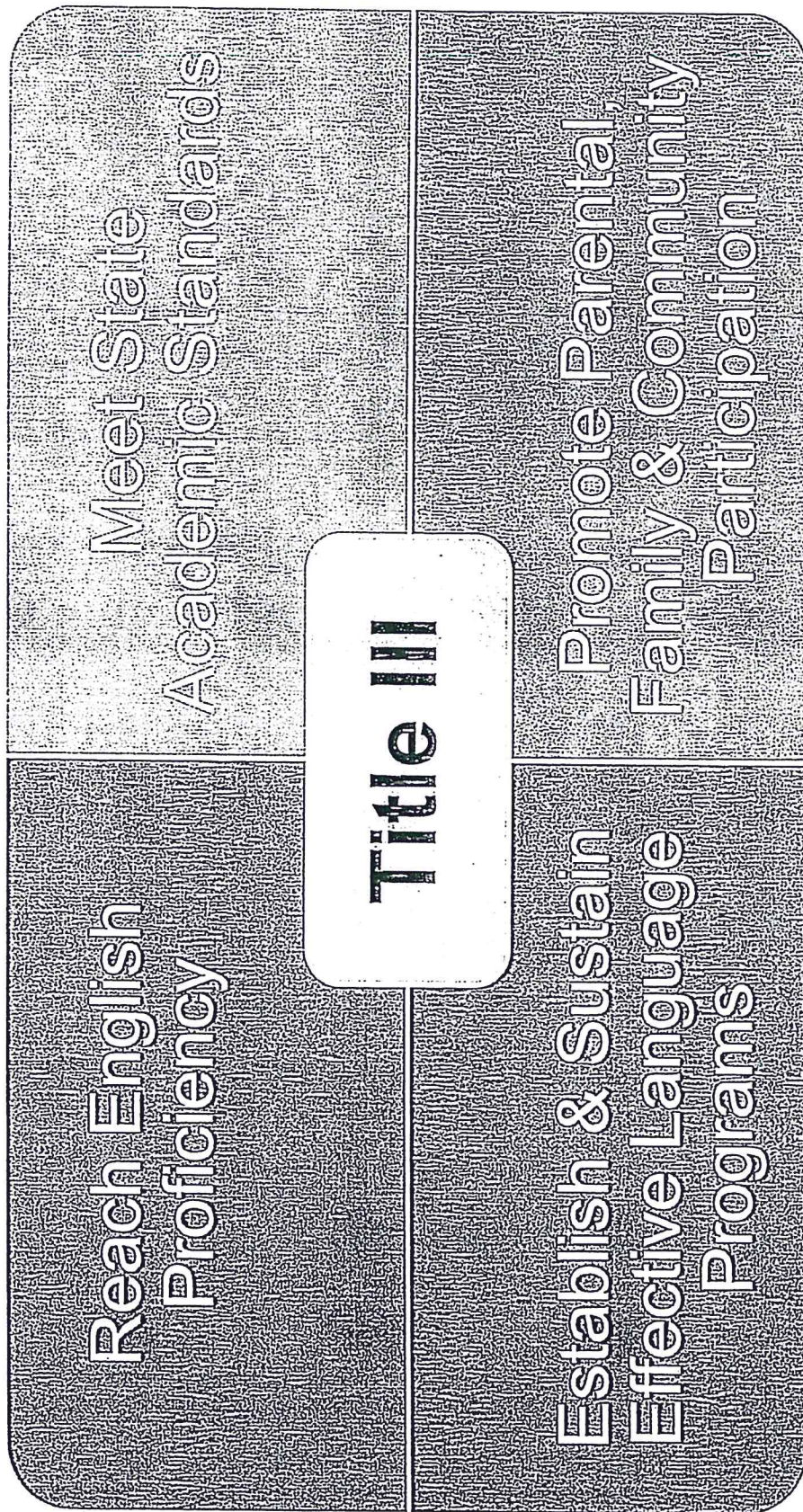
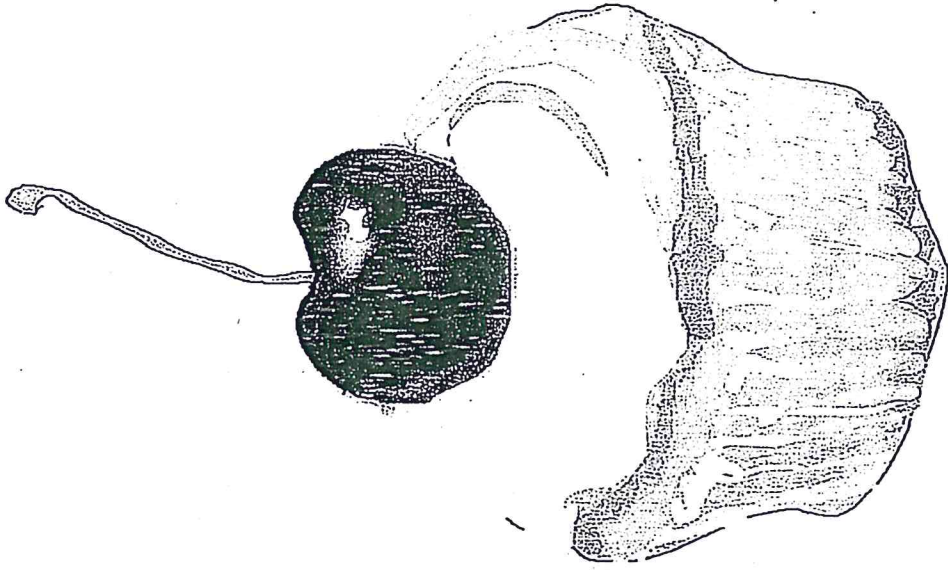


What is the purpose of Title III?



Supplement, Not Supplant



Cherry: Title III funds supplement programs for English learners and immigrant youth

Frosting: Title I funds provide funds to schools with the greatest financial need

Cake: General funds provide core programs and help meet the 10 obligations to English learners

Supplement, Not Supplant

Use these questions to decide Title III allowability:

1. *What is the instructional program or service for all students?*
2. *What does the district or school do to meet 10 obligations to English learners?*
3. *What is the district or school required by other federal, state and local regulations to provide?*
4. *Was the program or service previously provided with state, local and federal funds?*

Obligations to English Learners

1. Identifying and assessing all potential EL students
2. Providing language assistance to EL students
3. Staffing and supporting an EL program
4. Providing meaningful access to all curricular and extracurricular programs
5. Avoiding unnecessary segregation of EL students

Obligations to English Learners

6. Evaluating EL students for special education and providing dual services
7. Meeting the needs of students who opt out of EL programs or particular services
8. Monitoring and exiting EL students from EL programs and services
9. Evaluating the effectiveness of the EL program(s)
10. Ensuring meaningful communication with limited English proficient parents

2019 Title II Compliance Survey

Fiscal Year 2019 Title III Compliance

The Ohio Department of Education monitors districts and community schools participating in the Title III – Language Instruction for English Learners and Immigrant Students grant program for compliance annually with the survey items below. The Title III compliance items are part of the Office of Federal Programs' Consolidated Elementary and Secondary Education Act (ESEA) Grants survey. The Department presents the Title III section of the survey below to help subgrantees' prepare for Title III monitoring. Annually, the Department assigns subgrantees a self-, desk- or on-site survey. The compliance items are identical across the three surveys.

Item Format. Each item is numbered 1-12 and has a short title for reference. Text then describes the requirement for subgrantee compliance. Links to federal and state statute and policy assist subgrantees in understanding the requirement. The bulleted information is the evidence subgrantees submit to the Department to indicate compliance. Evidence marked with an asterisk (*) is required. Bullets without an asterisk are suggested indications of compliance.

Question 1 – Title III Consortium Participants

A local education agency (LEA) in a Title III consortium complies with the same requirements as other Title III grantees. Therefore, consortium members and the fiscal agent must have the required documentation for the below indicated sections of Title III compliance.

- ☐ Not applicable. LEA does not belong to a Title III consortium.
- ☐ Meeting notes, minutes, agreements, etc., demonstrating participation in the consortium

Question 2 – Providing an Effective Program

The LEA has a local program plan or handbook describing its effective English learner (EL) program(s) and activities undertaken by the LEA to assist ELs (1990 U.S. Office of Civil Rights Memorandum; Equal Educational Opportunity Act (EEOA) 20 U.S. Code § 1703(f); and Every Student Succeeds Act (ESSA) §3115(f)(1), §3116(a-b)).

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

NEW! Question 3 – Identification of English Learners

The LEA adheres to Ohio's standardized procedures for identifying English learners by administering the Language Usage Survey and Ohio English Language Proficiency Screener (OELPS) (ESSA §3111(b)(2)(A)).

- ☐ *documented use of Language Usage Survey (sample of completed surveys and results is okay)
- ☐ *results of OELPS (sample of results is okay)

NEW! Question 4 – Assessment and Exit of English Learners

The LEA administers annually the Ohio English Language Proficiency Assessment (OELPA) to all English learners. Parents are notified of student status and progress. Students who attain proficiency on the OELPA are exited from EL program (ESSA §1111(b)(2)(G); §3111(b)(2)(A)).

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

NEW! Question 5 – Providing Meaningful Access

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 (1991 OCR Memorandum; Title VI of the Civil Rights Act; EEOA).

- ☐ *Communications to ELs and their parents or 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 the LEA's programs and activities
- ☐ Inclusion of EL program staff in the selection of learning materials, such as textbooks

NEW! Question 6 – Monitoring Former English Learners

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 (Title VI of the Civil Rights Act; EEOA).

- ☐ *Monitoring forms or written description of monitoring process
- ☐ Description of LEA's protocol for re-identifying a student as an EL

Question 7 – Required Activities

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 (ESSA §3115(c)(1-3)). 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 – 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 (ESSA §3115(g)).

- ☐ *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 – Parents Right to Know

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 EL and eligibility for participation in the language instruction educational program in an understandable and uniform format (ESSA §1112(e)(3)(A-B))

- ☐ *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 proficient parents

Question 10 – Teacher Qualification

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 (ESSA §1112(c)(6); §3116(c); and Ohio Revised Code 3319.074).

- ☐ *Evidence of teachers' qualification (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 – EL Program Evaluation

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 (ESSA §3121(a)).

- ☐ *Complete EL program evaluation
- ☐ *Alignment of past EL program evaluation with use of Title III funds

NEW! Question 12 – Immigrant Children & Youth Activities

LEAs receiving a Title III Immigrant award use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth (ESSA §3115e).

- ☐ Records indicating use of Title III Immigrant funds.
- ☐ N/A. LEA did not receive Title III Immigrant funds in FY19

Q1 Title III Consortium

Participants

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

Q2 Providing an Effective 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.

Q3 Identification of ELs

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

Q4 Assessment and Exit of ELs

The LEA administers 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.

Q5 Providing Meaningful Access

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.

Q6 Monitoring Former ELs

LEA has 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.

Q7 Required Activities

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;
- 3) to promote engagement with the parents, family and community of English learners in their education.

Q8 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.

Q9 Parents Right to Know

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.

Q10 Teacher Qualification

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.

Q11 Program Evaluation

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.

Q12 Immigrant Children & Youth

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

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

Question 1

Section #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 #2

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

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

Section #3

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.

Defining ESSA Levels of Evidence

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

Section #4

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



FY2019 Consolidated ESEA Grants Self-Survey Review

- ☐ 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

Section #5

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)

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

Section #5 (cont'd)

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

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

Section #6

FY2019 Consolidated ESEA Grants Self-Survey Review

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

Section # 7

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
- ☐ N/A

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.

- ☐ Nonpublic student's low income forms
- ☐ Eligibility criteria (multi-criteria selection form)
- ☐ Rank order student list of identified, eligible students having the greatest need for service
- ☐ Meeting agendas, sign-in sheets, emails
- ☐ N/A

Question 3

Section: 1117c(d)

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

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- ☐ Payroll records
- ☐ Inventory
- ☐ Purchase Orders
- ☐ N/A

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

Section #8

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

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: (0/2) - Not Started

Section #1

Question 1

Section: 2103(a)

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

- ☐ * Evidence-based criteria to support the use of Title II-A.

FY2019 Consolidated ESEA Grants Self-Survey Review

Question 2

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

Title III - Language Instruction for English Learners and Immigrant Students - Title III Consortium participants - Questions: (0/1) - Not Started

Section #1

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

Title III - Language Instruction for English Learners and Immigrant Students - Providing an Effective Program - Questions: (0/1) - Not Started

Section #2

Question 1

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

Title III - Language Instruction for English Learners and Immigrant Students - Identification of English Learners - Questions: (0/1) - Not Started

Section #3

Question 1

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)).

☐ * Sample of completed Language Usage Survey

☐ Results of OELPS

Title III - Language Instruction for English Learners and Immigrant Students - Assessment and Exit of English Learners - Questions: (0/1) - Not Started

Section #4

FY2019 Consolidated ESEA Grants Self-Survey Review

Question 1

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

Title III - Language Instruction for English Learners and Immigrant Students - Providing Meaningful Access - Questions: (0/1) - Not Started

Section #5

Question 1

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

Title III - Language Instruction for English Learners and Immigrant Students - Monitoring Former English Learners - Questions: (0/1) - Not Started

Section #6

Question 1

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

Title III - Language Instruction for English Learners and Immigrant Students - Required Activities - Questions: (0/1) - Not Started

Section #7

FY2019 Consolidated ESEA Grants Self-Survey Review

Question 1

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.

Title III - Language Instruction for English Learners and Immigrant Students - Supplement, Not Supplant - Questions: (0/1) - Not Started

Section #8

Question 1

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

Title III - Language Instruction for English Learners and Immigrant Students - Parents Right to Know - Questions: (0/1) - Not Started

Section #9

Question 1

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

Title III - Language Instruction for English Learners and Immigrant Students - Teacher Qualification - Questions: (0/1) - Not Started

Section #10

Question 1

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)

FY2019 Consolidated ESEA Grants Self-Survey Review

- ☐ 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)

Title III - Language Instruction for English Learners and Immigrant Students - EL Program Evaluation - Questions: (0/1) - Not Started

Section #11

Question 1

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 III - Language Instruction for English Learners and Immigrant Students - Title III Immigrant - Questions: (0/1) - Not Started

Section #12

Question 1

Section: ESSA §3115e

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

- ☐ Records indicating use of Title III Immigrant funds
- ☐ N/A - LEA did not receive Title III Immigrant funds in FY19

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

Section #1

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 criteria to support the use of Title IV-A.

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

Section #1

FY2019 Consolidated ESEA Grants Self-Survey Review

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

Section #1

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)

FY2019 Consolidated ESEA Grants Self-Survey Review

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.
- ☐ 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

Section #1

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

FY2019 Consolidated ESEA Grants Self-Survey Review

☐

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

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

Section #1

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

Emergency Impact Aid - Questions: (0/1) - Not Started

Section #1

FY2019 Consolidated ESEA Grants Self-Survey Review

Question 1

Section: CFDA 84.938B and/or CFDA 84.938C

ATTENTION: This is a two part question. Please answer this question if your district received EITHER Assistance for Homeless Children and Youth Program (CFDA 84.938B) or Temporary Emergency Impact Aid for Displaced Students (CFDA 84.938C

Districts that received Assistance for Homeless Children and Youth Program (CFDA 84.938B) are to use funds to address the educational and related needs of these students consistent with section 723 of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) and section 106 of title IV of division B of Public Law 109-148 (the Hurricane Education Recovery Act). Districts must have the proper documentation and evidence available upon request. [https://www2.ed.gov/programs/eia/faq.html.\(page8-9\)](https://www2.ed.gov/programs/eia/faq.html.(page8-9))

Districts that received Temporary Emergency Impact Aid for Displaced Students (CFDA 84.938C) are to reimburse the unrestricted state and local expenses incurred during the 2017-18 school year to educate eligible displaced students enrolled during that period. Districts must have the proper documentation and evidence available upon request. (Put link to EIA program—guidance documents)

☐ Evidence of the displaced students enrolled during the period

☐

Expenditure reports demonstrating the state and local costs associated with educating the individual displaced student(s)

☐ N/A