



Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

FY20 Federal Programs Building Focused Review Worksheet

Table with 4 columns: District, Building, Date, Building Principal, ODE Consultant, SST Member, School Status, Title I Service.

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

- 1. Qualification for Teachers and Instructional Paraprofessionals: All teachers (tutors) and paraprofessionals working in a Title I-A program...
2. Parent Right-to-Know (ESSA, Section 1112(e)(1)(A)): At the beginning of each school year...
3. Timely Notice (ESSA, Section 1112(e)(1)(B)(i)(ii)): A school that receives funds under Title I-A...
4. Testing Transparency (ESSA, Section 1112(e)(2)(B)(C)): At the beginning of each school year...

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

6. ***Title I-A Targeted Assistance Building (ESSA, Section 1115):**
 - a. Eligible lists for children from eligible population:
 1. Rank Order list based on greatest need for service by subject and grade level
 2. Average daily served
 - b. Eligibility Criteria for the most at risk of failing state's academic achievement standards:
 1. Selected on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.
 - c. Needs Assessment (annual parent/staff/teacher survey feedback):
 - d. Teacher Schedules (equitable assignments):
 - e. Documentation supports Components of a Targeted Assistance School:

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

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

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

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

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

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

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

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

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

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

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

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

H. Fiduciary:

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

I. Supplement, Not Supplant:

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

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