

Program Audit and Compliance Tracking System (PACTS) Self Evaluation

The Program Audit and Compliance Tracking System (PACTS) is a four-tiered compliance monitoring system established by the Office of Federal Programs (OFP), Ohio Department of Education (ODE) in 2004. The four tiers include: [Data Quality Review](#); [Self Evaluation](#); [Telephone Survey](#), and [Onsite Review](#). The purpose of this system is to assist Local Educational Agencies (LEAs) in meeting compliance requirements with federal entitlement and competitive grants.

All LEAs in Ohio receiving federal grants are divided into three cohorts that are monitored on a three year cycle. Every LEA has to complete the PACTS Self Evaluation in their assigned cohort. You may view which cohort your LEA is in by accessing the district cohort list at: <https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=78157>

In the past, LEAs completed a web-based PACTS Self Evaluation available through the SAFE account. ODE is in the process of developing a new web-based system for the 2013-2014 school year.

In the interim, LEAs in the 2012-13 school year cohort may use the PACTS Self Evaluation that is available in the checklist format. LEAs can enter comments/explanations in the ‘Completed/Notes’ section of the checklist. **LEAs are requested to complete the PACTS Self Evaluation and submit the document to the Office of Federal Programs on or before June 30, 2013.** The Self Evaluation should be e-mailed to your OFP consultant.

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Elementary and Secondary Education Act

Title I – Improving the Academic Achievement of the Disadvantaged

Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies

Section	Indicator	Documentation	Completed/Notes
Parents Right to know			
1111(h)(6)(A)	At the beginning of the year, the district notifies all parents in all Title I buildings that they may request information regarding the professional qualifications of the student's classroom teachers, including: If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; If the teacher is teaching under emergency or temporary status in which State qualifications or licensing criteria are waived; The teacher's baccalaureate degree major, graduate certification, and field of discipline; and Whether the student is provided services by paraprofessionals, and if so, their qualifications.	Copies of parent notification for each Title I building	
1111(h)(6)(B)	District provides the following notifications to parents of students in Title I schools: Timely notice that the child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified; and Information on the level of achievement of the student in each of the State's academic assessments.	Copies of notification Copies of achievement information	
District Plan			
1112(b)(1)(A)	Description of high quality student academic assessments the district will use other than required state assessments to: Meet academic achievement standards; assist in diagnosis, teaching and learning; Determine what revisions to projects are needed; and Effectively identify students who may be at risk.	District Improvement Plan CCIP: District/ Agency Plan	
1112(b)(1)(C)	Description of hoe the district will provide additional educational assistance to individual students assessed as needing help in meeting state standards.	CCIP District Improvement Plan CCIP School Improvement Plans	

1112(b)(1)(D)	Description of the strategy for coordinating Title I programs with Title II programs to provide professional development.	CCIP: plan and fiscal resources	
1112(b)(1)(E)	Description of how the Local Educational Agency will coordinate and integrate services provided under this part with other educational services such as: Even Start; Head Start; and Services for students with Limited English Proficiency, students with disabilities, migratory students, neglected or delinquent students, homeless students, etc.	CCIP District/Agency Plan	
1112(b)(1)(F)	Assurance that the Local Educational Agency will participate, if selected in the National Assessment of Educational Progress in 4th and 8th grade reading and mathematics.	CCIP Assurance and participation list	
1112(b)(1)(G)	Description of the poverty criteria used to select school attendance areas.	Poverty Data	
1112(b)(1)(H)	Description of how teachers, in consultation with others, will identify eligible children most in need of services in Targeted Assistance schools.	CCIP activities Page	
1112(b)(1)(I)	General description of the programs to be conducted under sections 1114 and 1115 for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day schools.	CCIP: activities, planning tool	
1112(b)(1)(J)	Description of how the district will ensure that migratory and formerly migratory students are selected to receive services on the same basis as other children.	Description of subsection process	
1112(b)(1)(K)	If appropriate, a description of how the district will use Title I-A funds to support preschool programs.	CCIP: budget details page	
1112(b)(1)(L)	Description of the actions the district will take to assist its priority, focus, alert and improvement schools.	CCIP: plan and fiscal resources	
1112(b)(1)(N)	Description of how the district will meet the requirements of section 1119 related to teacher and paraprofessional quality standards.	CCIP: Title I and Title II-A District/building HQT objectives and results	
1112(b)(1)(O)	Description of the services provided for homeless children.	Description of services	

1112(b)(1)(P)	Description of the strategy for implementing effective parental involvement under section 1118 and the written district parent involvement policy.	Copy of Parent Involvement policy	
1112(b)(1)(Q)	If appropriate, a description of how the district will support extended learning (including before-school, after-school, summer school, and school year extension programs).	CCIP: budget details page	
District Plan Development and Duration			
1112(d)(1)	District develops a district plan in consultation with teachers, principals, administrators (including administrators of other NCLB title programs), and parents of children in Title I schools.	CCIP District Plan	
Parent Notification			
1112(g)(1)	District provides notification to parents of limited English proficient (LEP) students participating in Title I-funded LEP programs that supplement locally-funded LEP programs.	Copies of Parent Notification	
Building Eligibility			
1113(a)	Building Eligibility: The district uses Title I funds only in buildings that are eligible for Title I service (the number of low income students is at least 35% of the building's average daily membership or is at or above the districts average low-income percentage). The district rank orders and allocates funds to all Title I buildings. Buildings at or above 75% low-income are served in the order from highest to lowest low-income percentage regardless of the grade level, before ranking and serving buildings of lesser percentages.	CCIP: building eligibility and allocation pages, Free and reduced-priced meal application forms or Education Monetary Assistance Distribution (EMAD), Community Eligibility Option direct certification counts	
School Allocations			
1113(c)(1)	School Allocations: The district allocates funds to participating schools/attendance areas in the order the district ranks them on the Building Eligibility page in the CCIP.	CCIP: building eligibility and allocation pages	
Provide comparable Title I Part A services to homeless, neglected and delinquent students attending Non-Title I schools			
1113(c)(3)	Reserve such funds as are necessary to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing	CCIP: set-aside page	

	educationally related support services to children in shelters and other locations where children may live; children in local institutions for neglected and delinquent children.		
Schoolwide Program Building Eligibility			
1114(a)(1)	During the initial year of the Schoolwide program, the school must be at or above 40% low income.	CCIP Title I building eligibility and allocation pages	
Schoolwide Programs Components			
1114(b)(1)(A)	A comprehensive needs assessment of the entire school that is based on the achievement of children in relation to State academic content and achievement standards.	CCIP Planning Tool: Schoolwide building plan	
1114(b)(1)(B)	SW reform strategies based on scientific research that strengthen the core academic program, increase the amount and quality of learning time, and include strategies to address the needs of low-achieving students.	Documentation of reviewed research and its alignment with planned activities	
1114(b)(1)(C)	Instruction by highly qualified teachers, as defined by Federal law.	HQ records for all teachers and paraprofessionals	
1114(b)(1)(D)	High quality, ongoing professional development based on scientifically based research for teachers, principals, instructional paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff.	Expenditures to ensure high Quality professional development	
1114(b)(1)(E)	Strategies to attract highly qualified teachers to high-need schools.		
1114(b)(1)(F)	Strategies to increase parent involvement, such as family literacy services.	Expenditure for parental involvement	
1114(b)(1)(G)	Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.	Copies of interagency agreements	
1114(b)(1)(H)	Measures to include teachers in decisions regarding the use of the Ohio Achievement Tests and other assessments to improve the achievement of individual students and the overall instructional program (i.e., using data to inform instruction).		
1114(b)(1)(I)	Activities to ensure that students having difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective and timely additional assistance.		
1114(b)(1)(J)	Coordination and integration of Federal, State, and local	Meeting agendas	

	services and programs, including all titles in NCLB; violence prevention, nutrition, and housing programs; Head Start; adult education; vocational and technical education; and job training.	Copies of interagency agreements	
Schoolwide Programs Plan			
1114(b)(2)(a)	Any eligible school that desires to operate a SW program shall develop a plan that besides describing how the school will implement the 10 components, also: Describes how the school building will use Title I and other resources to implement the required components; Identify district, State, and other Federal programs that will be included in the SW program; Describes how the school will provide individual student assessment results, including interpretation of these results, to parents in a language that the parents can understand.	Copies of communications sent to parents, parent-teacher conferences, and Local report card results	
1114(b)(2)(B)	The comprehensive SW plan is developed during a one-year period; unless requirements of 1114(b)(2)(b)(i)(I) and 1114(b)(2)(b)(i)(II) are met; by a planning team that must include parents, other members of the community to be served, and individuals who will carry out the plan, including teachers, the principal, administrators, all Title I program administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and students, if the plan relates to a middle or secondary school; be annually evaluated using the results of the State's annual assessments and other indicators of academic achievement; is available to the public.	CCIP HL note documenting intent to become SW program Meeting agendas, minutes Planning team roster Evidence of review and evaluation	
Title I Programs (Targeted Assistance and Schoolwide) Based on Scientific Research			
	Scientifically based research, in NCLB, is defined as the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, including: Research that employs systematic methods that draw on observation or experiment; Research that involves rigorous data analyses adequate to test the stated hypotheses; Research that relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the	Documentation of the Research used to support the activities funded by Title I programs	

	same or different investigators; Research that is evaluated by using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls for evaluating the effects of the condition of interest, with a preference for random assignment to evaluate the effects that those designs contain within-condition or across-condition controls; Experimental studies presented in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on the findings; and Studies accepted by peer-reviewed journals or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.		
Targeted Assistance Program			
1115(b)(1)(B)	All children served by Title I in a Targeted Assistance building are found eligible using multiple academically related, objective criteria. Homeless children are eligible for Title I regardless of their attendance in a Title I-served building.	Eligibility list and established set of eligibility criteria	
Targeted Assistance Program Components			
1115(c)(1)(A)	Title I resources help participating children meet the State student academic standards expected for all children in reading and mathematics.	Copy of review of student results	
1115(c)(1)(B)	Planning for students served under this part is incorporated into existing school planning. Building completes a needs assessment of the entire school that is based on the achievement of children in relation to State academic content and achievement standards.	Copies of building plan	
1115(c)(1)(C)	Uses effective methods and instructional strategies that are based on scientific research that give primary consideration to providing extended time (such as extended school year, before-and after-school programs, and summer programs); help provide an accelerated, high quality curriculum; and minimize removing children from the regular classroom during regular school hours for Title I instruction.	Documentation of reviewed research and its alignment with planned activities	
1115(c)(1)(D)	Coordinates and supports the regular education program, which may include assisting preschool children in the	Meeting agendas/minutes Copies of interagency	

	transition from early childhood programs like Head Start, Even Start, Early Reading First, or preschools run by State or district funds.	agreements Lesson plans	
1115(c)(1)(E)	Provides instruction by highly qualified teachers.	Qualifications of Title I teachers	
1115(c)(1)(F)	In accordance with section 1119, provides sufficient professional development opportunities with Title I and other resources, if possible, for teachers, principals, paraprofessionals, other appropriate pupil services staff, and parents, especially to enable non-highly qualified teachers and paraprofessionals to become highly qualified according to the Federal definition.	Expenditures to ensure high Quality professional development PD evaluation feedback Needs assessment CCIP HQT plan component LEA PD plan, calendar	
1115(c)(1)(G)	Provides strategies to increase parental involvement in accordance with Title I parental involvement requirements in accordance with section 1118, such as family literacy services.	Expenditures for parental involvement District/building parent involvement plan CCIP building SI and SW components	
1115(c)(1)(H)	Coordinates and integrates federal, state, and local services, including programs supported under NCLB; violence prevention, nutrition, and housing programs; Head Start; adult education; vocational and technical education; and job training.	Communication with agencies Meeting Agendas	
Identification of LEAs in High, Medium or Low Support on Ohio Differentiated Accountability Model			
Ohio ESEA Flexibility Waiver	Setaside 20% of the Title I allocation in the ESEA Flexibility Waiver Requirement	CCIP Consolidated Application Title I Set Aside Page; Description of the use of the 20% set-aside, payroll records for funded staff, PD activities, CCIP Title I budget details page	
	Use the Decision Framework to create LEA and building needs assessments to develop one focused plan for the LEA. Institute and fully implement data driven goals (including subgroup performance data) to form one focused plan including PD for teachers and technical assistance by State Support Team or Educational Service Center.	Needs Assessment exported from Decision Framework to the CCIP Planning Tool Needs Assessment	
	Direct Title I funds to interventions including: expanded learning time, job embedded professional development, and other school specific needs as identified through the	CCIP Title I budget, payroll records for funded staff, description of PD activities,	

	intervention models and/or School Improvement Plans.	CCIP Title I budget details page	
	Establish a District Leadership Team (DLT), Building Leadership Teams (BLT) and Teacher Based Teams (TBT) in accordance with the Ohio Improvement Process.	DLT, BLT, TBT rosters; meeting agendas, meeting minutes	
	Implement other requirements outlined in the Ohio Differentiated Accountability System for your LEA appropriate level of support (High, Medium, and Low).	Documentation showing compliance with Differentiated Accountability support requirements	
Identification of Schools as Priority, Focus, Alert and Improvement Title I Schools.			
	SIG-funded Priority Schools (http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=812)	Documentation showing compliance with SIG requirements	
	Non-SIG funded Priority Schools (http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=134571)	Documentation showing compliance with non-SIG funded priority schools requirements and planning requirements	
	Focus Schools (http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=133591)	Documentation showing compliance with focus schools requirements	
	Alert Schools (http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=133592)	Documentation showing compliance with alert schools requirements	
	Improvement Schools (http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=133593)	Documentation showing compliance with improvement schools requirements	
Parental Involvement			
1118(a)(2)	District plans and implements programs, activities, and procedures for the involvement of parents in Title I programs. District jointly develops with, agrees on with, and distributes to parents a written parent involvement policy that establishes the district's expectations for parental involvement and describes how the district will: Involve parents in the joint development of the CCIP and in the process of school improvement; Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement; Build the schools' and parents' capacity for strong parental involvement by assisting parents in	Copy of district parent involvement policy	

	<p>understanding such topics as the State's academic content and achievement standards, academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children (including literacy and technology training) and by educating teachers, pupil personnel, principals and other staff in the value and utility of the contributions of parents and how to work with parents; Coordinate parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs (providing support for parental involvement activities as parents request it); Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including the identification of barriers to greater participation, especially by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; and Involve parents in the activities of the Title I-served schools.</p>		
1118(a)(3)	<p>District reserves no less than 1% of its Title I allocation (if over \$500,000) for parental involvement activities, including promoting family literacy and parenting skills. 95% of the 1% must be distributed to the schools. Parent of children participating in Title I must be involved into decisions regarding how the funds are allotted for parental activities.</p>	<p>CCIP: title I set-aside and budget page Documentation that shows parental involvement and input</p>	
School Parent Involvement Policy			
1118(b)(1)	<p>Each Title I school has to jointly develop with, and distribute to, parents of participating children a written parental involvement policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p>	<p>Copy of the School Parent Involvement Policy Evidence of dissemination and availability to the public</p>	
1118(c)(1)	<p>Each Title I-served school convenes an annual meeting to</p>	<p>Meeting agendas and sign in</p>	

	inform parents of their school's participation in Title I, as well as to explain Title I requirements and the right of parents to be involved.	sheets, Newsletters, Web-site announcements	
1118(c)(2)	Each Title I-served school offers a flexible number of meetings (the school may pay the cost of transportation, child care, or home visits for the purposes of parental involvement with Title I funds).	Copies of agenda, schedules, calendars etc.	
1118(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 involvement plan and the Schoolwide Plan.	Committee member list (this may include but is not restricted to meeting sign in sheets, parent surveys, parent teacher conference records and parent contract records) Date of most recent review	
1118(c)(4)	Each Title I-served school provides parents with timely information about Title I programs, an explanation of the curriculum used in the school, the types of academic assessment used, the proficiency levels students are expected to achieve, and, if requested by parents, opportunities to participate in decisions related to the education of their children.	Agendas, brochures, and other communications	
Parental Involvement School-Parent Compact			
1118(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 achievement, as well as the means by which the school and parents will build a partnership to achieve this end. The compact must: Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the State's academic achievement standards, and the ways each parent will be responsible for supporting their child's learning (e.g., monitoring attendance, homework completion, and television viewing; volunteering in their child's classroom; and participating, as appropriate, in decisions related to the education of their child and positive use of extracurricular time); Address the importance of communication between teachers and	Copy of school parent compact	

	<p>parents on an ongoing basis through, at a minimum: - Parent-teacher conferences in elementary school, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; -Frequent reports to parents on their child's progress; and - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.</p>		
<p>Parental Involvement Building Capacity</p>			
<p>1118(e)</p>	<p>To build capacity for involvement, each school will: Involve parents in the joint development of the CCIP, and in the process of school improvement; Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement; Build the schools' and parents' capacity for strong parental involvement by assisting parents in understanding such topics as the State's academic content and achievement standards academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children (including literacy and technology training) and by educating teachers, pupil personnel, principals, and other staff in the value and utility of the contributions of parents and how to work with parents; Coordinate parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs (providing support for parental involvement activities as parents request it); Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including the identification of barriers to greater participation, especially by parents who are economically disadvantaged, are disabled, have Limited English Proficiency, have limited literacy, or are of any racial or ethnic minority background; and Involve parents in the</p>	<p>Coordination and evaluation reports</p>	

	activities of the Title I-served schools.		
Parental Involvement Accessibility			
1118(f)	District ensures that information related to school and parent programs, meetings, and other activities is sent to parents of Title I children in a format, and to the extent possible, in a language that the parents can understand.	Copies of information provided to parents	
Highly Qualified Teachers			
1119(a)	The district receiving Title I ensures that all teachers hired and teaching in a program supported with Title I are highly qualified no later than the end of 2005-2006 school year.	HQT Worksheet Forms, Status Sheets, HQT Component, Personnel Records	
1119(b)(1)(A)	District reports annually to ODE, beginning with school year 2002-2003, the progress of the district as a whole and of each of its schools in meeting the annual teacher quality objectives.	District met Annual Measurable Objective, HQT Component	
New Paraprofessionals			
1119(c)(1)	District assures that all instructional paraprofessionals in programs supported by Title I who are hired after NCLB enactment (January 8, 2002) have done one of the following: Completed at least two years at an institution of higher education (72 quarter hours or 48 semester hours); Obtained an Associate's degree or higher; or Met a rigorous standard of quality and demonstrated, through a formal State or local academic assessment, the knowledge and ability to assist in instructing in the areas of reading readiness, writing readiness, and mathematics readiness as appropriate.	Personnel Records, Plan for meeting the Highly Qualified criteria	
Existing Paraprofessionals			
1119(d)	District assures that all instructional paraprofessionals currently working in programs supported by Title I satisfy the same paraprofessional requirements as new hires by Jan. 8, 2006	Plan for meeting the Highly Qualified criteria, Personnel records, ODE Worksheet Forms, Status Sheets	
Duties of Paraprofessionals			
1119(g)(2)	A paraprofessional may be assigned — to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; to assist with classroom management, such as organizing instructional	Paraprofessional Schedule Description of assigned duties	

	and other materials; to provide assistance in a computer laboratory; to conduct parental involvement activities; to provide support in a library or media center; to act as a translator.		
1119(g)(3)	A paraprofessional may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a highly qualified teacher; and may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.	Paraprofessional Schedule Description of assigned duties	
Verification of HQT compliance by building principal			
1119(i)	Principals of Title I schools attest, in writing, to the qualifications of all teachers and instructional paraprofessionals in the building.	Written attestation maintained at the school and district offices and available to the public upon request	
Minimum Expenditure for HQT			
1119(l)	District designates not less than 5% of Title I funds to provide high quality professional development (HQPDP) to ensure that non-"highly qualified" teachers become "highly qualified" as quickly as possible.	CCIP: title I set-aside page, Certifies does not need full 5%	
Participation of Children Enrolled in Private Schools			
1120(a)(1)	A district provides children who are enrolled in private elementary schools and secondary schools on an equitable basis services that address their needs, and ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.	CCIP budget page, NP purpose line, Set Aside page with amounts for NP HQT PD and NP PI; NS3 Participation Form; Payroll records; Inter-districts agreements or third party contracts	
1120(b)(1)	At a minimum, the district consults with the nonpublic school on the following: The method (or sources of data) the district will use to determine the number of nonpublic school students from low-income families residing in	NS3 Consultation guide; Copy of meeting agendas and sign-in sheets, NS3 Participation Form	

	participating public school attendance areas (usually this is the free and reduced-price meal application or the student income form [found in CCIP Doc Library]); How the district will identify the needs of academically eligible (failing or at risk of failing reading and/or mathematics) nonpublic school children; What services the district will offer to eligible nonpublic school children; How and when the district will make decisions about the delivery of services; How, where, and from whom the district will provide services to eligible nonpublic school children; How the district will academically assess the services to eligible nonpublic school children and how it will use those results to improve Title I services; and The size and scope of the equitable services the district will provide and the proportion of funds the district will allocate for these services (see School Allocation PPA page in CCIP).		
1120(c)	LEA provides equitable service amount for eligible NP students (academically eligible students are served with the amount generated by the low-income student count.	CCIP School Allocation PPA amount; Financial Records	
1120(d)	Public Control of Funds: a public LEA administers funds, materials, equipment, and property.	Payroll records, purchased orders	
Fiscal Requirements			
1120A(a)	Maintenance of Effort: District maintains 90% of its previous year's local and State funding.	Fiscal Records	
1120A(b)	Supplement Not Supplant: District does not use Title I funds to replace programs and activities that are required by State or local law, to replace those that were previously supported by State or local funds, or use Title I funds to provide services for children participating in a Title I program that the LEA provided with non-Federal funds to children not participating in Title I.	Fiscal Records	
1120A(c)	Comparability: District uses Title I funds only if State and local services taken as a whole or in part are substantially comparable in each school. Comparability forms are completed annually, and submitted biennially to ODE for approval on even numbered fiscal years, e.g. FY12, FY14, etc.	Copy of completed comparability form, written procedures and records	
1120B(a)	District works cooperatively with Head Start agencies and other entities carrying out early childhood development	Record of contact	

	programs.		
Carryover and Waiver			
1127	District cans carryover not more than 15 percent of the funds allocated for any fiscal year into the next fiscal year. The district can request a waiver once every three years if the request is reasonable and necessary. (The percentage limitation does not apply if the district receives less than \$50,000 a fiscal year.)	Fiscal Records, CCIP FER, waiver request	
For additional information contact your consultant in the Office of Federal Programs at 614-466-4161.			
Title I, Part C - Education of Migratory Children			
Application Assurances			
1304(c)(3)	District designed and implemented migrant program in consultation with Parent Advisory Council. In the planning and operation of migrant education programs and projects at both the state and local agency operating level, there is consultation with parent advisory councils (PACs) for programs of 1 school year in duration. All such (1 year) programs are carried out in a format and language understandable to the parents and provide for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical.	Parent Advisory Council Policy on file; MEP parent advisory council membership list(s)(PAC) Evidence of public meetings (invitations to parents of migratory children, agendas, minutes, list of attendees) Local MEP documentation that includes parent involvement provisions; LEA parent involvement policy Evidence of annual review date	
1304(c)(4)	In planning and carrying out migrant program district has adequate provision for addressing the unmet education needs of preschool migratory children.	Evidence of the integration of services available under this part with services provided by other programs.	
1304(c)(5)	The effectiveness of migrant program is determined, where feasible, using the same approaches and standards that are used to assess the performance of students and schools in regular Title I program.	MEP application Evidence that statewide MEP evaluation is used	
1304(c)(6)	Migrant programs and projects provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy	Activities that inform migratory parents, and families on how to gain access to family literacy education, and technology; transitional programs that enable high school students to transition to postsecondary or employment	

	programs, including such programs that use models developed under Even Start; the integration of information technology into educational and related programs; and programs to facilitate the transition of secondary school students to postsecondary education or employment.		
Migrant Identification & Recruitment			
1304(c)(7) 1309(2)	Each child identified for migrant education services is a child who has (or whose parent, spouse, or guardian) moved from one school district to another in the preceding 36 months in order to obtain (or accompany a parent, spouse, or guardian obtaining) temporary or seasonal employment in agricultural, dairy, or fishing activities as a principal means of livelihood.	Completed certificates of eligibility (COEs) for each student; Recruiter activity reports; Home visit logs; Interviews with MEP staff and migratory youth and/or their families; Re-interview process results; Documentation of process/procedures for correcting eligibility errors	
Priority for Services			
1304(d)	In providing services with Title I Part C funds, each recipient shall give priority to migratory children who are failing or most at risk of failing to meet State academic standards, and whose education has been interrupted during the regular school year.	Procedures for prioritizing migrant students in greatest need; Report of ITP scores, and teacher ratings); Assessment scores (English language proficiency); Interviews with LEA staff to determine how priority for services determinations are made (i.e., the criteria used to select children to receive MEP services)	
Continuation of Services			
1304(e)	Eligible for services - a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; a child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs; and secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.	List/s; COS for the migratory child who ceased to be a migratory child during a school term; A child who is no longer a migratory child may continue to receive services for one additional year, but only if comparable services are not available via other programs; High school students who were	

		eligible for services may continue to be served through credit accrual programs until graduation. * COS Must be reported to state each year provided	
Migrant Needs Assessment			
1306(a)	The district identifies the special educational needs of migratory children in accordance with a comprehensive State needs assessment plan.	Documentation of LEA needs assessment process Title I Part C Migrant Education Application Report of IPT data and teacher ratings	
Migrant Service Delivery and Coordination			
1306(a)(1)	A migrant education program must be specifically designed to meet the unique educational needs of migratory children. The State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that is integrated through joint planning with other local, State, and Federal programs, under this chapter or other Acts, as appropriate.	Title I Part C Migrant Education Application CCIP; Documentation of joint planning meetings, agendas, minutes, etc.; Documentation of coordinated services provided to migrant students; Evidence that each migrant student receives services from all applicable federal and state programs; Interviews with local MEP personnel; Interagency network meeting schedule or agendas	
Authorized Activities			
1306(b)	Migrant education funds shall first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. In particular, these funds shall be used to address needs not addressed by services available from other programs.	MEP application completed certificates of eligibility (COEs) Home visit logs MEP staff calendars and work products Time distribution records, timesheets, or time-and-effort reports for multi-funded personnel Records of expenditures for MEP	

		<p>staff, materials, equipment</p> <p>Interviews with teachers, principals, parents, and MEP personnel; CCIP budgets and FERs; Fiscal Policies/Procedures for Code of Conduct & Procurement; Job Descriptions & Duties, Staff Performance Evaluation Review</p>	
	<p>Any migrant education funds that are not used in the manner previously described [20 USC §6396(b)] must be used to coordinate migrant programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migratory children and their families.</p>	<p>MEP application</p> <p>Non-migrant program participation lists that demonstrate migrant student participation in those programs</p> <p>Interviews with MEP personnel</p>	
1308(b)(3)	<p>An LEA receiving assistance under this part shall make student records available to another SEA or LEA that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.</p>	<p>MEP application assurances</p> <p>CCIP</p> <p>Record/log demonstrating evidence of transfer of student records</p>	
Migrant Private School			
9501	<p>An agency receiving Title I Part C (Migrant Education) funds, after timely and meaningful consultation with private school officials shall provide special educational services or other benefits under this subpart on an equitable basis to eligible children who are enrolled in private elementary and secondary schools, and to their teacher and other educational personnel.</p>	<p>Private School Consultation Checklist</p> <p>Copies of letters and communication sent to private schools</p> <p>Copies of written affirmations signed by private school officials that consultation occurred</p> <p>Description of services provided to private schools</p> <p>Review of selection process for Title I Part C services to private school students</p> <p>Description of budgeting process used by district to ensure equitable access to services</p> <p>Documentation of private school teachers participation in</p>	

		professional development activities	
Conflict of Interest			
EDGAR 80.36(b)(3) Governor Strickland's Executive Order 2007-01s (EO#1).	The LEA has adopted and implemented conflict of interest policies that prevent real or apparent conflicts of interest.	Conflict of Interest Policy with the Adoption Date; Evidence of Annual Conflict of Interest Training	
For additional information contact Casimiro Martinez in the Office of Federal Programs at 614-466-4161.			
Title I, Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or at Risk			
Transitional and Support Services			
1422(b)	A local educational agency that serves a school operated by a correctional facility is not required to operate a program of support for returning youth if more than 30 percent of the children and youth attending the school operated by the correctional facility will reside outside the boundaries served by the local educational agency after leaving such facility. (Note- districts that are not required to offer transitional services may choose to do so).	Enrollment and attendance data indicating the percentage of youth who, upon release, are placed outside the boundaries served by the LEA	
1422(d)	Transitional and supportive programs operated in local educational agencies under this subpart shall be designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs.	Program information describing transitional programming being offered. CCIP budget details page with appropriate "Program Areas" being checked	
1422(a)	The requirements of the "Annual October Title I Survey of Local Institutions Serving Neglected or Delinquent Children" are reviewed and verified each year.	Review of the survey forms submitted through the Form and Survey List within the SAFE account. Review to include verification that the 30 day count period is accurate and the forms are signed off by both the institution administrator and the LEA designee each year	
1423(1)-(13)	Services to neglected and delinquent (N/D) children show	CCIP: Title I-TA and delinquent	

	evidence of annual needs assessment (to meet the unique needs of these students); parental involvement; assessment of student progress; program evaluation; and coordination with appropriate local, State, and Federal programs.	applications	
Program Requirements			
1423(8)	Programming shall include efforts to include parents, as appropriate, in activities to improve the educational achievement of their children, assist in dropout prevention activities and prevent the involvement of their children in delinquent activities.	Documentation indicating the involvement of parents in programming. This can include documented scheduled parent meetings, correspondence and communications between the institution, school and parent	
1424(1) – (5)	Title I Part D funds are being utilized for programming that meets the requirements for the use of subpart 2 funds.	Review of the programming described in the formal agreement. Review of the CCIP budget and budget details pages to determine that program implementation is consistent with both the budget and the budget details pages. Records of expenditures at the LEA	
1423(2) & 1425(1)-(11)	Detailed formal agreements shall be developed regarding the programming to be offered utilizing Title I Part D Subpart 2 funds. Such agreements are to be signed by the Local Education Agency, the N/D institution representative and by the third party provider (i.e. ESC) if a third party provider is being utilized.	Copy of signed current year formal agreement for each institution served by the Local Education Agency	
1431(a)(1)-(5)	The institution has evidence of assessment data that is utilized in determining program effectiveness.	Review of assessment tools being utilized. Review of annual data collection documents required for the Comprehensive State Performance Report (CSPR)	
For additional information contact Karl Koenig in the Office of Federal Programs at 614-466-4161.			

Title I School Improvement Sub A			
	Implement the Ohio Improvement Process and its component parts as described in and required under Ohio's Differentiated Accountability model.	Decision Framework, IMM, SST support, evidence of DLT, BLT and TBT work	
	Complete the CCIP planning tool building school improvement component and, if applicable, Title I schoolwide component.	CCIP planning tool building plans	
	In implementing school improvement plans, ensure that only high-quality providers and research-based practices are used in direct support of the building's school improvement plan action steps, and ensure that these providers have: Access to district and building level data as requested by a service provider; and Access to teachers and other district/school personnel as needed.	Providers qualifications Documentation showing that providers have access to data and building personnel	
	Expend the funds within the award year in accordance with the school improvement components of the plan and required interventions as identified in the following documents: Priority Schools: "Non-SIG funded priority schools requirements" (http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=134571); Focus Schools: "Focus schools requirements" (http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=133591); Alert Schools: "Alert Schools Requirements" (http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=133592)	Documentation showing that appropriate requirements are being met	Non-SIG funded Priority Schools
	Relinquish the rights to Title I School Improvement funds for the remainder of the fiscal year for failing to meet these assurances.	LEA or ODE request to sweep funds	
For additional information contact Elena Sanders in the Office of Federal Programs at 614-466-4161.			

Title II-A Improving Teacher Quality

2122(b)(1)	Description of the activities to be carried out by the district, and how these activities will be aligned with: Challenging State academic content standards and student achievement assessments; and Curricula and programs tied to the standards.	District /Building Improvement plan or CCIP planning tool	
2122(b)(2)	Description of how Title II-A activities impact on student academic achievement and will be used to eliminate the achievement gap that separates low-income and minority students from other students.	CCIP Planning Tool: needs assessment summary	
2122(b)(3)	Assurance to target funds within the jurisdiction of the district to schools that: Have the lowest proportion of highly qualified teachers; Have the largest average class size; and Comply with State standards regarding class size (K-12 district wide: 25 students to one teacher; K-4 district wide: 25 students to one teacher).	CCIP: Title II-A application page, assurance, Use of funds, Financial Records, Board meeting minutes	
2122(b)(4)	Description of how the local educational agency will coordinate professional development activities authorized under this subpart with professional development activities provided through other Federal, State, and local programs.	CCIP: plan and application	
2122(b)(5)	Description of the professional development activities to be made available to teachers and principals under Title II-A and how the district will ensure that the professional development needs of teachers and principals will be met.	Local Professional Development Committee (LPDC) plan; CCIP fiscal resources	
2122(b)(6)	Description of how Title II-A funds are integrated with funds received under Title II-D to improve teaching, learning, and technology literacy.	CCIP: plan and application	
2122(b)(7)	Description of how teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in planning Title II-A-funded activities.	Brief description of planning process and persons involved	
2122(b)(8)	Description of results of the needs assessment from section 2122 subsection c.	Local needs assessment that considers professional development and hiring needs to improve student achievement.	
2122(b)(9)	Description of how to provide training to enable teachers to: Teach and address the needs of students with different learning styles; Improve student behavior in the	District-level professional development plan with a brief description of actual policies and	

	classroom and identify early and appropriate interventions; Involve parents in their child's education; and Understand and use data and assessments to improve classroom practices.	practices that address these issues	
2122(b)(10)	Description of how the district will use Title II-A funds to meet the teacher and paraprofessional standards of section 1119 of Title I, Part A.	District/building objectives and plans to ensure that all teachers are highly qualified	
2122(c)(1)	The Local Educational Agency (LEA) conducted an assessment of local needs for professional development and hiring.	Professional Development needs assessment that considers student achievement, barriers to student success and teacher retention	
2122(c)(2)	A needs assessment was conducted with the involvement of teachers, including teachers participating in Title II-A programs.	CCIP: assurances	
Use of funds			
2123(a)(2)	Hiring of highly qualified teachers (including teachers who become highly qualified through State and local alternative routes to certification) and special education teachers to reduce class size, particularly in the early grades.	CCIP: select one or more allowable activities on Title II-A applications	
2123(a)(2)(A)	Strategies for the recruitment of highly qualified teachers, such as scholarships, signing bonuses, differential pay for areas of highly qualified teacher shortages, and for the establishment of programs to increase opportunities for minorities, individuals with disabilities, and others underrepresented in the teaching profession. Principal leadership evaluation.	CCIP: select one or more allowable activities on Title II-A application	
2123(a)(3)(A)	Professional development activities to improve the quality of principals and superintendents, including the development and support of academics.	CCIP: select one or more allowable activities on Title II-A application	
2123(a)(3)(B)	Professional development activities for teachers, principals, and paraprofessionals in content knowledge, instructional practices, and use of state content standards, data, and assessments.	CCIP: select one or more allowable activities on Title II-A application	
2123(a)(4)	Initiatives to promote retention of highly qualified teachers and principals within schools with a high percentage of low-achieving students, such as providing teacher mentoring, induction, and incentives (including financial incentives). Mechanisms for recruitment and	CCIP: select one or more allowable activities on Title II-A application	

	retention of highly qualified teachers (including core subject specialists), principals, and pupil services personnel (in limited cases).		
2123(a)(5)	Innovative programs for teachers and principals, such as technology professional development, tenure reform, merit pay, and testing of teachers.	CCIP: select one or more allowable activities on Title II-A application	
2123(b)	Federal funds do not replace local and State funds.	CCIP: assurances Financial records	
For additional information contact your consultant in the Office of Federal Programs at 614-466-4161.			
Title II-D Technology			
Internet Safety			
2441(b)	District has in place a policy of internet safety for minors that includes protections as outlined in 2441(a)(1)(2). District certifies compliance annually.	Copy of the policy CCIP: assurances	
For additional information contact your consultant in the Office of Federal Programs at 614-466-4161.			
Title-III Limited English Proficient and Immigrant			
3115(a-d) Title III –LEP consortium (if applicable)	A title III- LEP Consortium must comply with the same requirements as other Title III grantees. Therefore, the fiscal agent and members of the consortium must have on hand the required documentation for the above indicated sections of Title III.	Meeting Notes Member agreements PD services	
3115(c)(1)	Program design describes rationale and theoretical basis and indicates how the program will help limited English proficient students attain English proficiency and achieve the State's academic standards.	Description of research and findings	
3115(c)(2)	District provides high quality professional development (HQPD) to classroom teachers, principals, administrators, and other school or community-based organizational personnel that is: Designed to improve the instruction and assessment of limited English proficient (LEP) students; Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for LEP children; Based on scientifically based research demonstrating the effectiveness of professional development; and Of sufficient intensity and duration to have a positive and lasting impact on teacher performance in the classroom (this does not include activities such as	CCIP application, Description and evaluation summaries of professional development activities	

	one-day or short-term workshops and conferences, unless the activity is a component of an established comprehensive professional development program for an individual teacher).		
3115(g)	District uses federal funds to supplement the level of state and local funds that, in the absence of such availability, would have been expended for programs for limited English proficient and immigrant students, and in no case supplants such funds.	CCIP: assurances, Financial Records	
Contents of Plan			
3116(a)	District submits appropriate plan to state.	CCIP: Title III application page	
3116(b)(1)	Description of the programs and activities proposed to be developed, implemented, and administered under Title III.	CCIP: goals strategies and activities	
3116(b)(3)	Description of how to hold elementary schools and secondary schools accountable for: Meeting the annual measurable achievement objectives; Making Adequate Yearly Progress (AYP) for limited English proficient children; and Measuring the English proficiency of limited English proficient children annually.	Annual report of English language proficiency assessment results, AMAO Report	
3116(b)(3)	Description of how all annual State measurable objectives will be met for limited English proficient students (section 3122).	Districts timeline for meeting the state measurable objectives	
3116(b)(4)	Description of how entity will promote parental and community participation in LEP programs.	Copies of documents sent to parents (e.g. letters, consent forms)	
3116(b)(5)	Assurance that the eligible entity consulted with teachers, researchers, school administrators and parents in developing the Title III LEP services plan.	CCIP: assurance meeting notes	
3116(b)(6)	Description of how Title III language instruction educational programs will ensure that limited English proficient children are being served by programs to develop English proficiency.	Description of program and research used to determine instructional design	
3116(c)	Certification that all teachers in any language instruction educational program for limited English proficient children are fluent in English.	Teacher certification	
3116(d)(1)	Assurance that the district is complying with section 3302 (Parent Notification).	CCIP: assurance meeting notes	
3116(d)(2)	Assurance that the eligible entity will assess the English proficiency of all limited English proficient children	OTELA Records, Screening assessments	

	served under Title III.		
3116(d)(3)	Assurance that the eligible entity based its proposed plan on scientifically based research.	ELL Plan	
3116(d)(4)	Assurance that the eligible entity will enable children to speak, read, write, and comprehend the English language and meet the challenging State academic content and achievement standards.	CCIP: assurance	
3116(d)(5)	Assurance that the eligible entity is not in violation of any State law regarding LEP education consistent with sections 3126 (Legal Authority under State Law) and 3127 (Civil Rights).	CCIP: assurance	
Evaluation components, measures, and objectives			
3121(c)(1)	District evaluates program effectiveness, including the percentage of limited English proficient students who: Are making progress in attaining English proficiency, including the percentage of children who have achieved English proficiency; Have transitioned into classrooms not tailored to LEP students, and have a sufficient level of English proficiency to permit them to achieve in English and transition into classrooms not tailored to LEP students; and Are meeting the same challenging State academic content and achievement standards all children are expected to meet.	Annual report of English Language Assessment results Annual district and building Local Report cards, Evaluation Report	
3302(a)	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), district notifies parents of limited English proficient students participating in the program.	Copy of parent notification	
3302(b)	District notifies parents within 30 days when the student fails to progress on measurable objectives under section 3122.	Copy of parent notification	
3302(c)	District provides notification information in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.	Copy of parent notification	
9501(b)	Timely and meaningful consultation with appropriate private school officials provides to those children and their teachers or other education personnel, on an equitable basis, special educational services or other benefits that address their needs.	Documentation of nonpublic meetings including agendas meeting notes, sign-in sheets etc. Nonpublic consultation form	
For additional information contact Dan Fleck at 614-466-9827 or Abdinur Mohamud at 614-466-9823.			

Title VI-B Rural and Low Income School Program

6222(a)	Grant funds are used for allowable activities.	CCIP Budget CCIP Budget Details Page Allowable Activities	
6223(b)	CCIP Consolidated Application includes information on specific measurable goals and objectives to be achieved through the activities carried out through the grant, which may include specific educational goals and objectives relating to--increased student academic achievement; decreased student dropout rates; or other appropriate factors the SEA may choose to measure.	CCIP District Plan	
6224(d)	District administers an assessment consistent with section 1111(b)(3), State Accountability System.	State academics assessments	
6232	Funds are used to supplement, and not supplant, any other Federal, State, or local education funds.	CCIP assurances Financial records	
For additional information contact Edward Peltz in the Office of Federal Programs at 614-466-4161.			

McKinney-Vento Homeless Assistance Act

Title VII-B

722(g)(1)(J)(ii)	District designates an appropriate staff person, who may also be a coordinator for other Federal programs, as a LEA liaison for homeless children and youths to carry out the duties outlined in 722 g 6.	CCIP: address book	
722(e)(F)(ii)	District submits requested information to the State Coordinator.	Copy of last years "Education for Homeless Children and Youth Program Data Collection Form and/or EMIS data report	
722(g)(1)(C)	District implements procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths.	Dispute resolution policy List of disputes addressed	
722(g)(1)(D)	District provides programs for school personnel (including principals, attendance officers, teachers, enrollment personnel, and pupil services personnel) to heighten the awareness of such personnel of the specific needs of homeless children and youths.	Meetings agendas	
722(e)(3)(E)(i)	District implements a coordinated system for ensuring homeless children and youths (I) are advised of the choice of schools; (II) are immediately enrolled; and (III) are promptly provided necessary services including transportation, to allow homeless children and youths to exercise their choices of schools.	CCIP: assurances Evidence of communications disseminated/posted	
722(g)(7)(A)	District reviews and revises any policies that may act as barriers to the enrollment of homeless children and youths in schools.	Board policy	

For additional information contact Tom Dannis in the Office of Federal Programs at 614-466-4161.

Fiduciary

EDGAR 74.34(f)(1)	The LEA maintains an inventory record for equipment purchased with federal funds. The record should include description of item, identification number, funding source including the fund code, acquisition date, cost, location, disposal date and method used to determine current fair market value (if over \$5,000 contact your ODE consultant).	Inventory list, Deposition report for lost, obsolete or unusable equipment	
EDGAR 74.34(f)(3)	A physical inventory of equipment must be taken and the results reconciled with the equipment records at least once every two years.	Inventory records with date(s) physical inventory was performed	
EDGAR 74.44(a)(1), (2) and (3)	LEA maintains written procurement procedures. The procedures should include LEA avoid purchasing unnecessary items; where appropriate, an analysis is made of lease and purchase alternatives to determine which would be the most economical and practical; solicitations meet all the requirements of 74.44 (a)(3) including such things as: a clear and accurate description of the technical requirements; features which do not unduly restrict competition; requirements which the bidder/offer or must fulfill; minimum acceptable standards; etc.	Procurement Policy	
EDGAR 74.44(b)	Positive efforts are made to utilize small business, minority-owned firms, and women's enterprises.	Procurement Policy, Financial records	
EDGAR 74.44(c)	The type of procuring instrument used is determine by the LEA but must be appropriate for the particular procurement	Purchase Orders, Contracts	
EDGAR 74.44(d)	Contracts are made only with responsible contractors who possess the potential ability to perform successfully.	Contracts	
EDGAR 74.45	Some form of cost or price analysis must be made and documented in the procurement files in connection with every procurement action.	Procurement Policy, Price quotations	
EDGAR 74.46	Procurement records and files for purchases in excess of the small purchase threshold (\$25,000) should include base for contractor selection; justification for lack of competition when competitive bids or offers are not obtained; basis for award cost or price.	Procurement Policy, Bids, quotes	
EDGAR 74.48	A system for contract administration is maintained to	Procurement Policy, Contracts	

	ensure contractor conform to the terms, conditions and specifications of the contract. All contracts must meet the provision of the regulations (74.48). Contracts in excess of the small purchase threshold (\$25,000) shall meet the additional provision as specified in the regulations (74.48).		
OMB Circular A-87, Attachment B, Section 8(h)			
	Where employees are expected to work solely on a single federal award or cost objective[1], charges for their salaries and wages are supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications are prepared at least semi- annually and are signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee.	Semi-Annual Certification statement, Financial records	
	Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages are supported by personnel activity reports or equivalent documentation which meets the standards.	Time and Effort Documentation, Financial records	
	The use of substitute system for allocating salaries and wages to Federal awards in place of PARs, subject to the approval of such systems by the cognizant Federal agency. Under the substitute system an LEA can use alternative documentation-such as a teacher’s course schedule-instead of PARs to document the time and effort of an individual who works on multiple activities or cost objective but does so on a predetermined schedule. An individual documenting time and effort under the substitute system would be permitted to certify time and effort on a semiannual basis.	Substitute System Time and Effort Certification; Employee Schedule, Financial records	
OMB Circular A-133			
	The LEA ensures that audits are performed annually, if required, and that all corrective actions required through this process are fully implemented.	Single Audit, Corrective Action Plan	
For additional information contact Loretta Brown in the Office of Federal Programs at 614-466-4161.			

Individuals with Disabilities Education Act

Special Education, Part B

Individual Education Plan and Data Verification

614(a)	An Individual Education Plan (IEP) is in effect for each child with a disability within the district's jurisdiction.	The IEP includes signatures for the following participants: district representative, special education teacher or intervention specialist, and parent (or documentation that the parent was invited to participate in the development of the IEP (PR-7)	
300.645 R.C. 3301.07.14	Did the child have an IEP in effect on December 1, 2011?	Current or prior IEP (PR-07) that had effective dates encompassing 12-1-2011. IEP includes IEP team signatures and no evidence in file that parent revoked consent prior to December 1, 2011. a) IEP (PR-07) Child's Information section, student master file or electronic record b) IEP (PR-07) Meeting Information section The record CAN have an outcome begin date different than the IEP meeting date, if that is what is on the IEP.	
300.645 R.C. 3301.07.14	Does the child have an ETR in effect on December 1, 2011 on file?	Current or prior ETR (PR-06) with a meeting date between 12-2-2008 and 12-1-2011 that determined the student as a student with a disability. ETR includes evaluation team signatures. a) ETR (PR-06) Date of meeting on cover, date of meeting on	

		<p>signature page and date of evaluation team signatures.</p> <p>RETR – Review of ETR, or decision that current documentation is sufficient</p> <p>TETR – IEP team reviews ETR of a transfer student, and accepts it in its entirety</p> <p>b) Referral for Evaluation (PR-04) only for initial evaluations</p> <p>c) Parent Consent for Evaluation (PR-05) only for initial evaluations. Date Signed may not be the date entered on the form- the date reported is the date the district RECEIVED the consent. The receipt date must be documented (i.e date stamped on the form, other written documentation referencing the receipt of consent).</p> <p>d) ETR (PR-06) Section 4 – Eligibility Determination</p> <p>e) Student master file or electronic record</p> <p>f) Student master file or electronic record</p> <p>g) Written documentation that describes reasons why an ETR or IEP was not completed according to the federally mandated timelines.</p> <ul style="list-style-type: none"> • 05 Parental Choice Documented --usually a PR-01 • 06 Parent Refused Consent OR repeatedly didn't show up at scheduled meeting and consent was never obtained • 07 Child's Health 	
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		<ul style="list-style-type: none"> • 08 Student's Incarceration 09 Compliance with timelines, but incorrect/missing data reported in a prior reporting period. 	
300.301(c)(1)(i) SPP Indicator 11	Was the initial evaluation conducted within 60 days of the district receiving parental consent for the evaluation?	Evaluation Team Report (Form PR-06), Parent Consent for Evaluation (Form PR-05), and (if appropriate) written documentation that describes reasons why an ETR or IEP was not completed according to the federally mandated timelines.	
300.124 SPP Indicator 12	Was an IEP in place for 3 year olds transitioning from Early Intervention programs (0-3 years) on or before the child's third birthday?	<p>The effective date of IEP is on or before the child's 3rd birthday or LEA has documentation of parent refusal to sign.</p> <p>OR</p> <p>The LEA has documentation that the IEP was implemented after third birthday due to one of the following:</p> <ul style="list-style-type: none"> • Parent failed or refused to produce the child (EMIS 06 CODE) • Parent failed to respond to LEAs continued attempts to convene a meeting (EMIS 05 CODE) • Parent and district agreed, in writing, to implement IEP after the third birthday (EMIS 05 CODE) • Child was hospitalized (EMIS 07 CODE) • Reporting error in previous reporting period (EMIS 09 CODE) 	
SPP Indicator	Does the child's EMIS data accurately reflect information	a) IEP (PR-07) Child's	

<p>20: Accurate and Timely Reporting of Special Education Event Record</p>	<p>from the student record, specifically:</p> <ul style="list-style-type: none"> a) DOB b) IEP dates (IIEP, RIEP, TIEP, CIEP, or FIEP events) on special education event record c) ETR dates (IETR, RETR, TETR) on special education event record d) Referral date on special education event record e) Consent date on special education event record f) Disability category as indicated as an outcome of ETR on special education event record g) Admission date (district will provide documentation) h) Withdrawal date (district will provide documentation.) i) Non-compliance reason for ETR or IEP dates 	<p>Information section, student master file or electronic record</p> <ul style="list-style-type: none"> b) IEP (PR-07) Meeting Information section c) ETR (PR-06) Date of meeting on cover, date of meeting on signature page and date of evaluation team signatures. <p>RETR – Review of ETR, or decision that current documentation is sufficient</p> <p>TETR – IEP team reviews ETR of a transfer student, and accepts it in its entirety</p> <ul style="list-style-type: none"> d) Referral for Evaluation (PR-04) only for initial evaluations e) Parent Consent for Evaluation (PR-05) only for initial evaluations. Date Signed may not be the date entered on the form- the date reported is the date the district RECEIVED the consent. The receipt date must be documented (i.e., date stamped on the form, other written documentation referencing the receipt of consent). f) ETR (PR-06) Section 4 – Eligibility Determination g) Student master file or electronic record h) Student master file or electronic record i) Written documentation that describes reasons why an ETR or IEP was not completed according to the federally mandated timelines. <p>• 05 Parental Choice Documented</p>	
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		<ul style="list-style-type: none"> --usually a PR-01 • 06 Parent Refused Consent OR repeatedly didn't show up at scheduled meeting and consent was never obtained • 07 Child's Health • 08 Student's Incarceration 09 Compliance with timelines, but incorrect/missing data reported in a prior 	
300.156(b)	All personnel providing special education services have a state-approved or state-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services.	Certificate of license from ODE for related service personnel employed or contracted to provide services. All paraprofessionals have an Educational Aide permit.	
Individual Disability Education Act (IDEA) Financial component			
300.202	Statement of Accounts		
	District's Financial Details (FINDET) report is on pace to match the current year Budget in the CCIP by subtotalling FINDET transactions according to object codes (100, 200, 400, 500, 600 & 800) for the year to date. Review the fiscal year from July 1, 2012 through the year to date expenditures for coding accuracy for Part B Funds 516 and 587.	FY13 Budget matches LEA documentation of current use of funds. FY12 FER submitted.	
300.202	Payroll Expenditures		
	District uses position descriptions of staff paid with IDEA funds to verify whether their job duties reflect a special education function.	Position descriptions of Part B funded staff	
	District verifies that employees are properly licensed to educate students with disabilities (SWD). All staff must have a special education license or endorsement in order to teach SWD, except for educational aides (educational aide permit) and pre-school aides (no permit required).	Certification and/or licensure of Part B funded staff	
	District verifies that semi-annual certification is documented for employees that are employed through a single federal fund or cost objective ("one function, organizational subdivision, contract, grant or other activity for which cost data are needed and for which	Semi-annual certifications; Time and effort documentation for Part B funded staff. Personal Activity Reports should be submitted to treasurer at least monthly.	

	<p>costs are incurred”), and that time and effort logs are maintained for split/partially funded employees paid with Part B funds. It is allowable for supervisors (e.g., principal or special education coordinator) who have firsthand knowledge of teacher/employee activities to complete the semi-annual certification.</p> <p>Note: Districts have been required to repay federal funds when time and effort was not properly documented. (<i>See OEC website, keyword: CCIP time and effort for more information.</i>)</p>		
	<p>District verifies that the district charges payroll expenses for IDEA to a valid fund, function and object code. Please note: function codes were eliminated (1220-1229) and a new set of function codes went into effect July 1, 2009.</p> <p>IDEA requires costs to be split between elementary (kindergarten through grade 6) and secondary (grades 7-12) levels. The following guidance is offered to address those applicable situations:</p> <ul style="list-style-type: none"> • Coding for disability – In either grades K-6 or 7-12, if there are children in the classroom with varied disability conditions, the teacher’s salary code should reflect the disability condition of the majority of the children. • Coding for grade level – If there are children with varied disability conditions in the classroom, and the classroom spans both the elementary and secondary categories above (for example, grades 6-8), the teacher’s salary code should be pro-rated to reflect the grade level for the majority of the students in the class. 	District’s Accounting Report (ACCRPT) identifies that the proper fund, function and object codes were used in reporting payroll expenditures.	
300.202	Non-Payroll Expenditures		
	District verifies that personnel who provide service to non-public students on behalf of the district and are paid with IDEA funds are properly licensed and have duties that correspond to the district’s responsibilities stated in the NS3 Consultation Guide.	Non-public school service payroll expenditures (N/A for community schools)	
	District verifies whether services or items purchased with Part B funds support the education of SWD. District may be required to provide rationale or to have received prior	Non-payroll expenditures serve a proper public purpose under IDEA	

	permission for some services or items. For example, the district would have to justify how a smart board bought for a regular education classroom with IDEA funds benefits special education students rather than the general student population.		
	District verifies that the district charges IDEA non-payroll expenses to the valid fund, function and object codes.	Non-payroll expenditures charged to the valid fund, function and object codes	
	District verifies that a contract/MOU is in place for all SWD placed out of the district by the district.	MOU in place for all SWD placed out of district by the district	
	District verifies that procurement procedures were followed by reviewing documentation (receipts, statements, invoices, RFP, bids, quotes, etc.) maintained by the district for purchases made with Part B funds.	Non-payroll expenditures charged to IDEA funds documented adequately	
	District verifies that it has expended Part B funds on behalf of students who attend non-public schools per the district's responsibilities stated in the NS3 Consultation Guide.	Non-public school service expenditures (N/A for community schools)	
74.53 and 80.32	Equipment/Capital Outlay Expenditures		
	District verifies it has a procurement policy in place. Districts should have an approved definition of equipment. If there is none, the federal definition applies as follows: "Equipment is any tangible, nonexpendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit." District definition may define a per unit cost of less than \$5,000, but the definition cannot have a per unit cost exceeding \$5,000.	Written Procurement policy exists.	
	District verifies it has followed the policy for procuring equipment items purchased with Part B funds. Particular attention should be paid to RFP and quote requirements outlined in the policy.	Procurement policy followed regarding purchases with Part B funds	
	District verifies that it maintains a current equipment inventory list for items purchased with Part B funds. Inventory listings are required to be updated bi-annually. District physically traces a sample of items when reviewing.	Equipment inventory list maintained for equipment purchased with Part B funds	

	Inventory records must include: item description, serial or ID number, funding source, name of title holder, acquisition date, acquisition cost, % of federal participation in the cost of the item, item location, item use and condition, and disposition date and sales price (if applicable).		
	District reviews its procurement policy and verifies that it has followed the policy for identifying equipment items purchased with Part B funds. Particular attention should be paid to tagging/identification requirements stated in the policy.	Equipment purchased with Part B funds properly identified per procurement policy	
	District reviews its procurement policy and verifies that the district has followed the policy for disposing equipment items purchased with Part B funds. Districts are required to deposit proceeds obtained for disposed equipment with a value of less than \$5,000 into the fund program from which they were purchased. Districts must contact the ODE Office of Federal Programs for guidance on how to handle proceeds for items valued at more than \$5,000 at the time of disposal.	Equipment inventory disposal procedures in place and being followed	
300.130 thru 300-144	Nonpublic Child Find		
	District verifies that it has expended Part B funds on behalf of students who attend non-public schools per the district's responsibilities stated in the NS3 Consultation Guide.	Non-public school service equipment purchases (n/a for community schools)	
	District verifies that it maintains records of the number of children attending area non-publics who were evaluated for special education services.	Maintains record of the number of students attending area non-publics evaluated for special education services	
	District verifies that the district maintains records of the number of children attending area non-publics determined to be SWD.	Maintains record number of students attending area non-publics determined to be SWD	
	District verifies that the district maintains records of the total number of children attending area non-publics (both SWD and non-SWD).	Maintains record of number of students served by area non-publics	
	District verifies that it holds timely consultation with area non-publics by reviewing data in the NS3 Consultation Guide. The data in the NS3 Consultation Guide is entered	Timely consultation documentation with area non-publics	

	by the participating non-public school and is verified by the district.		
300.165 and 300.201	Public Notification		
	District verifies that it has provided a public hearing and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities on how the district plans to spend its Part B funds. District must give the general public, including individuals with disabilities and parents of children with disabilities adequate notice of not less one week between the announcement date and the date of the meeting.	Press advertisements, flyers, newsletters, etc.	
	District verifies that it conducted the public hearing meeting.	Agendas, sign-in sheets, minutes, etc.	
300.226	Coordinated Early Intervening Services		
	District verifies it voluntarily opted to redirect IDEA funds for Comprehensive Early Intervening Services (CEIS). (The amount of redirected funds cannot exceed 15% of the districts total IDEA allocations.) Note: Opting to redirect funds for CEIS impacts the district's ability to reduce its Maintenance of Financial Support (MFS, formerly known as Maintenance of Effort - MOE). Note: The district uses fiscal coding (job code, special coding) for Part B funds to enable the district to identify the Part B funds used to implement CEIS.	Redirection page in the CCIP Funding Application	
	If the district redirected Part B funds for CEIS, district verifies that professional development expenditures align with CEIS by reviewing professional development topics and/or agendas.	Professional development expenditures align with CEIS	
	If the district redirected Part B funds for CEIS, district verifies CEIS efforts (evaluations, services, and support and literacy instruction) are scientifically based and have a special education purpose.	Professional development topics, evaluation tools, product descriptions and/or curriculum guides.	
	If the district redirected Part B funds for CEIS, district verifies it is maintaining a count of students receiving CEIS.	Document the count of students who receive CEIS services	
	If the district redirected Part B funds for CEIS, district	Document the count of students	

	verifies it is maintaining a count of students receiving CEIS who subsequently received special education services.	who receive CEIS services and who subsequently receive special education services	
	For any fiscal year for which the allocation received by the District exceeds the amount the received for the previous fiscal year, the District may reduce the level of expenditures otherwise required (Maintenance of Financial Support) by not more than 50% of the amount of that excess. Note: Opting to redirect funds for CEIS impacts the district's ability to reduce its Maintenance of Financial Support.	District opted to reduce its Maintenance of Financial Support (MFS). <i>Formerly known as Maintenance of Effort (MOE).</i>	

For additional information contact Jo Hannah Ward in the Office Exceptional Children at 614-752-1378.

Early Childhood Special Education

Transition from Help Me Grow to Part C IDEA

300.124	By the third birthday of a child participating in early intervention programs assisted under Part C of the Act, and who will participate in preschool programs assisted under Part B of the Act, an IEP has been developed and is being implemented for the child.	Parents signature on the IEP is dated on or before the child's 3 rd birthday (or documentation of parental refusal to sign)	
300.142	Interagency Agreements are in place and current.	Copies of Interagency Agreements that delineate the responsibilities for the district and the agency are in place and current	
300.156(b)	All personnel providing special education services have a state-approved or state-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services.	Certificate of license from ODE for related service personnel employed or contracted to provide services	
614(a)	An Individual Education Plan (IEP) is in effect for each child with a disability within the district's jurisdiction and is in place on or before Dec. 1 of the year being reviewed. For three (3) year-olds transitioning from Early Intervention Programs (0-3), the IEP needs to be in place on or before the child's third birthday.	The IEP includes signatures for the following participants: district representative, special education teacher or intervention specialist and parent (or documentation that the parent was invited to participate in the	

614(a)	An Evaluation Team Report (ETR) is on file for each child enrolled in special education and related services, or a reevaluation is on file for each child with a disability.	development of the IEP (PR-7) An evaluation Team Report (ETR-PR-6) that includes the name, title and signature of each team member, including the parent , and an indication as to whether they are in agreement with the eligibility determination	
For additional information contact Barbara Weinberg in the Office of Early Learning and School Readiness at 614-387-2239.			
Public Preschool			
(I)	Sliding fee scale is used to determine tuition payment levels using published HHS Federal Poverty Guidelines.	Documentation on File	
(L)	Grantee follows standard accounting practices, including an inventory of equipment valued at more than \$500 purchased with grant funds.	Documentation in fiscal reporting and Treasurer Reports	
Public Preschool program serves children whose families meet the income guidelines			
41.02(C)	Program meets the funded number of children as defined by the Public Preschool grant. Children included in the count are from families with an annual income at or below 200% of HHS Federal Poverty Guidelines.	Child count verification information; family income documentation at time of enrollment in student records	
41.02(E)	Administrative costs of the grant do not exceed 15%.	Budget documentation in CCIP	
41.02(E)	Program serves children who are three years of age (as determined by the district kindergarten cut-off date of either August 1 or September 30) who are not yet eligible for kindergarten.	Birth certificates on file for each eligible child	
Addendum to program licensing rules	All teachers supported with Public Preschool grant dollars meet one of the following criteria: Pre-K license; Pre-K Associate License, Early Childhood License; or a Bachelor's degree in a related field with 20 semester or 30 quarter hours in child development, including a supervised practicum with preschool children.	Documentation in personnel files of each teacher supported with grant dollars	
For additional information contact Helen O'Leary in the Office of Early Learning and School Readiness at 614-752-5807.			