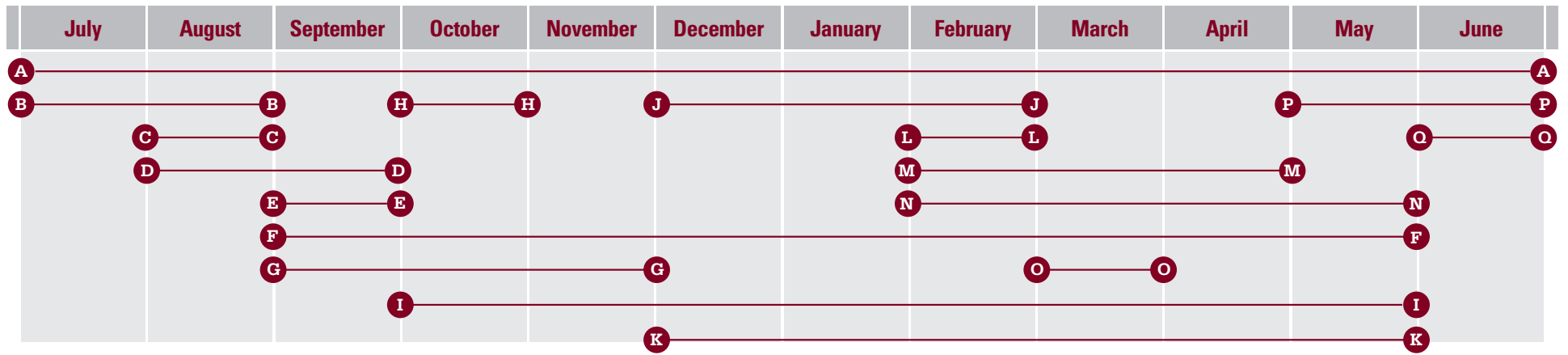


# Planning/Evaluation



## A. July – June

Set up Safe Account names and passwords to access Comprehensive Continuous Improvement Plan (CCIP). Update the Ohio Educational Directory System (OEDS) information and roles. Maintain current OEDS-R contact information in order to update the CCIP Address Book.

Update contact information on the new FY CCIP Funding Application Sections Page: Funding Application Contact, Homeless Contact.

Complete NS3 Consultation Guide for nonpublic participating schools.

Include a summary of activities and interventions supported with the ESEA Flexibility Waiver 20% set-aside of Title I funds in the designated section on the Title I Budget Details Page in the CCIP Consolidated Funding Application. Identify the Title I schools and percentages where these funds will be directed.

## B. July – August

Review and update all inter-agency agreements for IDEA, Early Childhood Special Education, etc.

## C. August

Review and update written local procedures for compliance with the Title I Comparability requirement and implement these procedures annually.

## D. August – September

Establish rank order lists, based on multi-criteria, of students most at risk of failing in Targeted Schools.

All districts (not only those receiving Title III LEP funds): identify all students whose primary or home language is other than English (PHLOTE); assess all PHLOTE students to determine if they are limited English proficient and need special language assistance; determine what kind of special language service program is to be provided and implement the program.

Order Ohio Test of English Language Acquisition (OTELA) for all Limited English Proficient (LEP) students every year to measure their progress in learning English. Office of Assessment informs district test coordinators of the exact dates of the ordering window for the OTELA. The administration of the OTELA test begins in February of each year.

All districts/agencies: assure updated homeless contact is listed in the CCIP Address Book, all procedures are in place for serving homeless students, and all teachers and appropriate staff receive homeless awareness training. (National Center for Homeless Education at The SERVE Center: [http://center.serve.org/nche/web/online\\_tr.php](http://center.serve.org/nche/web/online_tr.php))

## E. September

Begin 1 year of required planning for a building intending to implement a new Schoolwide program in the following school year. Contact another district's schoolwide program coordinator for guidance and best practices. Record planning year start date in the CCIP Log as required. Reference Ed SW Guidance.

## F. September – May

Start and complete the PACTS Self Evaluation for current School Year by May 30.

## G. September – November

November 30 – deadline to complete CCIP Planning Tool District Improvement Component when first identified as High, Medium or Low support in the Ohio Differentiated Accountability System. Complete the School Improvement Component by November 30 in the first year of identification for Title I Priority, Focus, Alert and Improvement Schools.

## H. October

Set-up and maintain frequent and regular coordination of the Title I program with regular classrooms and with all other academic interventions in the building and district, and with other services in the building/community (such as Help Me Grow, Head Start, Even Start, preschool, services for children with disabilities and limited English proficient students, nutrition and housing programs, anti-violence programs, vocational services, career and technical, job training, etc.).

OAASFEP Fall Coordinators Conference.

## I. October – May

Create a copy of the FY14 Plan in the FY15 Planning Tool to work on updates for the following school year: Research, establish and use problem-solving methods for determining priority needs evidenced in the data analysis/needs assessment process and arriving at solutions for needs. Update the Needs Assessment, review goals, strategies, action steps, component requirements and component relationships. Utilize the Ohio Improvement Process (OIP), Decision Framework and IMM tools. Districts identified as High, Medium or Low Support and Title I Schools identified as Priority, Focus, Alert or Improvement Schools are expected to utilize the OIP Process.

Update Targeted and Schoolwide Program Criteria Component documentation.

## J. December – February

Periodically review and update Targeted Schools rank order lists.

## K. December – May

Conduct teacher surveys, parent/community surveys and compile data results. Refer to CCIP Doc Library, Parents, Consolidated Application: Sample Targeted Assistance School Parent Survey Questions and Sample Staff and Community Survey.

## L. February

Test all Limited English Proficient (LEP) students every year to measure their progress in learning English. Use the English Language Acquisition (OTELA) ordered from the Office of Assessment at the beginning of the school year. (Contact: Dan Fleck, 614-466-4109)

## M. February – April

Finalize work with district competitive grants staff to align/coordinate grants goals and strategies with Consolidated Application goals and strategies. (CCIP Competitive Grant Applications are due on a Friday on or before April 30 at 5 p.m.)

## N. February – May

Nonpublic consultation takes place and NS3 (Nonpublic School Services System) Participation Form(s) finalized.

## O. March

Title I/Federal Programs OAASFEP Spring Conference

## P. May – June

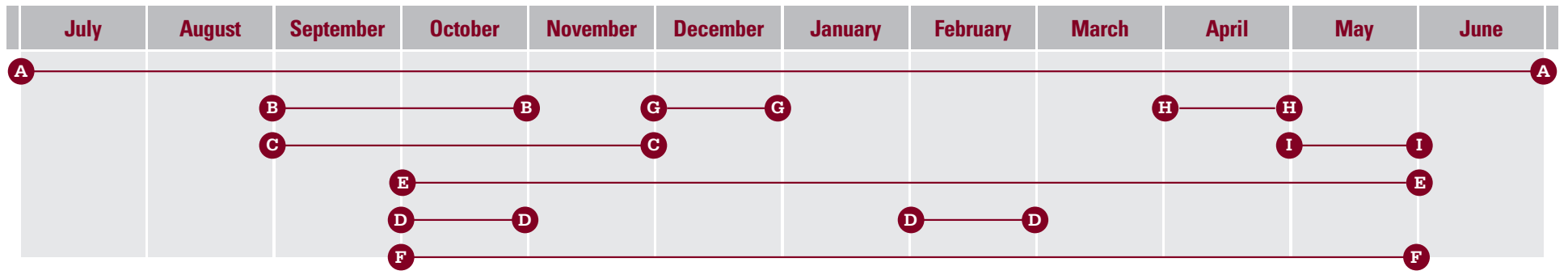
Compile and analyze newly available needs assessment data, including Ohio Achievement Assessment and Ohio Graduation Test scores, in addition to the Decision Framework data. Have others, including the planning team, review the CCIP using the ODE Consultant Checklist.

## Q. June

Work with Help Me Grow staff to assure all IEPs are in place by the child's third birthday so children can transition to Childhood Special Education preschool.

Alert consortia to complete Consortium Forms (Title III, IDEA, and ECSE).

# Data



**A. July – June**

SOES: School Options Enrollment System (SOES) are subsystems of EMIS that drive funding for community schools. It is a Web application used by community schools and traditional public schools to enter data used to flow funds to community schools. Community school personnel enter data in the SOES system and traditional public school personnel review, verify or challenge that data. This is an important monthly reporting process due on the 15th of each month. (Quality School Choice and Funding, 614-466-0070)

**B. September – October**

CSPR homeless students served by McKinney-Vento Grant reported to Tom Dannis, Office of Federal Programs at ODE, using the paper survey.

**C. September – November**

Migrant Education students reported in CSPR by ODE from data gathered by ODE from the National Migrant Education Center in Boulder, Colorado.

**D. October and February**

Economically disadvantaged community school student data is extracted from the School Options Enrollment System (SOES) in February to coincide with the two reallocation periods of Title I.

Traditional public school districts and community schools can view the Federal Low-Income Extract consisting of School Options Enrollment System data after the community schools have entered them for the first and second reporting periods in October and February. This data is viewable within the Federal Low-Income Count (FLIS) Web application. This enables both the traditional districts and community schools to be aware of changes in the adjusted poverty counts of community school students that will affect the reallocation of Title I funds in March or early April.

**E. October – May**

Report Highly Qualified Teacher and Paraprofessional information and other data to the district Educational Management Information System (EMIS) coordinator for the EMIS Staff Report.

**F. October – May**

Obtain free and reduced-price meal data (from finalized district food service meal claim) and ADM data, both from the same month, for CCIP Title I Building Eligibility page.

**G. December**

Dec. 1 – Deadline for Neglected/Delinquent child counts (reported via the Vovici survey through the SAFE Account).

Early December (exact date to be announced)—Deadline for completion of the Neglected/Delinquent Survey for the Consolidated State Performance Report (CSPR). (Accountability, 614-728-3018)

Districts/agencies receiving IDEA funds and Early Childhood Special Education funds: obtain EMIS December Child Count-Inclusion Report and spot-check files to assure all Multi-Factored Evaluations (MFEs) and Individual Education Programs (IEPs) are current and fully completed for students on the list.

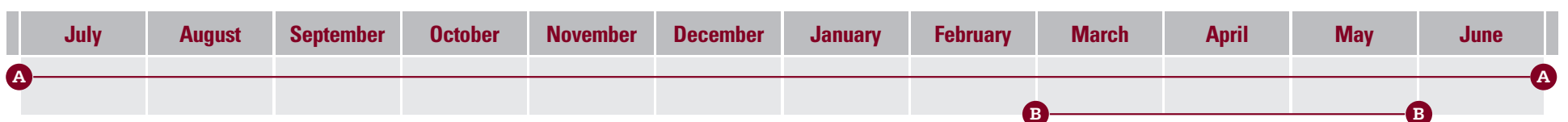
**H. April**

Submit Annual Count of Immigrant Students currently enrolled in public and nonpublic elementary and secondary schools. This count is used to determine eligibility for federal grants under No Child Left Behind for school. Eligible public schools will be funded based on the total number of immigrant children reported in public and nonpublic.

**I. May**

In May, nonpublic Schools will submit their counts of enrolled immigrant students as well as ESL/LEP students through the Nonpublic (NS3) system accessed through SAFE accounts. By July 15, public schools (including community schools) must provide immigrant student information through EMIS.

# HQT/Qualifications of Paraprofessionals



**A. July – June**

The district has determined and ensured that all teachers in core subjects are Highly Qualified (HQ), 1119(a).

All of the teachers in programs supported by Title I funds hired since the beginning of the 2002-2003 school year were highly qualified at the time of hire, 1119(a)(1). The district ensures that new Title I hires meet highly qualified standards.

All new instructional paraprofessionals in programs supported by Title I hired after NCLB enactment, January 8, 2002, are Qualified, 1119(c).

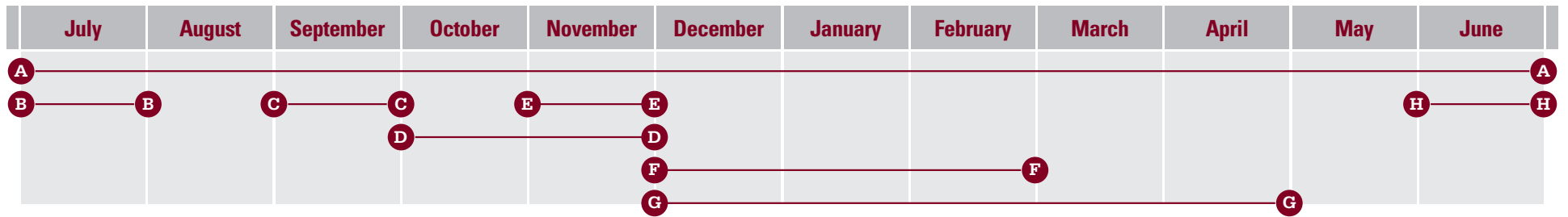
The district assures that existing instructional paraprofessionals currently working in a Title I program satisfy the same requirements as newly hired paraprofessionals, 1119(d).

The principal of a Title I school attests, annually, in writing, to meeting the Highly Qualified teacher and instructional paraprofessional requirements, 1119(i). Written attestation is maintained at the school and district office and is available to the public upon request.

**B. March – May**

Update the CCIP Planning Tool HQT Component in the spring of each year based on the instructions in the annual HQT/AMO (Annual Measurable Objective) letter sent to the superintendent.

# Fiscal July-June



### A. July – June

Fiscal Year: July 1 - June 30

Project Cash Requests – Monitor budget and spending regularly and abide by the Cash Management Act and 34 CFR 80.20 and 80.21 which required funds be drawn only for immediate cash requests. Cash can be requested only when the CCIP Funding Application is in Final Approval status.

A physical inventory of equipment is taken and the results reconciled with the equipment records at least once every two years.

Monitor and budget carryovers and reallocations.

CCIP budget revisions must be submitted prior to incurring a new obligation.

District establishes written procurement procedures.

Time Distribution Documentation: Semi-annual certification or Time and Effort Log (refer to Finance in the Doc Library)

### B. July

July 1-Recommended date to submit your new fiscal year completed CCIP (Authorized Representative Approved) to establish the district’s substantially approved date to obligate funds.

District desiring to consolidate funds in a schoolwide 598 funding pool must create the Schoolwide pool in the CCIP with the initial application submission. District pooling funds must meet intent and purpose of the contributing grants. Sufficient fiscal planning must be completed prior to consolidation of funds with consultant approval prior to submission for districts who have not participated. Districts that have not previously pooled funds need ODE consultant approval to make sure they have completed sufficient planning.

Career Technical Funding Report: In any fiscal year, school districts must spend at least the amount of assumed local and state aid generated in the CTE State Funding Calculations Report for approved career-technical education and related services expenses. The Career-Technical Funding report provides a district-by-district account of this requirement. FOR THE FISCAL YEAR REPORT: District revisions due to ODE by July 1; financial spreadsheet finalized by July 15; text report finalized by July 3.

Special Education Fiscal Accountability Report: School districts must, in any fiscal year, spend at least the amount of assumed local and state aid generated in the PASS Form by special education pupils for approved special education and related services expenses. The Special Education Fiscal Accountability report provides a district by district account of this requirement. FOR THE FISCAL YEAR REPORT: District revisions due to ODE by July 1; financial spreadsheet finalized by July 15; text report finalized by July 31.

### C. September

Liquidate by deadline of September 30 all obligations that were made on or before June 30.

Final Expenditure Report (FER) submitted as approved by September 30. Limit Carryover from previous fiscal year’s Title I grant (original allocation and re-allocation) to 15 percent of Title I after Sept. 30 for allocations of \$50,000 or more, unless eligible to request a once-in three-year waiver request, in the CCIP Funding Application.

### D. October – November

Complete 9/30 Report by the date requested.

### E. November

ESEA Maintenance of Effort Requirement: In any fiscal year, school districts must spend from state in local funds (aggregate or per pupil) at least 90% of the amount spend in a previous fiscal year. MOE web-based system is available through the CCIP left menu under Funding.

### F. December – February

Web-based Comparability system opens in November/December. Log in through your SAFE account to verify if your district must complete the Comparability report. Complete report by the requested date, usually in February. Check the home page for deadlines and announcements. (Recommend testing comparability early (April-May) using Excel forms, located in the CCIP Doc Library under Financial-Title I.

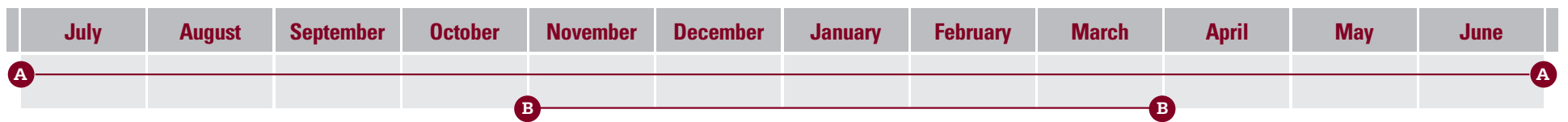
### G. December – April

Check CCIP Sections page to see if there are any allocation changes due to community schools re-allocations and other adjustments. Status of CCIP will automatically be changed to Revision Started if there are allocation changes. Submit CCIP budget revision as needed.

### H. June

No obligations after June 30. Submit all budget revisions by no later than June 30 for current fiscal year. Last-minute revisions made by the district may create potential audit issues - unallowable expenditures prior to the substantially approved date of the revision.

# ESEA Flexibility WAIVER 20% SET-ASIDE REQUIREMENT



### A. July – June

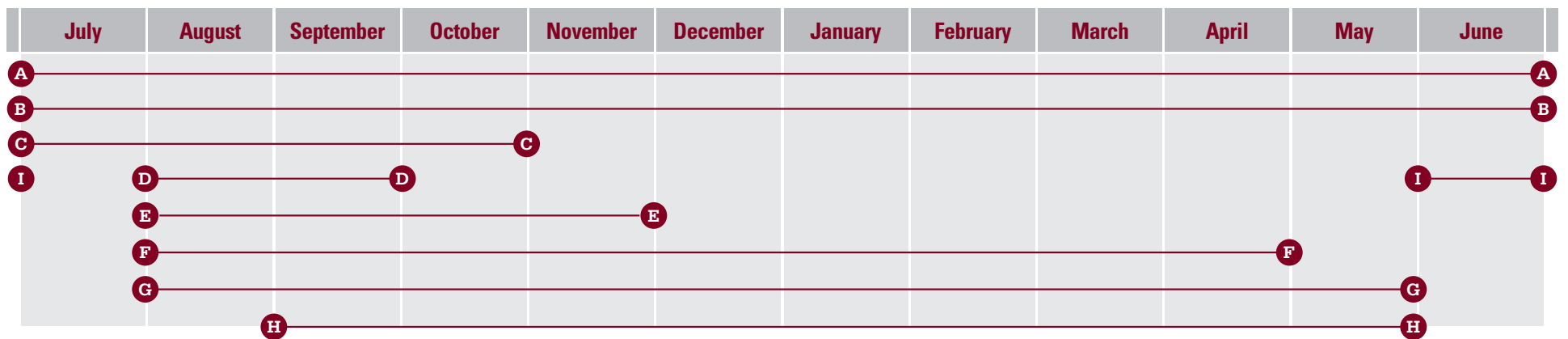
Ohio will no longer mandate NCLB school choice and supplemental educational services (SES) as currently required under NCLB. Supports and interventions will instead include: expanded learning time and opportunities for all struggling students, which may include other supports through strategic partnerships; professional development that is job-embedded, sustained and connected to educators needs and other supports and interventions in sections 2.G and 2.F, Ohio ESEA Flexibility Request, Revised June 21, 2013. Eliminate the requirement of the 20% district set-aside of 1116 (b) (10) funds, previously used to provide supplemental education services and transportation, and require districts to direct these funds to their *Priority* and *Focus* schools. Additionally, for the 2012-13 school year, districts are required to direct these funds to *Alert* schools and other low performing Title I schools not already identified as *Priority* or *Focus* schools. Continuing in the 2013-2014 school year, districts will continue to direct these funds to *Alert* schools and other low performing Title I schools (identified as *Improvement* in the 2012-2013 school year) that receive a D or F on the Gap Closure Component not already identified as *Priority* or *Focus* schools.

In addition, expanded learning time in *Priority* and *Focus* schools (optional) will require the school to examine and explore options of how time is devoted to achieving college- and career-readiness. Time may be reallocated for teacher collaboration, expanding the day to allow for additional instructional time, and to implement new school models (ex: turnaround principles, innovation). Schools will collaborate with 21st CCLC partners where applicable to plan, implement and evaluate restructuring the rearticulating of the school day.

### B. November – March

Review and update the summary of activities and interventions supported with the ESEA Flexibility Waiver 20% set-aside of Title I funds in the designated section on the Title I Budget Details Page in the CCIP Consolidated Funding Application. Review and update the list of Title I schools and percentages where these funds will be directed.

# Parent Involvement



## A. July – June

Assistance, materials, and training have been provided to parents to help build capacity for their involvement, 1118(e).

## B. July – June

The district written parent involvement policy is reviewed annually with input from parents, 1118(a). If the district already has a district-wide parent involvement policy that applies to all parents, the district may amend that existing policy, if necessary, to meet the requirements of section 1118(b)(3).

The school policy/plan is updated periodically with input from parents, and includes requirements of subsections c through f, 1118(b). If the Title I served school already has a parental involvement policy/plan that applies to all parents, the school may amend that existing policy/plan, if necessary, to meet the requirements of section 1118(b).

## C. July – October

The district reserves, on the Title I Set-Aside Page, no less than 1% of its Title I allocation (if over \$500,000) for parental involvement activities, including promoting family literacy and parenting skills; 95% of the 1% is distributed to the Title I served schools, 1118(a).

## D. August – September

Notify parents of their right to know classroom teacher and paraprofessional qualifications for all Title I buildings. (Refer to sample letter in the doc library under Parents.)

## E. August – November

As a component of the school-level parent involvement policy/plan, each Title I-served school jointly develops with parents a school-parent compact (refer to CCIP Doc Library template under Parents).

## F. August – April

Notify parents of children in Title I buildings as soon as it is known that teachers who are not HQT will be teaching students for four or more consecutive weeks. (Refer to sample letter in the doc library under Parents.)

## G. August – May

The district provides notification to parents of Limited English Proficient (LEP) students participating in Title I-funded LEP programs that supplement locally funded LEP programs, to the extent practicable, in a language the parents can understand.

## H. September – May

An annual meeting is convened to inform parents of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved. (Refer to annual meeting sample agenda and guide in the Doc Library under Parents.)

## I. June – August

The district provides assistance, materials and training to parents to help with their child's continued learning over the summer.

## Consolidated Application Contacts

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FACTS  
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TITLE I SCHOOL  
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FISCAL YEAR  
SUMMER EXTENSIONS  
Ray Draghi

## Additional Resources

ED.gov/policy

IDEA.ED.gov

CCIP Doc Library

Help links in CCIP Planning Tool and Consolidated Funding Application Pages

Title I U.S. Department of Education (ED.gov) Non-Regulatory Guidance: Title I Services to Eligible Private School Children, October 2003; Ensuring Equitable Services to Private School Children, A Title I Resource Kit; Preschool, April 2012; Identification/Selection of School Attendance Areas and Allocation of Title I Funds, 2003; Fiscal, Revised February 2008; Parent Involvement, 2004; Schoolwide, March 2006; Title I, Part C Migrant Education, October 2010; Title I, Part D: Neglected, Delinquent, and At-Risk Youth, 2006; Title I Paraprofessionals, March 2004)

Obligations – EDGAR-Sec. 76.707

OMB Circular A-87 Cost Principles

OMB 08-0101 Q & A Transportation (CCIP Doc Library)

Uniform School Accounting System, see Auditor of State website

www.education.ohio.gov

ESEA Flexibility Waiver – ODE Homepage

LAU Resource Center – 614-387-2265

ODE Search for examples:

HQT Toolkit

Acronyms

www.sedl.org

Where can I find information about expanded learning time?

<http://www.ed.gov>

<http://whatworks.ed.gov>

<http://ies.ed.gov/ncee/>

Title IIA Improving Teacher Quality, Revised October 2006 U.S. Department of Education Guidance

Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, U.S. Department of Education Guidance, May 2007

Title VI-B Rural Education Achievement Program (REAP), U.S. Department of Education Guidance, June 2003

Education for Homeless Children and Youth Program, Title VII-B of the McKinney-Vento Homeless Assistance Act, U.S. Department of Education Guidance, July 2004

Title IX, Part E Uniform Provisions Subpart 1 – Private Schools, U.S. Department of Education, August 2005

Twitter: @OHEducation

Facebook: Ohio Families and Education

YouTube: OhioEdDept

LinkedIn: ohio-department-of-education

Office for Exceptional Children – 614-466-2650