

## FY 2023 Consolidated ESEA Self Survey

### Instructions: (Not Started)

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: Assurance

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 (In Progress)

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.
- District has 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.
- Description for how the district disseminates this information 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 8 \* Required

**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

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

Question 12 \* Required

**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.

Question 13 \* Required

Schoolwide Programs use evidence-based interventions and improvement strategies described in the SW building plans.

Interventions and improvement strategies implemented are evidence-based and there is evidence of evaluation for effectiveness through meeting notes, data files, etc. 1.) Add List of intervention and/or improvement strategies on Evidence-based spreadsheet and 2) add the evidence or the plan for evaluating effectiveness of selected intervention/improvement strategies. Complete Title I tab on evidence-based spreadsheet in evidence-based section.

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 14 \* Required

**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.

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

Question 21 \* 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 23 \* 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 24

\* 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 25

\* 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 26

\* 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.) Describes the school's 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.

Question 27

\* 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 28

\* Required

**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)
- Completed Federally funded personnel Excel file for district and third party contracted staff
- 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 29

\* Required

**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)
- Describe in the textbox the process for verification of student low income status used during consultation with the nonpublic school.

Question 30

\* Required

**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 31

\* Required

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 33

\* Required

**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 34

\* Required

**Reference: Section: Uniform Guidance (2CFR Part 200) Internal Controls**

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

- Fiscal Reports and Records provided in Uniform Administrative Requirements....section and building allocation section

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Question 35

\* Required

**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

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**Title I School Improvement Sub A ESEA Section 1003 (Not Started)**

Group Name | **Comprehensive Support and Improvement ESEA Section 1111(d)(B)**

Question 1

\* Required

**Reference: Needs Assessment**

Each identified building has developed a comprehensive needs assessment that identifies priority needs for school improvement.

- There is a comprehensive needs assessment completed for each identified building in the CCIP Planning Tool.
- There is evidence of school specific needs identified - Provide district/building notes, agendas for ONA.
- There is evidence of stakeholder involvement in the process - Provide sign-in sheets for ONA meetings.

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Question 2

\* Required

**Reference: Comprehensive Improvement Plan**

Each identified building has completed a comprehensive support and improvement plan to improve student outcomes by addressing identified indicators and providing evidence-based improvement strategies and interventions.

- The Building has completed a Comprehensive Improvement Plan and addressed all required history log notes in the planning tool from plan reviewers to assure that all required criteria is included in plan.
- Provide evidence of intervention and improvement strategy/ies implementation in the building such as schedules, specific activities, Building Team Meetings, etc
- Intervention and improvement strategies are Evidence-Based. Complete School Improvement Tab on Evidence-Based spreadsheet.

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Question 3

\* Required

**Reference: LEA Monitors Building Progress**

LEA monitors and provides supports to identified buildings with implementation of plan and student outcomes.

- Provide meeting notes such as DLT, BLT, and TBT meetings or other activities that demonstrate LEA support.
- Description of LEA support for identified buildings.
- Show evidence that building and district adult implementation measures data is routinely evaluated
- Show evidence that building and district student progress measure data is routinely evaluated

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Question 4

\* Required

**Reference: Fiscal Requirements**

The LEA distributes funds accordingly to each identified building as prescribed in Title I Non-Competitive School Quality Improvement Grant Application

- Provide building level budget and expenditure reports such as a BUDSUM or other fiscal document that demonstrates amounts budgeted and expended to date

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Question 5

\* Required

The LEA assures that funds expended at each building are allowable under the fund, meet the intent and purpose of the fund and align with the building improvement plan.

- Provide building level budget and expenditure reports such as a BUDSUM or other fiscal document that demonstrates amounts budgeted and expended to date

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## Title II-A Supporting Effective Instruction (Not Started)

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

Question 3 \* Required

### 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.

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

Question 5 \* 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.

- Provide the District Professional Development Plan.  
 Description for how it supports the district needs assessment and improvement plan.

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

Question 6 \* Required

### 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

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Question 7 \* Required

### Reference: Evidence Based PD Strategy: Improving Instruction

Activities provided under this fund are evidence-based. The district evaluates effectiveness of such activities and programs provided with these funds.

- Add activity to Evidence-based spreadsheet in Evidence-Based Strategy section on Title IIA tab to support the use of Title II-A with these activities.  
 N/A (Item selected in application, but activity not implemented)

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Question 8 \* Required

### 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

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Question 9 \* Required

**Reference: Evidence-Based Professional Development:Whole Child Supports**

Activities provided under this fund are evidence-based. The district evaluates effectiveness of such activities and programs provided with these funds.

- Add activity to Evidence-based spreadsheet in Evidence-Based Strategy section on Title IIA tab to support the use of Title II-A with these activities.
- N/A (Item selected in application, but activity not implemented)

Question 10

\* Required

**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

Question 11

\* Required

**Reference: Evidence-based Activities: Educator and School Leader Growth, Retention and Support**

Activities provided under this fund are evidence-based. The district evaluates effectiveness of such activities and programs provided with these funds.

- Add activity to Evidence-based spreadsheet in Evidence-Based Strategy section on Title IIA tab to support the use of Title II-A with these activities.
- N/A (Item selected in application, but activity not implemented)

Group Name |

**Fiscal Records**

Question 12

\* Required

**Reference: Supplement, Not Supplant ESEA Title II Part C General Provisions Section 2301**

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 this title.

- Fiscal Records in Uniform Administrative Requirements.... section for Title IIA.

Question 13

\* 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.

- Fiscal Records in Uniform Administrative Requirements.... section for Title IIA.

**Title III Language Instruction for English Learners (Not Started)**

Group Name |

**Language Instruction for English Learners ESEA Section 3101**

Question 2

\* Required

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

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.

- Provide EL program handbook/manual or a written description of the program(s) and activities for ELs
- Provide List of EL program staff with position descriptions, including names, titles, workload, grade and assignments, and duties



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

Question 3

\* 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 4

\* Required

**Reference: Section: ESEA §1111(b)(2)(G); §3111(b)(2)(A) OELPS Parent Notice**

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.
- Provide a copy of the notifications to parents/guardians of OELPA results.

Question 5

\* 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 6

\* 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 8

\* Required

**Reference: Section: ESEA §3115(g) Supplement, Not Supplant**

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.

- Fiscal records provided document the use of federal, state, and local funds for the EL program and related activities. Provide fiscal records in Uniform Administrative Requirements.... Section for Title III.
- LEA Leaders can explain how the EL program satisfies obligations to English learners and how the Title I II funds are used to supplement the core program and services in the district.

Question 9

\* Required

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

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 in an understandable and uniform format.

- Provide the notification in English sent by the LEA to parents for students newly identified during the current fiscal year.
- Provide a copy of a notification in a language(s) other than English sent by the LEA to parents or
- Provide an explanation of how the LEA ensured the information was understood by limited English proficiency parents.

Question 10

\* Required

**Reference: Section: ESEA §1112(c)(6), ORC 3319.074, and ESSA §3116© Teacher's Credentials**

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)
- Documentation of teachers' fluency in English and other languages
- Documentation of teachers' progress toward TESOL certification (licensure or endorsement)

Question 11

\* Required

**Reference: Evaluation Section: ESEA §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

Question 12

\* 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.

- Fiscal Records and evidence provided

**Title IV-A Student Supports and Academic Enrichment (Not Started)**

Group Name |

**Student Supports and Academic Enrichments ESEA Section 4101 Subpart 1**

Question 1

\* Required

**Reference: Needs Assessment: Consultation ESEA Section 4106(c)(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, the process used to gather input from outside stakeholders, and ongoing consultation with these groups. This may include meeting agendas, notes, invitations or e-mail correspondence.

Group Name |

**Well-Rounded Education**

Question 2

\* Required

**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 (professional development trainings, staff schedules, fiscal records, documentation for evidence-based strategies as listed in the evidence based strategies file).
- Evidence of ongoing monitoring for effectiveness of programs, may include tools used to evaluate effectiveness of these programs (One Needs Assessment, Root Cause Analysis, District Assessment Data, School Climate Surveys, Title IV-A Application, 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 \* Required

**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 (professional development trainings, staff schedules, fiscal records, documentation for evidence-based strategies as listed in the evidence based strategies file).
- Evidence of ongoing monitoring to evaluate 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, Title IV-A Application, 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 \* Required

**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 (professional development trainings, staff schedules, fiscal records, documentation for evidence-based strategies as listed in the evidence based strategies file).
- Evidence of ongoing monitoring to evaluate the effectiveness of these programs. Tools used to evaluate effectiveness of these programs may be the One Needs Assessment, Root Cause Analysis, District Assessment Data, Surveys, Title IV-A Application, and Planning Tool Student/Adult Implementation Measures.

Group Name | **General Provisions**

Question 5 \* Required

**Reference: ESEA 4110 Supplement, Not Supplant**

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 for Title IV-A funds as required by the Uniform Administrative Requirements.

Question 6 \* 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.

- Fiscal Records and evidence of activities provided

**Title V-B Rural and Low Income (Not Started)**

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

- Description of activities supported by these funds.

Question 2 \* Required

**Reference: Allowable Uses of Funds**

Identify which programs, activities carried out with these funds are authorized under.

- Activities authorized under Title I-A  Activities authorized under Title II-A
- Activities authorized under Title III  Activities authorized under Title IV-A

Question 3 \* 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.

- Description of how program(s) implemented with these funds have helped students meet the challenging state academic standards
- Provide data used to monitor programs and evaluate effectiveness.
- Describe how the district is monitoring the effectiveness of the program provided with these funds
- Evidence of activities supported by these funds such as schedules, flyers, newsletters, webpage, etc.

Question 4 \* Required

**Reference: Supplement, Not Supplant ESEA Section 5232**

Funds made available under subpart 1 or 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds

- Fiscal records and evidence demonstrate supplement, not supplant with funds. Provide Title V-B fiscal records in Uniform Administrative Requirements.... section

**Expanding Opportunities for Each Child (Not Started)**

Group Name | **Expanding Opportunities for Each Child ESEA Section 1003A**

Question 3 \* Required

**Reference: ESEA Section 1003A(c)3**

A LEA receiving an award under this section may use funds to pay for allowable activities under this grant: Academic Courses Not Previously Available, Credit Recovery and Acceleration Courses, Post-Secondary Instruction, and Assessments, Career Pathways, Personalized Learning Experiences as selected in grant application.

- Provide evidence of activities provided with these funds for direct student services such as expanded course offerings, program/s, services, etc.

Question 4

\* Required

**Reference: ESEA Section 1003A(c)(4), (d)(4)**

LEAs receiving funds under this part shall provide such services to students enrolled in Priority and Focus buildings first and finally other low-achieving students enrolled in the LEA. Funds expended for this award are spent according to district prioritization and school allocations in grant application.

- Description for how the district determined to use funds awarded with this grant and how low achieving buildings and students are prioritized for these services
- Provide building level fund fiscal reports showing budgeted allocations and expenditures sorted by building (OPU), Object, and Function such as a Budsums.

**Properly Licensed Staff (Not Started)**

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.

**Evidence-Based Intervention and Improvement Strategies (Not Started)**

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 has identified for each program its evidence-based activity, strategy, or intervention for improvements using the four levels of evidence to address identified needs while considering its capacity to implement. Completed district's evidence-based spreadsheet of interventions, activities, and strategies supported with funds from this part.
- Description of the districts process to determine which activity, strategy or intervention to implement.
- The district has developed a plan for determining the effectiveness for strategies, interventions, and activities that fall under level 4 for evidence of effectiveness. Provide plan/s for items identified as a level 4 activity for determining effectiveness.
- The district routinely evaluates for effectiveness the strategies, activities, and interventions implemented with funds under this part. Provide district process for monitoring and evaluation. For Level 4 activities provide evidence of monitoring or evaluation.

**Uniform Provisions Subpart 1 Section 8501 (Not Started)**

Group Name |

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

Question 1

\* Required

**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

\* Required

**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.)

**Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Not Started)**

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 and ESSER 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 along with ESSER. Exclude IDEA reports for this review.

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 along with ESSER. - Sort report by Fund first, then Function code and next Object code. (report only needs to include objects 400, 500, 600 and 800) \*\*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 minutes meeting 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 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 SU BGRANTEE 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 of Inventory CFR Part D 200.318; 200.319; 200.320.

The district has document 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

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## McKinney-Vento Homeless Assistance Act (Not Started)

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. **Dispute Resolution Procedure**

- 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 procedures for removing barriers for fees, fines, and absences or
- 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

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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 FAFS A, HUD, Credit accrual, College Readiness, and or Trauma Informed Care.

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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.

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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

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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.)

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## Foster Care (Not Started)

Group Name |

**Foster Care Transportation ESEA Section 1112**

Question 1

\* Required

### 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 and best interest determination procedures for foster care children

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