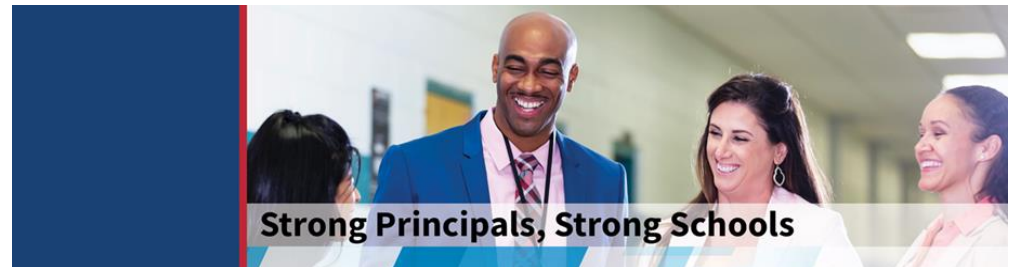




**Department of
Education &
Workforce**

FEDERAL PROGRAMS

March 12, 2025



Please note that State of Ohio and Ohio Department of Education and Workforce policies prohibits the use of external AI tools during our meetings.

FEDERAL PROGRAMS



**Department of
Education &
Workforce**

TODAY'S AGENDA

- Welcome and Updates
- Speakers: Matthew Imperato, Diane Neal
- Q & A
- Next Chat – April 8, 2025



LEADERSHIP SUPPORTS WEBPAGE


- Administrative Calendar
- Resources
- Schooladmin@education.ohio.gov



Strong Principals, Strong Schools

The Ohio Department of Education is committed to the support of all educators, and Principals and Assistant Principals in particular. A recent report on principal impact from the Wallace Foundation states, “**Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.**”

 Administrative Calendar	 Educator Licenses
 Professional Development	 Associations
 Higher Education	 Resources



Be among the first to explore Ohio's new Human Capital Dashboard, to be released later this year. This powerful tool offers key workforce insights—including turnover, retention, mobility, and staff counts. Learn how the Workforce Planning and Current Workforce Profile reports can support data-driven decision-making.

Ask Department of Education & Workforce presenters Stephanie Fojas and Mary Rose your questions and discuss how this dashboard can drive strategic workforce planning and retention.



Virtual Networking Session | Jun. 4, 2025 (10–11 a.m.)

Unlocking Insights—Ohio's New Human Capital Dashboard



**Department of
Education &
Workforce**
Human Capital Resource Center

NEW PROFESSIONAL LEARNING FROM OLAC



OHIO LEADERSHIP
ADVISORY COUNCIL

New Sessions Added

January-June 2025

Professional Learning Series

Register Now



Message from OAESA and OASSA

Now is the time to join your professional organization!

- [OAESA Membership](#)
- [OASSA Membership](#)





OAESA Events: <https://oaesa.org/events/>

OASSA Events: <https://oassa.org/conferences/>



**Department of
Education &
Workforce**

OHIO STANDARDS FOR PRINCIPALS | 2018

 Leadership	Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 Learning	Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 Culture	Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 Management	Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

- The nation's national education law and longstanding commitment to equal opportunity for all students.
- Originally passed in 1964.
- Reauthorized in 2002 as No Child Left Behind (NCLB).
- Reauthorized in 2015 as the Every Student Succeeds Act (ESSA).

FEDERAL PROGRAMS

➤ **Title I:** A, C and D

➤ **Title II:** A

➤ **Title III**

➤ **Title IV:** A

➤ **Title V:** B

Intent and Purpose

ESSA Grant:	Purpose of Grant:
Title I, Part A: Improving Basic Programs	Provide financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
Title II, Part A: Supporting Effective Instruction	Strengthen the quality and effectiveness of teachers, principals and other school leaders.
Title III: Language Instruction for English Learners and Immigrant Students	Improve the English language proficiency and academic achievement of English learners, including activities that increase the knowledge and skills of teachers who serve English learners.
Title IV, Part A: Student Support and Academic Enrichment	Improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
Title V, Part B: Rural Education Initiative	Provides supplemental funding to support eligible rural districts that do not have the capacity to compete for federal competitive grants and receive smaller allocations in Federal entitlement funds.

Intent and Purpose

ESSA Grant:	Purpose of Grant:
Title I-C Education of Migratory Children	Assist migrant children in overcoming: <ul style="list-style-type: none">➤ Disruptions to their education;➤ Cultural and language barriers;➤ Social isolation;➤ Health related problems;➤ Other factors <i>that may inhibit their ability to do well in school.</i>
Title I D & N Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-risk.	<ul style="list-style-type: none">➤ To improve <i>educational services</i> for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth➤ To provide such children and youth with the services needed to make a successful <i>transition from institutionalization to further schooling or employment;</i> and➤ To prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to <i>ensure their continued education and the involvement of their families and communities.</i>

TITLE I-A BUILDING PROGRAMS

Two Types of Programs Under Title 1-A

Title I Schoolwide: Improve the overall education program in the building using evidence-based improvement and intervention strategies. 40% or higher poverty

Title I Targeted Assistance: Address the learning needs of the most at-risk students in the building through a comprehensive needs assessment (multi-criteria selection process)
35% or higher poverty



TITLE I-A BUILDING PROGRAMS

- District determines which buildings receive Title I-A services and the type of services they will have.
- Based on buildings and district's comprehensive needs assessment and poverty levels.
- Any building with more than 75% poverty must receive Title I-A services.
- Building Allocation is based on a PPA amount.



TITLE I-A BUILDING PROGRAMS

Go To ▶

Please note: For your convenience, the Office of Federal Programs has pre-populated the Adjusted Enrollment, Low Income Student data and Community Eligibility Provision (CEP) data (for CEP participating schools) fields on the Building Eligibility page with data collected from the Office of Child Nutrition's **Claims Reimbursement and Reporting System (CRRS)**, not EMIS. This was a one-time load for current fiscal year (2025) based on the October MR81 report. These data fields are editable, so adjustments can be made if needed. ([Building Eligibility Guidance](#))

[Save and View All Buildings \(opens new window\)](#)

There are 3 buildings. Displaying page: 1 of 1

If any buildings are using the Community Eligibility Provision (CEP), check here: ☐

IRN	Building Name	Grade Span	Adjusted Enrollment	Low Income Students		Sort Order (Asc)	Eligibility For Service	Eligible By Other Factors	Other Eligibility Factor	Recalculated % of Low Income	Recalculation # of Low Income	Service	School Label	Gap Closing
				Number	Percent									
012096	Elementary School	K-5,P	563	563	100.00%	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div></div>	<div></div>	<div></div>	SW-Exist <div></div>		
123547	Middle School	6-8	275	160	58.18%	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div></div>	<div></div>	<div></div>	None <div></div>	Warning (ATSI)	
000208	High School	9-12	225	144	64.00%	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div></div>	<div></div>	<div></div>	None <div></div>		
Totals:			1063	867	81.56%									



TITLE I-A BUILDING PROGRAMS

Per Pupil Amount (PPA) \$ 519.36

School/ Attendance Area	Low Income			Min. Alloc P	Actual Allocation
	%	#P	PPA		P Amt (Total)
A	B	C	E PPA x (C)	F	G F x C
Elementary School	100.00	563	292,402.32	519.36	292,399.68
Total Low Income		563	Total Allocations		292,399.68
Remaining					2.64



TITLE I-A BUILDING PROGRAMS

1. Department of Education Website and Enter Search in Textbox at Right Hand Side of Page.



**Department of
Education &
Workforce**



× 🔍

2. Select CCIP website from search and search for district under Funding Applications.

Search Results

× 🔍

About 351 results (0.15 seconds)

Sort by: **Relevance** ▾

Comprehensive Continuous Improvement Plan (CCIP) | Ohio ...

[education.ohio.gov](#) > [School-Improvement](#) > [Student-Improvement](#)



Nov 18, 2022 ... **Comprehensive Continuous Improvement Plan (CCIP)**. The **Comprehensive Continuous Improvement Plan (CCIP)** is a unified grants application and ...

TITLE I-A BUILDING PROGRAMS

TARGETED ASSISTANCE PROGRAM

- Only serve identified students
- Multi-Criteria selection process according to service
- Rank-Order of students served
- Only teachers who serve identified students
- Only parents of identified students



TITLE I-A BUILDING PROGRAMS

Title I-A Schoolwide PROGRAM

- Serve all students
- No multi-criteria selection process required
- All teachers receive Title I-A supports (PD and Materials)
- All parents eligible to receive Title I-A supports (training and materials)
- Focuses on improving entire building outcomes through improvement and intervention activities



TITLE I-A BUILDING PROGRAMS

Title I-A Requirements for Buildings

- Title I-A Annual Meeting in Fall inform all parents of program, engagement opportunities, and services available.
- Parent engagement activities to help parent learn about ways they can help their child in their academic programs at home.
- Professional development opportunities for Title I-A staff – may be what is provided to all staff.
- Building Parent Compacts
- Title I-A Parents involved in decisions for parent activities, improvement plans, and intervention programs needed.
- Title I-A Teachers have limited duties. No more than other teachers in the building.



TITLE I-A BUILDING PROGRAMS

Title I-A Schoolwide Requirements:

- One year of planning prior to Title I-A SW
- Must have a comprehensive needs assessment and improvement plan in EDSTEPS.
- Plan must be approved by SEA.



TITLE I-A BUILDING PROGRAMS

Parent and Family Engagement:

- Title I, Part A defines “parental involvement” as the “participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.” (*The term “parent” includes a legal guardian or other person on standing *in loco parentis*)
- Parents must play an integral role in assisting their child’s learning
- Parents are encouraged to be actively involved in their child’s education at school
- Parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child



TITLE I-A BUILDING PROGRAMS

What are the specific requirements and responsibilities of the individual Title I school buildings?

- Each school must develop a written **School Parent and Family Engagement Policy**
- Each school must develop and share a **School-Parent Compact**.
- Each school must notify parents of its parent and family engagement policy as well as adhere to additional **Right to Know Policies**
- Each school must make its written parent and family engagement policy available to the local community.
- Schools must hold an annual Title I, Part A meeting to provide information around their specific programming and services



TITLE I-A BUILDING PROGRAMS

Parents Right to Know

- Information on the level of achievement and academic growth of the student on each of the State academic assessments
- Timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet State certification or licensure requirement.
- Timely notice that that the parents may request, and the LEA will provide the parents on request, information regarding State and LEA policy regarding student participation in any assessments or parental right to opt the child out of such assessment as well as consequences.



TITLE I-A BUILDING PROGRAMS

Parent Involvement in Planning and Policy Development

- Parents must be brought to the table for plan and policy development.
- Title I, Part A schools must involve parents in the planning, review, and improvement of Title I, Part A programs. School plans (i.e. One Plan), and Parent Involvement policy development.
 - (Key words: organized, ongoing, and timely)
- Committees must include parents of Title I served students.



TITLE I-A BUILDING PROGRAMS

Title I Annual Meeting: Title I schools must convene an annual meeting, at a time convenient for parents, to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs.

Parent Engagement: Schools must offer a flexible number of additional parent and family engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. (ESEA section 1116(c)(1)-(2)).



RESOURCES:

[Office of Federal Programs Resource Guide](#)

[Parent and Family Engagement: Title I, Part A of the ESEA Act](#)

[Title I Part A Spending Guide](#)

[Title I Schoolwide Guidance](#)



**Department of
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NEXT PRINCIPAL CHAT

- Second Wednesday each month at 9:30 – 10:30am
- April 9, 2025, featuring Supporting Principal Well-being:
Managing Stress and Avoiding Burnout

Contact: schooladmin@education.ohio.gov

EXIT SURVEY



QUESTIONS?

EDUCATION.OHIO.GOV



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