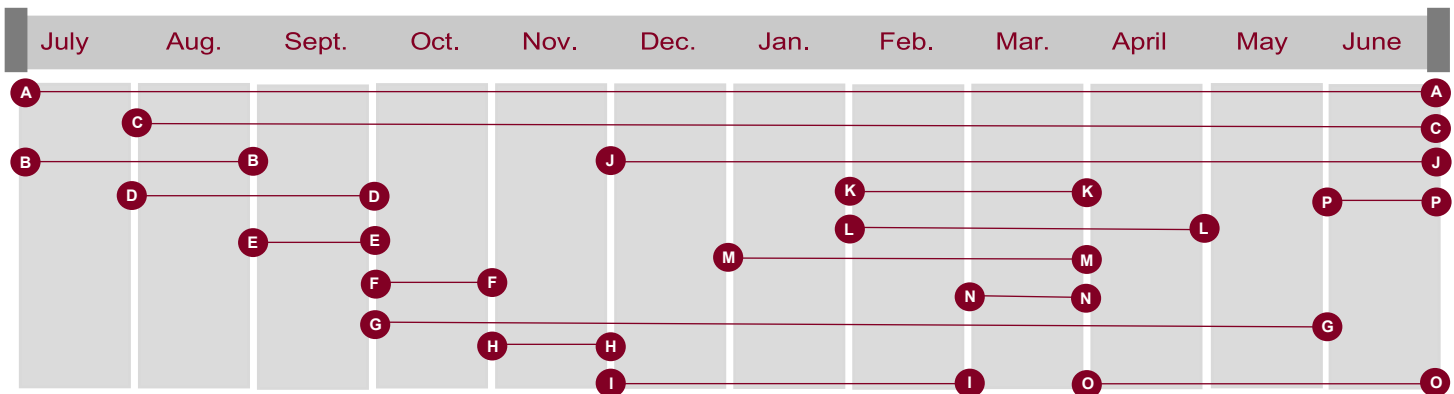


Planning/Evaluation



A. July – June

Update the Ohio Educational Directory System (OEDS) information and roles. Maintain current OEDS-R contact information in order to update the CCIP Address Book. If not already established, register for [OH|ID](#) portal.

Update contact information on the new CCIP Funding Application Sections Page: Funding Application Contact. Complete NPDS Consultation Guide for nonpublic participating schools.

Complete and submit funding applications by June 30th for substantially approved date of July 1st.

B. July – August

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

For new community schools: The new community school will be assigned a One Plan cohort during the first week of July. By the end of July, an initial Office of Federal Programs communication is sent to new community schools and management company (if applicable). Before the end of August, attend the Introduction to Federal Programs group training which includes the intent and purposes of the various grants.

C. August - June

Review and update written local procedures for compliance with the Title I Comparability requirement and implement these procedures annually. District Leadership Team (DLT), Building Leadership Team (BLT) and Teacher Leadership Team (TBT) should be regularly meeting to monitor progress and implementation.

D. August – September

Establish rank order lists, based on multi-criteria, of students most at risk of failing in Targeted Assistance Title I buildings.

All districts (including those who do not receive Title III EL funds): Identify all students whose primary or home

language is that other than English; assess all English learner (EL) students to determine if they are limited English proficiency and need special language assistance; determine what kind of special language service program is to be provided and implement the program.

Determine if paper copies of Ohio English Language Proficiency Assessment (OELPA) are needed. Office of Assessment informs district test coordinators of the exact dates of the ordering window for the OELPA through the test portal. The administration of the OELPA test begins in February of each year.

All districts/agencies: assure updated homeless contact is listed in OEDS, 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)

Services must be in place for all participating nonpublic schools at the start of the school year.

E. September

Begin one 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 the U.S. Department of Education [Schoolwide Guidance](#).

Local Report is Release.

September 30 - Deadline for opening community schools (unless mission of the school is solely to serve dropouts). If contract is for a drop-out recovery school, the contract is valid for 12 months after it is signed, and the school may open later in the school year. During the new community school's second year, the Office of Federal Programs will conduct an introductory training on the ED STEPS process.

FEDERAL PROGRAMS CONSOLIDATED APPLICATION TIMELINE

August 2023

F. October

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

G. October – May

The One Needs Assessment opens between October and January every year. Complete required questions and consider answering recommended questions to help identify priority needs. The priority needs that are selected are sent to the CCIP One Plan. Starting with your assigned cohort year, this plan covers three years and should be based on priority needs as established by the One Needs Assessment. The deadline for these components is dependent on the cohort. For those in their cohort year, it is due at the end of March. This allows time for internal review from April-May.

Update Targeted and Schoolwide Program Criteria Component documentation.

H. November

Improvement components are now embedded in the One Needs Assessment. If a school label changes, schools will be required to complete the new required questions in the One Needs Assessment. The new required questions need to be completed before submitting a consolidated funding application.

I. December – February

Periodically review and update Targeted Schools rank order lists.

J. December – June

Educational organizations complete the One Needs Assessment through [OH|ID portal](#). Make sure it is completed at both the district and school level.

Conduct teacher surveys, parent/community surveys and compile data results.

Start and complete the ESEA Consolidated Self Survey for current School Year by June 30th.

K. February – March

Test all English Learners (EL) students every year to measure their progress in learning English. Use the Ohio English Language Proficiency Assessment (OELPA) from the Office of Assessment. (Contact: David Brauer, 614-387-7586 or Paula Mahaley, 614-466-0217).

School Support Tool through OII is due in late

February. Districts can set a date before May for their schools to submit their support tool, so there is time for review.

L. February – April

Finalize work with district competitive grants staff to align/coordinate grants goals and strategies with Consolidated Application goals and strategies.

M. January – March

Nonpublic schools generate Participation Forms within NPDS. Public districts Public Approve Participation Forms. Consultation Guides are started through Non-Public Data System (NPDS).

N. March

One Needs Assessment (ONA) and district building plans are due by March 31 of the cohort year for each district and school. Remember that there is a transition from one-year to three-year needs assessments and plans for ED STEPS.

March 30 – Deadline to have first one-on-one Ohio Department of Education (“Department”) Office of Federal Programs consultation to review the new community school checklist.

O. April – June

As part of the ED STEPS transition, the Department offices will review three-year plans and provide feedback and support. Districts update plans from feedback provided (happens for original plan and any revisions over the course of three years).

Compile and analyze newly available needs assessment data, including Ohio State Tests and End-of-Course, in addition to the ONA data. Have others, including the planning team, review the CCIP using the Department Consultant Checklist.

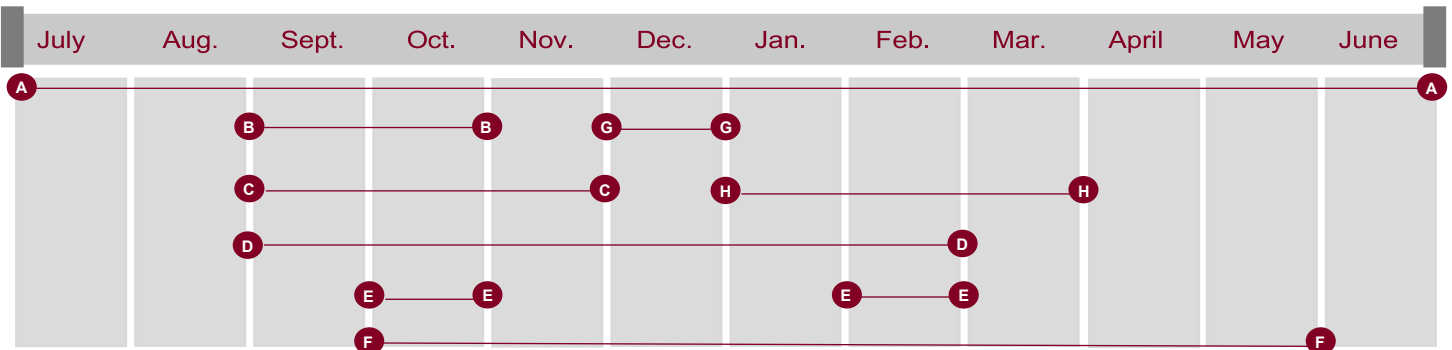
P. June

June 30 – If needed a second, one-on-one consultation with an Office of Federal Program consultant should be completed along with the new community school checklist. This is also the deadline for new community schools to submit the basic information needed to approve their consolidated funding applications.

Complete Consolidated Funding Applications by June 30th of each year.

Work with 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 Memorandums of Understandings or contracts (Title III, IDEA, and ECS

Data



A. July – June

School Options Enrollment System (SOES) are subsystems of the Educational Management Information System (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.

July 1 – Consultation guides should be completed for participating nonpublic schools at the time the funding application is submitted. The guides should be marked Nonpublic Approved shortly after.

B. September – November

Homeless data for McKinney-Vento Grant reported to the Department using Survey Monkey. The deadline for completion is the end of September.

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

C. September – February

In September, discuss and review the requirements for completing the annual comparability calculations. Periodically verify the data until EMIS closes at the end of January.

Report Teacher and Instructional Aid/FTE and other data to the district EMIS coordinator for the EMIS Staff Report. Final collection is in February.

D. October and February

Economically disadvantaged community school student data is extracted from the School Options Enrollment System (SOES) in October and 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 (FLICS) 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 free and reduced-price meal data (from district food service meal claim) and ADM data in EMIS. Data will be used in the upcoming fiscal year for CCIP Title I Building Eligibility page.

F. October – December

Nonpublic schools will submit their counts of enrolled students through the NPDS accessed through OH-ID accounts. Public schools (including community schools) must provide immigrant student information through EMIS.

Early December (exact date to be announced)—Deadline for completion of the Neglected/Delinquent Survey for the CSPR and Annual Count of Neglected or Delinquent Children.

Deadline for completion of the Title IV-A Survey for the Consolidated State Performance Report.

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

G. January- March

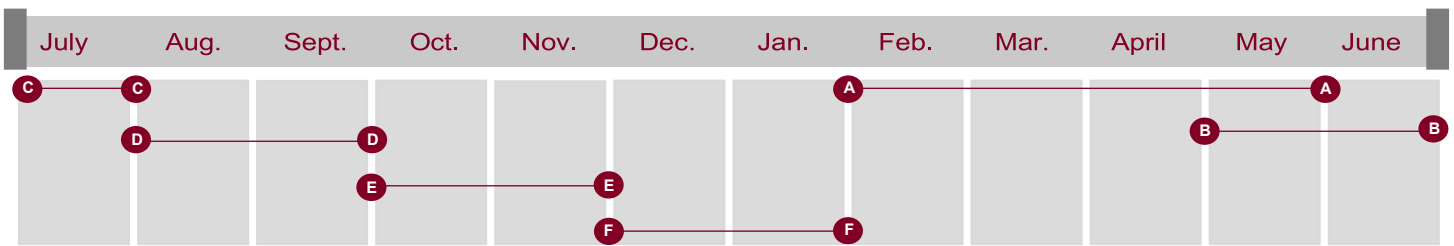
Check Master Rural Eligibility Spreadsheet for Rural Education Achievement Program (Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) grants.

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 Every Student Succeeds Act for schools. Eligible public schools will be funded based on the total number of immigrant children reported in public and nonpublic.

SRSA grants are due in April. An email will be sent with a link to eligible educational organizations.

Nonpublic Equitable Services



A. February - May

Begin consultation to discuss nonpublic equitable services program design that meets the needs of eligible students, their families, and teachers. This discussion should include any anticipated carry-over.

B. May - June

Conduct annual evaluation to determine if services are improving student achievement.

Service providers need to provide student progress reports for updating the CCIP needs assessment and tracking of academic student progress.

C. July

Public school district informs the nonpublic school officials of service amounts.

Consultation regarding program design, service delivery models, number of Title I participants and location of services should be finalized.

Contracts with Title I staff, third party providers or Memorandums of Understanding (MOU's) with districts to provide services should be in place.

D. August - September

Continue the required on-going consultation of all federally supported services to the nonpublic participating buildings from the current school year. Public district must have rank ordered list of children receiving Title I services as determined by multi-criterion forms.

Title I services must begin at the start of school. Consultation Guides should be marked "Completed" by the start of school.

Complete Nonpublic Final Expenditure Report and determine whether any unexpected funds from prior year will be carried over.

October - November

Consult with nonpublic officials to determine service satisfaction and student learning. Ensure that all services are being provided to ensure academic student progress. Provide updates to nonpublic school to track spending and encourage federal funds to be fully expended in the year in which they are awarded.

Reallocations to grant amounts to public districts may cause a change in equitable service amounts for nonpublic schools.

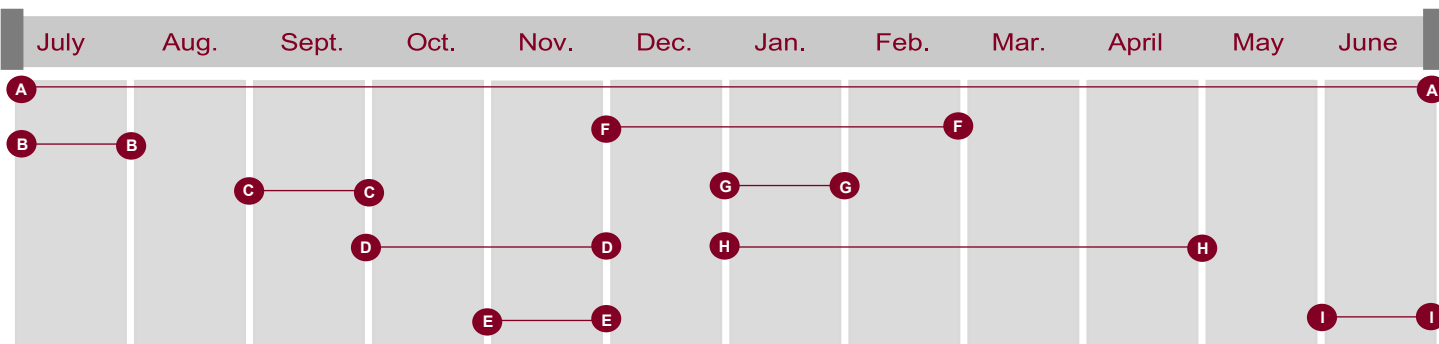
Nonpublic building officials will be notified to begin to input into the Nonpublic Data System (NPDS) Title I, Title III-LEP/Immigrant, Title IV-A & IDEA-Special Education enrollment and participation data.

Obtain official lists of student addresses to verify low-income families from nonpublic schools. Nonpublic and LEA officials may revise NPDS enrollment data through mid-May.

E. December - January

Determine mid-year Title I spending and parent information for continued improvement for student achievement. This information could be included for the spring planning and the CCIP needs assessment.

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 require funds be drawn only for immediate cash requests. Cash can be requested only when the CCIP Funding Application is in Final Approval status.

At least once every two years, take a physical inventory and reconcile the results against equipment records.

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 certifications 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.

In order to be schoolwide pooling, districts must have schoolwide buildings.

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.

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% of Title I after Sept. 30 for allocations of \$50,000 or more. This carryover is eligible to request in the CCIP Funding Application once every three years.

D. October – November

Complete 9/30 Report by the date requested to maximize federal grant carryovers.

E. November

ESEA Maintenance of Effort (MOE) 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. Notifications regarding MOE go out in November.

F. December – February

Communication regarding web-based Comparability system begins in December. Log in through your SAFE account to verify if your district must complete the Comparability report. Upon the closure of the EMIS staff data, the Comparability system will open in early February with a deadline of early March. Complete report by the requested date. Check the home page for deadlines and announcements. More information can be found in the CCIP document library.

Every “even” year, comparability report must be ODE approved. Every “odd” year, must be submitted.

G. January

In January, funds are allocated to new community schools. This has to be done within five months of a new community school opening.

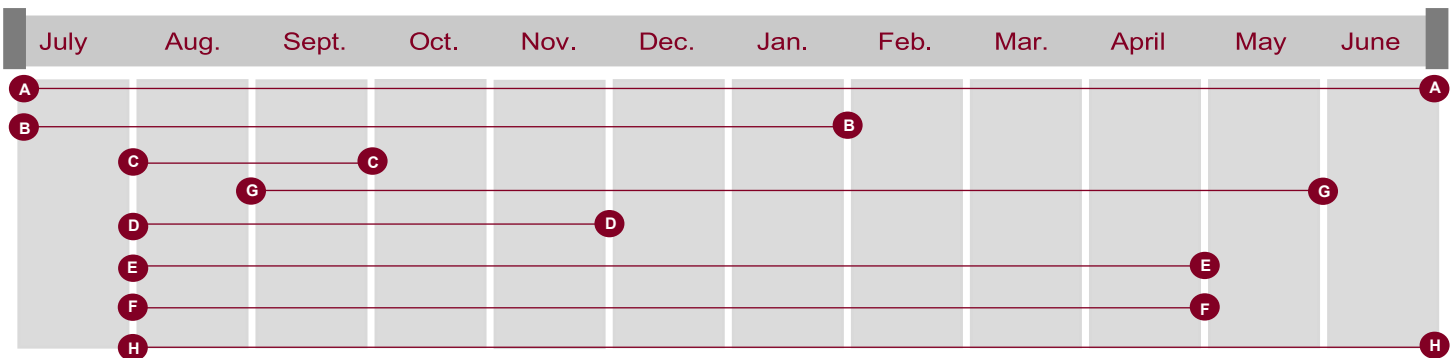
H. December – April

Check CCIP Sections page to see if there are any allocation changes due to community school 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.

I. June

All budget revision need to be submitted no later than June 30 for the current fiscal year. Last minute revisions made by the district may create potential audit issues.

Parent Engagement



A. July – June

Assistance, materials and training have been provided to parents to help build capacity for their involvement, 1116(e).

The district’s written parent engagement policy is reviewed annually with input from parents, 1116(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 1116(a)(2).

The school policy/plan is updated periodically with input from parents, and includes requirements of subsections c through f, 1116(b). If the Title I served school already has a parental engagement policy/plan that applies to all parents, the school may amend that existing policy/plan, if necessary, to meet the requirements of section 1116(b).

B. 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 engagement activities, including promoting family literacy and parenting skills; 90% of the 1% is distributed to the Title I served schools, 1116(a).

C. 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 CCIP Doc Library under “Parents”).

D. August - November

As a component of the school-level parent engagement policy/plan, each Title

I-served school jointly develops with parents a school-parent compact (refer to CCIP Doc Library template under “Parents”).

E. August - April

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

F. August – May

The district provides notifications to parents of English Language Learners (ELL) students participating in Title I-funded EL programs that supplement locally funded English Learner programs, to the extent practicable, in a language the parents can understand.

G. 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.)

H. 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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COVID Relief and Sustainability

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COMPLIANCE

Diane Neal

ED STEPS

Scott May

HOMELESS

Susannah Wayland

MIGRANT

Rasha Hetata

MOE

Jason Coleman

NEGLECTED/ DELINQUENT

Karen Auble

NS3/NONPUBLIC

Chantelle Carter

PARENT ENGAGEMENT

Diane Neal

RURAL

Amy Hill

SCHOOLWIDE POOL

Randall Richardson

SCHOOLWIDE PROGRAMMING

Rasha Hetata

SUMMER EXTENSIONS

Karen Auble

TITLE I SCHOOL IMPROVEMENT

SUB A

Amy Hill

Additional Resources

[ED.gov/policy](https://ed.gov/policy)

[IDEA.ED.gov](https://idea.ed.gov)

www.education.ohio.gov

[ED STEPS](#)

[CCIP Doc Library](#)

SOCIAL MEDIA

Twitter: @OHEducation

Facebook: Ohio Families and Education

YouTube: OhioEdDept

LinkedIn: ohio-department-of-education

OTHER HELPFUL NUMBERS

Office of Federal Programs – 614-466-4161

Office for Exceptional Children – 614-466-2650

LAU Resource Center – 614-387-2265