

Consolidated State Application

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary
Education Act (Public Law 107-110)**

Submitted by the Ohio Department of Education

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**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

OHIO CONSOLIDATED STATE APPLICATION

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SAFE DRUG-FREE SCHOOLS AND COMMUNITIES ACT STATE GRANTS

Chief Executive Officer Cover Sheet

<p>1. Legal Name of Applicant Agency (Chief Executive Office): Ohio Department of Alcohol and Drug Addiction Services</p>	<p>2. DUNS Number: 808847669</p>
<p>3. Address (including zip code):</p> <p>Ohio Department of Alcohol and Drug Addiction Services Two Nationwide Plaza 280 North High St., 12th Floor Columbus, OH 43215-2537</p>	<p>4. Contact Person Name: Gary Q. Tester Position: Chief of Prevention Services Telephone: (614) 466-6379 Fax: (614) 752-8645 E-Mail Address: Tester@ada.state.oh.us</p>
<p>5. Reservation of Funds:</p> <p>20% Indicate the amount the Governor wishes to reserve (up to 20%) of the total State SDFSCA State Grant allocation.</p>	
<p>6. By signing this form the Governor certifies the following:</p> <p>a. The following assurances and certifications covering the Safe and Drug-Free Schools and Communities Act State Grants program have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State):</p> <p>i. <u>Section 14303 and EDGAR</u>. The assurances in Section 9304(a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR).</p> <p>ii. <u>ESEA Program Assurances</u>. Any assurances or certifications included in the statutes governing the Safe and Drug-Free Schools and Communities Act State Grants program.</p> <p>iii. <u>Assurances and Certification</u>. Any assurances or certifications included in the Application under “Assurances and Certifications.”</p> <p>iv. <u>Cross-Cutting</u>. As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs.)v. <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certification in ED Form 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 <i>Fed. Reg.</i> 1412 (01.19.96.)</p> <p>b. As of the date of submission of this Application, none of the facts has changed upon which those certifications and assurances were made.</p>	
<p>7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certification provided in this package if the assistance is awarded.</p>	
<p>8. Typed name of Chief Executive Officer</p> <p>Governor Bob Taft</p>	<p>9. Telephone Number:</p> <p>(614) 466-3555</p>
<p>10. Signature of Chief Executive Officer</p>	<p>11. Date</p>

**ESEA PROGRAMS INCLUDED IN
THE CONSOLIDATED STATE APPLICATION**

CHECKLIST

The State of Ohio requests funds for the programs indicated below:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3: Even Start Family Literacy
- Title I, Part C: Education of Migrant Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title I, Part F: Comprehensive School Reform
- Title II, Part A: Teacher and Principal Training and Recruiting Fund
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- Title IV, Part A, Subpart 2: Community Service Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part A: Innovative Programs
- Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
- Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
- Title VI, Part B, Subpart 2: Rural and Low-Income Schools

SEA CONTACTS FOR ESEA PROGRAMS

ESEA Program Title	SEA Program Contact		
	Name	Phone	E-Mail address
Title I, Part A	Mitchell Chester	(614) 387-0154	Mitchell.Chester@ode.state.oh.us
Title I, Part B, 3	Jeanne Lance	(614) 466-0224	Jeanne.Lance@ode.state.oh.us
Title I, Part C	Stephen Barr	(614) 752-1615	Stephen.Barr@ode.state.oh.us
Title I, Part D	Stephen Barr	(614) 752-1615	Stephen.Barr@ode.state.oh.us
Title I, Part F	Stephen Barr	(614) 752-1615	Stephen.Barr@ode.state.oh.us
Title II, Part A	Bob Hite	(614) 466-5853	Robert.Hite@ode.state.oh.us
Title III, Part A	Dan Fleck	(614) 466-4044	Dan.Fleck@ode.state.oh.us
Title IV, Part A (SEA)	Lester Morrow	(614) 466-4044	Lester.Morrow@ode.state.oh.us
Title IV, Part A (Governor)	Gary Q. Tester	614-466-6379	Tester@ada.state.oh.us
Title IV, Part A, Subpart 2	Lester Morrow	(614) 466-4044	Lester.Morrow@ode.state.oh.us
Title IV, Part B	Lester Morrow	(614) 466-4044	Lester.Morrow@ode.state.oh.us
Title V, Part A	Stephen Barr	(614) 752-1615	Stephen.Barr@ode.state.oh.us
Title VI, Part A, Subpart 1, 6111	Mitchell Chester	(614) 387-0154	Mitchell.Chester@ode.state.oh.us
Title VI, Part A, Subpart 1, 6112	Mitchell Chester	(614) 387-0154	Mitchell.Chester@ode.state.oh.us
Title VI, Part B, Subpart 2	Stephen Barr	(614) 752-1615	Stephen.Barr@ode.state.oh.us

CONSOLIDATED STATE APPLICATION CONTENTS

PART I: ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

On May 14, 2002, the State Board of Education of Ohio adopted the following ESEA goals and indicators:

ESEA Goals and Indicators

1. **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State’s assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
 - 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State’s assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
 - 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

2. **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
 - 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1.
 - 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

3. **Performance goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
 - 3.1 Performance indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
 - 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development. (as the term, “professional development,” is defined in section 9101 (34).)
 - 3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

4 **Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

5 **Performance Goal 5:** All students will graduate from high school.

5.1 Performance indicator: The percentage of students who graduate from high school each year with a regular diploma,

--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,

--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

(Note: ESEA section 1907 requires States to report all LEA data regarding annual school dropout rates in the State disaggregated by race and ethnicity according to procedures that conform with the National Center for Educational Statistics' (NCES) Common Core of Data. Consistent with this requirement, States must use NCES' definition of "high school dropout," i.e., a student in grades 9-12 who (a) was enrolled in the district at sometime during the previous school year; (b) was not enrolled at the beginning of the succeeding school year; (c) has not graduated or completed a program of studies by the maximum age established by the State; (d) has not transferred to another public school district or to a non-public school or to a State-approved educational program; and (e) has not left school because of death, illness, or school-approved absence.

(Note: As it develops regulations or guidance for the Title I, Part A program, the Department will determine what, if any, modifications to Indicators 5.1 and 5.2 are needed to ensure conformance with Title I requirements.)

RESPONSE:

[State Performance Targets and Baseline Data](#)

The State will submit in May 2003 performance targets for the ESEA goals and indicators described in the U.S. Department of Education's consolidated State application package. For the ESEA indicators and related State performance targets, the State will submit baseline data in accordance with the schedule shown on the timeline submission chart on page 4 of the application package. This will include submission of AYP and non-AYP performance targets and AYP baseline data in May 2003. Baseline data for non-AYP indicators will be submitted no later than September 2003.

PART II: STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA.

RESPONSE:

Ohio has undertaken a series of coordinated activities that will result in a comprehensive system of standards, assessments, and accountability that meets the requirements of ESEA. The starting point for these activities was the establishment in the year 2000 of the Governor's Commission on Student Success.

Governor Taft charged the Commission with identifying a set of legislative recommendations that would ensure that all of Ohio's elementary and secondary students meet high and rigorous standards for academic achievement. The Commission included representatives of business and industry, legislators, school board members, parents, teachers and educational administrators, students, and educational associations.

The Commission recommended that Ohio:

- establish rigorous academic content standards in English/language arts, mathematics, science, and social studies;
- develop a new, statewide testing system that is systematically aligned to the academic content standards, and that as the new system is implemented, the existing statewide testing program be phased out;
- continue the existing program of holding districts accountable for the academic achievement of their students, and extend the program of accountability to the school building level;
- continue the existing program of holding students accountable for achieving reading success in the early grades and extending the requirements for high school graduation to high school level skills and knowledge;
- ensure that low performing districts and schools receive technical assistance and support that will help them improve;
- ensure that low performing students receive intervention and support that will allow them to attain Ohio's academic content standards;
- implement rewards for exemplary performance and sanctions for low performance.

The Commission recommendations were presented to the Ohio legislature during the 2001 session. In June 2001, the legislature adopted Amended Substitute Senate Bill 1, which

Governor Taft signed into law. Based on the recommendations of the Commission, the Bill provides a framework for a comprehensive and coordinated system of standards, assessments, accountability, and support and capacity building that largely reflects the requirements of the ESEA.

- a and b. In the **June 2002 submission**, provide a timeline of major milestones, for either:
- adopting challenging content standards in reading/language arts, mathematics, and science at each grade level for grades 3 through 8, consistent with section 1111(b)(1)
 - or

RESPONSE:

The Ohio Department of Education (ODE) began development of new academic content standards in mathematics and reading/language arts in 2000, based on the recommendations of the Governor's Commission on Student Success. These new content standards were adopted by the State Board of Education in December 2001, as required by Amended Substitute Senate Bill 1.

The process of developing the standards involved the input of hundreds of Ohio teachers, administrators, parents, and citizens, as well as Ohio higher education faculty and representatives of business and industry. In addition, the ODE secured the input of national experts and reviews by national organizations that have developed criteria for evaluating academic content standards, including the Fordham Foundation, Achieve, and the American Federation of Teachers.

Writing teams, whose members were reflective of the geographic and demographic diversity of Ohio, produced initial drafts of the standards. Besides educators, members included parents and representatives of business, industry, and higher education. The ODE solicited comments and suggestions on the drafts through multiple mediums. Over 100,000 copies of the drafts were sent to Ohio teachers, administrators, parent groups, institutions of higher education, and business organizations. The drafts were published on the ODE website along with a means for providing input electronically. Focus groups of educators, parents, and professional organizations were convened as a vehicle for obtaining comments and suggestions. In addition, the adopted versions of the standards include suggestions made by the Fordham Foundation, Achieve, and the American Federation of Teachers.

The State assures that the standards for reading/language arts, mathematics, and science apply to all students, including limited English proficient students and students with disabilities.

ACADEMIC CONTENT STANDARDS DEVELOPMENT AND IMPLEMENTATION TIMELINE GRADES K-12

Based on Amended Substitute Senate Bill 1

	English Language Arts	Mathematics	Science	Social Studies	
Development  	↓	↓	↓	↓	
	Assemble Advisory Committee				
	Identify Writing Team				
	Develop Draft Standards and Benchmarks				
	Convene Writing Team				
	Seek Focused Input				
Implementation  	↓	↓	↓	↓	
	Engage the Public				
	Revise Draft Standards and Benchmarks				
	Adopt Academic Content Standards by the State Board of Education	December 2001	December 2001	December 2002	December 2002
	Implement Products and services	↓	↓	↓	↓
	Present for Public Review				
State Board Review					
Adopt Curriculum Models by State Board	June 2003	June 2003	June 2004	June 2004	
Deliver Curriculum Models and Professional Development	September 2003	September 2003	September 2004	September 2004	

--disseminating grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State’s academic content standards cover more than one grade level.¹

By May 1, 2003, Ohio will provide evidence that the State has adopted such standards or grade-level expectations.

¹ Consistent with final regulations, expected to be released in August 2002.

- b. Timeline of major milestones, for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

RESPONSE:

By May 1, 2003, Ohio will provide a detailed timeline for the above.

No later than May 1, 2006, and sooner if available, Ohio will provide evidence that the State has adopted challenging content standards in science that meet the requirements of section 1111(b)(1).

The ODE is in the process of developing academic content standards in science. The science standards will be adopted by the State Board of Education by December 2002 – this is a requirement of Ohio law.

As with the mathematics and reading/language arts standards, initial drafts of the science standards were produced by writing teams whose members were reflective of the geographic and demographic diversity of Ohio. Besides educators, members include parents and representatives of business, industry, and higher education. The ODE is soliciting comments and suggestions on the drafts through multiple mediums. Copies of the drafts have been sent to Ohio teachers, administrators, parent groups, institutions of higher education, and business organizations. The drafts have been published on the ODE website along with a means for providing input electronically. Focus groups of educators, parents, and professional organizations are being convened as a vehicle for obtaining comments and suggestions. In addition, the ODE is soliciting the input of scientists nationally and of professional organizations that have developed criteria for evaluating academic content standards.

- c. A timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.

RESPONSE:

By May 1, 2003, Ohio will provide a detailed timeline for the above.

No later than indicated in the following schedule, but as soon as available, Ohio will provide evidence that the State has developed and implemented, in consultation with LEAs, assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.

Assessments			
Subject	Grades	Implement By	Submit Evidence By
Math	3-8	2005-2006	December 2006
Rdg/LA	3-8	2005-2006	December 2006
Science	Elem (3-5), Middle (6-9); & High School (10-12)	2007-2008	December 2008

The ODE has developed a plan, allocated resources, and begun development of new assessments that are aligned with the challenging academic content standards. The plan provides for extensive involvement of Ohio educators and parents in the development of the new assessments. The plan will result in the implementation of annual assessments of:

- reading and mathematics in the tenth grade by the 2002-03 school year;
- reading and mathematics in each of grades three through eight by the 2005-06 school year;
- science in the tenth grade by the 2004-05 school year;
- science in the fifth and eighth grades by the 2007-08 school year.

In addition to the grades and subjects identified above, the plan includes the development and implementation of:

- a kindergarten through grade two diagnostic assessment system in reading, writing, and mathematics;
- diagnostic assessments in:
 - writing at grades three, five, six, and eight;
 - science at grades three, four, six, and seven; and
 - social studies at grades three, four, six, and seven.
- achievement tests in:
 - writing at grades four and seven; and
 - social studies at grades five and eight.

The achievement and diagnostic assessments will include performance levels that identify the achievement expected in each subject by the end of each grade. They will be scaled to the adjacent grade assessments so that parents and educators can evaluate students'

progress across the grades and intervene when students are not meeting performance expectations.

During winter 2002, the ODE issued two contracts for the development and implementation of new assessments. American Institutes for Research has a contract for K-5 assessments and Measurement Incorporated has a contract for the tenth grade assessments. Both contracts are renewable through the 2007-08 school year, which allows Ohio to work with the same contractors through the implementation of the full system of assessments.

In the fall 2002, the ODE will issue a Request for Proposal (RFP) to develop and implement new assessments in grades six through eight. The contract awarded through this RFP will also be renewable through 2007-08.

The scope of work for each of the three contracts (grades kindergarten through fifth, sixth through eighth, and tenth) includes the development of alternate assessments for students with disabilities and for limited English proficient students. In addition, each includes the development of teacher and parent resources and teacher training programs. The resources and training programs are being developed to ensure that teachers and parents understand the assessments and the relationship between the assessments and Ohio's academic content standards, how the results will be used, how to interpret test score results, and curricular and instructional implications of the assessment results.

A key requirement in each of the contracts is to ensure systematic alignment of the assessments to Ohio's academic content standards. Both American Institutes for Research and Measurement Incorporated have proposed sophisticated alignment activities that incorporate state-of-the-art alignment technologies, including the utilization of the alignment process developed by the University of Wisconsin with the assistance of the Council of Chief State School Officers (see, for example, Smithson, J., Porter, A., & Blank, R. (1995), *Describing the Enacted Curriculum: Development and Dissemination of Opportunity to Learn Indicators in Science Education*, Washington, DC: CCSSO; and Porter, Andrew (2002), American Educational Research Association Presidential Address, *Measuring the Content of Instruction: Uses in Research and Practice*, New Orleans).

Technical documentation of Ohio's assessments is an ongoing process that is informed by the Ohio Advisory Committee for Assessment and Accountability (Gregory Cizek, Sanza Clark, George Engelhart, Robert Gabrys, Robert Linn, William Mehrens, Andrew Porter) and involves the formal adoption of cut score standards by the State Board of Education. The process includes the creation of test development specifications, review of pilot and field test data, pre- and post-equating of operational forms, standard setting, and State Board adoption of standards. The process results in several artifacts, including test specifications, pilot and field test technical reports, a technical report for each test administration, and a standard setting report.

Following is a timeline for the development and implementation of Ohio’s assessments that meet the requirements of Section 1111(b)(3).

<u>Activity</u>	<u>Due Date</u>
<u>Grade 10 Reading and Mathematics</u>	
Test and Item Specifications	May 2002
Field Test Technical Manual	Fall 2002
Initial Operational Administration	March 2003
Standard Setting	April 2003
State Board Adoption of Standards	May 2003
Operational Administration Technical Manual	each administration, beginning May 2003
<u>Grade 3 Reading</u>	
Test and Item Specifications	May 2002
Pilot Test Technical Manual	Fall 2002
Field Test Technical manual	March 2003
Initial Operational Administration	October 2003
Standard Setting	November 2003
State Board Adoption of Standards	December 2003
Operational Administration Technical Manual	each administration, beginning December 2003
<u>Grade 3 Mathematics and Grade 4 Reading</u>	
Test and Item Specifications	November 2002
Pilot Test Technical Manual	March 2003
Field Test Technical Manual	March 2004
Initial Operational Administration	March 2005
Standard Setting	April 2005
State Board Adoption of Standards	May 2005
Operational Administration Technical Manual	annually beginning May 2005
<u>Grades 4 to 8 Mathematics and Grades 5 to 8 Reading</u>	
Test and Item Specifications	November 2003
Pilot Test Technical Manual	March 2004
Field Test Technical Manual	March 2005
Initial Operational Administration	March 2006
Standard Setting	April 2006
State Board Adoption of Standards	May 2006
Operational Administration Technical Manual	annually beginning May 2006

- d. A timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

RESPONSE:

By May 1, 2003, Ohio will provide a detailed timeline for this.

No later than indicated in the following schedule, but as soon as available, Ohio will provide evidence that the State, in consultation with LEAs, has set academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

Academic Achievement Standards			
Subject	Grades	Implement By	Submit Evidence By
Math	3-8	2005-2006	December 2006
Rdg/LA	3-8	2005-2006	December 2006
Science	Elem (3-5), Middle (6-9); & High School (10-12)	2007-2008	December 2008

The ODE will employ a standard setting process that involves performance level descriptors, item difficulty mapping, professional judgment, impact data, and external validation data. This process will result in cut scores for each subject and grade based on the relevant performance level descriptors.

The ODE will first convene panels of content experts to describe the understandings and skills that a student would need to be considered “advanced,” “proficient,” “basic,” or “below basic.” These descriptions will be the basis for grounding decisions about locating the cut points between the four performance levels. Using field test data, items from a representative test form will be sorted from least to most difficult to create an item map.

A standard setting committee made up of teachers; administrators; representatives of higher education, business, and industry; and parents will first take the examination to ensure that they are familiar with its content. Time will be given to discuss the answers and discuss the rubrics for constructed response items. Standard setters will then proceed through multiple rounds of standard setting. Initially, the committee members will identify cut scores independently. Members will then meet together to identify the threshold region that bounds the range of cut scores that were identified. Panelists then have the opportunity to adjust their individual ratings.

Multiple iterations of individual ratings and group discussions of the convergence data will be employed in the standard setting process. After two rounds of individual judgments, data that describes the impact of the standards on the field test population is introduced.

The standard setting process for the 10th grade tests will include the provision of criterion validation data. Standard setters will examine data on higher education (two- and four-year colleges and universities) admissions criteria; employment selection criteria for businesses and industries that hire employees out of high school; qualification standards for military services; and American College Tests, Scholastic Assessment Test, and Armed Services Vocational Aptitude Battery scores for a sample of Ohio students who participate in a fall 2002 field test.

Field test data used to set standards for each grade three through eight test will include the performance of a representative sample of students from each adjacent grade. Cross-grade committees of standard setters will be employed to review the cut scores that were initially recommended and to ensure the articulation of standards across grades.

<u>Activity</u>	<u>Due Date</u>
<u>Grade 3 Reading and Grades 10 Reading and Mathematics</u>	
Standard Setting	spring 2003
State Board of Education Adoption	spring 2003
Cut Score Review	spring 2004
<u>Grade 3 Mathematics and Grade 4 Reading</u>	
Standard Setting	spring 2004
State Board of Education Adoption	spring 2004
Cut Score Review	spring 2005
<u>Grades 4 to 8 Mathematics and Grades 5 to 8 Reading</u>	
Standard Setting	spring 2005
State Board of Education Adoption	spring 2005
Cut Score Review	spring 2006

e. AYP Starting Point

RESPONSE:

By January 31, 2003, ODE will describe how the State calculated its “starting point” as required for adequate yearly progress consistent with section 1111(b)(2)(E), including data elements and procedures for calculations.

f. AYP Definition

RESPONSE:

By January 31, 2003, ODE will provide the State’s definition of adequate yearly progress.

g. Minimum Number of Students

RESPONSE:

By January 31, 2003, ODE will identify the minimum number of students that the State has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used and justify this determination.²

h. Single Accountability System

RESPONSE:

ODE will provide a plan for how the State will implement a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A, or other federal funds.

By May 2003, Ohio will provide evidence that the State has implemented a single accountability system consistent with section 1111(b) and 1116.

The ODE is in the process of determining the modifications to Ohio's existing school building and district accountability system that will result in alignment with the requirements of ESEA. The ODE hopes that rules and guidance from the United States Department of Education over the next few months will help Ohio make design decisions that result in a single accountability system.

The modifications to the existing Ohio system will be designed to ensure that Ohio has a single accountability system that uses the same criteria, based primarily on assessments consistent with Section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A or other Federal funds.

In June 2002 ODE, in collaboration with the Buckeye Administration of School Administrators, will conduct seven forums intended to get public input into the State's accountability system.

In 2002, ODE will bring recommendations to the State Board of Education that will result in a recommended unitary school building and district accountability system that meets the requirements of ESEA. The modifications that are required to Ohio's existing accountability system need state legislative authority. These changes will be submitted to Ohio's legislature.

The following chart compares Ohio's Senate Bill 1 with HR1 in the areas of accountability, assessment, and support system requirements. Recommendations to the

² Consistent with final regulations, expected to be released in August 2002.

State legislature to ensure a single accountability system in compliance with sections 1111 (b) and 1116, including

- what needs to be changed to achieve a single accountability system;
- stakeholder involvement;
- modifications of State legislation and/or regulation, if needed;
- rewards and sanctions;
- accountability based primarily on assessments;
- the State’s intent to apply AYP to every public school; and
- resources and capacity

Comparison of Major Provisions of Ohio SB 1 and Federal HR 1

Provision	SB1 (Ohio law)	HR1 (No Child Left Behind)
Alignment of Standards/ Curricula/ Tests	<p>Standards and Curricula: Requires academic content standards and model curricula (K-12) in reading, writing, mathematics, science and social studies.</p> <p>Assessments: Requires an achievement test or a diagnostic assessment instrument in the five core subjects for grades K-8 and 10. For grades K-2, the requirement is only for reading, writing, and mathematics.</p> <p>Achievement levels:</p> <ul style="list-style-type: none"> • Below basic • Basic • Proficient • Advanced <p>Achievement tests to be available:</p> <ul style="list-style-type: none"> • Third: reading - 2003-2004 • Fourth: writing/mathematics – 2004-2005 • Fifth: science/social studies – 2005-2006 • Seventh: reading/writing/mathematics – 2006-2007 • Eighth: science/social studies – 2006-2007 • Current 9th grade proficiency test – last administration 2005-2006 	<p>Academic content standards required in reading or language arts, mathematics and (beginning in 2005-2006) science.</p> <p>Assessments: Requires annual assessments to measure student proficiency in reading or language arts and mathematics in grades 3 through 8 and in one grade 10-12 and (beginning in 2007-2008) proficiency in science in one grade from each grade grouping of 3-5; 6-9; and 10-12.</p> <p>Achievement levels:</p> <ul style="list-style-type: none"> • Basic • Proficient • Advanced <p>Tests to measure proficiency must be available:</p> <ul style="list-style-type: none"> • Reading or language arts and mathematics in grades 3 through 8 - 2005-2006 (until that time states must measure proficiency using existing state tests at least once in grade groupings of 3-5; 6-9, and 10-12) • Science at least once in grade groupings of 3-5; 6-9; and 10-12 - 2007-2008

	<ul style="list-style-type: none"> Ohio Graduation tests (R/W/M/SS/S) – required for administration beginning in 2004-2005 to all 10th grades students – required administration in reading and mathematics for all 10th graders beginning 2002-2003 (federal compliance) <p>Beginning in 2003-2004 the 3rd grade reading achievement test will be administered 3 times/year in 3rd and 4th grade and once in 5th grade</p> <p>Diagnostic tests to be available not later than July 1, 2007 (all districts to use them except Excellent Districts where it is optional):</p> <ul style="list-style-type: none"> K-2 – reading, writing, and mathematics 3rd through 8th – in reading, writing, mathematics, science and social studies except in those grade levels where a state achievement test is available. 	<p>No similar provision in HR1</p> <p>No similar provision in HR1</p>
Parental review	<p>Requires the district to allow parents to examine any survey or questionnaire prior to its administration, any textbook or other instructional materials, any completed and graded tests, copies of statewide academic standards and each model curriculum.</p> <p>No similar provision in SB1</p> <p>No similar provision in SB1</p>	<p>Similar to SB1 except districts must establish policies that provide a timeframe for response to parents. (Section 1061 of Part F which amends the General Education Provisions Act)</p> <p>Parents may request to see the qualifications and teaching status of teachers of their child and validation that their child is provided services by a paraprofessional (Section 1111)</p> <p>Parents must be notified that their child is identified for participation in a specific program for Limited English Proficient (LEP) students. Parents may opt into another program offered by the district or may opt out.</p>
Report card	ODE to adopt a list of at least 17 criteria	Districts to provide a local report card

	<p>based on achievement or diagnostic tests and other criteria.</p> <ul style="list-style-type: none"> • Requires building level data • Requires disaggregation of student performance data • Places districts into five categories (if 17 criteria are used) <ul style="list-style-type: none"> – Excellent – meets 16-17 criteria – Effective – meets 13-15 criteria – Continuous Improvement – meets 9-12 criteria – Academic Watch – meets 6-8 criteria – Academic Emergency – meets 0-5 criteria • ODE to annually prepare a district report on: <ul style="list-style-type: none"> – Funding and expenditure accountability – School safety and discipline – Student equity – School enrollment – Student retention 	<p>that provides:</p> <ul style="list-style-type: none"> • Number, percentage, and names of schools identified for school improvement • How long the school(s) have been identified for school improvement • Comparison of district student assessment results to those of the state • Comparison of building assessment results to those of the district and of the state <p>The state is to prepare and disseminate a report card at the beginning of 2002-2003 that includes:</p> <ul style="list-style-type: none"> • Aggregate assessment results on each proficiency level and disaggregated by: <ul style="list-style-type: none"> – Race – Ethnicity – Gender – Disability – Migrant – English proficiency – Economic deprivation • Comparison data for each disaggregated group with the state’s annual measurable objectives for each group • Percentage of students not tested (disaggregated and all) • Most recent 2-year trend in each subject area and grade level required • Other indicators used the state to determine adequate yearly progress (AYP) <ul style="list-style-type: none"> – Graduation rates for secondary schools – TBD for elementary schools • Number and names of each school
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		<p>identified for school improvement</p> <ul style="list-style-type: none"> • Teachers information <ul style="list-style-type: none"> – Professional qualifications – Percentage teaching with emergency or provisional credentials – Percentage of classes not taught by “highly qualified” teachers <ul style="list-style-type: none"> ■ In the aggregate ■ Comparison of high-poverty and low-poverty schools (top and bottom quartile) • Other optional information
<p>Accountability</p>	<p>No similar provision in SB1</p> <p>No similar provision in SB1</p> <p>Year 3 of academic emergency must choose from among:</p> <ul style="list-style-type: none"> • Replacing the principal • Closing the building and reassigning the students • Granting priority to transfer students to a new district building • Taking another comparable action approved by the Ohio State Board of Education • Redesigning the building • Requiring schools to contract with public or private colleges' education departments, Education Service Center or ODE to operate the building • An alternative improvement plan <p>No similar provision in SB1</p>	<p>Year 1 School Improvement:</p> <ul style="list-style-type: none"> • Public school choice • Building improvement plan <p>Year 2 School Improvement</p> <ul style="list-style-type: none"> • Public school choice • Building improvement plan • Supplemental educational services <p>Year 3 School Improvement:</p> <ul style="list-style-type: none"> • Public school choice • Building improvement plan and technical assistance • Supplemental educational services • Corrective Action by the district: <ul style="list-style-type: none"> – Replace relevant school staff – Implement a new curriculum based on scientifically based research – Decrease management authority at the school – Appoint an outside expert – Extend the school year or school day – Restructure the internal organizational structure of the school <p>Year 4</p> <ul style="list-style-type: none"> • Public school choice • Supplemental educational services

	<p>Year 5: If the school fails to improve on the indicators, select another option from the list</p> <p>Defines English-limited student criteria to enrolled less than 3 full years and lacking English proficiency skills</p> <p>Allows English-limited temporary exemption to 1 year with a maximum of 3 one-year extensions. Students are exempted from testing</p> <p>Requires testing of English proficiency of all English-limited exempt students</p> <p>Requires special education students to take the achievement tests without accommodations, with accommodations, or they must take some type of alternate assessment</p>	<ul style="list-style-type: none"> • Prepare an alternative governance plan based on one of the following: <ul style="list-style-type: none"> – Reopening the school as a public charter school – Replacing all or most of the school staff – Contracting with an entity such as a private management company to operate the school – Turning the operation over to the State Educational Agency (SEA) – Any other major restructuring <p>Year 5: Implement the plan developed in year 4</p> <p>Similar to SB1</p> <p>Limited English Proficient (LEP) students may take the assessment in their native language if available and appropriate; otherwise, they are to take the test with reasonable accommodations</p> <p>Requires testing of English proficiency of all Limited English Proficient (LEP) students</p> <p>Similar to SB1 except that 95% of students with disabilities must be tested.</p>
Support	<p>Provide technical assistance and review Continuous Improvement Plans for buildings designated as Academic Emergency and Academic Watch.</p> <p>Conduct site evaluations for districts designated as Academic Emergency.</p> <p>Under the State Board’s current intervention rule: Conduct site evaluations for districts</p>	<p>ODE to develop a list of supplemental service providers available to each district with schools in year 2 and beyond of school improvement</p> <p>ODE to make technical assistance under section 1117 available to schools identified for school improvement; corrective action, or restructuring—section 1116(b)(14)(A)</p> <p>ODE to determine if a district failed to</p>

	<p>newly designated as Academic Emergency. Review Continuous Improvement Plans for districts newly designated as Academic Emergency or Academic Watch on Local Report Card.</p> <p>Assist and monitor districts in implementing the required interventions for buildings designated as Academic Emergency and failing to improve on unmet performance indicators: Replace building principal Redesign building Revamp schoolwide curriculum Contract with external entities to operate the school Intradistrict open enrollment Building closure Comprehensive alternative plan</p> <p>State Board must develop academic content standards in reading, writing, mathematics, science, social studies. Reading and Math—December 2001 Science and Social Studies—December 2002.</p> <p>SBOE must adopt standards in computer literacy for 3-12, and foreign language k-12.</p> <p>Consult with parents in drafting, reviewing standards, curriculum, assessments.</p> <p>Adopt model curriculum 18 months after standards are approved.</p> <p>Develop diagnostic or achievement tests for five core subjects for k-8 and grade 10: Third—reading by 2003-2004 Fourth—writing and mathematics—2004-2005</p>	<p>carry out its responsibilities and to take such corrective actions as appropriate and in compliance with State law (1116(b)(14)(B))</p> <p>ODE to ensure academic assessment results are provided to schools before any identification of a school takes place (1116(b)(14)(C))</p> <p>For districts or schools identified for school improvement, ODE to notify the Secretary of major factors that have significantly affected academic achievement (1116(b)(14)(D))</p> <p>ODE to provide 30 days to review data prior to identifying a district for improvement</p> <p>ODE to notify parents of each student enrolled in a district identified for improvement of the results of the annual AYP review and, if identified for improvement, the reasons for the identification and how parents can participate in upgrading the quality of the district</p> <p>ODE to provide technical or other assistance if requested by a district identified for improvement—technical assistance* to include help in implementing parental involvement activities and professional development</p> <p>*For further information about technical assistance, see pg. 45, <i>Professional Development and Technical Assistance</i></p> <ul style="list-style-type: none"> • Priority: <ul style="list-style-type: none"> – First to districts with schools subject to corrective action for which a district failed to carry out its responsibilities – Second to districts with schools in school improvement
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	<p>Fifth—science and social studies—2005-2006 Seventh—reading, writing, mathematics—2006-2007 Eighth—science, social studies—2006-2007</p> <p>Facilitate proficiency test administration and test dates. Facilitate fairness sensitivity committee to ensure that questions do not violate more or social values of individuals.</p> <p>Develop a plan for the development of end-of-course exams that can be substituted for the passage of the Ohio Graduation Test as a graduation requirement.</p> <p>Develop a committee to make recommendations regarding the incorporation of examinations for career technical education programs into the State Board of Education’s plan for end of course examinations.</p> <p>Facilitate the administration of the third grade reading achievement test beginning 2003-2004 school year.</p> <p>Monitor schools offerings for remediation to students who do not attain the proficient score on the fourth grade.</p> <p>Make diagnostic instruments available to district at no cost to the district.</p> <p>Monitor that diagnostic tests are given at least once a year to every student.</p> <p>Monitor districts intervention to students diagnosed as need additional help.</p> <p>Assure that reading intervention includes phonics.</p>	<ul style="list-style-type: none"> – Third to other districts and schools that need support and assistance to meet adequate yearly progress • Statewide system of support to include <ul style="list-style-type: none"> • School support teams <u>Team composition:</u> <ul style="list-style-type: none"> – Highly qualified or distinguished teachers and principals – Pupil services personnel – Parents – Representatives of IHEs – Representatives of regional educational laboratories or comprehensive regional technical assistance centers – Representatives of outside consultant groups, or – Others as appropriate <u>Team functions:</u> <ul style="list-style-type: none"> – Review and analyze school operations including instructional program and develop recommendations – Collaborate with parents, staff, and district in designing, implementing and monitoring a school improvement plan – Evaluate (semiannually) the effectiveness of school personnel and make recommendations to the school, the district and if appropriate ODE – Make additional recommendations as the school implements the plan concerning additional district and state support • After one school year, the team may recommend 1) to continue to provide
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	<p>Monitor intervention to students scoring below proficient on fourth, sixth, or ninth grade proficiency tests and students scoring below basic on any of the achievement tests or who did not demonstrate academic performance at their grade-level based on diagnostic assessments.</p> <p>Monitor intervention policies developed by districts to assure inclusion of diagnostic assessments, classroom intervention services, procedures for data collection.</p> <p>Identify research studies on academic intervention and prevention practices for improving the academic performance of students from different ethnic and socioeconomic groups.</p> <p>Develop an annotated bibliography of such intervention studies and provide the bibliography to Ohio SchoolNet Commission.</p> <p>Identify research based practices concerned with scheduling and allotting instructional time.</p> <p>Develop, until 2006, an annual list of criteria based on whatever achievement test or diagnostic test have been implemented.</p> <p>Prepare annually for school districts a funding and expenditure accountability report, a school safety and discipline report, a student equity report, a school enrollment report, and a student retention report.</p> <p>Request diagnostic results of kindergarten students from districts for the purposes of comparing academic</p>	<p>assistance or 2) that the district or ODE, as appropriate, take alternative actions</p>
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	<p>readiness.</p> <p>Assure the administration of achievement tests to special education students without accommodations, with accommodations, or an alternate assessment.</p>	
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- i. Languages present in the student population to be assessed, the languages in which the State administers assessments, and the languages in which the State will need to administer assessments. Use the most recent data available and identify when the data were collected.

RESPONSE:

According to Ohio’s statewide survey of student enrollment for the year 2000-2001, approximately 20,000 of Ohio’s 1,800,000 students have been identified as Limited English Proficient (LEP). Approximately 110 languages are represented in this population, with Spanish, Somali, Arabic, German (Amish), Japanese, and Cambodian being among the top languages. Most LEP students are served in regular education programs with some supplementary instructional support. Many receive English as a second language services. Most of the larger districts also provide native language support for major language groups with the aid of bilingual instructional assistants. However, only two school districts – Cleveland City Schools and Lorain City Schools – provide a formal bilingual education program in which academic content instruction is provided in the native language (Spanish) as well as in English.

Currently, Ohio administers all of its statewide assessments in English with accommodations for LEP students, including use of dictionaries and extended time during the test. In addition, second semester high school seniors who still haven’t passed the proficiency test are given the option to take the test with an oral administration. A bilingual interpreter is provided during the oral administration.

Ohio is in the process of developing alternative assessments in core content areas for those students who are not able to participate in the State’s assessment program in English because of the language barrier. At this point in time, because native language instruction is not commonly used as an instructional technique in Ohio, the alternative assessments probably will not include native language assessments. Instead, portfolio-type assessments will likely be the form that Ohio will use to test LEP students in content areas when English language is a barrier to the statewide English test.

- j. Evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking,

listening, reading, writing, and comprehension. Identify the assessment(s) the State will designate for this purpose.

RESPONSE:

The ODE, in coordination with Ohio LEAs, has developed guidelines for assessing LEP students' English proficiency levels, and for monitoring the progress of LEP students in their achievement of English proficiency. As indicated in the guidelines, proficiency levels have been identified and described for each of the language domains: listening, speaking, reading, and writing (comprehension will be considered as an underlying competency of both oral and written communication). The assessment of students' English proficiency includes language skills required to succeed in academic content areas. Therefore, this assessment is designed to be aligned with the State's academic content and student academic achievement standards. In implementing Ohio's English language assessment, LEAs will have the option of selecting from among nationally-recognized standardized English proficiency tests to identify the proficiency levels of their LEP students. Information about each test is provided in Ohio's guidelines. The ODE has made these guidelines available to school districts serving LEP students through ODE's webpage. These assessment guidelines will be implemented statewide beginning in school year 2002-2003. The guidelines will be used both as an initial and annual progress assessment of the English proficiency of LEP students in all Ohio school districts.

[LEP Assessment Guidelines](#)

- k. The status of the State's effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient children. These standards and objectives must relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension, and be aligned with the State academic content and student academic achievement standards as required by section 1111(b)(1) of the ESEA. If they are not yet established, describe the State's plan and timeline for completing the development of these standards and achievement objectives.

RESPONSE:

In the May 2003 submission, Ohio will include the State's annual measurable achievement objectives.

ODE has begun the effort of establishing standards and annual measurable objectives related to the development and attainment of English proficiency by LEP students. The English proficiency levels described in the guidelines mentioned in the previous section will be incorporated in this process. An Ohio English as A Second Language (ESL) Advisory Committee has been established, with members representing school districts serving LEP students, universities/colleges with teacher training programs, and persons

representing other organizations interested in the education of LEP students (such as Ohio TESOL – Teachers of English as a Second Language).

During 2002, members of the Ohio ESL Advisory Committee will assist ODE staff in drafting formal standards and annual measurable objectives related to the attainment of English proficiency by LEP students. An important resource in the development of these standards and measures will be the *Ohio English as Second Language Instructional Guide for English Limited Proficient Students in Grades Pre-Kindergarten - 12*. This document, which also was developed with the assistance of Ohio educators who work with LEP students, contains learning goals, standards, and instructional objectives for LEP students.

A goal stated in the current draft of the *Ohio ESL Instructional Guide for English Limited Proficient Students in Grades Pre-Kindergarten - 12* is that LEP students will learn English to achieve academically in all content areas. In updating the current draft of this document, it will be the goal to more closely align the standards and instructional objectives under this goal with Ohio's academic standards. The ODE, with the assistance of the Ohio ESL Advisory Committee, will assure that the English language achievement standards and annual measurable objectives are aligned with Ohio's recently developed academic content areas, and that they reflect the language domains of listening, speaking, reading, writing, and comprehension. ODE will submit the language achievement standards and annual measurable objectives with the May 2003 submission.

2. Awarding Competitive Subgrants: Timelines, Selection Criteria, Priorities

RESPONSE:

The Ohio Department of Education ESEA Workgroup has representation of all ESEA competitive grant program coordinators. This workgroup will assure a clear cross-agency strategy for awarding and implementing all subgrants.

a. In the June 2002 submission, describe the process for awarding competitive subgrants for the programs listed below

The programs to be addressed are:

1) Even Start Family Literacy (Title I, Part B).

RESPONSE:

Timeline

February 2002

Release of –

- (1) announcement of Availability of Funds
- (2) date/Location for Bidders' Conference
- (3) request for Readers information and form

Dissemination through e-mail, ODE website, and mailings.

March 22, 2002	<p>Bidders' Conference held at Columbus Developmental Center 10:00 a.m.-noon New Applicants' Session 1:30 p.m. to 3:30 p.m. Continuing Programs' Session</p> <p>Application for NEW Grantees released on ODE website.</p> <p>CONTINUATION Grantees received hard copies and electronic copies.</p>
April 8, 2002	Deadline for grant readers to apply
April 2002	Selection/notification of expert readers (each reading team is composed of at least one early childhood education professional, one adult education professional, and one family literacy specialist)
May 24, 4:45 p.m., 2002	New and Continuation Grant Applications due
May 28, 2002	State staff review applications for fulfillment of requirements; assign grants for review process; mail Grant Readers' Packets for June 11 Team Review
May 29-June 11, 2002	State staff evaluate Continuation Grant applications
June 11, 2002	Outside expert readers meet for training, review, and rating of new applications; new grantees are tentatively selected
June 12-28, 2002	Continuation grants are evaluated by the State team based on criteria of "sufficient progress" as described in Part III, 2. Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1, 2, and 5] of this Plan. Decisions on continuation awards are made, and then, dependent on remaining funds, new awards are decided based on the expert readers' recommendations which serves to prioritize new grant applications by a numerical score (see summary of rating instrument below). During this period of time, the State team may also require negotiations and modifications of programs whose designs and/or budgets needed revision for quality service delivery.
July 2002	All Even Start programs (new and continuation) receive a final allocation letter with start-up funds documents from the SEA.
July-August 2002	PD schedule developed along with support materials

September 2002

Begin monthly State PD workshops

Selection criteria:

- The Office of Early Childhood Education will review all proposals submitted to ensure compliance with submission requirements, such as meeting submission deadline, inclusion and sequencing of required sections, presence of required signatures, and appropriate ratio of federal fund request to local share. Proposals that do not correspond to stated requirements will not be considered for funding.
- New programs are awarded grants based on a competitive process involving expert reading teams (each reading team is composed of at least one early childhood education professional, one adult education professional, and one family literacy specialist) who are trained to use the State's Even Start Rating Instrument. A summary of the categories included in the instrument are outlined below. All the required items outlined in the Even Start Statute are included in the Even Start RFP, and therefore, are considered by readers in the rating process. For example, objectives/strategies, expected outcomes, evaluation method, etc., for all fifteen required Program Elements and the Plan of Operation and Continuous Improvement are included in the RFP. The readers' Rating Instrument has pertinent questions about each of the required items so readers can examine them in detail.
- As required by law, priority is given to empowerment zones by assigning two extra points for such designation to the total score obtained by the review team.

As the summary below reflects, selection criteria place high value on the identification of the need for services, the plan of operation and continuous improvement (involves addressing State's performance indicators and programs' own measurable objectives/outcomes), evidence of planning and collaboration, and fiscal justification.

SUMMARY OF RATING INSTRUMENT FOR NEW EVEN START APPLICATIONS

Section of Grant Application	Grant Proposal Elements	Points
Appendices A, B, Q, and S and other requirements	Meets basic criteria for application: <ul style="list-style-type: none"> > Application turned in by deadline > Application is in required format with all sections completed > Four (4) copies plus one original were provided > Cover page is complete and has appropriate, original signatures on original grant copy > Assurance pages have appropriate, original 	REQUIRED (All must be met for the application to be considered for reading/rating process)

	signatures on original grant copy > Correct budget was submitted for Federal Share > Correct budget was submitted for Local Share > Budget sheets have appropriate, original signatures on original grant copy > Application meets requirement of LEA and other appropriate partner(s)	MET <input type="checkbox"/> yes <input type="checkbox"/> no
Appendix C	Abstract	03
Appendix D	Organization's Background	03
Appendix E	Demographic and Target Population Information	04
Appendix F	Demonstrated Need	02
Appendices G, H, I	Plan of Operation and Continuous Improvement	30
Appendix J	Required Program Elements	15
Appendix K	Local Evaluation Plan	03
Appendix L	Plan for Serving as a Model	02
Appendix M	Evidence of Planning and Collaboration	15
Appendix N	Management/Personnel/Organizational Development	04
Appendix O	Proposed Site(s)	02
Appendix P	Plan for Matching and Future Funds	02
Appendix Q and R	Budget Information	15
Appendix S	Signed Assurances	REQUIRED
	ADD 2 POINTS FOR EMPOWERMENT ZONE	
	Grand Total	100 (+2)

Priorities:

- Designation of empowerment zones, if applicable, as required by law
- Intent to provide services to populations of most need as indicated by low income, low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators which must be clearly demonstrated in the grant application
- Instructional programs for both adults and children, that are based in scientifically-based reading research, to the extent available
- Program design reflects most potential for success with clear descriptions of potentially effective objectives/strategies and outcomes in a coherent plan of operation and continuous improvement. In addition, program design reflects aspects of models for other programs.

- Clear evidence of partners participation in the planning process and project management
- Services cover at least a 3-year age range for children
- Program budget is cost effective with appropriate Local Share clearly outlined
- Programs are representative of urban and rural communities

How the selection criteria and priorities will promote improved academic achievement:

High-quality family literacy programs that are established in areas of greatest need (high poverty, low literacy, limited English proficiency, special needs, etc.) will:

- Assist parents to promote reading and support of their children's reading development, especially as related to ODE Standards
- Provide quality early childhood education for children ages 0-8 to increase school readiness and school success
- Assist families to move toward self-sufficiency to remove child from an at-risk environment

The State consults with its Committee of Practitioners in the development of the Even Start Grant Application (RFP). Revisions to the RFP are made accordingly.

2) Education of Migrant Children (Title I, Part C).

Timeline:

June 3, 2002 Identify all grant recipients and include their allocations in the consolidated local application

Early July, 2002 Approve all approvable applications

Selection criteria:

All program proposals submitted:

- Will be reviewed to ensure compliance with submission requirements and priorities under this part.

- Must have a minimum of 50 or more of the identified and eligible migrant children.
- Must provide documentation that the applicant has conducted an extensive needs assessment to determine the educational, health, social and nutritional needs of all students eligible to be served. The needs assessment should also identify students' linguistic, cultural characteristics that may require special services or programs to assure that those students are afforded opportunities to learn and succeed in school, and to prepare such children to make a successful transition to post-secondary education or employment.
- Must ensure that migratory children benefit from State and local systemic reforms.
- Must document effective and meaningful parental involvement and consultation.
- Must assure that the funds will be used to provide supplemental instructional services to eligible migrant children.

Priorities:

- The SEA will give priority for funding to summer migrant education program proposals with highest number of identified eligible students.
 - High mobility eligible students whose education has been disrupted during the regular school year.
 - Students who are failing or most at risk of failing and have the greatest need for compensatory instructional and services that is not already being met by other programs.
 - Provision of services at a sufficient level of quality and intensity so as to give reasonable promise of meeting the special educational needs of children being served and meeting the same challenging State academic content and performance standards that all children are expected to meet.

How the selection criteria and priorities will promote improved academic achievement:

Selection criteria and priorities directly promote improved academic performance for those migrant students most in need of additional supports, i.e. students with high mobility, students most at risk of failing. Other priorities ensure that the level of service is of sufficient quality and intensity to help ensure success in meeting the State academic content and performance standards. The top priority of extended learning through summer school programs has the best potential for helping students in the long term. Additional learning time, especially in the summer months when

students tend to lose ground in reading, seems to hold particular promise. The criteria ensure that migrant students benefit from local school reforms. Services must be based on needs identified through the needs assessment. Those needs might be focused research based academic support or could address areas that are construed to present barriers to student success—health issues for example. Focusing supports on those supplemental needs and supports (such as English language acquisition) not necessarily available through the typical local system help meet immediate and long-term academic student needs.

3) Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk -- Local Agency Programs (Title I, Part D, Subpart 2).

RESPONSE:

Selection Criteria:

Locally Operated Programs:

Locally operated Neglected and/or Delinquent programs receive funds based upon the per pupil amount received by the school district in which the locally operated correctional facility or community day program is located. The per-pupil amount is multiplied by the number of children that resided in the institution for 30 consecutive days, at least one of which was in October, during the preceding year. The product of this calculation is the amount of funds awarded to the school district to operate instructional programs for the neglected or delinquent students. Allocation estimates are expected to be made available to school districts by June 3, 2002 as part of the automated consolidated federal programs application. The statute does not require selection criteria or priorities for this program.

State Operated Programs:

Funds distributed to state agencies are based upon the formula described in Section 1412 of the reauthorized ESEA. A state agency is eligible for assistance if it is responsible for providing free public education for children and youth—

- in institutions for neglected or delinquent children and youth;
- attending community day programs for neglected or delinquent children and youth; or
- in adult correctional institutions.

The state agency is eligible for a subgrant in an amount equal to the product of—

- the number of neglected or delinquent children and youth it serves who are enrolled for at least 15 hours per week in education programs in adult correctional institutions;

- are enrolled for at least 20 hours per week—
 - in education programs in institutions for neglected or delinquent children and youth; or
 - in community day programs for neglected or delinquent children and youth;
- Forty percent of the average per-pupil expenditure in the State, except that the amount determined shall not be less than 32 percent or more than 48 percent of the average per-pupil expenditure in the United States.

4) Comprehensive School Reform (Title I, Part F).

RESPONSE:

Selection Criteria:

The focus of the federal legislation is to stimulate scientifically research-based, school-wide changes in schools that need to substantially improve student achievement, particularly in both reading and mathematics. Comprehensive School Reform Demonstration grants (CSRSD) will be awarded for use in schools that have demonstrated:

- The greatest need for comprehensive school reform;
- The most promise for successful implementation and increased student achievement;
- A high-quality comprehensive school reform plan which addresses the eleven components of comprehensive school reform;
- The capacity for evaluating the implementation and success of CSRSD

The school building must meet the following criteria:

Elementary Schools and Middle Schools

- The school district must be in either academic watch or academic emergency (Using the 2002 School District Report Card)
- The school has a high level of poverty based on free and reduced lunch count.

- The school has less than 40% passage on both the fourth and sixth grade reading and math tests (using the 2002 School Building Report Card).
- The school is Title 1 eligible and has been in School Improvement status for two, three, or four years.

High School

- The school district must be in either academic watch or academic emergency (using the 2002 School District Report Card).
- The school has less than 60% passage on reading and math tests. If the eligible school is above this percentage, please provide the percentage (using the 2002 School Building Report Card).

Other eligible schools include:

A kindergarten through third grade school may be considered where the need is justified. If the school building is awarded the CSRD grant, and they do not administer an off-year test, they must agree to administer pre- and post-tests in reading and a post test in math. The cost of administering the tests must be part of the CSRD budget.

5) Teacher and Principal Training and Recruiting Fund -- subgrants to eligible partnerships (Title II, Part A, Subpart 3).

RESPONSE:

Selection Criteria:

Teacher and Principal Training and Recruiting Funds reserved under section 2113(a)(2) will be distributed to the Ohio Board of Regents to make subgrants (Title II, Part A, Subpart 3), on a competitive basis, to eligible partnerships as delineated below:

Section 2113(a)(2) will be distributed to the Ohio Board of Regents to make subgrants to eligible partnerships. The process for distributing grants will be competitive, with the process and criteria developed collaboratively with other higher education partners.

As noted in Section 2131, subgrants may be made to eligible partners, including private or state institutions of higher education and the division that prepares teachers and principals, arts and sciences, and high-need local education agencies. Partnerships may also include other LEA's as noted in Section 2131 (definitions). Grants will be awarded through a competitive RFP process as developed by the Ohio Board of Regents, with input from other educational partners. Grants will

be designed that build on the State's efforts to improve teacher and principal quality, particularly in mathematics and science, will be consistent with the State's efforts to identify core academic content standards for K-12 students and prepare teachers to create learning environments for students to achieve the standards, and will be consistent with the use of funds in Section 2134.

6) Enhanced Education Through Technology (Title II, Part D).

RESPONSE:

Coordination

The Ohio Department of Education will, in coordination with Ohio SchoolNet, administer the Enhancing Education through Technology State Grant Program. The Department will disseminate the formula grants to eligible LEAs that have submitted applications. The competitive grant allocations will be determined through responses from a state-issued Request for Proposal (RFP) process open to all eligible districts. An advisory panel will be established to help develop the RFP, evaluate responses, and coordinate activities under this program. State activities will be coordinated by the department along with Ohio SchoolNet (OSN) and the Ohio Board of Regents (OBR).

Philosophy

The competitive grant portion of this program will focus on classroom usage of the recently established content and instructional management systems designed by the Department. A RFP will be drafted and disseminated to every district in the state asking for participation in a beta testing of a extended suite of tools that build off the ODE instructional management system. An initial Request for Information will be distributed to national vendors to develop these tools that are compatible with the current system and able to be utilized by local districts. These districts will then participate in identifying tools, professional development, and additional required resources they will need to measure the impact of these tools on student learning. The department and Ohio SchoolNet will outline research-based strategies and district procedures to follow for data collection. This year long beta-test will then be the basis for a possible scaling up of the state instructional management system for the next school year.

Key Procedures

RFP Process

Developed by Ohio Department of Education and Ohio SchoolNet

Selection Criteria

Transferability

Preference given to those districts utilizing formula funds toward technology programs.

Capacity

Preference given to those districts currently utilizing technology aligned to state plans.

High Need

Preference given to districts with high need students and/or low academic performance for all students, including those in the ESEA-designated subgroups.

Partnerships

Preference for plans aligned to other ESEA programs, funding, established partnerships.

Parent and Community Engagement

Preference for plans that engage the community outside of school into implementation.

Support Mechanisms**Monitoring / Data Collection**

Communication and research-based project approach developed with Ohio SchoolNet.

Professional Development Technical Assistance

Districts involved in project will be linked to resources of Ohio Regional Support Agencies.

7) Safe and Drug-Free Schools and Communities -- reservation for the Governor (Title IV, Part A, section 4112)**RESPONSE:**Timeline

- Grant announcement was made April 2002
- Proposals were due May 10, 2002
- Awards will be announced no later than June 30, 2002
- Grant period will run from July 1, 2002 through June 30, 2003

Process/Selection Criteria/Academic Achievement

Over the past thirteen years, ODADAS has administered SDFSCA funds and assisted in the development of primary prevention and early intervention programs among youth and others who impact this population.

Eligibility

Grants are awarded to LEAs, community-based organizations, local law enforcement agencies, other public entities, private non-profit organizations and consortia thereof, that are currently certified, licensed or chartered to function as a non-profit entity, i.e., a 501(c)3 tax status. These entities must demonstrate a capacity to coordinate prevention and intervention strategies with LEAs that reinforce academic priorities and improve academic achievement. During this grant year ODADAS will be transitioning to an outcomes based framework. This will assist SDFSC grantees in accomplishing these priorities.

Behavioral and Academic Goals

- To increase abstinence from alcohol and illicit drug use
- To defer the onset of alcohol use
- To eliminate high-risk use of alcohol and other legal drugs
- To impact environmental risk-factors in communities

Research clearly demonstrates the connection between these goals and educational attainment as evidenced by improved grades, improved attendance and improved behavior. This research was summarized in a position paper developed by the Ohio Department of Education, Safe and Drug-Free Schools Program Office and ODADAS in the spring of 2001. This document was shared with the U.S. Secretaries of Education and Health and Human Services by Governor Bob Taft.

Availability of Funds

The maximum award amount per program is \$90,000. Applicants must document a 20 percent cash or in-kind match. Funds are available for a 12-month funding cycle commencing July 1, 2002 through June 30, 2003. All funds flow through the local Alcohol, Drug Addiction and Mental Health Services (ADAMHS) or Alcohol and Drug Addiction Services (ADAS) Board to the applicant on a Fee for Service Equivalency basis.

8) Community Service Grants (Title IV, Part A, section 4126).

RESPONSE:

Timeline

- Grant announcement will be made in August 2002 with proposals due by September 30, 2002

- Awards will be announced by October 15, 2002
- The grant period will run from date of approval through June 30, 2003 with carryover provisions through June 30, 2004.

Program Description/Selection Criteria/Academic and Behavioral Improvement

The Community Service Grants will be administered by the Safe and Drug-Free Schools Program Unit in partnership with the Center for School Reform and Options, Alternative Education Initiative. The Alternative Education Initiative was created in House Bill 282, the state's first biennium budget exclusively for education, with bipartisan support from the Ohio General Assembly and strong advocacy by Governor Bob Taft. The Initiative is guided by the statutorily created Alternative Education Advisory Council composed of the Governor's Education Policy Advisor, the Attorney General, the State Superintendent of Public Instruction, and the Directors of the Ohio Departments of Alcohol and Drug Addiction Services, Mental Health, and Youth Services. At the local level, the Alternative Education Initiative is led by public school districts and their community partners.

The Alternative Education Initiative is a grant program for local school districts to work with community partners to develop alternative education strategies for at-risk children and youth. The target population includes children and youth who have been suspended or expelled; have dropped out of school or are at risk of dropping out; are habitually or chronically truant; are disruptive in class; are on probation from the juvenile court; and/or are on parole after having spent time in an Ohio Department of Youth Services facility.

A Community Service Grant Application is being developed for distribution to established alternative education programs and schools serving suspended and expelled youth. Interested programs and schools will submit their proposals describing their design for integration of community services projects as a component of intervention for the suspended and expelled students they serve. Proposals will be evaluated and selected on the merits of the design for incorporation of community service within their existing programs and correlation with the primary behavioral and academic objectives established by Ohio's Alternative Education Advisory Council.

Alternative Education Initiative - Academic and Behavioral Objectives

- Students will experience greater success in school, including improvement in academic performance.
- Incidences of antisocial behaviors will decrease.
- Truancy rates will be reduced.
- Expulsions and suspensions will be reduced.

- Teachers and other school personnel will develop the capacity to work more effectively with students who exhibit challenging behaviors, including demonstrating better problem solving skills and great confidence in coping with difficult situations.
- Teachers, parents, and community agencies will become partners in meeting student needs.

9) 21st Century Community Learning Centers (Title IV, Part B).

RESPONSE:

Timeline

Apr. – June 2002	Convene Shareholder Meetings with Other State Agencies, Community-based organizations and current 21 st CCLC providers
Apr. – July 2002	Local Application Development Team Identified and convened
July – Aug. 2002	Local Application Package Finalized Website Developed
Aug. – Sept. 2002	Announcement of Availability of Funds Application made available via statewide mailing, Website and e-mail. Bidders' Conference Held
Oct. – Nov. 2002	Peer Reviewers Solicited and Training Held
Nov. 2002	Application Deadline
Dec. 2002	Internal Review Process Conduct Peer Review Staff Make Final Selection/Funding Decisions Applicants Notified via Approval Letter of allocation/funding level
Jan. 2003	Funding to Flow and Program Implementation

Selection Criteria

All programs will be awarded based on a competitive application process. Programs will be funded for a five year period with full funding for the first three

and at a reduced rate for the fourth and final years. It is anticipated that the decrease will be 25% and 50% respectively.

Eligible Applicants

Local education agencies (LEAs), community-based organizations (including faith-based organizations), other public and private entities, or a consortium of two or more such agencies, organizations, or entities are eligible to apply. A county office of education or an intermediary designee may apply on behalf of a consortium of partners.

Notice of the availability of the application will be disseminated to school districts and community-based organizations via a statewide mailing campaign. The mailing will be coordinated with other state agencies involved in before and after school programming and other agency programs such as Title 1 and ESL programs. The application will also be posted on the web. The application and grant writing assistance will be made available at the bidders' conference. The bidders' conference will include an overview of the application and panel presentations from practitioners and experts in the out of school time field. Panel participants may include but not be limited to current 21st CCLC program grantees, community-based providers, curriculum content specialists, and representatives from institutions of higher education.

Competitive Priorities

All proposals received will be reviewed to ensure compliance with submission requirements, such as meeting submission deadline, inclusion of required priorities, and presence of required signatures.

Ohio will continue to use the priority and required activities model, as developed by the USDOE, for awarding grants. The absolute priorities are strict requirements of each application while the competitive priority will receive preference over other applications of equivalent merit. The invitational priority will not be utilized at this time. The absolute and competitive priorities for Cohort 1 are as follows:

Absolute Priority

The department will fund only those applications that demonstrate how the program will assist students attending eligible schools (Title I schoolwide programs) in meeting state academic achievement standards in reading and math by providing expanded learning opportunities for academic enrichment, as well as a broad array of other activities. Activities such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs should build upon and enhance the regular academic school day. Applicants must also demonstrate how the program will provide literacy and educational development opportunities to the families of the children participating in

the program. The programs are to be offered during non-school hours or periods when school is not in session, such as before and after school and/or during summer recess.

Competitive Priority

The Department will give preference to jointly submitted applications that include at least one LEA receiving funds under Title 1, Part A (or Title 1 eligible population/low income children and their families) and at least one public or private community organization, **AND** intends to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title 1). Should a LEA be unable to identify a community-based partner within reasonable geographic proximity, such LEA would still have to serve students attending Title 1 eligible schools. Applications that meet this competitive priority will receive preference over other applications of equivalent merit.

Required Program Activities

To receive a grant under this program in addition to the absolute priority, applicants must provide services that address at least four of the following program activities. Applicants must demonstrate how the chosen activities will address the absolute priority.

- Science education activities
- Art, music, and cultural education activities
- Entrepreneurial education programs
- Tutoring services
- Limited English proficient programs that emphasize language skills and academic achievement
- Recreational activities
- Telecommunications and technology education programs
- Expanded library service hours
- Health and nutrition programs
- Parent involvement programs
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement
- Drug and violence prevention programs
- Counseling programs
- Character education programs

Operational Requirements

The content of the operational requirements will be developed in consultation with other state agencies involved in before and after school programming, teachers and administrators, parents, youth and community-based organizations.

At a minimum, the following components will be standardized across all programs from which a statewide evaluation can be designed.

Staff Qualifications and Training

Staff and/or tutor qualifications/training requirements for the academic component will be outlined for all programs.

Research-based/Effective Best Practices

The criteria for selecting academic content and program practices will be outlined for all grantees in accordance with the Principles of Effectiveness as described in law and scientifically-based research, as defined in Title IX of the reauthorized ESEA.

Hours of Operation

A minimum number of hours and days of operation for all programs will be outlined.

Program Components and Point Values

The guidance/explanation for each of the program components will be designed in cooperation (with the exception of the evaluation component) with external constituencies and in accordance with the statutory requirements for LEAs.

Need for Project (20 points)

Quality of Project Design (20 points)

Academic Improvement Plan (10 points)

Adequacy of Resources (15 points)

Quality of Management Plan (15 points)

Quality of Project Evaluation (20 points)

Each grantee must undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The results of which must be used to refine, improve, and strengthen the program and to refine performance measures. Local grantees must evaluate the academic progress of children participating in the program. This information must be made available to the public upon request.

Competitive Priority (10 points)

Peer Review Process

A diverse group of peer reviewers will be sought. The group will be representative of, but not limited to, Ohio Professionals for School-Age Care, ODE staff, other state agencies, teachers, school administrators, academic content specialists, higher education, faith and community based organizations, local and civic leaders, foundations and charitable organizations, research and evaluation organizations and local experts in the field of out-of-school time.

Selected peer reviewers will attend a training that clearly articulates the program goals and priorities as well as a calibrated review process methodology. This will include extensive directions using of the scoring criterion instrument that aligns with the program goals and priorities. The scoring instrument will consist of detailed descriptions of qualities to look for in each section of the application and the corresponding point values. Peer review teams will then be formed for the purpose of reading and discussing the common application. During this time the state team will assure that no conflict of interest exists for the reviewers. Each grant will then be reviewed and scored by at least three different peer reviewers using a common scoring criterion. The peer review scores will then be run through a statistical program, which will normalize individual peer reviewers' scores for leniency and severity. The score sheets will undergo a comprehensive analysis by a third-party contractor to determine the ranking of each application. The applications with the highest ranking will be funded.

Professional Development and Technical Assistance

3. In the **June 2002 submission**, describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives. This description should include the assistance the SEA will provide to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research.

RESPONSE:

Statewide Plan to Monitor and Provide Professional Development and Technical Assistance

The Ohio Framework for Action was developed by ODE in coordination with the regional facilitators and the directors of the Regional Professional Development Centers. It was reviewed by ODE senior leadership and staff and presented to the State Board of Education. The framework is the structure around which Ohio conducts technical assistance, professional development, and monitoring.

Meeting the requirements of the No Child Left Behind Act of 2001 and Amended Substitute Senate Bill 1 provides unique challenges and opportunities for Ohio. Among these will be the restructuring of Ohio's Accountability System to assure that no child is left behind. The Ohio Framework for Action statewide plan is to

create systems of schools that educate all children to meet high standards of achievement. Ohio's monitoring and technical assistance is grounded in the research.

This Framework for Action is derived from four propositions:

- 1) The Ohio Department of Education (ODE) must distinguish its response according to schools that are chronically under performing and lack the capacity to reform themselves; those that are low performing but show evidence of a capacity to renew themselves; and those schools that are performing adequately for some but not all subgroups, or for which participation rates are low.
- 2) Ohio must engage non-Department resources and expertise to create a statewide system of intervention in order to address the needs of schools that must improve.
- 3) While some schools may require substantial changes in organization before they can improve, the foundation of most efforts to improve schools will be teacher learning and knowledge.
- 4) The statewide system of intervention must be organized to promote significant opportunities for teachers to learn the new academic content standards and study of students' work on Ohio's assessments.

Conditions for Success

Based on the rationale and research identified above, this model suggests that ODE focus efforts on creating the following five conditions associated with improved student academic performance:

- Standards based instruction and assessment focused on Ohio's reading and mathematics;
- Ongoing and sustained professional development for teachers and administrators designed on Ohio's standards and assessments;
- Strong distributed leadership to promote the ability of districts and schools to reform themselves in ways that continuously improve student learning;
- Data analysis for aggregate performance on key performance indicators and disaggregated results for student subgroups defined by federal and state statutes; and
- Incentives for educators to serve in schools in which low performance has been the norm and not the exception.

**Note: As additional standards are developed for Ohio Schools, targeted assistance will be expanded into those content areas.*

Actions Required to Meet Conditions for Success.

To deliver a statewide system of intervention the following actions must occur within ODE and among the regional providers, professional organizations, institutions of higher education, and districts:

- The continued creation and alignment of the major policy instruments – academic content standards, statewide assessments, curricular materials, and teacher education opportunities.
- The development of strategies to distinguish among schools with the capacity for renewal and those without the capacity.
- The creation of differentiated responses that are linked to the capacity of schools to renew and learn.
- Advocacy for state policies and legislation designed to encourage educators to pursue assignments in schools with a history of low achievement.
- Advocacy for state policies and legislation to secure statutory changes to contract with external partners without the barriers of time and ceiling.

Deployment Model for Differentiated Services

The Framework for Action recommends differentiated levels of service triggered by the capacity of the school to promote its own renewal. These classifications will be tied to Ohio’s new Adequate Yearly Progress (AYP) standard and the intermediate goals set under ESEA requirements. One model of differentiated levels of service delivery is shown in Figure 1.0. Tables 1.0 and 1.1 provide a more detailed explanation of how differentiated services might align with disaggregated subgroup scores and the school’s capacity for self-renewal.

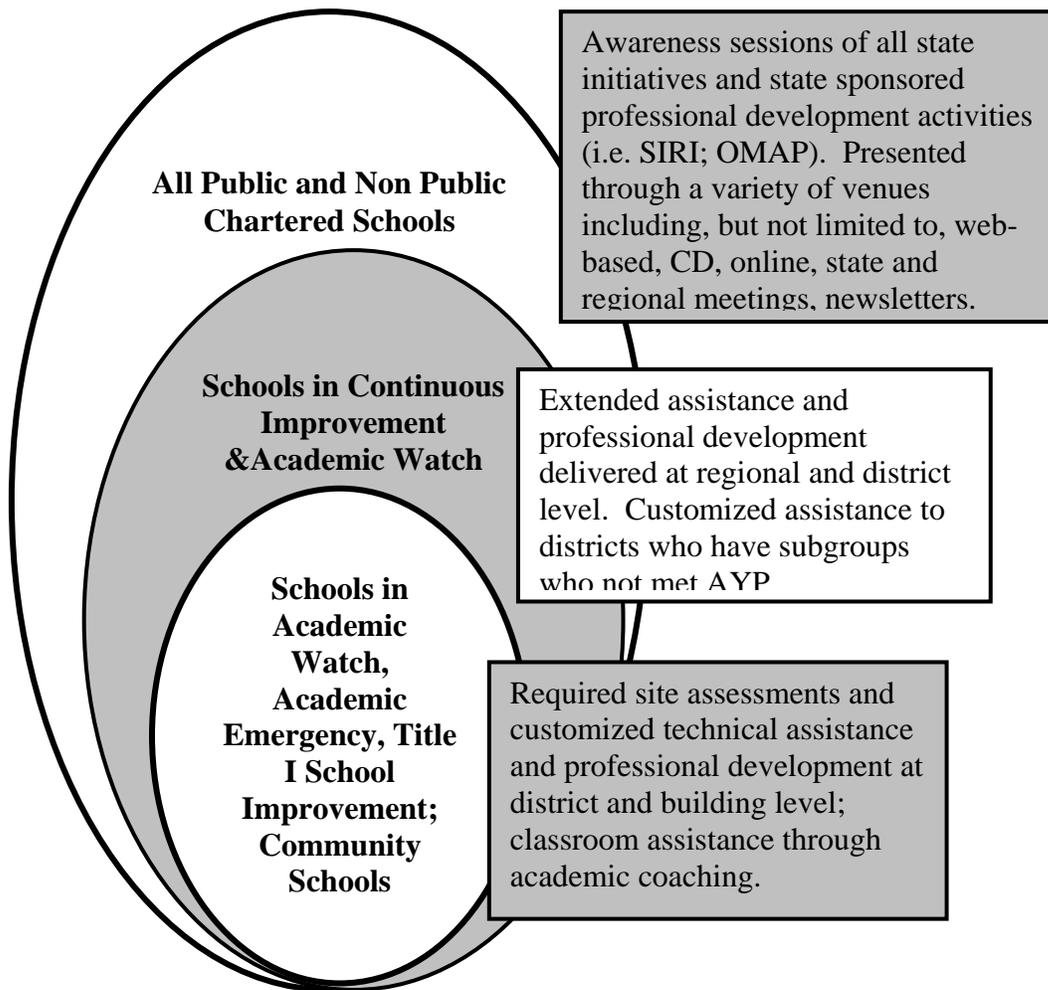
Assessment

Using the Local Report Card design, Title I School Improvement Status, and the disaggregation of performance data for identified subgroups as the predictor of need for technical assistance, school districts and buildings will have access to site assessments to determine district and building capacity and needs related to leadership, standards-based instruction and assessment in reading and mathematics, classroom practice, and professional development. Site assessments will be required for districts that have been historically low performing and stalled in their progress. For districts who have subgroup performance below the AYP, or who have low overall performance but exhibit the capacity for institutional improvement, technical assistance will be provided to determine the access of subgroups to standards driven curriculum. Effective or excellent schools and districts may use the assessment tools as a proactive, self-assessment tool to inform their work.

To assure efficiency and accuracy, the Office of Regional School Improvement proposes the formation of *design teams*, who will work on-site with schools and districts, using appropriate assessment tools to identify district and building needs within the targeted areas for technical assistance. The *resource coordinator* will be assigned to low-performing districts that are chronically low performing. The resource coordinator will work closely with the design team and the school district/building to facilitate the process.

Design teams will be credentialed in their roles through procedures to be established by the Office of Regional School Improvement Services and the Office of Reform and Federal Student Program.

Figure 1.0 Suggested Deployment of Differentiated Services to Schools



Analysis

The design team will work with the stakeholders in each low-performing school to co-develop a customized technical assistance plan driven by data and Ohio's academic content standards and assessments. The building plan must be aligned with the district Continuous Improvement Plan (CIP), supported by the state, and regional technical assistance plans and meet applicable federal and state statutes. The alignment of these plans ensures that the needs of low-performing schools remain a priority for all stakeholders.

Action

The resource coordinator will work with the district and schools to implement the customized plan systematically according to timelines established. The formation of *regional service teams* is recommended to provide differentiated levels of professional development (Table 1.0) and technical assistance (Table 1.1) to districts and buildings. Regional service teams may include, but are not limited to, consultants from the Ohio Department of Education; educators from the regional service agencies, such as educational service centers, regional professional development centers, special education regional resource centers; higher education faculty; or professional organizations. Regional service teams may provide technical assistance and/or professional development at the district or building level related to content (i.e. reading or mathematics instruction), process (i.e. team building), or skills (i.e. curriculum mapping), or as a school support team in ESEA Title I buildings. For the lowest performing buildings that have been unable to make progress in reading and mathematics, external academic coaches (*quality impact teams*) may be assigned to the district or building 80% of the time to provide direct, on-site professional development to administrators and classroom teachers. The role of the academic coaches is to institutionalize core practices in the school to the point that the school no longer needs external coaching or facilitation.

Professional Development

Professional development must be aligned to state standards and assessments *tailored to the problems that educators see embodied in evidence of student learning in their particular settings, as well as in broader systemic objectives. The professional development must be designed around a clear model of adult learning that supports the development of individual's knowledge and skill but also develops the capacity of teachers to work collectively, in their respective buildings and with teachers in other settings* (Elmore, 2001). A comprehensive professional development model must be accompanied by clear and constant communication to its stakeholders (Kotter, 1996).

Ohio's comprehensive plan for professional development combines the elements of preparation and public presentation of standards based instruction and assessment with levels of differentiated professional development to the various stakeholders. The plan

includes the identification of key stakeholders in Ohio’s education system and levels of professional development aligned to stakeholders’ need to know and the suggested content and structure for each level of professional development (Table 1.0) Widespread dissemination of the conceptual framework, overview of content, and the resources and tools can serve as the awareness level of professional development and as communication to all stakeholders. The Ohio Department of Education and its strategic partners must enable collective, deeper study by school faculties through significant workday opportunities to study, reflect, and practice standards based instruction and assessment.

Table 1.0

Differentiated Levels of Professional Development for Standards Based Reform. What do our stakeholders need to know and how will they learn it?

LEVEL	Audience	CONTENT			DELIVERY
		STANDARDS	ASSESSMENTS	CURRICULUM MODELS	
AWARENESS/ INFORMATION	All stakeholders	Conceptual Overview of Frameworks Resources and Tools	Conceptual Overview of Frameworks Resources and Tools	Conceptual Overview of Frameworks Resources and Tools	Statewide forums Regional meetings, Online dissemination Newsletters, CD’s Satellite broadcast Community forums Local media
INDIVIDUAL KNOWLEDGE AND SKILL BUILDING	Principals	Research Base Benchmarks Grade Level Indicators Core Curriculum Strategies	Research Base Alignment with Standards Diagnostic Tests Achievement Tests OGT	Curriculum Alignment and Mapping	Institutes Academies Online courses Post graduate courses

	Supervisors /Coordinators	Research Base Benchmarks Grade Level Indicators Core Curriculum	Research Base Alignment with Standards Diagnostic Tests Achievement Tests OGT Diagnostic Use Develop Interventions	Curriculum Alignment and Mapping	Institutes Academies Online courses Post graduate courses
INDIVIDUAL KNOWLEDGE AND SKILL BUILDING	Teachers Preservice	Higher education preservice teacher education program including courses in subject matter, pedagogical knowledge, knowledge of student learning including diverse learners, repertoire of instructional strategies, assessment and evaluation, aligned with Ohio content standards, assessments, & curriculum models. Clinical and classroom practice including student teaching			Approved baccalaureate teacher education programs within Ohio college and universities
	Teachers In-service	Research Base Benchmarks Grade Level Indicators	Build skills and competencies with diagnostic tests, achievement tests, OGT, and informal tests Observe e Models and Examples Clinical Practice Classroom Practice with Coaching Refining Classroom Practice	Core Curriculum Curriculum Mapping and Alignment Observe e Models and Examples Clinical Practice Classroom Practice with Coaching Refining Classroom Practice	Institutes Academies, Online courses Post graduate courses Study groups Workshops
	Teacher Education Faculty	Alignment of Preparation Programs with State Academic Standards	Preparing Teachers to Work within Ohio Accountability System	Conceptual Overview Curriculum Models incorporated into Preservice Courses	Summer Conferences (K12 & Higher Education) Regional Teams (K-12 & Higher Education)
CAPACITY BUILDING	Teacher leaders, Administrators Higher Education	Research Base Benchmarks Grade Level Indicators	Build skills and competencies with diagnostic tests, achievement tests, OGT, and informal tests Observe e Models and Examples Clinical Practice Classroom Practice	Core Curriculum Curriculum Mapping and Alignment Observe Models and Examples Clinical Practice Classroom Practice with Coaching Refining	Train the Trainer Institutes Academies Higher Education Institutions

			with Coaching	Classroom Practice Internship Credentialing	
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Table 1.1 Explanation of Differentiated Levels of Technical Assistance

Step	Deployment	Designation	Who is responsible	What happens	Action
Pre-planning	Design Teams Regional Service Teams Quality Impact Teams	All districts	ORSIS	Regional partners are alerted to the need for design teams, regional service teams, quality impact teams	Processes for nomination, selection, training, and placement are developed and implemented

Step	Deployment	Designation	Who is responsible	What happens	Action
I.	Local Report Card Designation and Data Analysis of Aggregate and Disaggregate Groups		ODE ORSIS Staff	School designations trigger level of service to school; school improvement status determined.	Schools are identified for levels of technical assistance based on deployment model. Regional facilitators, resource coordinators, and technical service coordinators are assigned. Regional Managers are selected.
II	Site Assessments		ORSIS	Selection and Credentialing of Design Teams	Job description for Design Team Members Application Process Training and Credentialing
			ORSIS; Regional Manager	Self assessment by excellent and effective schools; continuous improvement schools; academic watch schools.	Regional staff works with school district and buildings to self-assess;
			ORSIS Resource Coordinator	On-site assessments scheduled for district and buildings for Academic Emergency Schools	Design teams are deployed to academic emergency districts for site assessments.

Step	Deployment	Designation	Who is responsible	What happens	Action
III.	Professional Development		ODE; ORSIS Regional Managers	All districts are provided awareness sessions of state initiatives and projects; all districts participate in state funded initiatives and projects	ODE Business Centers work with Regional Managers to deploy awareness, rollouts and state initiatives to all districts, regardless of designation.
IV.	Customized Technical Assistance Plan	Continuous improvement, Academic watch districts	Regional Manager Regional Facilitator	Plan developed by district and building with consultation from regional manager and/or regional facilitator	Plan specifies district and building needs related to the Conditions for Success .Plan specifies technical assistance needed from regional service teams. Plan includes district and buildings participation in statewide initiatives.
		Academic emergency districts.	Design Team Resource Coordinator	Plan developed jointly by district, building, design team and resource coordinator.	Plan specifies district and building needs related to the Conditions for Success. Plan specifies level of services from Regional Service Teams and Quality Impact Teams.

Step	Deployment	Designation	Who is responsible	What happens	Action
V.	Regional Service Teams	Continuous Improvement, Academic Watch, Academic Emergency	Regional Manager; Resource Coordinator	Teams are assigned to buildings consistent with needs identified in customized technical assistance plan.	Regional service teams are recruited from regional partners, professional organizations, or contracted services. Teams are trained to provide specific assistance and/or professional development related to content standards and assessment.
VI.	Implementation of Plan	Continuous improvement, Academic watch districts	Regional Manager, Regional Facilitator	Districts receive assistance upon request	Regional staff determine implementation of plan according to benchmarks and timelines established in the plan; progress regularly monitored by regional facilitator

Step	Deployment	Designation	Who is responsible	What happens	Action
		Academic emergency districts.	Resource Coordinator	Action plans are monitored for progress by resource coordinator	Regional staff determines implementation of plan according to benchmarks and timelines established in the plan; progress regularly monitored by regional facilitator; resource coordinator facilitates and brokers the services of regional service teams and quality impact teams.
VII.	Reporting	Excellent, Effective, Continuous Improvement, Academic Watch	Regional Manager, Regional Facilitator	ORSIS establishes guidelines and templates for reporting progress and activity within the regions.	Regular reports are provided to ORSIS related to technical assistance, professional development, and participation in statewide initiatives.
		Academic Emergency	Resource Coordinator	ORSIS establishes guidelines and templates for reporting progress and activity within the regions.	Regular reports are provided to regional manager related to implementation of customized technical assistance plan.

Step	Deployment	Designation	Who is responsible	What happens	Action
VIII.	Evaluation	All districts	ORSIS PRA	ORSIS guided by PRA develops evaluation design for statewide technical assistance plan	Regional managers and regional staff are informed of design and data collection in Fall, 2002. Data as requested is collected and processed.

4. In the **June 2002 submission**, describe the Statewide system of support under section 1117 for ensuring that all schools meet the State’s academic content and student achievement standards, including how the State will provide assistance to low-performing schools.

(See monitoring and professional development description in item 2, above.)

ROLES AND RESPONSIBILITIES OF DEPARTMENT BUSINESS CENTERS

Technical assistance and professional development as an instrument of school improvement to build individual and collective knowledge and skill will require differentiated organizational roles within the Department. Through collaborative dialogue, the Department business centers must agree upon and define their respective roles and responsibilities in deploying services to schools. Successful implementation of cross-center assistance will be achieved through internal consistency and alignment in providing the actions to meet the Conditions for Success.

The Ohio Department of Education, as an agency, has the primary responsibility of managing the differentiated service delivery model. The management of this model includes developing and setting policy for the parts of the system, facilitating the strategic partnerships necessary for system functioning, credentialing the providers within and external to the system, creating the design for deployment of services, and developing the tools that aid in deployment. The Business Centers of the Department must demonstrate a collaborative effort to deliver services to all districts with customized deployment of services to those that are low performing. Through collectively defining their respective roles the Business Centers can advocate and develop policies, procedures, and strategies for efficient and effective management of the system.

Deployment of Services

The complexity and variety of issues confronting low-performing schools must be taken into account as technical assistance is planned and implemented by the Ohio Department of Education. Recommendations for developing capacity at all levels in the system include:

- Attention to the multiple dimensions of teacher capacity and to the role of the school and other strategic partners in teacher learning and educational improvement.
 - Substantive investment in time, money, and resources to provide the intensity and duration of assistance needed to move a low-performing school forward.
 - Intentional creation of many professional networks to create the human capital for ambitious reform.
 - Site assessments tightly aligned with the *ESEA Framework for Accountability*, the *Conditions for Success*, *Operating Standards for Ohio Schools*, *Ohio Content Standards and Assessments*, and all applicable state statutes to assure judicious use of time, energy, and resources.
 - Training and credentialing of members of design team and regional service teams facilitated by the Office of Regional School Improvement Services to assure competent and high quality technical assistance and professional development. and specific credentials and job descriptions for resource coordinators should be written and opportunities to acquire the credential made available to current regional staff.
 - The development of a management plan for deployment of services co-developed by the Business Centers of the Ohio Department of Education. The plan should explicitly explain the statewide strategy for deployment of differentiated services and the interactive role of each Center. The alignment of technical assistance and professional development with all projects, resources, activities, and services facilitated by the Department should be addressed.
5. In the **June 2002 submission**, describe the activities the State will conduct to --
- a. Help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs.

RESPONSE:

The Ohio Department of Education will assist schoolwide programs to improve student success by providing technical assistance in collecting, organizing, analyzing, communicating and using student and teacher data. Regional facilitators will be available to assist schools in developing appropriate new schoolwide plans. All existing schoolwide plans must be amended and reapproved to ensure they meet the requirement of the NCLB Act. A primary focus of technical assistance will be on using the school's performance data to guide the creation of the schoolwide plan for student success, including the professional development needs of staff. Many schoolwide plans, while

based on a needs assessment, seem to lack a direct connection to the student/teacher data that is generally available. Guidance will be provided on using data for:

- monitoring student progress on a frequent basis
- trend analysis
- identifying the strongest and weakest areas of student learning
- diagnosing specific student learning needs
- identifying disconnects between the school curriculum and the state content and performance standards
- informing the development of lesson plans
- teaching to the content indicators
- dispelling the myths that some children cannot learn
- identifying certain populations or types of students who need additional support to meet the state standards
- identifying the additional supports that some students will need
- identifying unsuccessful programs, strategies or activities that are not working
- identifying successful programs, strategies or activities that are working
- informing planners regarding staff professional development needs
- changing teacher behaviors based on what is working in their classroom
- bringing the wealth of research based practices into the classroom
- and helping teachers and administrators answer the question, "are students learning?"

The planning tool of the state's web-based consolidated federal program plan and application will assist schools in writing clear, concise plans that are focused on major performance measures and indicators. These plans will be useful in informing all staff, parents and the community about the major focus of the schools and the primary strategies to attain student success. The application tool provides a clear picture of how the variety of federal funds can be used in combination to achieve the school's primary goals. This web-based tool also facilitates schoolwide programs in transferring funds from appropriate federal programs to Title I schoolwide programs. Several funding documents are created automatically to help schools see how the federal funds are supporting clear educational activities tied back to their plans. In addition, the schoolwide budgeting process has been streamlined to eliminate unnecessary accounting details. Too much time has been lost on addressing minute accounting details at the expense of focusing time and attention on student learning. Non-productive and inefficient administrative requirements are being discarded so schools have more time to

focus on students learning and high quality professional development activities. All budgeting changes have been discussed with the State Auditor's Office to ensure the financial integrity of the changes.

- b. Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified. This description should include the help the State's will provide to LEAs and schools to –

- i. Conduct effective professional development activities;

RESPONSE:

- ODE will provide training to Local Professional Development Committees on quality processes and models to be used in selecting, planning, implementing, and assessing high-quality professional development activities at the district and school levels that are aligned with the expectations set forth in Title IX, Part A, Section 9101 (34) of ESEA.
- ODE will assist LEAs and schools, especially in high poverty areas, in the identification of financial and personnel resources of other agencies for conducting high-quality professional development.
- ODE will provide leadership in facilitating collaboration among LEAs, schools, institutions of higher education, and other agencies in selecting, planning, and implementing high-quality professional development activities aligned with scientific research and best practices for educators, especially regarding high poverty schools and consistent with the definition of professional development (Section 9101[34]).
- ODE will take responsibility for the dissemination of scientific research and best practices regarding high-quality professional development to Local Professional Development Committees, LEAs, and schools.

- ii. Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes;

RESPONSE:

- ODE will conduct an analysis of its teacher education and licensure standards, and consider whether or not revisions need to be made to ensure better alignment among State academic content standards for students, pedagogy for teachers, and instructional leadership skills for principals in order to increase the number of highly qualified teachers in the years ahead and to ensure student academic achievement.
- ODE will explore alternative routes to educator licensure in addition to the current conditional teaching permit and alternative educator license provided for in Ohio law.

- ODE will work, especially with contiguous states, to analyze and make recommendations for more efficient alignment of educator licenses among states.
 - ODE will support teacher education institutions and LEAs, especially in high poverty areas, in sponsoring “grow your own” teacher cadet academies for middle and high school students as part of the structured program within the school setting.
 - ODE will support two-year colleges and teacher education institutions in the development of recruitment and preparation models using technology, peer networking, and distance learning that will assist current paraprofessionals move into teaching simultaneous with employment as paraprofessionals.
 - ODE will support teacher education institutions in the development of recruitment and preparation models using technology, peer networking, and distance learning for transitioning qualified individuals from other professions into teaching simultaneous with current employment.
 - ODE will support programs to assist paraprofessionals and qualified individuals from other professions willing to prepare to teach in high-need areas of licensure, poverty, geographic location, ethnicity, and gender.
 - ODE will provide incentives for current teachers willing to retrain to teach in high-need areas of licensure, poverty, and geographic location.
 - ODE will develop a web-based placement bureau (a statewide clearinghouse) designed to link a broader pool of educator candidates from across the country with LEAs seeking highly qualified teachers.
- iii. Retain highly qualified teachers.

RESPONSE:

- ODE will disseminate research and provide technical assistance to LEAs regarding knowledge and skills-based and other alternative compensation models, for their consideration and implementation.
- ODE will expand its support of induction mentoring programs for beginning teachers beyond the first year of teaching.
- ODE will work with LEAs to develop ongoing mentoring programs for teachers which acknowledge the different stages and needs of teacher development across the life-cycle of the teacher.
- ODE will provide support for teachers to seek National Board Certification and other emerging advanced certification and credentialing opportunities.

- Wherever feasible, the Office of Regional School Improvement Services will help support the efforts of the Offices of Professional Development and Recruitment and Retention in their work with the Local Professional Development Committee in order to ensure a seamless, coordinated effort to provide intervention and build capacity in schools and buildings, especially those that are in Academic Watch or Academic Emergency Status or in School Improvement Status.
- c. Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.

RESPONSE:

Under ESEA requirements, all paraprofessionals must have a high school diploma or GED. As of January 8, 2002, all newly hired Title 1 paraprofessionals must have completed a minimum of two years of higher education, *or* earned an associate degree, *or* passed a state or local assessment of their knowledge and abilities to assist with instruction, reading, writing, or mathematics.

Ohio's current licensure structure includes a two-year associate license for education paraprofessionals that meets the ESEA guidelines for Title 1 paraprofessionals. However, there are very few higher education institutions in Ohio that offer the type of coursework required.

Ohio also has an educational aide permit that will continue to be used for those who do not hold the associate degree.

Paraprofessionals working under Title 1 funded programs may perform assignments such as tutoring, assisting with classroom management or in computer laboratories, conducting parent involvement activities, or working in a library or media center. They may not provide instruction to students unless under the direct supervision of the teacher.

Head Start assistants must have two-year certificates by the 2005-2006 school year, but parent volunteers do not fall into the mandated credential categories.

To help facilitate the process for meeting the paraprofessional requirements, ODE is

- Reviewing options for tests that would adequately assess the paraprofessional's ability to assist in instruction in the areas of reading, writing, and mathematics.
- Encouraging two and four year institutions of higher education to cooperatively provide courses and course credits.
- Encouraging the alignment of two and four year institutions of higher education courses to ensure that paraprofessionals meeting the two years of

college requirement could reasonably use those course credits as part of a teacher certification program.

- Working with colleges and universities to describe course content that would help paraprofessionals abide by the law with a specific focus on the instruction of reading, writing, and mathematics.
 - Encouraging school districts to provide facilities, funding, and other accommodations to support paraprofessionals in meeting the requirements.
- d. Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.

RESPONSE:

Schools identified as qualifying for formula and competitive funds under Title II Part D of ESEA will be ranked according to the distance each is from the current 75% State Performance Standard for mathematics and reading on the 2002 Ohio Proficiency Test. Each building is further ranked according to its percent of low-income students.

For this program an additional indicator, technology need, as measured through schools Annual Educational Technology Assessment (AETA) reported to the Ohio SchoolNet Commission. These needs will be classified by technology infrastructure, technology access, technology utilization, and teacher/administrator professional development in educational technology.

This program will continue to build off the relationships established by the Ohio Department of Education with other state agencies and local providers partnering with LEAs. This includes the competitive grant portion of the program promoting community partnerships in applications that include non-profit entities (museums, zoos, libraries, etc), higher education institutions, community-based provides (21st Century Community Learning Centers, Star Schools, Community Tech Centers, etc), and other established local educational support mechanisms (Tech Corps, Regional Professional Development Centers, etc).

- e. Promote parental and community participation in schools.

RESPONSE:

The State submitted a description of:

- Technical assistance to ensure that activities under Section 1118 are carried out including;

- Each school will develop and/or revise, in consultation with parents, the school-parent compact.
- During on-site visits or a desk audit (via faxed information), the school-parent compact will be reviewed for compliance. A signed copy will be viewed or faxed to prove that the compact was distributed.
- A review of the decision-making positions that families have within the school district, is ensured by the fact that they serve on various committees as evidenced by the committee rosters either viewed in person or faxed.
- Technical assistance by ODE consultants and documents prepared by ODE are available to help the schools in the development of their compacts.
- Information about recommended school-parent compact contents will be in the Document Library (Doc. Library) of the Comprehensive Continuous Improvement Planning (ccip) electronic application for reference.
- School choice and supplemental educational services provisions will be carried out.
- The Ohio Department of Education (ODE) home page/web site ESEA/No Child Left Behind Act/feedback - contains these guidelines to assist LEAs as to what needs to be done concerning choice and services at the present time. They appear as *Public School Choice and Supplemental Educational Services: Must be in place for the start of the 2002-2003 school year.*
- ccip/Doc. Library will have the Request for Proposal (RFP) for the prospective providers and eventually the state approved provider list by school districts.
- On site compliance reviews or desk audits will ensure that these provisions have been carried out.
- Individual and school report cards provisions will be implemented.
- On site compliance reviews or desk audits via faxed information, telephone conversations and e-mail communications will ensure that these provisions have been carried out.

Plans, procedures and guidelines for collecting and disseminating effective parental involvement practices to LEAs and schools.

- ODE will continue disseminating information about the winners of The Statewide Family Partnership Award Program, which is a collection of effective practices

accessible on the ODE web site/www.ode.state.oh.us/fscp (family, students, community partnerships) for networking purposes. This web site is a vehicle by which families can learn about what is happening to help engage families in the education of their children. Questions are asked and responded to via this web site as of this date.

- Ohio is one of 20 states that is a member of the National Network of Partnership Schools (Joyce Epstein, Johns Hopkins University). The network members (in Ohio 300+) are provided with a copy of the *Promising Practices* document, as a way of again disseminating effective parental involvement practices. The Network also has a web site and we plan to link with that web site.
- A plan is in the works to put effective parental involvement practices, a calendar of events, new ideas and resources on a common web site with links. On the ODE home page there is a visitor link with a pull down menu indicating parent and that may be where we can put all this information for our customers to access.
- Plans, guidelines and procedures to disseminate and publicize results of the SEA's review required by Section 1111(b)(2) to LEAs, teachers and other staff, parents, students, and the community and any other provisions requiring such dissemination and publication by means of the internet, the media, etc.
 - ODE website for public dissemination
 - ODE State Superintendent's Parent Advisory Council (PAC)
 - ODE Steering Committee for the PAC made up of representatives of various statewide parent groups/organizations
 - State superintendent's newsletter
 - ODE Communications Department's media distribution plan
- Applicable assurances or plans to notify parents with respect to the parents' right-to-know provisions in the language that parents understand to the extent practicable.
- The LAU Resource Center for English as a Second Language, Bilingual and Multicultural Education has already developed translations of common school documents into twelve major languages. The LAU Resource Center will continue to be a resource to LEAs requesting assistance, especially in the development of written notification for parents right-to-know provisions in the major languages spoken by the limited English proficient (LEP) population in Ohio.
- ODE will assist LEAs in the development of the notification provisions for the parents right-to-know on request, e. g. a possible sample form if necessary.
- Plans, guidelines and procedures for identifying and compiling the list of supplemental educational services that will be or have been approved by the SEA.

- A Request for Proposal (RFP) is being developed for distribution to potential providers statewide.
- The Committee of Practitioners and others will assist in reviewing the RFPs and make recommendations as to what providers should appear on the ODE approved provider list. The providers will be listed by school district (613 of them).
- The ODE approved list of providers will be posted on the web site and distributed to school districts as needed depending on their school improvement status.
- Through the Office of Professional Development, Local Professional Development Committees will be encouraged to have teachers and administrators include, within Individual Professional Development Plans, the acquisition of skills for better engaging parents and community members in schools.
- Ohio Department of Education (ODE) will continue to promote parental and community participation in the following programs and activities that ensure that activities under Section 1118 are carried out :
 - Community Forums around the state of Ohio for public input
 - Baldrige training emphasizing shared responsibility for results
 - Governor’s Commission for Student Success
 - Governor’s Commission on Teaching Success
 - The Ohio Learning First Alliance, supporting the Jennings Initiative
 - Jennings Initiative (projected funded by the Martha Holden Jennings Foundation/three year commitment)-working with ten academic watch and emergency partner districts-funded grant (Spring, 2001) to support three components, one being Community Partnerships and Parent Engagement
 - Parent Academies for Reading, funded by the Jennings Foundation, are workshops for parents presented by trained parents on how to help your child become a better reader
 - Parent focus groups and possible student focus groups for the Ohio Proficiency Tests
 - Parent Guide document and power point presentation for the Language Arts Academic Content Standards
 - Parent information and guides to the Ohio Proficiency Tests

- Families, students, and community partnerships (fscp) web site for the Family Partnership award winning practices, school calendar of family related events, and other state and national information concerning families
- Block Parents Program for the safety of the children on their way to and from school
- Character Education program responsibilities of the family
- Parent involvement/family partnership components of Titles I, II, III, IV, V, VI-B, IDEA-B (special education parent mentors) and Early Childhood Special Education are being addressed)
- Ohio Parent Information and Resource Center (Ohio PIRC) state coordination and collaboration. The Center was established to provide training, information and support for parents and parent organizations. Informing parents and parent organizations of the existence and purpose of the Ohio PIRC meets Title I compliance
- ODE Literacy Initiative coordination
- Ohio Network of Partnership Schools coordination of districts and schools using the research based model developed by Joyce Epstein, Johns Hopkins University, for organizing parent involvement programs
- Technical assistance and materials to help districts promote parent involvement/family partnerships are provided
- Family literacy, as a strategy to promote parent involvement, coordination for Title I, Reading First and Early Reading First
- No Child Left Behind Act parent involvement components has been interpreted and guidance developed
- Migrant Education Program parent involvement coordination
- Homeless Education Program family partnership consultation
- Parent resource centers/family literacy centers supported by the publication of a statewide directory for networking
- Grandparent raising grandchildren/intergenerational programming supported by a resource booklet and suggested activities
- Father involvement supported by suggested activities

- Parent coordinators assigned at the district and/or building levels encouraged
- Parents Who Host, Lose the Most initiative is an awareness campaign to reduce teen house parties where alcohol is served
- Statewide Prevention Coalition Association provides training, resources and networking opportunities for prevention organizations to assist them in their efforts to reduce substance abuse and related problems
- Technical assistance is provided to Drug-Free Community Coalitions as they mobilize to promote healthy youth development
- Working collaboratively with State partners such as Ohio Parents for a Drug-Free Youth (OPDFY), The Ohio Department of Alcohol and Drug Addiction Services (ODADAS), and the Network to provide services, resources, and activities that will foster and develop parental and community participation in schools

New projects and activities proposed:

- Development of Parent Guide documents and possible power point presentations for all Standards
- Plan to convene an internal task force to coordinate the Ohio Department of Education’s parent involvement efforts
- Plan to convene an external task force to coordinate statewide parent involvement efforts
- Development of ODE parent academies for math and science
- Re-establishment of the State Superintendent’s Parent Advisory Council
- Recognize and support the members of the Ohio Network of Partnership Schools
- Encourage and assist in helping to promote family friendly schools
- Support with materials and information preschool transition, especially for Title I schoolwide programs
- Seek local district administrative buy-in on the importance of parent involvement/family partnerships to student success
- Foster teacher-parent relationships

- Encourage and assist teacher preparation institutions to include course work on how to effectively involve families

Parent Involvement Strategies specific to Safe and Drug-Free Schools and Communities

Strategy - Community Based Process

The mission of ODE and ODADAS is to provide leadership and foster networks to promote safe and drug free families and communities throughout Ohio. Integral to this mission is the involvement of parents and other concerned members of the community into the planning and implementation of local strategies that facilitate comprehensive and collaborative alcohol, tobacco and other drug and violence prevention programming. ODE, ODADAS and the SDFSC Network operate collaboratively with state partners such as Ohio Parents for Drug-Free Youth (OPDFY) to model a state level partnership that facilitates outcomes-based, cross-departmental planning for evidence-based prevention at the local level. In the Spring of 2002, six regional forums were conducted with 594 professionals representing law enforcement, education, and community-based prevention providers funded through ODADAS for the purpose of emphasizing the importance and purpose of strong school-community-home prevention programming. Based on the effectiveness of this comprehensive approach this strategy will continue to be implemented during the project term.

A statewide prevention coalition association was formed by ODADAS in 1995 and is facilitated by Ohio Parents for Drug Free Youth to nurture cross-departmental strategy development and implementation. Representatives from approximately 135 local community anti-drug coalitions attend quarterly meetings to network and learn about best practices in reducing substance abuse and related problems.

Strategy - Information Dissemination

The “Parents Who Host, Lose the Most... Don’t Be a Party to Teenage Drinking” initiative is an awareness campaign to that is focused at parents and teenagers to reduce teen house parties where alcohol is served and consumed by underage drinkers. Mrs. Hope Taft, First Lady of Ohio, and spokesperson for the campaign, emphasizes the importance of encouraging parents to provide safe, healthy, alcohol-free entertainment opportunities for youth. In addition to information being disseminated through “Ohio Parents for Drug-Free Youth” it is also widely disseminated through SDFSC Network at the University of Cincinnati.

- f. Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.

RESPONSE:

The current State data collection system did not adequately forecast the increased requirements under the reauthorized ESEA. Since January 8, the state agency has

attempted to identify all of the potential data needs reflected in the new law. In some cases, the federal data requirements directly conflict with data standards required under existing state law. Those areas of conflict have been identified and legislative changes are being considered.

In other cases, state interpretation of federal statutes, especially related to personally identifiable data under the school lunch program, seem to present a barrier to collecting data related to the academic achievement of economically disadvantaged students. Discussions surrounding that problem are continuing with some hope for resolution. Discussions with other state agencies implementing federal programs and their attached requirements may result in better data coordination among the agencies. Some questions surrounding the appropriate population to be administered the state alternative assessment for students with disabilities require additional clarification by the U.S. Department of Education. Those questions have been forwarded to USDE for response.

Other specific data collection problems are related to the ability to collect building level graduation rates. This information has traditionally been district level information. Schools often do not have the technical ability to track high school students from one building to another in large districts. The issue and the types of support required are being reviewed. The entire state data collection system is under review to ensure that the appropriate data will be collected and available for the core ESEA accountability system. Timing and sources of data collection, data integrity, data burden and access to data are prime considerations. We believe current and future changes will appropriately secure the data necessary for baseline and follow-up data needed for the core ESEA accountability system.

6. In the June 2002 submission, describe how
 - a. SEA officials and staff consulted with the Governor's office in the development of the State plan;

RESPONSE:

Representatives from the Governor's Office have consulted with ODE on various aspects of the State plan. Of special interest to them have been discussions related to the inconsistencies between current state and federal law in the areas of testing, accountability, and school support. The Governor's Office is very supportive of a single accountability system but is sensitive to the difficulties faced in changing the accountability system yet again. They are also wanting to ensure a fair system of identifying schools for school improvement—one that holds high standards and allows schools to be removed from their current status if they have adequately addressed the area that caused the initial status.

The Governor's Office has also been active in discussions regarding how the state can meet the demands of teacher/administrator quality while addressing teacher/administrator shortages. These issues have significant consequences for the availability of a highly qualified teaching and administrative work force. The Governor's Office are also aware

of the difficulties in providing the necessary support for paraprofessionals to meet the new requirements of the law and desire new practical solutions.

- b. State officials and staff will coordinate the various ESEA-funded programs with State-level activities the State administers;

RESPONSE:

The initial coordination of federal and state level activities is focusing in on two main areas: program administration, program compliance monitoring, technical assistance, and professional development. Each of these has been discussed in some length in other parts of the plan in this consolidated application.

- c. State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations.

RESPONSE:

The Ohio Department of Education will continue its long tradition of successful partnership with the Governor's Office, other state agencies, the 50 teacher preparation institutions, the business community and foundations.

A key connector is the State Superintendent's regular meetings with the Coalition of Educational Organizations made up of the Buckeye Association of School Administrators, Ohio Education Association, Ohio Federation of Teachers, Ohio Association of Elementary School Administrators, Ohio Association of Secondary School Administrators, Ohio Association of School Business Officials, State University Education Deans, Ohio Association of Colleges for Teacher Education, Ohio Congress of Parents and Teachers, Ohio Library Media Association, Ohio School Boards Association, Ohio Board of Regents, Ohio Middle School Association, Association of Independent Colleges and Universities of Ohio, Catholic Conference of Ohio, Education Service Centers Association, Hamilton County Education Service Center, and Ohio Association of Public School Employees.

- d. State officials and staff will coordinate with other agencies, including the Governor's office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).

RESPONSE:

Coordination with other federal programs:

Phase I: Consolidated Local Application (formula and discretionary grants) – June 2002

- Automated LEA plan and application for federal funds under:

- Title I, Part A: Education of the Disadvantaged
- Title I, Part C: Migrant Education
- Title I, Part D: Neglected, Delinquent and At-Risk Youth
- Title II, Part A: Teacher and Principal Training and Recruiting
- Title II, Part D: Education through Technology
- Title III, Part A: Education of Limited English Proficient Students
- Title IV, Part A, Subpart 1: Safe and Drug-free Schools and Communities
- Title V, Part A: Innovative Programs
- Title VI, Part B, Subpart 2: Rural and Low-Income Schools
- IDEA, Part B: K-12 Special Education
- Early Childhood Special Education
- Homeless Education

Requires a single electronic LEA plan connected directly into the automated application for program funds.

- Automating the process will:
 - Streamline the grant process and gain maximum efficiency.
 - Focus districts and schools on a few critical goals and performance measures common across the state.
 - Encourage local strategies from scientifically-based research.
 - Help districts visualize how a variety of funds can support a few focused goals.
 - Provide a global view of available funds and their use.
 - Encourage involvement of federal programs staff in the district planning process.

Phase II: Consolidated Competitive Grants Application -- February 2002

- Automated plan and application for a variety of federal and state competitive grants programs

- Direct connection of automated application to electronic district plan (ESEA) or, if appropriate, to an electronic building plan tied directly into the district plan.
- A single electronic building plan will cover the following needs:
 - Schoolwide plan (title I)
 - Building improvement plan (title I)
 - Competitive grants plan (appropriate program)
- Automating the process will:
 - Reduce redundancy.
 - Increase consistency among the various programs.
 - Force buildings to connect to the district plan for improvement.
 - Require a connection to other federal and state resources for collaboration and maintenance.
 - Raise the consistency and quality of the review process.

Phase III: Uniform Compliance/Improvement Monitoring Process

- **Consolidated Programs Compliance Monitoring:** The ODE Federal Programs unit is developing an automated, data-driven compliance monitoring system
 - Compliance monitoring 4-tiered system
 - Self-evaluations
 - All districts
 - All ESEA included programs plus, IDEA and Homeless
 - All data fed into the compliance data-base for comparison with telephone monitoring, desk audits and site monitoring
 - Desk audits
 - All districts
 - Information from automated applications, state auditor’s reports, Grants Management site visits
 - All data fed in the compliance data-base for comparison with self-evaluations, telephone monitoring and site monitoring
 - Telephone monitoring
 - Sample of all districts (approximately 100/year)
 - Duplicates self-survey but with more detail
 - May require districts to fax/mail supporting documentation
 - Results fed into the compliance data-base for comparison with self-evaluations, desk audits, and on-site monitoring
 - On-site monitoring
 - Sample of all districts (approximately 50/year)

- Sample determined by:
 - Districts with compliance risk factors or weak compliance responses
 - Random selection
- All data fed into compliance data-base for comparison with self-evaluations, desk audits and on-site monitoring
- Compliance data-base
 - Used to track follow-up actions
 - Identify prominent compliance issues
 - ODE Federal Programs and the Ohio Association of Administrators of State and Federal Education Programs (OAASFEP) will jointly develop and implement annual training for all district program coordinators
 - Longitudinal data will determine the effectiveness of the compliance training
 - Data comparisons used to monitor the integrity of the monitoring system
- **Consolidated Improvement Monitoring/Reporting System:** ODE Federal Program unit is developing a data-base to identify, monitor and report the improvement status of all school districts, all schools, all Title I schools (including Schoolwide and Targeted Assistance) and to respond to the numerous reporting requirements of NCLB.
- Data will come from:
 - Automated Consolidated Planning and Application
 - Electronic Management Information System (EMIS)—samples of data include:
 - Achievement data
 - Graduation rates
 - Title I designations
 - Schoolwide designations
 - Attendance rates
 - Drop-out rates
 - Poverty data, etc.
 - Data related to Improvement status will be used to:
 - Inform technical assistance and school support teams
 - Develop state report cards
 - Complete reports to the Secretary, as required under ESEA.
 - Identify schools and districts in need of improvement

- Evaluate effectiveness of technical assistance and professional development

Coordination of the Safe and Drug-Free School and Communities Program

ODADAS is a cabinet level department and is designated by the Governor as responsible for administering the 20% reservation of the SDFSCA funds for the Governor (Title IV, Part A, section 4112). Representatives of ODE and ODADAS participated in a number of planning meetings needed to prepare the state plan. This partnership is not new.

ODADAS and ODE have partnered in the development of a collaborative strategic plan to focus on shared prevention goals. In fact, the success Ohio has witnessed in reducing teen alcohol, tobacco and other drug use can be attributed in part to effective programs that are underway throughout the state as part of this strategic plan (as documented by the 2002 PRIDE Survey results).

The Governor's Office and the Office of the First Lady have long-standing commitment to safe and drug-free schools and communities. SDFSCA funded programs are an element of the state supported infrastructure that provides funding for Masonic Model Student Assistance Program training efforts, the Ohio Resource Network for Safe, Drug-Free Schools and Communities, the Full-Time Safe, Drug-Free Schools Coordinator initiative and the Safe School Helpline grant program.

State officials and staff of both ODE and ODADAS will develop letters of agreement to work very closely with the Ohio Board of Regents (IHE's) as well as statewide business associations to develop campaigns aimed at ATOD awareness in schools and communities at large. In addition, institutions of Higher Education will be engaged to provide assistance in researching the overall prevalence of alcohol and drug use amount specific demographic target populations.

Under the guidance of the Governor, First Lady and Dr. Susan Zelman, Ohio Superintendent of Public Instruction, Ohio instituted the State Agency Collaborative Network for Safe Schools. This group works to map and coordinate state resources for safe schools to insure efficient and timely delivery of services to Ohio's schools and communities.

Participating agencies include:

- Ohio Commission on Dispute Resolution
- School Resource Officers Association
- Buckeye Sheriff's Association
- Ohio Education Association
- Ohio Federation of Teachers
- Ohio Department of Public Safety
- Ohio Crime Prevention Association
- Ohio Emergency Management Agency

- Ohio Department of Rehabilitation and Corrections
- Ohio Department of Health
- Ohio Department of Mental Health
- Ohio Department of Education
- Ohio Association of Chief's of Police
- Ohio Association of Elementary School Administrators
- Ohio Association of Secondary School Administrators
- Ohio DARE Association
- Ohio Department of Alcohol and Drug Addiction Services
- Buckeye Association of School Administrators
- National Middle School Association
- Ohio Association of Public Services Administrators
- Ohio Congress of Parents and Teachers
- Ohio School Board Association
- Ohio School Counselor Association
- Ohio Vocational Association
- Ohio Parents for Drug Free Youth
- Attorney General's Office
- Ohio Department of Youth Services
- Ohio Prevention and Education Resource Center
- Office of Criminal Justice Services
- Center for the Prevention of Family and Community Violence

The purpose of the Collaborative is to synergize existing resources allocated through state and federal sources that enhance school safety and to leverage new resources through a consolidated, shared vision for creating safe and secure learning environments. The Collaborative meets three times a year to network, share ideas, learn new approaches, and plan for coordinated services. A subcommittee of the Collaborative, focused on reducing the potential threat of terrorist activity in and around schools, meets more frequently.

In addition, the SEA will work with and through the family literacy component of Even Start and Head Start to develop materials that family literacy specialists could share with each of these constituencies. The SEA will develop and disseminate these materials with and through parent groups.

Ohio Implementation of the Perkins Vocational and Technical Education Act Illustrates Consistency with ESEA Requirements

The Perkins Act is focused on accountability and expectations for the

- attainment of technical and academic content;
- acquisition of business and industry recognized credentials;
- transition to higher education; and
- completion, placement, and retention.

Improving the achievement of Ohio's students is central to the State Plan for Vocational Education and consistent with ESEA requirements.

Perkins requires that the state's plan include performance measures that support the state's standards. Ohio's career-technical system holds career technical planning districts receiving Perkins funds accountable for career-technical students' passage of the required high school graduation examination and the attainment of the high school diploma. Other performance measures include technical proficiency, attendance, and post-program placement (college and/or career) in the career field.

State and sub recipient Perkins funds are directed to achieving the expectations. Research based school improvement strategies (such as High Schools That Work and career academies); teacher development and improvement initiatives (such as teacher education, mentoring, and the leadership academies); and curriculum and assessment development (such as integrated competencies, curriculum mapping, and capstone projects) are all common uses of the resources.

Ohio has set high academic standards for all students. The state adopted content standards will be taught in all buildings and learned by all students including those engaged in career-technical programs. To support this expectation, Standards Plus starts this summer. Standards Plus provides rich authentic web-based, juried teaching resources in a career context.

The Perkins Act extends academic learning and adds value to the high school diploma. Ohio's career-technical system mandates business-industry verified technical content standards that meet the industry's credentialing expectations. The partnerships between high schools, career centers, colleges, and business and industry are creating exemplary articulated programs that meet the needs of the 21st century career needs.

A standards-driven, high performing career-technical system is a workforce development and school improvement partner. There are unique expectations – creating, maintaining, and empowering Ohio's workforce talent pool. Ohio's Perkins expectations dovetail with the priorities of ESEA – assuring accountability, supporting flexibility, narrowing the achievement gap, and targeting resources to the greatest need to achieve results.

Adult Education and Family Literacy Act supports education policy goals of the State

The Ohio Program Plan for Adult Basic and Literacy Education (ABLE) includes an optional fourth performance indicator relative to Family Literacy. Family Literacy programs and services directly supports the Department's primary policy goal of improving the academic achievement of all students, including adult learners and their families. The purposes of this indicator are to: 1) increase the basic literacy skills of parents, custodians, and care givers of school-aged children, and 2) to increase their involvement in their children's education and general literacy activities.

The Adult Education and Family Literacy Act is authorized as Title II of The Workforce Investment Act of 1998, Public Law 105-220.

7. In the June 2002 submission, describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In doing so, the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting State performance targets, and the actions the State will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.

RESPONSE:

ODE will collect data and monitor progress through school districts, Local Professional Development Committees, and the Integrated Licensure System within the Ohio Department of Education.

- ODE will:
 - Monitor data regarding AYP and identify schools and LEAs for School Improvement according to criteria established in law.
 - Establish equal incremental change starting from the baseline that will equate to 100% proficiency at the end of 12 years.
 - Allow for the first increase to occur at the two-year mark and every three years thereafter.
 - Review the progress of all students and review the progress of the following subgroups:
 - Limited English proficient
 - Students with disabilities
 - Racial minorities
 - Economically disadvantaged
 - Secondary schools (graduation rates)
 - Elementary schools (student attendance)
- Onsite technical assistance will be available to districts to analyze data, develop improvement plans, identify and access resources, and monitor progress.
- Monitor the satisfactory achievement of student progress goals set by the agency for math and reading
- Performance Measures
 - Percentage of Title 1 eligible students participating in program(s)
 - Percentage of parents/family members participating in program(s)
 - Percentage of increased school attendance rate for participating students
 - New State-level partnerships/collaborative initiatives to promote program

A State-level evaluation will be designed based upon Ohio's current data regarding before and after school program availability, student report card scores, and family literacy programs. The results of the evaluation will be used to inform both policy and local programming elements.

The strategies the State will use to determine, on a regular basis, whether LEAs, schools and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes include: collecting data through the SEA's Title IV Final Program Evaluation Report; the Ohio Educational Management Information System Report; quarterly, semi-annual and annual reports from subgrantees; and, on-site monitoring reviews. These on-site reviews are designed not only monitor for compliance and progress, but to also provide recommendations for improvement through targeted technical assistance.

Quarterly Reports: Subgrantees whose programs are funded on a yearly basis will be required to submit quarterly reports that reflects progress made on stated performance measures. The state will conduct follow-up activities when reports do not reflect progress made on any one performance indicator. Further targeted technical assistance will be provided for the program if needed. If a program continues the pattern of lack of progress after approximately one year of assistance, then the State will decide appropriate action, including the discontinuation of funding.

Monitoring Process: During the course of scheduled site-visits, the reviewer will examine the program's documentation of data for the performance indicators and interviews administration, staff, key stakeholders/partners about all program elements. In general, the process involves:

- Conducting on-site visits (meetings with administrators, participants, staff and key stakeholders and document findings)
- Conducting follow-up meetings with program supervisors
- Submitting written recommendations to the program and require each program to submit a Plan of Action of Improvement in those areas where there was found a need for improvement.
- Approving or disapproving the plan
- Writing additional recommendations when the program needs more in-depth technical assistance.

Site Visits: In addition to on-site visits from State Reviewers, each program will receive visits from State program staff (usually announced). Due to the large number of programs in the State, the State staff will visit programs that have self-identified a need for special assistance or that the State Reviewers have identified as not reflecting progress in a particular area. Peculiarities in State performance indicator data (quarterly reports) can also be a trigger for

such a visit to review program objectives/strategies and to discuss potential strategies for improvement. Follow-up meetings are conducted as deemed necessary to assist programs in quality improvement.

Final Program Evaluation Report (FPER): The FPER measure the effectiveness of all program components. The state provides the evaluation report to LEAs which emphasizes the measurement of progress related to the State's performance indicators and the program's self-determined objectives. Evaluators of the FPER will be required to make recommendations for program improvement with a focus on the State performance indicators. Using the information in the reports, the state reviewers will write recommendations for individual programs and develop professional development activities related to common areas identified for improvement.

Educational Management Information System (EMIS): EMIS requires aggregate information on students, staff, programs, services, and costs. Information must be collected in such detail that costs can be associated with specific programs and services and there fore, with student performance. In addition to compiling these data for school districts as a whole, the EMIS must include data for each building and each grade level that include elements that address student expulsion and suspensions. Using the information in the reports, the state reviewers of the EMIS data will write recommendations for individual programs and develop professional development activities related to common areas identified for improvement.

PART III: ESEA KEY PROGRAMMATIC REQUIREMENTS AND FISCAL INFORMATION

1. Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]
 - a. Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.

RESPONSE:

The State will reserve 5 percent of the 2 percent to conduct state-level activities associated with School Improvement. Those funds will be used to provide partial support and training for school support teams and regional facilitators who will work directly with schools identified for school improvement in the following areas:

- Data analysis
- Leadership
- Planning
- Identifying high-quality professional development that supports the district plans for School Improvement
- Standards in writing and mathematics

In addition to the above areas of emphasis, school support teams will receive additional training with an emphasis on research based practices in teaching and learning. School support teams will be comprised of

- Highly qualified or distinguished teachers and principals;
- Pupil services personnel;
- Parents;
- Representatives of institutions of higher education;
- Representatives of regional educational laboratories or comprehensive regional technical assistance centers;
- Representatives of outside consultant groups; or
- Other individuals as ODE, in consultation with the local educational agency, may determine appropriate.

- b. For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.

RESPONSE:

The pool of schools eligible for consideration will be from the list of school identified for school improvement, corrective action, and restructuring. In accordance with the law the following criteria are used:

- Serve the lowest-achieving schools;
- Demonstrate the greatest need for school improvement funds; and
- Demonstrate the strongest commitment to ensuring the funds will enable the lowest achieving schools to meet the progress goals included in their school improvement plans.
- Funds may only be budgeted to implement the goals and strategies described in the district approved building improvement plan.
- Preference will be provided to schools accessing the state system of regional school improvement services (includes the school support teams).

Until new tests are brought on-line and the new definition of Adequate Yearly Progress is implemented, ODE will continue to use its current USDE approved selection process. The building must remain a Title I served building in school year 2002-2003. If a building currently receives funds through Comprehensive School Reform Demonstration (CSR) program, the building is not eligible to receive funds for school improvement.

Title I schools identified for school improvement will be ranked according to the distance each is from the current 75% State Performance Standard for mathematics and reading on the 2002 Ohio Proficiency Test. Each building is further ranked according to its percent of low-income students.

Example:

State Proficiency Level	75%	Poverty Level
4 th Grade Math proficiency score of	25%	76% poverty
Difference	50 points	+76 = 126 points
State Proficiency Level	75%	Poverty Level
4 th Grade Reading proficiency score of	33%	76% poverty
Difference	42 points	+76 = 118 points
State Proficiency Level	75%	Poverty Level

6 th Grade Math proficiency score of Difference	36% 39 points	76% poverty +76 = 115 points
State Proficiency Level 6 th Grade Reading proficiency score of Difference	75% 43% 32 points	Poverty Level 76% poverty +76 = 108 points
Total points =		467 points

- c. Identify what part, if any, of State administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.

RESPONSE:

The State has no immediate plans to use administrative funds for test development. Congress and the administration have assured that they have provided adequate funding to support the required testing program. The majority of administrative funds will be used to develop and help maintain the extensive school support system required under the law.

- d. Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7) and the procedures for determining the amount to be used for this purpose.

RESPONSE:

The State has no immediate plans to provide funds for supplemental educational services until data clearly demonstrate the supplemental educational services model is working. The State will use administrative funds to monitor the progress of supplemental educational services. The majority of administrative funds will be used to develop and help maintain the extensive school support system required under the law.

- e. Describe how the State will use the formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111.

RESPONSE:

Ohio will use the formula funds awarded under section 6113(b)(1) to develop and implement State assessments required under the Act. The funds will be used for contracts to develop annual assessments of reading and mathematics in each of grades three through eight and annual assessments of science at least once in grades three through five, six through nine, and ten to twelve. The assessments will be implemented statewide by school year 2005-06. All funds received by Ohio pursuant to Section 6111 of ESEA (Grants for State Assessments and Related Activities) will be used to develop,

produce, score, and report new assessments required by ESEA. No funds received pursuant to Section 6111 will be used to develop, produce, score, and report existing Ohio assessments.

During winter 2002, the ODE issued a contract to the American Institutes for Research for developing and implementing assessments through grade 5. The contract is renewable through the 2007-08 school year, which allows Ohio to work with the same contractors through the implementation of the full system of assessments.

In the fall 2002, the ODE will issue a Request for Proposal (RFP) to develop and implement new assessments in grades six through eight. The contract awarded through this RFP will also be renewable through 2007-08.

The scope of work for each of the contracts (grades kindergarten through five and six through eight) includes the development of alternate assessments for students with disabilities and for limited English proficient students. In addition, each includes the development of teacher and parent resources and teacher training programs. The resources and training programs are being developed to ensure that teachers and parents understand the assessments and the relationship between the assessments and Ohio's academic content standards, how the results will be used, how to interpret test score results, and curricular and instructional implications of the assessment results.

2. Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1,2,5]
 - a. Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.

RESPONSE:

The mission of the Office of Early Childhood Education (OECE) is to ensure that all families and children enrolled in programs be provided a quality, comprehensive program in a safe environment. The Office's leadership role is twofold. First, OECE sets standards for monitoring programs as required by legislation. Second, OECE sets standards for programs' continuous improvement. Therefore, each Even Start program is required to participate in the State's reporting system and in the State's monitoring processes. In addition, local programs must conduct an independent local evaluation and use the findings for the purpose of continuous improvement.

The State's monitoring and evaluation system is data-driven, based upon information collected on State performance indicators and program objectives through projects' written plan of operation and continuous improvement, required quarterly data reports, monitoring process conducted by State Certified Program Reviewers (CPRs), site visits, and the independent local evaluation process. Details of the system are as follows:

Continuation Proposal's Plan of Operation and Continuous Improvement

Within their continuation grant proposals, programs are required to address the local program evaluator's recommendations for the current program year (which must include

data analysis related to the State's performance indicators). That is, programs must list their evaluator's findings and then write measurable objectives and strategies with expected outcomes for each recommendation for improvement. Local evaluations are required to specifically address the program's outcomes related to the State's performance indicators, along with the program's self-determined objectives. The entire plan of operation and continuous improvement carries a point value of 30 points out of 100 total, a reflection of the focus on program quality improvement.

Quarterly Reports

The first two quarterly reports of the program year focus on the number of families served and at what intensity (hours and days services are offered). Beginning with the third quarterly report, programs must also report on progress attained by participants as related to the State's performance indicators. The State Even Start Team conducts follow-up activities when reports do not reflect progress made on any one indicator. Further technical assistance will be obtained for the program, if needed (continued lack of progress as reflected by performance indicator data). If a project continues the pattern of lack of progress after approximately one year of assistance, then the State team will decide appropriate action, which could be the discontinuation of funding.

Note: Technical assistance may consist of engaging services of experts in the area of difficulty. Experts may be other model program's staff, state or national agencies related to the area of difficulty, and/or Even Start State team members.

Monitoring Process

The State's Even Start Monitoring Process is conducted by State Certified Program Reviewers (CPRs) with expertise in comprehensive family literacy program management. The CPRs receive initial trainings in all elements of program compliance, but also attend at least two professional development activities each year related to the State's performance indicators. In scheduled site visits, CPRs examine the program's documentation of data for the performance indicators and interview administration, staff, families, and key stakeholders/partners about all program elements. In general, CPRs' activities are as follows:

- conduct on-site visits (meeting with administrators, participants, staff, and key stakeholders and documenting findings)
- conduct follow-up meetings with program supervisors
- submit written recommendations to the program and require each program to submit a Plan of Action for Improvement in those areas where the CPRs found a need for improvement
- approve or disapprove the plan and submit it to the State team with written comments

- write additional recommendations for the State team when the program needs more in-depth technical assistance

Site Visits

In addition to on-site visits from CPRs, each program may receive visits from State staff (usually announced). Due to the large number of programs in the State, the State staff usually visits programs that have self-identified a need for special assistance or that the State team and/or CPRs have identified as not reflecting progress in a particular area. Peculiarities in State performance indicator data (quarterly reports) can also be a trigger for such a visit to review program objectives/strategies and to discuss potential strategies for improvement. Follow-up meetings are conducted as deemed necessary to assist programs in quality improvement.

Local Project Evaluation

The local project evaluation must measure the effectiveness of all program components including the demonstration of participant progress as designated by the State's Even Start performance indicators. The State conducts training sessions for local program evaluators and disseminates a recommended evaluation report format that emphasizes the measurement of progress related to the State's performance indicators and the program's self-determined objectives.

Evaluators are required to make recommendations for program improvement with a focus on the State performance indicators. In the annual continuation grant proposal, programs must summarize both the evaluator's findings and recommendations and then write measurable objectives and strategies addressing the areas in need of improvement. In addition, all programs submit their complete evaluator's final report to the State for review. Using the information in the reports, the State team writes recommendations for individual programs and develops professional development activities related to common areas identified for improvement.

- b. Describe what constitutes sufficient program progress when the SEA makes continuation awards.

RESPONSE:

The Even Start State Team takes into account many factors for evaluation if a program has made sufficient program progress to receive a continuation award. These factors include:

- sustained effort to be in compliance with all federal regulations for this program (relates to the monitoring process and associated plan of action for improvement)

- sustained effort to address all recommendations of local evaluator, with a focus on areas related to State's performance indicators (relates to the local project evaluation and the plan of operation and continuous improvement written into the program's continuation grant proposal)
 - annual improvement in outcomes related to State's performance indicators (data found in the quarterly data reports which reflect participants' progress in all performance areas designated by the State)
- c. Explain how the State's Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.

RESPONSE:

High-quality Even Start programs will assist parents to promote reading and support their children's reading development, to achieve proficiency related to State standards by:

- incorporating information, activities, and materials related to the State's English and language arts standards into the content of the Adult Education component and the Parenting Education component in order to increase parents' knowledge and to provide tools for use in the home. (For example, an orientation kit about Standards-Based Education and Ohio's Standards is to be disseminated to every Even Start program in the spring of 2002 for use by all participants; more materials related to parents' roles in Standards-Based Education are in development and will be disseminated to all programs as completed.)

Note: The State is in the process of developing standards for children ages 3 through grade 12; Indicators of Success cover ages birth through seven.

- using instructional materials based on scientifically based reading research for curricula in all components, to the extent of availability
 - focusing on strategies and age-appropriate activities for children's language and literacy skill development in the Adult Education component, Parenting Education component, and Parent/Child Together component
 - encouraging parents' attendance at parent academies and school programs designed to provide information and materials related to Ohio's Standards
 - employing highly qualified staff (in compliance with Even Start law) as teachers and instructional aides
- d. Identify the amount of the reservation under subsection 1233(a) that the State will use for each category of State-level activities listed in that section, and describe how the SEA will carry out those activities.

RESPONSE:

Total **Tentative** State Allocation for Even Start for 2002-2003 = \$7,048,191 (if level funded)

Tentative amount of reservation for administration = half of 6%=\$211,446

Tentative amount of reservation for technical assistance and professional development to programs = the other half of 6%=\$211,446

Amount of reservation for development of performance indicators = \$0 (completed 2001)

Tentative amount of reservation for quality improvement of programs in most need of improvement and for providing technical assistance to programs for leveraging funds for expansion of services = estimate one-third of T.A. and professional development funds=\$70,482

3. Title I, Part C -- Education of Migrant Children [Goals 1,2,5]
 - a. Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.

RESPONSE:

The State will focus services on those migrant students who have the greatest need for compensatory instructional support services that are not being met by other programs. Migrant students will be identified statewide through proper and timely identification and recruitment of all eligible students, especially the most mobile. Selection of students for services will be based on assessment of their special educational needs, school records from receiving state when available, and parental input. Services provided will be at a sufficient level and high-quality to ensure that their special education needs are being met.

- b. Describe the State's priorities for the use of migrant education program funds in order to have migrant students meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services.

RESPONSE:

The migrant education summer programs will focus on a reading and math curriculum. The English language assessment will be administered at the end of the program to measure who is at or above the proficient level in reading. Priority will be given to the migratory children whose education has been disrupted during the regular school year and who are failing, or most at risk of failing to meet the same challenging State

academic content and performances standards that all children are expected to meet. The State will address the dropout rate by ensuring that these children will benefit from all State and local systemic reforms and successfully graduate and transition to post secondary education or employment.

- c. Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, State, and local programs. (Applicable only if not previously addressed in Part II, #2.)

RESPONSE:

As an addendum to its Consolidated State Application, the State of Ohio concurs that, in determining the amount of any FY 2002 and subsequent fiscal year MEP subgrants it will award to local operating agencies, it will take into account the following funding factors:

- 1) Numbers of migratory children served
- 2) The special educational needs of migratory children
- 3) Service priority under subsection 1304 (d)
- 4) The availability of funds from other programs.

Furthermore, the State recognizes that a condition will be attached to the grant award requiring that it submit to the Department, by September 1, 2002, a detailed description of how these factors will be used in the State's determination of its FY 2002 and subsequent FY MEP subgrants (including the weights assigned to individual factors

- d. Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migrant children.

RESPONSE:

As a receiving State, Ohio's student data collection system will electronically transfer, fax and/or mail all elementary and secondary academic history, credit accrual, health and immunization records on migrant students to other States and school districts at no cost. The student data collection system includes all academic information critical to ensuring migratory children achieve high academic content standards. Ohio will continue to enhance, with the assistance of the Secretary, more effective methods for the electronic transfer of student records. Further, the state will continue to participate and promote continuity and coordination with Texas as a member of the New Generation System (NGS), to ensure that all student records are being transferred electronically in a timely manner, benefiting migratory children and their families.

- e. Describe the State's plan to evaluate the effectiveness of its migrant education program and projects.

RESPONSE:

Under Title I- Part A, during the regular school year, the State will use the same assessment systems that will enable disaggregation of results for migrant students. Summer migrant education programs will use the English Language Proficiency Test to measure the effectiveness of such programs and projects. Onsite monitoring will be done for each program to assure that the program is in compliance with Federal and State requirements. A monitoring guide will be used to meet this requirement, using the following areas:

1. Program Design

- Student population
- Goals and objectives
- Organizational structure and staffing

2. Program Operation

- Children to be served
- Provision for services
- Comprehensive recruitment plan

3. Service Provided

- Needs assessment
- Delivery plan
- Coordination plan
- Parental involvement

4. Program Evaluation

5. Use of Funds

The results of the monitoring will be shared with the district.

- f. Identify the amount of funds that the SEA will retain from its Migrant Education Program (MEP) allocation, under section 200.41 of the Title I regulations (34 CFR 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.

BID:

The state intends to retain 1% of the Migrant Education Program funds for inclusion in the ESEA administrative pool. These funds will be used to support administration of the Migrant Education Program. Administration includes grants and financial management, compliance monitoring, data collection, federal reporting, and coordination with businesses and other partnering agencies involved with migrant workers and their families.

4. Title I, Part D -- Children and Youth who are Neglected, Delinquent, or At-Risk [Goals 1,2,5]

- a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.

RESPONSE:

The overall program goals focus upon providing services for children and youth who have been placed in local and State institutions and programs for neglected or delinquent youth. The goals include the provision supplemental services to this at risk population to ensure that each student has the opportunity to meet the same challenging State academic content and achievement standards that all children in the state are expected to meet.

Additionally, a primary goal is the successful transitioning of these youth from the institutional environment to the community for further schooling and/or employment. This includes facilitating the development of support systems to assist in the transition process.

The evaluation process involves the statewide assessment system utilized for all students. Children and youth placed in neglected and delinquent institutions and programs are required to be involved in the same assessments that all children in the state are involved in.

- b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of youth from correctional facilities to locally operated programs.

RESPONSE:

The Ohio Department of Rehabilitation and Correction (adult prison system) and The Ohio Department of Youth Services (juvenile correctional system) are both chartered school districts (LEA's) in Ohio. As such, these two agencies fully participate in all SEA programs and activities. This involvement enhances the communication and understanding that are critical to facilitating the transition of children and youth from correctional facilities to locally operated programs. Additionally, both the adult and juvenile systems have case managers that coordinate the placement and follow up for each youth released from their facilities. The Ohio Department of Youth Services assigns a parole officer to each youth with much of the focus upon educational and job placement. The average youth will remain on supervised status for 8.4 months after release.

- c. Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.

RESPONSE:

The Ohio Department of Youth Services and the Ohio Department of Rehabilitation and Correction provide a full range of educational services to inmate students. Funds reserved under section 1418 will be used by those agencies to support effective transition services in the following ways:

- Provide tailored transition services through recently established post-release service centers and community based correctional facilities including, but not limited to, employability skills instruction, job search assistance, case management services and referrals to community-based service providers.
- Provide family literacy programming to ex-offenders and their families.
- Provide life skills materials and programs to soon-to-be released inmates.
- Provide employment readiness programming and counseling.

5. Title I, Part F -- Comprehensive School Reform [Goals 1,2 5]

- a. Describe the process the State educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.

RESPONSE:

Successful Comprehensive School Reform Demonstration (CSR D) applicants will be schools submitting high-quality comprehensive plans that meet the federal criteria (all eleven components of a comprehensive plan) and that align effectively with the goals and strategies presented in the district continuous improvement plan. To be selected, applicants must demonstrate that their district and school building level improvement planning processes have reached the stage at which existing resources are allocated to support strategies that are based on district and building needs. All applicants must provide assurance of technical support from providers of the scientifically research-based models that they have selected.

The applicants will have to demonstrate that eleven components of a comprehensive reform program are incorporated in the school districts and school buildings continuous improvement plan through a portfolio application process. A portfolio application rubric will be reviewed by technical support coordinators to assure that the school district and school building can demonstrate high-quality district and building level comprehensive improvement plans and adopt a comprehensive scientifically researched-based reform model appropriate to its needs.

- b. Describe the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the

proficient level of performance on State assessments in reading/language arts and mathematics.

RESPONSE:

Percent of school buildings moving out of School Improvement Status/percentage of students in individual CSRD schools meeting the performance levels on the state assessments. Include in the following:

- Subjects of assessment (math and reading);
- Proficiency levels;
- Grade levels;
- Multiple years of data
- Local Report Card designations

6. Title II, Part A -- Teacher and Principal Training and Recruiting Fund [Goals 1,2,3,5]

- a. If not fully addressed in the State's response to the information on performance goals, indicators, and targets in Part I describe the remainder of the State's annual measurable objectives under section 1119(a)(2).

RESPONSE:

- *Performance Target:* The percentage of classes being taught by highly qualified teachers, in the aggregate and in high poverty schools, will increase from a baseline of a projected V percent in 2001 – 2002 to:
 - W percent in 2002 – 2003
 - X percent in 2003 – 2004
 - Y percent in 2004 – 2005
 - 100 percent in 2005 – 2006
- *Highly Qualified Teacher*
 - Baseline data for the “highly qualified teacher” portion of ESEA for 2001 – 2002 will be projected from the number of individuals certificated since 1991, the first year during which a rigorous assessment was required in order to receive an initial teaching certificate.
 - Passage of Praxis II academic content test is currently required of new teacher licensure candidates in the core curriculum prior to receiving licensure. Ohio is a leader in the nation for high cut scores for these examinations.

- A systematic state standard of evaluation will be identified for those individuals currently teaching who have not met the criteria of a “highly qualified teacher,” as delineated in Title IX, Part A – Definitions.
 - The SEA will provide technical assistance to districts on an annual basis to facilitate planning, selecting and implementing high-quality professional development activities for those teachers not deemed to be “highly qualified.”
- b. Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of “professional development” in section 9101(34).
 Note: This program, and the financial support it provides to States, LEAs, and schools, is vitally important to ensure that all students have teachers who are highly qualified, and who can help students achieve to their maximum capabilities. The two items identified above supplement other information States need to provide in response to items in Part I, Goal 3; Part II, item 5, and Part III, information on Title II, Part D (Enhancing Education Through Technology program) on how they plan to implement key teacher quality activities.

RESPONSE:

- *Performance Target:* The percentage of teachers receiving high-quality professional development, in the aggregate and in high poverty schools will increase from a baseline of a projected V percent in 2001 – 2002 to:
 - W percent in 2002 – 2003
 - X percent in 2003 – 2004
 - Y percent in 2004 – 2005
 - 100 percent in 2005 – 2006
- *High-quality Professional Development*
 - Baseline data for the “high-quality professional development” component of ESEA for 2001 – 2002 will be projected from professional development data gathered from Local Professional Development Committees and LEAs.
 - An annual benchmarking and performance measurement instrument will be administered by the SEA to Local Professional Development Committees and LEAs to gather data regarding standards of quality for local professional development, the alignment of professional development activities with the expectations set forth in Title IX, Part A, Section 9101(34), and the percentage of teachers engaged in such programming.

- The superintendent of schools and the chair of the Local Professional Development Committee of each district will jointly sign the annual measurement instrument.
- Utilizing the data collected through the benchmarking and performance survey, ongoing technical assistance, in cooperation with the other agencies, will be provided by the SEA to those LEAs who have not met the criteria for ongoing high-quality professional development.

Ongoing statewide professional development and technical assistance (focused on meeting the expectations set forth in Title IX, Part A, Section 9101[34]), Local Professional Development Committees and LEAs, and individual LEA technical assistance will be provided by the SEA.

- c. Describe the State Educational Agency and the State Agency for Higher Education’s agreement on the amount each will retain under section 2113(d) of ESEA. Section 2113(d) allows for one percent of the State's program allocation for administration and planning costs.

In the absence of an agreement between the two agencies to apportion the one percent in another way, of this amount the Department annually will award to the SAHE for administration and planning the greater of-

1. The amount of FY 2001 funds it had received for administration under the predecessor Title II, ESEA Eisenhower Professional Development Program, or
2. Five percent of the amount available each year for subgrants to partnerships under ESEA section 2113(a)(2).

The Department annually will award the remainder of the one percent of the State allocation to the SEA for its costs of administration and planning. ODE will provide further guidance on within-State allocations of Title II, Part A funds reserved for administration in the guidance it is developing for the program.

RESPONSE:

It is requested that the one-percent of the State's program allocation for administration and planning costs as described in Section 2113(d) be apportioned by the Department to the SAHE according to whichever of the following is greater: (1) The amount of FY2001 funds it received for administration under the predecessor Title II, ESEA Eisenhower Professional Development Program, or (2) five percent of the amount available each year for subgrants to partnerships under ESEA Section 2113(a)(2). It is further requested that the remainder of the one-percent of the State allocation be awarded to the SEA for its costs of administration and planning.

7. Title II, Part D -- Enhanced Education Through Technology [Goals 1,2,3]

- a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.

RESPONSE:

Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance indicator 1.1: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment.

Performance indicator 1.2: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.

Performance indicator 1.3: The percentage of Title I schools that make adequate yearly progress.

Program Goal: 75% of all Ohio students will reach the minimum state performance standards for achievement in technology content standards

Program Goal: 75% of all Ohio students will reach the minimum state performance standards for achievement in those items relating to technology usage across content areas

Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance indicator 2.1: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

Performance indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

Performance indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Performance indicator 3.1: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

Performance indicator 3.2: The percentage of teachers receiving high-quality professional development.

Performance indicator 3.3: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

Program Goal: 100% of all pre-service educators attending ohio colleges and universities will be competent in technology usage upon entering ohio classrooms

Program Goal: 75% of all current Ohio educators will take part in some type of professional development activities over the past 2 years that utilizes technology in instructional practice

- b. Provide a brief summary of the SEA’s long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.

RESPONSE:

Strategy 1: Development of State Board approved K-12 Ohio Academic Content Standards for Technology. These unique Ohio standards will incorporate computer literacy, information literacy, and technological literacy state, national, and international references.

Strategy 2: Advance the PT3 partnership with Ohio Board of Regents and Ohio SchoolNet (“Ohio Technology Congress”) to develop a coherent and consistent statewide approach for identifying, preparing, and assessing current and new teachers in the use of technology in creating learning experiences for K-12 students to enhance academic achievement.

Strategy 3: Develop a strategic plan to incorporate educational technology into the various ESEA programs that benefit from its effective implementation. In particular, this would include Improving Teacher Quality State Grants, Improving Literacy through Libraries, Advanced Placement, Star Schools, and Community Technology Centers Programs.

Strategy 4: Develop technology and curriculum impact capacity within the Center for Curriculum and Assessment that will align and make applicable technology usage in the classroom with the developing Academic Content Standards, Model Curriculums, and Assessments for all Ohio Schools. This Office will utilize current Annual Education Technology Assessment (AETA 1999) and developing Biennial Education Technology Assessment (BETA 2002) instruments to assess classroom, building, and district technology available to support successful implementation.

Strategy 5: Complete the revised State Learning Technology Strategic Plan aligning the work of the Department, Ohio SchoolNet, and the Ohio Board of Regents for a true K-20 technology infrastructure for Ohio learners. This will also include the current development of statewide content and instructional management systems to align standards, curriculum, resources, and assessments unique for Ohio students and educators.

Strategy 6: Ongoing access to the established technical assistance team consisting of the Technical Support Coordinators, the Regional Professional Development Center, the Regional Facilitator(s), and other providers of professional development and technical assistance. Each grant team will develop a technical assistance plan for the district, identifying resources, training opportunities, and other services for the region.

Strategy 7: Development of a web-based template and alignment tool to empower districts to align their local education technology plans to the most recently developed state Learning Technology Strategic Plan. This tool will allow for LEA plans to be aligned for other educational technology applications as well as become a part of district continuous improvement planning documents.

Strategy 8: Continue the usage of established learning technology performance and usage indicators (AETA/BETA) and continue in the development of the additional “next steps” professional development and usage indicators around newly developed content and instructional management systems.

- c. Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs.

RESPONSE:

Key Activity 1: Ohio's main focus for EETT will be to improve student achievement through the use of technology in schools. To achieve this goal, three e-learning tools will be implemented in high need schools. High need schools are identified as those schools that meet Title I criteria established within ESEA, and who have the highest need for academic improvement as measured by Ohio's local report card. These high need schools will be eligible for the Ohio EETT competitive grants.

A. Instructional Management System: Districts will implement an instructional management tool that allows teachers to develop lesson plans aligned with local curriculum, state and national standards. Teachers (and local curriculum staff) will have the ability to share their lesson plans, and compare student results across multiple progress indicators at the strand level.

B. On-line Courses: Districts will develop on-line courses aligned with state standards, utilizing a courseware development application. These courses will be developed to provide both remedial opportunities as well as enhanced learning experiences for students in high need schools. These online courses will be accessible in school and at home for students.

C. Real-time assessment: Teachers will utilize real-time assessment tools that provide real-time student performance information. Using this "just-in-time" information, teachers will modify their lesson plans for their class or students that address the class or student academic deficiencies.

Key Activity 2: Establishing communication mechanisms to align the work of the Ohio Department of Education with the resources/mission of the Ohio SchoolNet and goals established within Ohio's Learning Technology Strategic Plan. This would begin with a statewide needs assessment, current status and usage, and research-based learning impact studies of educational technology.

Key Activity 3: Development of performance measurement systems to determine the effectiveness of educational technology programs. This will include the current technology assessment programs AETA and BETA assessing technology placement, usage, and teacher professional development opportunities. A web-based tool will also be developed to allow current LEA technology plans to align with the newly established state Learning Technology Strategic Plan.

Key Activity 4: Continue working and preparing for action outcomes from the recently initiated by the Ohio Technology Implementation Task Force convened by the Ohio legislature with representation from K-20 institutions, service providers, district superintendents, and technical support agencies from across the state.

Key Activity 5: The development of a long-term strategy to support districts in relation to the various ESEA reauthorization programs that allow for technology usage as well as professional development and technical assistance for those districts to align work toward Ohio's Learning Technology Strategic Plan. This will be accomplished partially through an on-line planning and application tool for all federal allocations for Ohio schools expected to be live in February 2003.

- d. Provide a brief description of how –
- i. The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology, and

RESPONSE:

Ohio Fact 1: More than 92,000 classrooms are able to access the Internet and 100 percent of all eligible classrooms in the state's public schools are wired for the future.

Ohio Fact 2: Ohio has continued support from the Governor and the Ohio General Assembly for more than \$113 million dollars over the last biennium budget for aligning technology usage with academic standards and instructional practices.

Ohio Fact 3: In the three years of the E-Rate program's existence Ohio schools and libraries have received more than \$160 million in discounts on their telecommunications and Internet services as well as internal connections equipment.

Ohio Fact 4: Technology Equity Grant Funds are available to help Ohio's low-wealth school districts to acquire additional educational technology tools and other resources to support the district's technology plan. Last year \$2.8 million dollars were allocated to 119 of Ohio's low-wealth public schools.

Ohio Fact 5: Within each of the 12 regions of the state, a technical assistance team has been established, consisting of the technical support coordinators within the region, the regional professional development center, the regional facilitator(s), and other providers of professional development and technical assistance. The regional facilitators housed at educational service centers lead these teams. Each regional team develops a technical assistance plan for the region, identifying resources, training opportunities, and other services for the region. In addition, a technical assistance plan is developed with each Academic

Emergency and Academic Watch district within the region, specifically describing the areas of focus for the district and the resources, training, and assistance that will be provided to the district.

- ii. The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.

RESPONSE:

Coordination

The Department of Education will, in coordination with Ohio SchoolNet, administer the Enhancing Education through Technology State Grant Program. The Department will disseminate the formula grants to eligible LEAs that have submitted applications. The competitive grant allocations will be determined through responses from a state-issued Request for Proposals (RFP) process open to all eligible districts. There will be every effort to make sure there is equitable distribution of competitive grants to urban and rural areas. An advisory panel will be established to help develop the RFP, evaluate responses, and coordinate activities under this program. State activities will be coordinated by the Department along with Ohio SchoolNet (OSN) and the Ohio Board of Regents (OBR).

Philosophy

The competitive grant portion of this program will focus on classroom usage of the recently established content and instructional management systems designed by the Department. A RFP will be drafted and disseminated to every district in the state asking for participation in a beta testing of an extended suite of tools that build off the ODE instructional management system. An initial Request for Information will be distributed to national vendors to develop these tools that are compatible with the current system and able to be utilized by local districts. These districts will then participate in identifying tools, professional development, and additional required resources they will need to measure the impact of these tools on student learning. The department and Ohio SchoolNet will outline research-based strategies and district procedures to follow for data collection. This year long beta-test will then be the basis for a possible scaling up of the state instructional management system for the next school year.

Key Procedures

RFP Process

The Ohio Department of Education and Ohio SchoolNet will develop the Request for Proposals (RFP) for the competitive portion of the Title II Part D funds. Ohio's main focus for Enhancing Education through Technology (*EETT*) will be to improve student achievement through the use of technology in schools. The premise for activities surrounding the EETT program will be the identification of select vendor tools (through an RFI process) to enhance the ODE document management system. This repository contains approved Academic Content Standards in English Language Arts and Mathematics in year 1, Science and Social Studies in year two, model curriculum, best practices, and assessments developed under Ohio's Substitute Senate Bill 1. Successful applications under the Ohio EETT program will become test sites for how these tools, when aligned with Academic Content Standards, Model Curriculum, and Assessment can impact student achievement.

To achieve this goal, three e-learning tools will be implemented in high need schools.

A. Instructional Management System: Districts will implement an instructional management tool that allows teachers to develop lesson plans aligned with local curriculum, state and national standards. Teachers (and local curriculum staff) will have the ability to share their lesson plans, and compare student results across multiple progress indicators at the strand level.

B. On-line Courses: Districts will develop on-line courses aligned with state standards, utilizing a courseware development application. These courses will be developed to provide both remedial opportunities as well as enhanced learning experiences for students in high need schools. These online courses will be accessible in school and at home for students.

C. Real-time assessment: Teachers will utilize real-time assessment tools that provides real-time student performance information. Using this “just-in-time” information, teachers will modify their lesson plans for their class or students that address the class or student academic deficiencies.

Selection Criteria

A. Transferability: Preference given to those districts utilizing formula funds toward technology programs. Additional funds obtained through the RFP process then can have a larger impact of educational technology strategies for the building, district, and/or consortium. Those schools that decide to transfer formula side dollars will still be eligible for the competitive grants program but will be scored lower in determination matrix. This data will then be utilized with formula allocations to identify LEAs to determine those with sub-grants of sufficient size and duration determination.

B. Capacity: Priority given to those districts currently utilizing technology aligned to state plans. An initial analysis will be done to determine those state and federal funds obtained by the applicants and outcomes from that funding to ensure successful districts into the first phase of the project. These applicants must have technology plans aligned to the state plan and show evidence of technology implementation at some level of instruction.

C. High Need: High need schools are identified as those schools that meet Title I criteria established within ESEA, and who have the highest need for academic improvement as measured by Ohio’s local report card. These high need schools will be eligible for the Ohio EETT competitive grants. Also calculated will be the technology need as assessed through local information provided during Annual Education Technology Assessment.

D. Partnerships: Preference for plans aligned to other ESEA programs, funding, established partnerships. These partnerships may be with other state agencies, outside content providers, local partnerships and consortium participation. Initial reporting will include those partners, outcomes from established partnerships, and expected roles and responsibilities within a successful RFP submission.

E. Parent and Community Engagement: Preference for plans that engage the community outside of school into implementation of technology usage in the classroom. This might include businesses, other local education stakeholders, parents, and higher education entities.

F. Local Technology Planning: ODE and Ohio SchoolNet will develop and provide a online tool to allow LEAs to develop their own local plans in fulfillment of program requirements. These plans will then be provided to ODE for qualification in formula and competitive portions of Title II Part D.

Support Mechanisms

A. Monitoring / Data Collection: Ohio will continue in its development of performance measurement systems to determine the effectiveness of educational technology programs. This will include the current technology data collection / assessment programs AETA and BETA assessing technology placement, usage, and teacher professional development opportunities. This competitive grants program will have a research-based strategy developed in conjunction with the Department's Policy Research and Analysis Office and evaluated by an outside contractor.

B. Professional Development Technical Assistance: Districts involved in project will be linked to resources of Ohio's Regional Support Agencies. Within each of the 12 regions of the state, a technical assistance team has been established, consisting of the Technical Support Coordinators within the region, the Regional Professional Development Center, the Regional Facilitator(s), and other providers of professional development and technical assistance. The Regional Facilitators housed at Educational Service Centers lead these teams. Each regional team develops a technical assistance plan for the region, identifying resources, training opportunities, and other services for the region. In addition, a technical assistance plan is developed with each Academic Emergency and Academic Watch district within the region, specifically describing the areas of focus for the district and the resources, training, and assistance that will be provided to the district.

A web-based tool has been developed to allow current LEA technology plans to align with the newly established state Learning Technology Strategic Plan. The Department also is in the final design of a planning and application tool to align district ESEA performance goals and indicators to streamline and identify resources across reauthorization programs. This tool will be in place in February 2003.

Assurances

- Ohio's EETT program will ensure that each subgrant awarded under section 2412 (a)(2)(B) is of sufficient size and duration, and that the program funded by the

subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.

- Ohio has in place a State Plan for Educational Technology that meets all of the provisions of section 2413 of ESEA.

Ohio EETT Program will ensure equitable access to, and participation for, students, teachers, and other program beneficiaries with special needs

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

- a. Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under State law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.

RESPONSE:

ODE will ensure that LEAs use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under State law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.

- ODE will inform LEAs regarding language instruction educational programs and curricula that are based on scientific research.

Note: U.S. Department of Education is in the process of developing resources relating to scientific based research in the area of English as a Second Language and Bilingual Education. The ODE will continue to keep informed of information that comes from the U.S. Department of Education and share this information with LEAs.

- In their consolidated applications, LEAs will identify and indicate which scientific based research method(s) will be used in the instruction of LEP and immigrant students.
- LEAs will have the flexibility to select and implement activities in a manner that they determine best reflects local needs and circumstances as long as the activities are based on scientifically based research. Ultimately, the best indication for

implementation of research based practices rests in the academic achievement results of LEP students. Disaggregated district and school building performance results will identify those districts and buildings requiring additional supports and technical assistance.

- b. Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children.

RESPONSE:

ODE's formula for determining annual achievement measurement objectives for all students including subgroups such as LEP students and ODE's process for determining adequate yearly progress for LEP children will be available in January 2003.

Disaggregated results for LEP students will be used in identifying districts and schools not making adequate yearly progress in accordance with Section 1111 of the law.

- c. Specify the percentage of the State's allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. A total amount not to exceed 5 percent of the State's allotment may be reserved by the State under section 3111(b)(2) to carry out one or more of these categories of State-level activities.

RESPONSE:

The Ohio SEA will reserve the allowable 5% of the State Title III allotment for State-level activities. The reserved funds will be used for the following:

Activity A: Professional development: 40% of the reserved funds, or the balance of funds remaining after \$175,000 is set aside for activity B below.

Activity B. Planning, evaluation, administration, and interagency coordination: 60% of the reserved funds or \$175,000, whichever is greater.

Activity C. Technical Assistance: 0%

Activity D. Recognition to subgrantees that have exceeded their annual measureable achievement objectives: 0%

Note: Although the Ohio SEA is not planning to use funds reserved from the allowable 5% of the State Title III allotment specifically for Activities C and D, it will carry out these activities with other resources and C will be conducted as part of the administrative responsibilities.

- d. Specify the percentage of the State's allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. A total amount not to exceed 15 percent of the State's allotment must be reserved by the State under section 3114(d)(1) to award this type of subgrant.

RESPONSE:

The Ohio SEA will reserve 15% of the State's allotment for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth compared to the past two years.

- e. Describe the process that the State will use in making subgrants under section 3114(d) to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.

RESPONSE:

The Ohio SEA will provide sub-grants to all eligible school districts on a formula basis. The following process will be used in making sub-grants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth.

1. Identify those eligible entities that meet both of the following criteria:
 - a) Reported an enrollment of 30 or more immigrant children and youth in Ohio's February 2002 statewide immigrant student survey
 - b) Have experienced at least a 5% increase in the enrollment of immigrant children and youth as compared to the average enrollment of immigrant children and youth of the two preceding fiscal years, in public and non-public schools and secondary schools in the geographic jurisdiction of, or served by, such entities.
2. Notify the entities that meet both of the above-indicated criteria of their eligibility to apply for subgrants to help pay for activities that provide enhanced instructional opportunities for the immigrant children and youth in their geographic jurisdiction. Eligible entities will be informed of the allowable activities that may be funded under this subgrant as indicated in Section 3115(e)(1) of the No Child Left Behind Act of 2001.

3. Award subgrants for a fiscal year to each eligible entity having an approved plan. Each subgrant will equal an amount that bears the same relationship to the 15% of the State allotment set aside for this type of subgrant as the number of immigrant children and youth enrolled in the eligible entity to the total number of immigrant children and youth enrolled in all eligible entities that meet the criteria indicated above in #1.
 4. In awarding subgrants of this type, the Ohio SEA shall equally consider eligible entities that have limited or no experience in serving immigrant children and youth, and the quality of each local plan under Section 3116 of the Act, and ensure that each subgrant is of sufficient size and scope to meet the purposes of this part. In addition, in awarding subgrants of this type, the Ohio SEA will comply with Section 3115(f-g).
- f. Specify the number of limited English proficient children in the State. (See definitions of "child" in section 3301(1), and "limited English proficient" in section 9101(25).)

RESPONSE:

The number of limited English proficient children in Ohio is 19,868. This number is based on the number of limited English proficient children reported by public schools to the Ohio SEA as enrolled during the 2000-2001 school year.

- g. Provide the most recent data available on the number of immigrant children and youth in the State. (See definition of "immigrant children and youth" in section 3301(6).) (Note: Section 3111 of the ESEA requires that State allocations for the Language Acquisition State grants be calculated on the basis of the number of limited English proficient children in the State compared to the number of such children in all States (80 percent) and the number of immigrant children and youth in the State compared to the number of such children and youth in all States (20 percent). The Department plans to use data from the 2000 Census to calculate State shares of limited English proficient students. However, these data on limited English proficient students will not be available for all States until September 2002. To ensure that States have access to funds as soon as they are available, the Department proposes, for FY 2002 only, to provide an initial distribution of 50 percent of the funds under the limited English proficient portion of the formula based on State-reported data. As soon as Census data become available, the Department will recalculate and make final State allocations using 2000 Census data. For the 20 percent of formula funds distributed to States based on State shares of immigrant children and youth, the Department will use the most recent State-reported data year in allocating these funds. Census does not collect data that can be used to calculate State allocations for this part of the formula.)

RESPONSE:

The number of immigrant children and youth in the State is 12,427. This number is based on Ohio's February 2002 statewide survey of immigrant children and youth enrolled in public and non-public schools.

9. Title IV, Part A -- Safe and Drug-Free Schools and Communities [Goal 4]

a. Describe the key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug-free schools and communities through programs and activities that –

- i. Complement and support activities of LEAs under section 4115(b) of the ESEA;
- ii. Comply with the principles of effectiveness under section 4115(a); and
- iii. Otherwise are in accordance with the purpose of Title IV, Part A.

(Note: The reauthorized provisions of the Safe and Drug-Free Schools and Communities (SDFSC) Program clearly emphasize well-coordinated SEA and Governors Program activities. The statute requires that significant parts of the program application be developed for each State's program, not for the SEA and Governors Programs individually. For this reason, each State must submit a single application for SDFSC SEA and Governors Program funds. States may choose to apply for SDFSC funding through this consolidated application or through a program-specific application.)

RESPONSE:

The Ohio Department of Education has established promoting a safe and orderly learning environment and helping every generation learn, enhance, and practice the character traits that are valued by their communities as essential goals in achieving academic success. The Ohio Department of Alcohol and Drug Addiction Services' prevention goals complement the ODE goals. ODADAS prevention goals include:

- To increase abstinence from alcohol and illicit drug use
- To defer the onset of alcohol use
- To eliminate high-risk use of alcohol and other legal drugs

To impact environmental risk-factors in communities ODE's programs, services, professional development and technical assistance are targeted at building local capacity to:

- Make sure that educators have the skills, knowledge, and resources to get students to the higher expectations.
- Foster the ability of families and communities to help students succeed.
- Provide leadership, support, and build capacity.

- Assure a system that provides for a competent, caring teacher in every classroom.
- Promote innovation and best practices.
- Advocate for adequate resources to achieve high expectations.
- Encourage and support the development of stakeholder engagement strategies by districts and schools.
- Provide support to school districts particularly those who need it most.

Effective Partnership and Planning

The partnership between ODADAS and ODE has resulted in numerous collaborative efforts throughout the state aimed at alcohol, tobacco, other drug and violence prevention and promoting educational attainment. One significant effort to establish good data to measure progress is the Ohio Student Survey. The 2002 Ohio Student Survey represents the fourth statewide administration of the PRIDE Survey of drug use patterns among students in grade 4, 6, and 8 throughout the state and the first statewide survey of students in grade 10 and 12. The 2002 Ohio Student Survey reflects responses from over 223,000 Ohio students attending public and private schools. Overall, the survey will provide insight and information about attitudes toward, and the use of alcohol, tobacco and other drug use, as well as violence by students in Ohio's elementary, middle, and high schools. Most dramatically, and in all 19 drug categories, Ohio students report using alcohol, tobacco and other drugs less frequently than their national counterparts. Prevention, intervention and academic programs are giving Ohio students a healthy edge for safe development.

Compared to surveys in previous years, Ohio youth are using fewer drugs, with declines seen across ethnic groups.

- White students report their use of cigarettes, smokeless tobacco, cigars, beer, wine coolers, liquor, marijuana, cocaine, stimulants, depressants, inhalants, hallucinogens, heroin, and steroids has declined.
- African American students report decreased usage rates for cigarettes, smokeless tobacco, cigars, beer, wine coolers, liquor, marijuana, inhalants, and steroids.
- Hispanic students have lowered their rates of use for cigarettes, cigars, beer, wine coolers, liquor, and inhalants.

Ohio students feel safer, both at school and while not at school, compared to previous years. Risk and protective factors encircle Ohio students; protective factors have increased in many areas and risk factors have been reduced in other areas.

At the local level, Ohio boasts more than 130 community anti-drug coalitions that promote healthy lifestyles and demonstrate a total community commitment to safe activities for youth and families. In 2001, more than 8,000 individuals received prevention services through the 13 state-funded community anti-drug coalitions alone.

Next Steps

Clearly the need for impact/outcome data is a priority. The ODE is committed to setting aside funds to obtain impact data by:

- Investing in statewide prevention strategies that work;
- Aligning other prevention and intervention activities (such as truancy and dropout prevention) and alternative schools with activities described in this report. The alignment will allow ODE to investigate the impact of a variety of strategies designed to:
 - Increase attendance rates
 - Decrease dropout rates
 - Reduce incidences of criminal activities on school grounds
- Advocating for additional state resources in SFY 2004/2005, particularly prevention programs
- Being an active partner in the Governor's commitment to reduce violence and the use of alcohol, tobacco and other drugs.

As noted previously, ODADAS is now in the process of implementing an outcomes-focused initiative through The Renseleaerville Institute involving all county alcohol and drug boards and treatment and prevention providers. This is a significant investment by ODADAS that will result in a clearly articulated process promoting clear goals at the investor level and coordinated activities with meaningful outcomes and data collection at the local level. This initiative will complement ODE efforts with LEAs.

Key Strategies

- Standards
 - Ohio academic content and performance standards currently being considered by the State Board of Education provide clear goals for student success and for closing the achievement gap for all of Ohio's students. Operational Standards adopted in 2001 provide a clear description of necessary elements that need to be present in successful schools. Standards for defining a safe,

supportive learning environment have been requested by the State board of Education and are being developed.

- State Resources
 - State Resources can be maximized through alignment of prevention and intervention to provide a synergistic effort and effect of the activities and energy of other state agencies and stakeholders. Ohio House Bill 282, recently enacted, provides resources for state agencies to partner with communities in providing grants to lea’s to design and implement program to integrate community service projects as a component of their intervention for suspended and expelled students. Other efforts combine the work of ODE, ODADAS, OFCF, ODH and a TUPCF to address alcohol and drug use by students.

- Statewide Impact Evaluation
 - The impact of efforts to address factors that effect student learning will be assessed in the ODE Accountability System that focuses on student achievement and closing the achievement gaps exhibited in recent Student Assessment results.

Implementing the Principles of Effectiveness

Significant investment in training and awareness on the Principles of Effectiveness has been fundamental in the Departments’ professional development over the past several years. When the Principles were first announced, regional trainings provided local prevention practitioners including SDFS coordinators and community-based providers with:

- Introduction to the Principles of Effectiveness
- Model action plan development that included:
 - Objective analysis
 - Goal development
 - Quantitative performance measures
 - Universal improvement strategies
 - Specific description of corresponding activities

- Timeline and responsibilities
- Evaluation methods for determining activities impact identified performance measures

These activities have continued in each subsequent year since the Principles were introduced. In 2002 a series of trainings for local school and community-based prevention focused on:

- *Evidence- Based Prevention* - Trainings focused on ways to bridge the gap between prevention research and practice. Science-based principles, practices, and models will be reviewed along with guidelines for applying these models and principles in your prevention programs.
- *Outcome Evaluation* - Trainings featured approaches for planning and implementing an outcome evaluation of a prevention program. Basic worksheets, tools, and examples of how to conduct user-friendly evaluations of substance abuse prevention programs using risk and protective factors model.

In April 2002 ODE and ODADAS, in cooperation with the Central Center for the Application Prevention Technologies (Central CAPT) sent 14 practitioners from Ohio to an evidence-based trainer of trainers workshop in Virginia. In the 2002-2003 school year the Network plans to accomplish the following:

1. Cross train all 14 practitioners in:
 - Across Ages
 - Project Achieve
 - Strengthening Families
2. Conduct 2 trainings for local practitioners in each of the 6 regions for a total of 12 trainings
3. Develop a web-based support system through the Network's website for trainers and local prevention practitioners

The FY2001 district SDFSCA Final Program Evaluation Reports indicate that 81% of districts are achieving at least 75% of their identified measurable performance indicators and can provided documented evidence that they are reducing alcohol, tobacco, other drug and violence incidents.

ODADAS and the ODE Safe, Drug-Free Schools Program Office have aligned prevention activities to the federal government's Center for Substance Abuse Prevention (CSAP) six primary prevention strategies as well as the Institute of Medicine's (IOM) universal, selected and indicated domains that describe programs by the audience for which programs are designed. Prevention programs may vary widely, but generally are associated with information dissemination, education,

alternative activities, community-based processes, problem identification and referral and environmental strategies. These services focus on reducing risk factors and building protective factors and may be directed at any segment of the population. These strategies and the ensuing activities can be used separately or several prevention strategies may be used effectively in combination.

The programs, activities and initiative listed within each strategy represent the collective efforts of ODADAS and ODE toward insuring safe, drug-free schools and communities. These activities are carried out in a coordinated fashion utilizing state and federal resources and capitalizing meaningful partnerships with state level departments, agencies, organizations and associations.

- b. Describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1. These performance measures must focus on student behaviors and attitudes. They must consist of performance indicators for drug and violence prevention programs and activities and levels of performance for each performance indicator. The description must also include timelines for achieving the performance goals stated, details about what mechanism the State will use to collect data concerning the indicators, and provide baseline data for indicators (if available).

RESPONSE:

The State's performance measures for drug and violence prevention programs and activities are as follows:

- Decrease percentage of suspensions and expulsions by discipline type as reported within the district annual Educational Management Information Report.
 - Baseline was established in the 2001 EMIS report.
- Decrease the number of persistently dangerous schools, as defined by the State.
 - Baseline will be established in 2002-2003 pending policy adopted by the State Board Education.
- Decrease the number of students who report substance use in the past 30 days.
- Increase student's perception of risk and harm of substance use.
 - Baseline established through the Ohio PRIDE survey conducted 4 times over the last twelve years.

ODE, SDFS staff has used the district's stated program goals and objective listed in the their Consolidated Continuous Improvement Plan (CCIP) application and the Final Program Evaluation Reports (FPER) as overall indicators of the district's progress toward

meeting their articulated goals along with the results of district EMIS data. The FPER is collected on an annual basis along with EMIS data. The PRIDE survey has been conducted 4 times in Ohio beginning in 1993.

The PRIDE Survey provides data that pertains to student ATOD use in the past 30 days and perception of risk and harm.

- c. Describe the steps the State will use to implement the Uniform Management Information and Reporting System (UMIRS) required by section 4112(c)(3). The description should include information about which agency(ies) will be responsible for implementing the UMIRS, a tentative schedule for implementing the UMIRS requirements, as well as preliminary plans for collecting required information.

RESPONSE:

Amended Substitute Senate Bill 140, passed by the 118th Ohio General Assembly in June of 1989, became effective August 2, 1990. In March of 1991, the Ohio State Board of Education, in response to the legislative mandate, adopted the rule for school districts requiring the development and implementation of a statewide Education Management Information System (EMIS).

The EMIS system provides information about student performance and participation and the needs of school districts.

The information gathered must facilitate comparisons among districts and school buildings within districts. Each school district must periodically collect and report the information required to the Ohio Department of Education. The EMIS system has been revised therefore 2001-2002 is the first year we have established base line data.

Annually the SDFS Staff reviews and analyzes its programmatic goals to determine the need to change or alter these goals. The SDFS is a co-sponsor of the 2001 PRIDE Survey. The PRIDE Survey provides the SDFS Staff with important data on the use of alcohol, tobacco and other drugs by students in grades 4, 6, 8, 10, 12. As this will be the fourth time that Ohio School Districts have participated in this survey since 1993, it provides the SDFS staff with insights into the prevalence and attitudes of V/ATOD use among Ohio students. The PRIDE Survey also surveys protective/risk factors and assets among students. Through the results of this survey SDFS staff can then assess and re-evaluate the goals and effectiveness of the SDFS program.

SDFS staff has been conducting an on-line final program evaluation report (FPER) for the past 3 years. Within this report data is collected on 12 indicators. The SDFS staff has taken this data and created a statewide summary report and a 3year statewide comparison report. This allows the SDFS staff to develop insights into the frequency and type of violent incidents that are currently occurring in Ohio Schools. This comparison report is available for FY 99, FY 2000 and FY 2001. A three-year comparison report is also available on-line for each individual school district so that they are able to identify trends in their local area.

Currently the Ohio Department of Education has assembled an internal team that is looking at creating a management system that will incorporate all three of these data sources.

10. Title IV, Part A, Subpart 1, section 4112(a) -- Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor [Goal 4]

- a. The Governor may reserve up to 20 percent of the State's allocation under this program to award competitive grants or contracts. Indicate the percentage of the State's allocation that is to be reserved for the Governor's program.

RESPONSE:

Ohio reserves 20% for the Governor.

- b. The Governor may administer these funds directly or designate an appropriate State agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity (the name of the head of the designated agency, address, telephone number) and the "DUNS" number that should be used to award these funds.

RESPONSE:

The Governor's 20% is administered by:

Ohio Department of Alcohol and Drug Addiction Services
Luceille Fleming, Director
Two Nationwide Plaza
280 North High Street, 12th Floor
Columbus, Ohio 43215-2537
(614) 752-8359

DUNS: 808847669

11. Title IV, Part A, Subpart 2, section 4126 -- Safe and Drug-Free Schools and Communities: Community Service Grants [Goal 4]

Describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.

RESPONSE:

The Community Service Grants will be administered by the Safe and Drug-Free Schools Program Unit in partnership with the Center for School Reform and Options, Alternative Education Initiative. The Alternative Education Initiative was created in House Bill 282, the state's first biennium budget exclusively for education, with bipartisan support from the Ohio General Assembly and strong advocacy by Governor Bob Taft. The Initiative is guided by the

statutorily created Alternative Education Advisory Council composed of the Governor's Education Policy Advisor, the Attorney General, the State Superintendent of Public Instruction, and the Directors of the Ohio Departments of Alcohol and Drug Addiction Services, Mental Health, and Youth Services. At the local level, the Alternative Education Initiative is led by public school districts and their community partners.

The Alternative Education Initiative is a grant program for local school districts to work with community partners to develop alternative education strategies for at-risk children and youth. The target population includes children and youth who have been suspended or expelled; have dropped out of school or are at risk of dropping out; are habitually or chronically truant; are disruptive in class; are on probation from the juvenile court; and/or are on parole after having spent time in an Ohio Department of Youth Services facility.

A Community Service Grant Application is being developed for distribution to established alternative education programs and schools serving suspended and expelled youth. Interested programs and schools will submit their proposals describing their design for integration of community services projects as a component of intervention for the suspended and expelled students they serve.

12. Title IV, Part B: 21st Century Community Learning Centers [Goals 1, 2, and 5]

ODE will

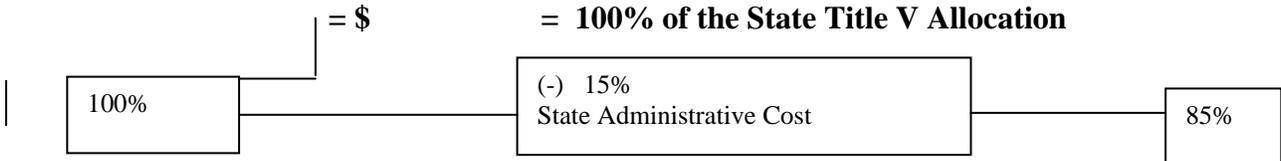
- identify the percentage of students participating in 21st Century Community Learning Centers who meet or exceed the proficient level of performance on State assessments in reading and mathematics.
- collect baseline data for the 2002-2003 school year, and submit all of these data to the Department no later than early September of 2003 by a date the Department will announce.
- employ an evaluator to determine if the communications and services are reaching the intended audiences.

13. Title V, Part A -- Innovative Programs [Any goal(s) selected by State]

- a. In accordance with section 5112(a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as –
 - i. Children living in areas with concentrations of economically disadvantaged families;
 - ii. Children from economically disadvantaged families; and

- iii. Children living in sparsely populated areas.
- iv. Identify the amount or percentage the State will reserve for each State-level activity under section 5121, and describe the activity.

RESPONSE:



A. There are four possible Qualifying Funding Factors in Title V:

- Factor A = Sum of Receiving Institution ADM*
- Factor B = The LEA's ADC % must be at least 25% of the LEA's total ADM.
- Factor C = If the LEA's ADC % is equal to or greater than the State's average ADC% for all LEA's.
- Factor D = Applies only to LEA's having an ADM less than 100.

*ADM figures for the following institutions shall be included in the calculation of the FAP: JVS, Deaf-Blind School, MR/DD, community schools, youth services, adult corrections and non-public ADM calculated in E below.

B. Each Factor listed above will generate an ADM:

- Factor A = Sum total of Receiving Institutions as described above.
- Factor B = Sum total of the ADC count for each LEA eligible + NP adjusted ADM for Factor B Funds.
- Factor C = Sum total of the ADC count for each eligible + adjusted NP ADM for Factor C Funds.
- Factor D = Sum total of the ADM for each LEA and MR/DD eligible to receive funds under Factor D Funds.

C. State Calculation

1. Add the ADM counts calculated in Item B above. Divide the total of all ADM factors into the 85% Federal subsidy allocation = The Formula Amount per Pupil (FAP). Lump sum payments shall be made to the institutions listed in Item B above.

D. School District Calculation

- Factor A = FAP x LEA's P. and NP. ADM = Factor A amount
- Factor B = FAP x the eligible LEA's ADC count x 2.0 = Factor B amount
- Factor C = FAP x the eligible districts ADC count x 2.5 = Factor C amount
- Factor D = FAP x the eligible LEA's ADM x 10 = Factor D amount

LEA's and NP Amounts = Factors A + B + C + D (as eligible)

E. NonPublic and Community Schools Calculation

1. A non-public/community school becomes eligible for a Factor B, or C, only if the public school district in which it is located is eligible. Example, Factor B: LEA is eligible for Factor B with 26% ADC. Non-public/community school ADM = 200 x 26% = 52. 52 x FAP x 2.0 = non-public/community school Allocation. Fifty-two is added into the Factor B calculation above. Example, Factor C: LEA is eligible for Factor C with 15% ADC (State AVE = 12%). Non-public. ADM = 200 x 15% = 30. 30 x FAP x 2.5 = non-public/community school allocation. Thirty is added into the Factor C calculation above.

- The LEA is sent the non-public allocation and becomes the fiscal agent for those funds. Community school Allocations are sent to the community school.

14. Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants [Goals 1,2,3,5]

Describe how the State plans to use formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(1) and (2).

RESPONSE:

Ohio will use the formula funds awarded under section 6113(b)(1) to develop and implement State assessments required under the Act. The funds will be used to fund contracts to develop annual assessments of reading and mathematics in each of grades three through eight and annual assessments of science at least once in grades three through five, six through nine, and ten to twelve, and to implement those assessments statewide by school year 2005-06.

During winter 2002, the ODE issued a contract to the American Institutes for Research for developing and implementing assessments through grade 5. The contract is renewable through the 2007-08 school year, which allows Ohio to work with the same contractors through the implementation of the full system of assessments.

In the fall 2002, the ODE will issue a Request for Proposal (RFP) to develop and implement new assessments in grades six through eight. The contract awarded through this RFP will also be renewable through 2007-08.

The scope of work for each of the contracts (grades kindergarten through five and six through eight) includes the development of alternate assessments for students with disabilities and for limited English proficient students. In addition, each includes the development of teacher and parent resources and teacher training programs. The resources and training programs are being

developed to ensure that teachers and parents understand the assessments and the relationship between the assessments and Ohio's academic content standards, how the results will be used, how to interpret test score results, and curricular and instructional implications of the assessment results.

15. Title VI, Part B, Subpart 2 -- Rural and Low-Income School Program [Goals 1,2,3,5]

- a. Identify the SEA's specific measurable goals and objectives related to increasing student academic achievement; decreasing student dropout rates; or improvement in other educational factors the SEA may elect to measure, and describe how Rural and Low-Income School program funds will help the SEA meet the goals and objectives identified.

RESPONSE:

ODE will report on specific measurable goals and objectives January 31, 2003.

- b. Describe how the State elects to make awards under the Rural and Low-Income School Program:
 - i. By formula proportionate to the numbers of students in eligible districts;
 - ii. Competitively (please explain any priorities for the competition); or

RESPONSE:

The State education agency will make awards under the Rural and Low-Income School Program according to a formula based on the number of students in average daily attendance served by the eligible local educational agencies or schools in the State.

- iii. By a State-designed formula that results in equal or greater assistance being awarded to school districts that serve higher concentrations of poor students. (NOTE: If a State elects this option, the formula must be submitted for the Department's approval. States that elect this option may submit their State-designed formulas for approval as part of this submission.)

GEPA (General Education Provisions Act), Section 427

All applicants for new awards must include information in their applications to address GEPA, Section 427 in order to receive funding under this program. GEPA 427 requires a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers, and other program beneficiaries with special needs. For a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 to the State.

RESPONSE:

Steps ODE will take to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers, and other program beneficiaries with special needs are the following:

- Ensure that the school districts or other local entities have submitted to the State sufficient steps to meet the section 427 requirement.
- Work with faith-based and community-based organizations and agencies to reach out and serve parents.
- Communicate with parents through health fairs and parent advocates.
- Will serve parents in their native language.
- Will target and serve the lowest performing districts and schools.
- Assist schools in this effort by disaggregating data by gender and ethnicity, LEP, migrant status, students with disabilities, those who are economically disadvantaged.
- Identify and reduce barriers to equitable participation through the identification (during public review) of programs that provided funds for local-level programs. The process for determining the use of those funds will be outlined, restrictions or limitations on their use will be identified, and application procedures will be provided.
- Ensure that equitable access to and participation in state-level activities, such as conference and meetings, will be provided to students, teachers, and other federal program beneficiaries with special needs (e.g., signing for the hearing impaired).
- Will address constraints of individual programs in funding state-level activities, and assure that the uses of the funds will comply with the general provisions of the respective programs.

Consolidated Administrative Funds

1. Does the SEA plan to consolidate State-level administrative funds?

If yes, please provide information and analysis concerning Federal and other funding that demonstrates that Federal funds constitute less than half of the funds used to support the SEA.

If yes, are there any programs whose funds are available for administration that the SEA will not consolidate?

RESPONSE:

Historically, federal funds have provided about 25 percent of state department operating expenses. Although a slight increase is expected, the amount of federal funding is projected to be near the 25 percent mark.

Operating Funds – Payroll and Benefits, Personal Service Contracts, Maintenance, and Equipment

	FY 1999	%Total	FY 2000	% Total	FY 2001	% Total
GRF	39,555,009	52.2%	47,302,106	54.1%	61,558,964	57.0%
FED	20,571,248	27.1%	21,491,464	24.6%	23,704,385	21.9%
GSF	7,368,961	9.7%	7,527,849	8.6%	8,234,241	7.6%
SSR	8,324,547	11.0%	11,039,512	12.6%	14,542,089	13.5%
TOTAL	75,819,765	100.0%	87,360,931	100.0%	108,039,679	100.0%

2. Please describe your plans for any additional uses of funds.

RESPONSE:

The State intends to consolidate administrative funds from each program for which the state receives funds under the act and requests permission to include reasonable funds from the Individuals with Disabilities Education Act (IDEA). IDEA funds will be used only for grant administration. Administrative functions include: administering the entire formula, discretionary, and competitive grants and financial processes; monitoring program compliance; monitoring the progress of districts and schools in meeting Adequate Yearly Progress; establishing structures to collect and report the substantial data requirements.

Additional uses of funds include:

- coordination of ESEA programs with other federal and non-federal programs
- technical assistance and support system for schools and districts identified for improvement (Costs to meet the demands of the law far exceed the 5 percent of 2 percent available to the State as its share under School Improvement.)
- the establishment and operation of peer-review mechanisms under the Act
- the administration of consolidated funding
- the dissemination of information regarding model programs and practices
- state evaluation of ESEA programs, including developing an evaluation design
- training personnel engaged in audit and other monitoring activities, and implementation of the Cooperative Audit Resolution and Oversight Initiative of the department

Funds not used under any of these purposes will be made available to school districts for programs included in the consolidation.

Transferability

Does the State plan to transfer non-administrative State-level ESEA funds under the provisions of the State and Local Transferability Act (sections 6121 to 6123 of the ESEA)? If so, please list the funds and the amounts and percentages to be transferred, the program from which funds are

to be transferred, and the program into which funds are to be transferred.

RESPONSE:

The State has no plans at this time to transfer funds from one allowable program to another, with the exception of Teacher and Principal Training and Recruiting Funds reserved under Section 2113(a)(2) that are to be distributed to the Ohio Board of Regents to make subgrants on a competitive basis to eligible partnerships.

ASSURANCES and CERTIFICATIONS

Instructions:

The Consolidated State Application Signature Page, signed by the authorized State/SEA representative and **submitted in June 2002**, certifies the State's agreement to the following sets of assurances, the crosscutting certification, and the requirements of GEPA, Section 427.

General and Cross-Cutting Assurances

Description: Section 9304(a) requires States to have on file with the Secretary a single set of assurances, applicable to each program included in the consolidated application, that provide that

--

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;
4. The State will adopt and use proper methods of administering each such program, including—
 - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and
 - c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;
5. The State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;
6. The State will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;
7. The State will—
 - a. Make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and
 - b. Maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and
 - c. Before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment.

Certification

Certification of compliance with Unsafe School Choice Option Requirements

The State certifies that it has established and implemented a statewide policy requiring that students attending persistently dangerous public elementary or secondary schools, as determined

by the State (in consultation with a representative sample of local educational agencies), or who become victims of violent criminal offenses, as determined by State law, while in or on the grounds of public elementary and secondary schools that the students attend, be allowed to attend safe public elementary or secondary schools within the local educational agency, including a public charter school.

ESEA Program Specific Assurances

Each SEA that submits a consolidated application also must provide an assurance that it will comply with all requirements of the ESEA programs included in their consolidated applications, whether or not the program statute identifies these requirements as a description or assurance that States would address, absent this consolidated application, in a program-specific plan or application. States are required to maintain records of their compliance with each of those requirements. (Note: For the Safe and Drug Free Schools programs, the SEA must have all appropriate assurances from the Governor on record.)

Through the general assurance and assurance (1) in section 9304 (a), the SEA agrees to comply with all requirements of the ESEA and other applicable program statutes. While all requirements are important, we have identified below a number of key requirements of each program that the SEA is agreeing to meet through this general assurance. This list of program-specific requirements the SEA is assuring is not exhaustive; States are accountable for all program requirements.

1. Title I, Part A – Improving Basic Programs Operated By LEAs

Assurance that –

- a. The State plan for the implementation of Title I, Part A was developed in consultation with LEAs, teachers, principals, pupil services personnel, administrators, other staff and parents and that the plan for Title I, Part A coordinates with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.
- b. The SEA has a plan for assisting LEAs and schools to develop capacity to comply with program operation and for providing additional educational assistance to students needing help to achieve State standards, including:
 - i. the use of schoolwide programs;
 - ii. steps to ensure that both schoolwide program- and targeted assisted program schools have highly qualified staff (section 1111);
 - iii. ensuring that assessments results are used by LEAs, schools, and teachers to improve achievement (section 1111);
 - iv. use of curricula aligned with state standards (section 1111);
 - v. provision of supplemental services, including a list of approved service providers and standards and techniques for monitoring the quality and effectiveness of services (section 1116);
 - vi. choice and options (section 1116);
 - vii. the state support system under section 1117; and
 - viii. teacher and paraprofessional qualifications (section 1119).

- c. The State has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in other subjects and held to the same expectations as all children.
- d. The State will implement the accountability requirements of section 1116(f) regarding schools identified for improvement prior to the passage of NCLB.
- e. The State will implement the provisions of section 1116 regarding LEAs and schools in improvement and corrective action.
- f. The State will produce and disseminate an annual State Report Card in accordance with section 1111(h)(1) and will ensure that LEAs that receive Title I, Part A funds produce and disseminate annual local Report Cards in accordance with section 1111(h)(2).
- g. The SEA will ensure that LEAs will annually assess English skills for all limited-English proficient students.
- h. The SEA will coordinate with other agencies that provide services to children, youth and families to address factors that have significantly affected the achievement of students.
- i. The SEA will ensure that assessment results are promptly provided to LEAs, schools, and teachers.
- j. The State will participate in State academic assessments of 4th and 8th grade reading and mathematics under NAEP if the Secretary pays the cost of administering such assessments, and will ensure that schools drawn for the NAEP sample will participate in all phases of these assessments, including having results published.
- k. The SEA, in consultation with the Governor, will produce a plan for carrying out the responsibilities of the State under sections 1116 and 1117, and the SEA's statewide system for technical assistance and support of LEAs.
- l. The SEA will assist LEAs in developing or identifying high-quality curricula aligned with State academic achievement standards and will disseminate such curricula to each LEA and local school within the State.
- m. The State will carry out the assurances specified in section 1111(c).

1. Title I, Part B – Even Start Family Literacy

Assurance that –

- a. The SEA will meet its indicators of program quality developed in section 1240.
- b. The SEA will help each project under this part to fully implement the program elements described in section 1235, including the monitoring of the projects' compliance with staff qualification requirements and usage of instructional programs based on scientifically based reading research for children and adults.
- c. The SEA collaborated with early childhood specialists, adult education specialists, and others at the State and local level with interests in family literacy in the development and implementation of this plan.

2. Title I, Part C – Education of Migrant Children

Assurance that –

In addition to meeting the seven program assurances in Section 1304(c), the SEA will ensure that

–

- a. Special educational needs of migratory children, including preschool migratory children, are identified and addressed through – (a) the full range of services that are

- available for migratory children from appropriate local, State, and Federal educational programs; (b) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III; and (c) the integration of services available under this part with services provided by those other programs, a (d) measurable program goals and outcomes.
- b. State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan as specified in section 1306 (a).
 - c. State will provide for educational continuity through the timely transfer of pertinent school records in a manner consistent with procedures the Secretary may require.

4. Title I, Part D – Children and Youth Who Are Neglected, Delinquent or At-Risk

Assurance that the SEA –

- a. Will ensure that programs will be carried out in accordance with the State plan.
- b. Will carry out the evaluation requirements of section 1431.
- c. Has collaborated with parents, correctional facilities, local education agencies, public and private business and other state and federal technical and vocational programs in developing and implementing its plan to meet the educational needs of neglected, delinquent, and at-risk children and youth.
- d. Conducts a process to award Subpart 2 subgrants, to programs operated by local education agencies and correctional facilities.
- e. Will integrate programs and services for neglected, delinquent, and at-risk children and youth with other programs under this Act or other Acts.

5. Title I, Part F – Comprehensive School Reform

Assurance that the SEA will --

- a. Fulfill all requirements relating to the competitive subgranting of program funds.
- b. Awards subgrants of not less than \$50,000 and of sufficient size and scope to support the initial costs of the program.
- c. Award subgrants renewable for 2 additional one year periods if the school is making substantial progress.
- d. Consider the equitable distribution of subgrants to different geographic regions in the State, including urban and rural areas and to schools serving elementary and secondary students.
- e. Reserve not more than five (5) percent of grant funds for administrative, evaluation, and technical assistance expenses.
- f. Use funds to supplement, and not supplant, any other funds that would otherwise be available to carry out these activities.
- g. Report subgrant information, including names of LEAs and schools, amount of award, and description of award.
- h. Provide a copy of the State's annual program evaluation.

6. Title II, Part A – Teacher and Principal Training and Recruiting Fund

Assurance that –

- a. The SEA will take steps to ensure compliance with the requirements for “professional development” as the term is defined in section 9101(34).
- b. All funded activities will be developed collaboratively and based on the input of teachers, principals, administrators, paraprofessionals, and other school personnel.
- c. The SEA will implement the provisions for technical assistance and accountability in section 2141 with regard to any LEA that has failed to make adequate yearly progress for two or more consecutive years.

7. Title II, Part D – Enhanced Education Through Technology

Assurance that the SEA --

- a. Will ensure that each subgrant awarded under section 2412 (a)(2)(B) is of sufficient size and duration, and that the program funded by the subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.
- b. Has in place a State Plan for Educational Technology that meets all of the provisions of section 2413 of ESEA.

8. Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement

Assurance that --

- a. Subgrantees will be required to use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for LEP students once the subgrants are no longer available.
- b. The State will consult with LEAs, education-related community groups and non-profit organizations, parents, teachers, school administrators, and researchers in developing annual measurable student achievement objectives for subgrantees.
- c. Each subgrantee will include in its plan a certification that all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.
- d. In awarding subgrants to eligible entities that have experienced a recent significant increase in the percentage or number of immigrant students, the State will equally consider eligible entities that have limited or no experience in serving immigrant children and youth, and consider the quality of each local plan.
- e. Subgrants will be of sufficient size and scope to support high-quality programs.
- f. Subgrantees will be required to provide for an annual reading or language arts assessment in English of all children who have been in the United States for three or more consecutive years.
- g. Subgrantees will be required to assess annually the English proficiency of all LEP children.
- h. A subgrantee plan will not be in violation of any State law, including State constitutional law, regarding the education of LEP children.
- i. Subgrantee evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.

- j. Subgrantee evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.
- k. A subgrantee that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the subgrantee meets those objectives.
- l. Subgrantees will be required to provide the following information to parents of LEP children selected for participation in a language instruction educational program:
 - 1) How the program will meet the educational needs of their children;
 - 2) Their options to decline to enroll their children in that program or to choose another program, if available;
 - 3) If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children.
- m. In awarding subgrants, the State will address the needs of school systems of all sizes and in all geographic areas within the State, including school systems with urban and rural schools.

9. Title IV, Part A – Safe and Drug-Free Schools and Communities

Assurance that --

- a. The State has developed a comprehensive plan for the use of funds by the State educational agency and the chief executive officer of the State to provide safe, orderly, and drug-free schools and communities through programs and activities that complement and support activities of local educational agencies under section 4115(b), that comply with the principles of effectiveness under section 4115(a), and that otherwise are in accordance with the purpose of this part.
- b. Activities funded under this program will foster a safe and drug-free learning environment that supports academic achievement.
- c. The application was developed in consultation and coordination with appropriate State officials and others, including the chief executive officer, the chief State school officer, the head of the State alcohol and drug abuse agency, the heads of the State health and mental health agencies, the head of the State child welfare agency, the head of the State board of education, or their designees, and representatives of parents, students, and community-based organizations.
- d. Funds reserved under section 4112(a) will not duplicate the efforts of the State education agency and local educational agencies with regard to the provisions of school-based drug and violence prevention activities and that those funds will be used to serve populations not normally served by the State educational agencies and local educational agencies and populations that need special services, such as school dropouts, suspended and expelled students, youth in detention centers, runaway or homeless children and youth, and pregnant and parenting youth.
- e. The State will cooperate with, and assist, the Secretary in conducting data collection as required by section 4122.
- f. LEAs in the State will comply with the provisions of section 9501 pertaining to the participation of private school children and teachers in the programs and activities under this program.

- g. Funds under this program will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this program, and in no case supplant such State, local, and other non-Federal funds.
- h. A needs assessment was conducted by the State for drug and violence prevention programs, which shall be based on ongoing State evaluation activities, including data on the incidence and prevalence of illegal drug use and violence among youth in schools and communities, including the age of onset, the perception of health risks, and the perception of social disapproval among such youth, the prevalence of protective factors, buffers, or assets and other variables in the school and community identified through scientifically based research.
- i. The State will develop and implement procedures for assessing and publicly reporting progress toward meeting the performance measures.
- j. The State application will be available for public review after submission of the application.
- k. Special outreach activities will be carried out by the SEA and the chief executive officer of the State to maximize the participation of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.
- l. Funds will be used by the SEA and the chief executive officer of the State to support, develop, and implement community-wide comprehensive drug and violence prevention planning and organizing activities.
- m. The State will develop a process for review of applications from local educational agencies that includes receiving input from parents.

10. Title IV, Part B – 21st Century Community Learning Centers

Assure that the SEA will –

- a. Write the State application in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations.
- b. Award subgrants of not less than three years and not more than five years that are of not less than \$50,000 and of sufficient size and scope to support high quality, effective programs.
- c. Fund entities that propose to serve students who primarily attend schools eligible for schoolwide programs under section 1114 or schools that serve a high percentage of students from low-income families, and the families of such students.
- d. Require local applicants to submit a plan describing how community learning centers to be funded through this grant will continue after the grant period.
- e. Require local applicants to describe in their applications how the transportation needs of participating students will be addressed.

11. Title V, Part A – Innovative Programs

Assure that --

- a. The State has set forth the allocation of funds required to implement section 5142 (participation of children enrolled in private schools).
- b. The State has made provision for timely public notice and public dissemination of the information concerning allocations of funds required to implement provisions for assistance to students attending private schools.
- c. Apart from providing technical and advisory assistance and monitoring compliance with this part, the SEA has not exercised, and will not exercise, any influence in the decision making processes of LEAs as to the expenditure made pursuant to the LEAs' application for program funds submitted under section 5133.