject matter assessed;

(ii) the purpose for which the assessment is designed and used;

(iii) the source of the requirement for the assessment; and

(iv) where such information is available—

(I) the amount of time students will spend taking the assessment, and the schedule for the

assessment; and

(II) the time and format for disseminating results.

Example of information provided to parents and disseminated through public channels. May include parent handbook, newsletter, website, policy, etc.

Question 4

Required

Reference: ESEA Section: 1112(e(3)(A)(B)(C)(D)(4)

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**

Specifically, each LEA using Title I-A funds must inform parents of an English learner identified for participation or participating in such a program, of—

(i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;

(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;

(v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;

(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities

Education Act (20 U.S.C. 1414(d)); and (viii) information pertaining to parental rights that includes written guidance—

(I) detailing the right that parents have to have their child immediately removed from such program upon their request;

(II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

Example letter or notification that was sent if there were/are EL students or example of what would be sent if there are identified EL students in the future.

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

Question 5

Required

Reference: ESEA Section: 1113(c)(1)

The allocation of LEA funds to Title I served schools are documented by the Title I school allocations on the Title I School Allocation - PPA List page and are consistent with school expenditures.

Fiscal records document school-level expenditures consistent with the Title I School Allocation ? PPA List page, which should at a minimum include a Budget Summary by Operational Unit (BUDSUM by OPU) and/or FINDET with expenditures coded by OPU.

Question 6

Required

Reference: ESEA Section 1113(c)

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.

If the District sets aside over 30% of the Title I allocation, District Managed Initiative Request Form along with the supporting documents for activities provided through set asides.

N/A - District does not set-aside funds for District Managed Initiatives

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

Question 7

Required

Reference: ESEA Section 1114 34 CFR 200.26(c)

Schoolwide programs are 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 evaluation process and allowable activities aligned to school needs. Evidence may include meeting agendas, data collection, school/teacher schedule for supplemental services aligned to needs, tutoring schedules, afterschool or summer programming, etc.

N/A - LEA does not have a school served through Schoolwide program.

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

Question 8

Required

Reference: ESEA Section 1114(a)(3)(c)

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.

Be able to describe how the district and/or schools ensure that the purpose of each contributing grant for the schoolwide pool are met.

N/A - District does not consolidate funds into a Schoolwide Pool

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

Question 9

Required

Reference: ESEA Section 1115(b)(1)(c)(1)

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.

N/A - District does not have any building served through a Targeted Assistance Model.

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

Question 10

Required

Reference: ESEA Section 1116(a)(2)

The district collaborates with parents to develop and annually review a written parent and family engagement policy in an understandable and uniform format, and to the extent practicable, in a language parents can understand. The policy is distributed to parents and outlines the district's expectations and objectives for parental involvement. The policy must describe how the district will:

(A) involve parents and family members in jointly developing the district plan:

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance,

(C) coordinate and integrate parent and family engagement strategies with parent and family engagement strategies with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I-A, including identifying?

(i) barriers to greater participation by parents in these activities

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) how the district will use findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies; and

(F) involve parents in the activities of the schools served under Title I-A, which may include establishing a parent advisory board for the purposes of developing, revising, and reviewing the parent and family engagement policy.

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. Additionally, evidence that the district provided the policy in an understandable and uniform format and to the extent practicable, in a language parents could understand, as well as evidence of annual review of district Parent Involvement Policy such as agenda, sign-in sheets, meeting notes, etc. Districts should also have evidence of annual evaluation of the content and effectiveness of the policy and meaningful involvement of parents and family members in the evaluation and evidence that the district used the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.

Question 11

Required

Reference: ESEA Section 1116(a)(3)(A)(B)(C)

For districts that are required to reserve 1% of their total Title I, Part Afunds for parent and family engagement activities (districts that have an allocation of $500,000 or more), 90% of this reserved amount must be distributed to Title I-served schools, with priority given to high-need schools. These funds must be used to carry out activities and strategies consistent with the district’s parent and family engagement policy. Parents and family members of children receiving services must be involved in the decisions regarding how these funds are allotted for parent involvement activities.

Evidence of Title I Parent Engagement school budgets and activities.

Evidence that the funds were distributed to Title I-served schools, with priority given to high-need schools.

Evidence that the activities and strategies are consistent with the district's parent and family engagement policy.

Evidence that parents and family members of children receiving services were involved in the decisions regarding how the funds are allotted for parent involvement activities.

N/A - District Title I allocation is less than the $500,000.

Question 12

Required

Reference: Section 1116

Each Title I school served under Title I-A jointly develops with, and distributes to, parents and family members of participating children a written parent and family engagement policy, agreed on by the parents. Parents must be notified of the policy in an understandable and uniform format and, to the extent practical, it must be provided in a language the parents can understand. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school. The school policy should, among other requirements in ESEA Section 1116, outline how it will convene an annual meeting for all Title I parents, offer flexible meetings, involve parents in an organized, ongoing, timely way to review plans, programs, curriculum, and services, and outline the manner parents can provide meaningful feedback.

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

Additionally, evidence that the policy includes how the school will convene an annual meeting for all Title I parents, how it will offer flexible meetings, how it will involve parents in an organized, ongoing, timely way to review plans, programs, curriculum, and services, and outline the manner parents can provide meaningful feedback.

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

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

Question 13

Required

Reference: ESEA Section 1116(C)(1)

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.

In addition to the annual meeting, the school must offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

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

Evidence of parent notice for Title I Annual Meeting such as newsletters, flyer, brochure, website announcement, etc. as well as evidence the school offered a flexible number of meetings for parent involvement.

Question 14

Required

Reference: ESEA Section 1116(C)(3)(4)

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 15

Required

Reference: ESEA Section 1116(d)

Each Title I-served school collaborates with parents to create a school-parent compact, outlining shared responsibilities for student academic achievement and the partnership between school and parents. School parent compacts are distributed annually to parents and include the following: 1.) Describes the schools responsibility to provide high-quality curriculum and a supportive and effective learning environment for their child. 2) 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) Describes how parents may receive regular communications in a language parents can easily understand.

Copy of School-Parent Compact containing the required elements under ESEA Section 1116.

Question 16

Required

Reference: ESEA Section 1116(E)

Building Capacity for Involvement: To ensure effective involvement of parents and to support a

partnership among the school involved, parents, and the community to improve student academic achievement, each district and school (1) must provide assistance to parents of children served by the district or school in

understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) must provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

(3) must educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) must, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) must ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated

with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) must provide such other reasonable support for parental involvement activities under this section as parents may request.

Provide evidence that the district and Title I schools take the required steps to build capacity and ensure effective involvement of parents, and to support a partnership among the school(s), parents, and community to improve student academic achievement. Evidence can include district and school policies and procedures, meeting agendas, meeting sign in sheets, training logs, training descriptions, evidence of expenditures tied to local parent involvement activities, and other evidence of parent and family engagement supports.

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

Question 17

Required

Reference: ESEA Section: 1117(a)(1)

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 18

Required

Reference: ESEA Section 1117(b)(1)

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 19

Required

Reference: ESEA 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.

N/A - District does not provide service to Non-Public Schools

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

Question 20

Required

Reference: ESEA Section 1119

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.

N/A - District does not hold partnerships with local early childhood agencies.

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

Question 21

Reference: ESEA 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.

Group Name | **Supplement, Not Supplant**

Question 22

Required

Reference: ESEA Section 1118

Funds are used only to supplement the amount of funds that would, in the absence of Title I-A funds, be made available from non-federal sources for the school, in accordance with the method of documentation. See DEW Guidance on Title I Supplement, Not Supplant Supplement, Not Supplant.

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.

N/A - District is exempt from needing to provide a written supplement, not supplant methodology.

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: ESEA Section 1425

The district and each neglected or delinquent facility outline services provided through a formal agreement as described in ESEA Section 1425.

Copy of formal agreement/MOUs for each of the facilities served with Title I-D Neglected/Delinquent funds. Each agreement should be signed by the district and facility and for the current school year.

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

Question 2

Required

Reference: ESEA Section 1431(a)

Evidence provided that 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

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Question 3

Required

Reference: ESEA Section 1118(b)

A Title I neglected or delinquent program that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of ESEA Section 1118 (as applied to Title I-D) without regard to the subject areas in which instruction is given during those hours.

Evidence may include:

Fiscal Records for Title I-D Neglected/Delinquent funds

List of staff funded with Title I-D with the program schedule, to ensure supplement not supplant

Inventory of any equipment purchased with Title I-D funds

Evidence of supplemental program/activities provided to the youth in the facility using the Title I-D funds

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Group Name | **Allowable Activities**

Question 4

Required

Reference: ESEA Section 1424

Title I-D services must contribute to the purpose of ensuring neglected and delinquent youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet.

Evidence of Title I-D uses of funds for allowable activities.

Title II-A Supporting Effective Instruction

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

Question 1

Required

Reference: ESEA Section 2103

Provide evidence that Title II-A funds are used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders to increase student achievement with the state's academic standards, improve the quality and effectiveness of teachers, principals, and other school leaders, increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools and to provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Evidence of Title II-A uses of funds for allowable activities.

Evidence that the Title II-A activities carried out by the district are aligned with challenging State academic standards and are aligned with the district’s systems of professional growth and improvement.

Evidence that the Title II-A funds were prioritized to schools served by the district that are identified as Targeted Support for Improvement (TSI), Additional Targeted Support for Improvement (ATSI) or Comprehensive Support for Improvement (CSI), and have the highest percentage of low-income students under Title I, Part A.

Evidence that the district is using data and ongoing consultation (including with teachers, principals, and other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant or demonstrated expertise in the district’s Title II-A programs and activities) to continually update and improve Title II-A activities.

Question 2

Required

Reference: ESEA Section 2103

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.

Be able to describe how the district is monitoring the class-size reduction teacher(s) to assure that the teacher(s) remains effective.

N/A - District does not use Title II funds for class size reduction.

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

Question 3

Required

Reference: ESEA Section 2301

Title II-A funds must supplement, not supplant, State and local funds that would otherwise be used for activities authorized under Title II-A.

Be able to describe how the LEA's uses of funds supplement, not supplant state and local funds.

Title III Language Instruction for English Learners

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

Question 1

Required

Please indicate if you received a Title III award or services.

LEA received a Title III award or participated in a Title III consortium.

LEA did not receive a Title III award or participate in a Title III consortium (please review questions for awareness of grant).

Question 2

Required

Reference: ESEA Section 3115(c)(1-3)

Title III uses of funds must contribute to the purpose of helping English learners and immigrant students attain English language proficiency, and meet challenging State academic standards; assisting teachers, principals and other school leaders in providing effective language instruction to English learners and immigrant students; developing and enhancing capacity of staff to provide effective language instruction programs for English learners and immigrant students; and promoting family and community participation in English language instruction programs.

Evidence of Title III uses of funds for allowable activities.

Question 3

Required

Reference: ESEA Section 3114(b) and Section 3116(b)

For LEAs that receive a Title III award (LEAs with an allocation of $10,000 or more, or lead-LEAs/fiscal agent for a Title III consortium), the LEA has evidence of Title III expenditures that align to the purpose of the grant and allowable activities and compliance with subrecipient fiscal requirements. For LEAs that are

not lead-LEAs (do not receive a Title III award), but participate in a Title III consortium, the LEA has evidence of participation in the consortium.

LEAs that receive a Title III award: Evidence of expenditures and subrecipient fiscal requirements (Memorandums of Understanding, contracts, financial reports, procurement procedures, inventory, etc.)

LEAs in Title III consortium: Evidence of participation in Title III Consortium (meeting notes, minutes, agreements, services received, etc.

Question 4

Required

Reference: ESEA Section 3111(b)(2)(A)

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

Evidence of completed Language Usage Surveys for the FY25 school year as well as Provide OELPS Results for the FY25 school year, if available

Question 5

Required

Reference: ESEA Section 1112(b)(5)

English Learners (ELs) and immigrant youth have access to grade-level curricula and equal opportunities in all available programs.

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

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

Question 6

Required

Reference: ESEA Section 3121(a)(5)

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.

Evidence of forms or items used to monitor academic progress of ELs.

Be able to describe the LEA's protocol for re-identifying a student as an EL once exited from the program.

Question 7

Required

Reference: ESEA Section 3115(c)(1-3)

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 8

Required

Reference: ESEA Section 1112(e)(3)(A-B)

LEA notifies parents 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 the 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 understand and in a uniform format.

Evidence demonstrating parent notification of OELPA results

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

Question 9

Required

Reference: ESEA Section 3121(a)

LEA 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.

Evidence demonstrating increase in student's English proficiency and academic achievement (No student identifiable information may be included.)

Group Name | **Supplement, Not Supplant**

Question 10

Required

Reference: ESEA Section 3115

Title III funds must supplement, not supplant, other Federal, State, or local funds that would otherwise be used for programs serving English learners (ELs) and immigrant children and youth.

Be able to describe how the LEA's uses of funds supplement, not supplant other Federal, state, and local funds.

Title III Immigrant

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

Question 1

Required

Reference: ESEA Section 3115e

LEA has evidence that Title III Immigrant funds were used to pay for activities that provide enhanced instructional opportunities for immigrant children and youth.

Evidence and records indicating use of Title III Immigrant funds

Group Name | **Supplement, Not Supplant**

Question 2

Required

Reference: ESEA Section 3115

Federal funds made available under Title III must be used to supplement the level of Federal, State, and local public funds that, in the absence of Title III funds, would have been expended for programs for limited English proficient children and immigrant children and youth, and in no case to supplant such Federal, State, and local public funds.

Be able to describe how the LEA's uses of funds supplement, not supplant other Federal, state, and local 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: ESEA Section 4106(a)(2), (c)(1)(2) and (d)(1)

The LEA engages in ongoing consultation with parents, teachers, principals, school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (including potentially law enforcement agencies, juvenile courts, child welfare agencies, or public housing agencies), and other relevant organizations or partners. This consultation is focused on programs and activities that align with the objectives of Title IV, Part A.

Copies of surveys, meeting agendas and attendance records, notes, invitations, or e-mails and other communications with stakeholders

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Group Name | **Well-Rounded Education**

Question 2

Required

Reference: ESEA Section 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.

N/A - District does not use Title IV funds for well-rounded education opportunities.

Group Name | **Safe and Healthy Students**

Question 3

Required

Reference: ESEA Section 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.

N/A - District does not use Title IV funds for Safe and Healthy Student education opportunities.

Group Name | **Effective Use of Technology**

Question 4

Required

Reference: ESEA Section 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.

N/A - District does not use Title IV funds for effective use of technology opportunities.

Group Name | **General Provisions**

Question 5

Required

Reference: ESEA Section 4101

Evidence showed that 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.

Title IV budget and expenditure documents sorted by special cost center, or similar tracking method, for each content area.

N/A - District does not receive greater than $30,000 in Title IV funds.

Group Name | **Supplement, Not Supplant**

Question 6

Required

Reference: ESEA Section 4110

Funds made available under Title IV-A must be used to supplement, and not supplant, non Federal funds that would otherwise be used for activities authorized under Title IV-A.

Be able to describe how the LEA's uses of funds supplement, not supplant state and local funds.

Title V-B Rural and Low Income

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

Question 1

Required

Reference: ESEA Section 5212(a)

LEA must have evidence that funds granted under this subpart may be utilized for any of the activities authorized under Title I-A, II-A, III, IV-A, and Parental Involvement Activities.

Be able to describe the activities and programs supported by Title V funds. Be sure to specific the specific federal funds Title V was used to support.

Question 2

Required

Reference: ESEA Section 5206

Funds made available under Title V-B must be used to supplement, and not supplant, any other Federal, State, or local education funds.

Be able to describe how the LEA's uses of funds supplement, not supplant state and local funds.

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.

Uniform Provisions Subpart 1 Section 8501

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

Question 1

Required

Reference: ESEA 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.

Upon request, voucher packets with more information for specific costs (purchase orders, invoices, receipts, etc.)

Question 2

Required

Reference: ESEA 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 demonstrating services to nonpublic schools are consistent with the equitable service amounts from the Consolidated application.

Final Expenditure Report (FER) demonstrates little to no carry over

Question 3

Required

Reference: ESEA Section 8501(c)(1-5)

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

Meeting invites, agendas, notes, emails demonstrating ongoing timely and meaningful consultation

Question 4

Required

Reference: ESEA 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:

Fiscal records demonstrating services to nonpublic schools are consistent with the equitable service amounts from the Consolidated application.

Inventory (If Applicable)

Payroll Records

Question 5

Required

Reference: ESEA Section 8101(19)(45)

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

IRS nonprofit documentation and/or Secretary of State documentation

McKinney-Vento Homeless Assistance Act

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

Question 1

Required

Reference: ESEA Section 722(g)

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

Evidence of Homeless Board Policy with most recent review date

Evidence of Dispute Resolution Procedures

Evidence of Annual training for staff

Evidence of NCHE posters in all district buildings and in the community.(Checked Onsite)

Examples and Evidence of coordination of services.

Evidence of Transportation Plan for students experiencing Homelessness.

Foster Care

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

Question 1

Required

Reference: ESEA Section 1111(g)(1)(E)

Provide evidence that LEA 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.

Evidence of Foster care best interest determination, enrollment and records transfer policy/procedures

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

Question 2

Required

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.

Fiscal and Operations

Group Name | **Fiscal and Operations**

Question 1

Required

Reference: Uniform Guidance 2 CFR Part 200.403(a)
ESEA Section 6311(b)(2)(B)(vii)(III)

Provide fiscal records **from the prior fiscal year** that demonstrate that the district conforms with Uniform Guidance and grant spending requirements for each Consolidated ESEA grant that the district received, and if applicable, for the Title I Schoolwide Pool.

For each grant the district received, or for the Title I Schoolwide Pool, provide if applicable, an Account Report (ACTRPT), Budget Summary by Operational Unit (BUDSUM by OPU), Budget Ledger (BUDLED), Financial Detail Report (FINDET), and/or any other financial documents that provide evidence of compliance with grant spending requirements.

Upon request, voucher packets with more information for specific costs (purchase orders, invoices, receipts, etc.)

Question 2

Required

Reference: Uniform Guidance 2 CFR Part 200.302 ESEA Section 6311(b)(2)(B)(vii)(III)

LEA maintains direct oversight of use of all federal subgrants.

Be able to describe process for showcasing oversight of all federal funding expenditures.

Question 3

Required

Reference: Uniform Guidance 2 CFR 200.318(c)(1))

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

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

Question 4

Required

Reference: Uniform Guidance 2 CFR 200.318

The district has documented disposition procedures for the disposal of property or services. Disposition procedures conform to the procurement and disposition standards.

Copy of Disposition Policy and Inventory of items (if applicable)

Question 5

Required

Reference: Uniform Guidance 2 CFR 200.430(i)

The district has a system to estimate work time and payments accurately, ensuring they meet Federal award requirements. Internal controls verify the final charges are correct, permissible, and allocated properly. Documentation may include daily work schedules to reconcile with reported expenditures and total hours worked.

Copies of Semi-Annual Certifications for employee(s) working on a single federal cost objective

Time and Effort logs for employees working on multiple federal cost objectives

Time and Effort logs for employees working on multiple federal cost objectives

Documentation may include daily work schedules to reconcile with reported expenditures and total hours worked.

Question 6

Required

Reference: ESEA Section 8521

An LEA may receive its full allocation of funds under applicable ESEA programs only if the SEA determines that the combined fiscal effort per student or the aggregate expenditures of State and local funds for free public education in the LEA for the preceding fiscal year is not less than 90% of that for the second preceding fiscal year.

Maintenance of Effort Passed in DEW Management System *or* LEA Received a waiver or exemption.

Question 7

Required

Reference: ESEA Section 1112(c)(6)

The LEA assures that all staff paid for with ESEA funds meet State licensure requirements.

Be able to describe the LEA processes and procedures for ensuring that federally funded staff meet state licensure requirements, including any steps the LEA takes to correct if a staff member paid with federal funds does not *or* no longer meets state licensure requirements.

Upon request, provide a listing of federally funded personnel, including their CORE identification number, subject and grade span taught.