
Title I-A Improving Basic Programs - Parents Right to Know - Questions: (0/4) - Not Started

Question 1

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.

* Parents Right to Know notice

Question 2

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

** 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.

Timely Notification

N/A (If all teachers are properly certified/licensed)

Question 3

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

** 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 Notification

District website

Question 4

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 notifications that are timely and provided in a language that the parents can understand

N/A

Title I-A Improving Basic Programs - Building Eligibility/Allocations - Questions: (0/2) - Not Started

Question 1

Section: 1113(a)

** Building Eligibility low income data and CEP documentation is maintained for audit purposes.

Free & Reduced Priced meal applications forms

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Ohio Household Income Forms

CEP identified student counts

Question 2

Section: 1113(c)(1)

**** Evidence of Title I school budget and expenditures as represented by the Title I school Allocations in the CCIP Consolidated Application**

* Title I-A school budgets/Budsum sorted by OPU, Object, and Function

Title I-A Improving Basic Programs - Schoolwide Programs - Questions: (0/1) - Not Started

Question 1

Section: 1114 34 CFR 200.26(c)

**** 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 planning for SW-New Title I-served buildings (e.g. meeting agendas, minutes, written drafts, list of planning team members) made available to the district agency, parents and public.

* Evidence of annual evaluation (e.g. parents/students surveys, student data, meeting agendas)

* Evidence-based criteria to support student achievement. Evidence Based Rubric:
<https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=81734> Evidence Based Criteria:
<https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=81733>

Title I-A Improving Basic Programs - Targeted Assistance Program - Questions: (0/3) - Not Started

Question 1

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 Student 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 Head Start served, Migrant Neglected, Delinquent and/or Homeless, if applicable)

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

* Evidence-based criteria to support student achievement

Question 2

Section: 1115(b)(2)(A)(B)(C)(D)(E)(F)(G)

**** Implements the targeted assistant program component requirements.**

Evidence of regular education teacher and Title I teacher collaboration

Coordination of services, as applicable

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- Lesson plans
- Professional Development activities
- Parental Involvement activities

Question 3

Section: 1115(d)

****** Integration of Professional Development promoting the integration of Title I staff into the regular school program, overall school planning and improvement efforts.

- Evidence of equitable teacher schedule
- Professional Development activities

Title I-A Improving Basic Programs - Parent and Family Engagement - Questions: (0/7) - Not Started

Question 1

Section: 1116(a)(2)

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

- * District Parental Involvement Policy
- * Annual Review of the District Parental Involvement Policy

Question 2

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

****** Building budgets and program activities are documented for those districts who receive greater than \$500,000 in Title I-A and are required to reserve 1% of its allocation to carry out parent and family engagement activities.

- * Title I Parental Involvement building budgets (Not less than 90 percent is distributed to the Title I served buildings, with priority given to high-needs schools)
- * Evidence supports the involvement of parents regarding how these funds are allocated (e.g. sign in sheets, agendas, surveys)
- N/A

Question 3

Section: 1116(b)(1)

****** 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.

- * Title I school family engagement plan with the most recent reviewed date
- District website/Newsletters/student-parent handbooks

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Question 4

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.

- * Meeting agendas and sign-in sheets
- communication materials (e.g. newsletters, brochures, website announcements)

Question 5

Section: 1116(c)(3)

****** 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).

- Committee member list
- Meeting agendas and sign-in sheets
- Parent surveys
- Parent teacher conference records, parent contact records
- Other Supporting Documents

Question 6

Section: 1116(d)

****** 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 (parent signature optional)

Question 7

Section: 1116(e)

****** Evidence of involvement, training and assistance to 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, communications
- * Evidence-based criteria to support effective parental involvement

Title I-A Improving Basic Programs - Certified/Licensed Teachers, Qualified Instructional Paraprofessionals - Questions: (0/1) - Not Started

Question 1

Section: 1112(c)(6)

** The district ensures that all teachers and paraprofessionals working in a program supported with Title I funds are State certified/licensed

- * Completed Federally funded personnel Excel file
- Personnel Records (certification/license, transcripts)
- Teachers and paraprofessionals schedule of assignment

Title I-A Improving Basic Programs - Nonpublic School Service - Questions: (0/3) - Not Started

Question 1

Section: 1117(a)(1), 1117(c)

** 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.

- Payroll records
- School-Parent compacts for Title I served students
- Evidence of parent involvement activities, trainings, materials
- Completed Federally funded personnel Excel file (if applicable)
- Inter-district agreements or third-party contracts (if applicable)
- 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
- Not Applicable

Question 2

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.

- Meeting agendas, sign-in sheets, emails
- Nonpublic student's low income forms
- Not Applicable

Question 3

Section: 1117c(d)

** The district controls and administers all Title I funds, materials, equipment and property purchased with these funds.



- Payroll records
- Inventory
- Purchase Orders
- Not Applicable

Title I-A Improving Basic Programs - Fiscal Requirements - Questions: (0/3) - Not Started

Question 1

Section: 1118(2), 1114(a)(2)(B)

**** 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 ODE Guidance on Supplement Not Supplant Compliance under ESSA at <https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=80333>**

- District written methodology for one of the two Supplement, Not Supplant methodologies selected in the CCIP Title I Supplement, Not Supplant
- N/A

Question 2

Section: Uniform Guidance (2CFR Part 200)

**** Fiscal Records demonstrate that the district conforms with the Uniform Guidance and the requirements of the grant.**

- * Fiscal Reports and Records

Question 3

Section: 1118(c)(3)(B)

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

- * Copies of written comparability procedures
- Copy of completed annual comparability report
- Source documentation, including the district organizational chart
- N/A

Title II-A Supporting Effective Instruction - Application and Consultation - Questions: (0/3) - Not Started

Question 1

Section: 2103(a)

**** The district develops, implements and evaluates the comprehensive programs being carried out under this grant.**

- * Evidence of Programs Implemented and Evaluated under this part



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Question 2

Section: 2103(b)

** Programs and activities provided are in accordance with the purpose of the title, address the learning needs of all students, and are evidence-based to the extent that the SEA has determined such evidence is reasonably available.

- * Evidence-based criteria spreadsheet to support the use of Title II-A.Evidence Based Rubric:
<https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=81734> Evidence Based Criteria:
<https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=81733>

Question 3

Section: 2301

** Funds made available under this title shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this title.

- Fiscal Records
 Teacher to Student Ratio for Class Size Reduction - if applicable
 Not Applicable - Funds Transferred

Title III - Language Instruction for English Learners - Questions: (0/11) - Not Started

Question 1

** 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.

- N/A. LEA does not belong to a Title III consortium
 Meeting notes, minutes, agreements/contracts, etc., demonstrating participation in the consortium

Question 2

Section: EOA 20 U.S. Code § 1703(f); ESSA §3115(f)(1), §3116(a-b); 1990 OCR Memorandum

** The LEA has a local program plan or handbook describing its effective EL program(s) and activities undertaken by the LEA to assist English learners.

- * EL program handbook/manual or a written description of the program(s) and activities for ELs
 * List of EL program staff with position descriptions, including names, titles, workload, grade and assignments, and duties
 Evidence demonstrating increase in student's English proficiency and academic achievement

Question 3

Section: ESSA §3111(b)(2)(A)

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

- * Copies of completed Language Usage Surveys

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* Results of OELPS

Question 4

Section: ESSA §1111(b)(2)(G); §3111(b)(2)(A)

**** LEAs administer annually the Ohio English Language Proficiency Assessment (OELPA) to all English learners. Parents are notified of student status and progress. Students who assert proficiency on the OELPA are exited from EL program**

- * OELPA results for the LEA's English learners
- * Notifications to parents/guardians of OELPA results

Question 5

Section: 1991 OCR Memorandum; Title VI of the Civil Rights Act; EEOA

**** 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.**

- * Communications to ELs and their parents/guardians in an understandable format about the available programs and activities
- Age-appropriate placement of ELs
- EL-specific learning materials, such as supplementary textbook materials and educational software, that support ELs' access to age-appropriate grade-level content
- Professional development for content area teachers on effective instruction strategies for ELs
- Initiatives contributing to school culture that are inclusive of cultural and linguistic diversity
- Documentation of the number of ELs in LEAs programs and activities
- Inclusion of EL program staff in the selection of learning materials, such as textbooks

Question 6

Section: Title VI of the Civil Rights Act; EEOA

**** 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 description of monitoring process
- Description of LEA's protocol for re-identifying a student as an EL

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Question 7

Section: ESSA §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 show how other funds are used to complete the required activities.**

* Records indicating use of Title III funds in each of the required categories.

Question 8

Section: ESSA §3115(g)

**** Federal funds shall be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.**

* Financial records documenting the use of federal, state and local funds for the EL program and related activities.

LEA leaders can explain how the EL program satisfies obligations to English learners and how Title III funds are used to supplement the core program and services

Question 9

Section: ESSA §1112(e)(3)(A-B)

**** Within 30 days of the start of the school year (or within two weeks of placement 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 in an understandable and uniform format.**

* Notification in English sent by the LEA to parents for students newly identified during the current fiscal year

* Notification in language(s) other than English sent by the LEA to parents or explanation of how the LEA ensured the information was understood by limited English proficiency parents

Question 10

Section: ESSA §1112(c)(6), ORC 3319.074, and ESSA §3116(c)

**** Teachers in the EL program are properly certified or licensed and are fluent in English and other language(s) used for instruction, including written and oral communication skills.**

* Copies of teacher credentials (licenses, endorsements, certifications, permits)

Description of LEA's process for ensuring teacher fluency

Documentation of teachers' fluency in English and other languages

Documentation of teachers' progress toward TESOL certification (licensure or endorsement)

Question 11

Section: ESSA §3121(a)

** Each LEA provides the Ohio Department of Education, at the conclusion of every second fiscal year (odd fiscal years) during which the Title III funds are received, with a report 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.

* Complete EL program evaluation

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

Title IV-A Student Support and Academic Enrichment - Title IV-A Student Support and Academic Enrichment - Questions: (0/1) - Not Started

Question 1

Section: 4107, 4108, 4109, 4110

** Funds made available under this subpart support the programs and activities selected in the CCIP consolidated application and shall be used to supplement, and not supplant, non-federal funds that would be otherwise be used for activities authorized under this subpart

* District fiscal records and source documentation

* Evidence-based Strategies File to support the use of Title IV-A. Evidence Based Rubric:

<https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=81734> Evidence Based Criteria:

<https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=81733>

* Evidence of activities for well-rounded education, supprt safe and healthy students, and effective use of technology for districts with more than \$30,000.00 in allocations

Title V-B Rural and Low Income - Title V-B Rural and Low Income - Questions: (0/1) - Not Started

Question 1

Section: 5222(a)

** Title V-B Rural and Low Income Funds are used to supplement, and not supplant, any other federal, state, or local education funds. District fiscal records and source documentation supports the programs and activities being funded to improve student achievement under the following allowable activities; Title I-A, II-A, III, IV-A, Parental Involvement Activities

* District fiscal records and source documentation

Uniform Provisions Subpart 1 Section 8501: Participation by Private School Children and Teachers - Questions: (0/4) - Not Started

Question 1

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

Question 2

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

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

Evidence of consultation

Question 4

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.

Purchase orders

Inventory

Payroll Records

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards - Fiscal Records - Questions: (0/3) - Not Started

Question 1

** Fiscal year records, including Account History (ACCRPT) and Budget Account Information (BUDLED), are accurately maintained by the district

* Account History (ACCRPT) for current fiscal year - Sort by Fund/Staff Name

* Budget Account Information (BUDLED) for current fiscal year - Sort by Fund/Function/Object (only include objects 400, 500, 600 and 800)

Question 2

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 loss, damage, or theft, including date(s) performed.

* Inventory list

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



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

N/A

Question 3

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

McKinney-Vento Homeless Assistance Act - Questions: (0/5) - Not Started

Question 1

Section: 722(g)(7)(A)(B), 722(g)(3)(E)(i,ii,iii,iv)

****** District has an up-to-date homeless board policy, enrollment and dispute procedures

* Homeless Board Policy

Enrollment forms and procedures in place to facilitate immediate enrollment

Procedures for removing barriers for fees, fines, and absences

Meeting Agendas supporting review of district policy/procedures to remove barriers

* A copy of the Dispute Procedure (state provided, customized to district)

Dispute Template (to be used in case of dispute)

List of disputes addressed

Question 2

Section: 722(g)(1)(D)

****** Awareness training/information is provided for school personnel

Meetings agendas

* Certificates of completion for homeless awareness trainings

Specialized training (FAFSA, HUD, Credit accrual, College Readiness, Trauma Informed Care)

Question 3

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

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Question 4

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

Forms, written agreements, transportation request forms, log, etc. to show evidence of coordinated transportation services. Includes type of transportation service provided, any arrangements or agreements with neighboring districts, start and stop dates etc.

Question 5

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 - Questions: (0/1) - Not Started

Question 1

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.

* Transportation plan and best interest determination procedure

N/A

